

Strand: **Craft**

Theme: **My Place**

Learning outcomes:

Students should be able to:

2.3 reflect on their own, or another's, craftwork through the use of critical and visual language

2.4 show they can use their drawings to observe, record and analyse

2.6 investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making

2.7 identify the historical or contemporary skills and materials used in craftworks from a number of different crafts

1.12 apply their understanding of the art elements and design principles to make an artwork

2.14 use media to create their own artwork

Task

Following a brainstorming exercise based on the theme the students will develop and realise a lino print from a primary source they have chosen.

Time

7 weeks

Background:

Students learned the skills, materials and processes involved in the designing, making and printing of a series of black and white lino prints on a variety of grounds. Through drawing students identified line, tone, shape and pattern within their primary source and translated it into their prints.

Students showed their understanding and value of the craft, by identifying their favourite or most successful print and, using annotation, explaining their reasons.

Students examined examples of historical and contemporary printmaking in relation to their own processes and work.

Teacher annotations using the success criteria

The annotations capture observations by the teacher, using the success criteria, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the NCCA, the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.

Teacher annotations:

The strongest part of the student's lino print is the baby's shoe. It was very well explored by the student in their drawings. They had developed a very good understanding of the three-dimensional form of the shoe using line. The sudden introduction of the box and tissue paper was where their design came undone. As the student hadn't explored them through their drawings they did not look as three dimensional as the shoe. It is important for the student to note this and ensure they use their drawing to help them become more familiar with their objects before moving on in the design process.

The student's cutting technique is very well controlled, especially on the shoe outside the box. Their directional cutting really gives the shoe form. However, the shoe inside the box is indicated by a series of marks that create very little structure or definition. The student did analyse the various cuts they could use in their research into Visual Culture but hasn't fully explored it in their work. Changing cutting blades would help them to explore this more.

The student could have looked at other examples of other artists' work. For example, some of the German Expressionist printmakers who worked a lot in black and white and made good use of directional line cutting. This would really help the student understand how to bring more structure to their next prints.

Overall judgement:  Above expectations