

Strand: Art

Theme: Abstract Painting

Learning outcomes in focus

Students should be able to:

1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them.

1.2 respond to an artwork using critical and visual language

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

1.14 use media to create their own artwork

Learning intentions*

We are learning to:

- use a variety of drawing techniques to record and analyse a primary source
- describe and discuss, using Visual Thinking Strategies, a work of art
- use tracing paper/viewfinders to make compositions
- experiment and select cool and warm colours
- identify and select final composition
- apply paint and make marks using a variety of materials
- mount/frame work and select a title (with artist's statement)
- reflect on my learning

Teaching and learning context

This was a “taster” project for mixed ability students at the beginning of first year. They were asked to identify, select and make drawings of a primary source in their Visual Art sketchbooks. They used these drawings as the basis for small colour-studies, one of which would be framed. The learning intentions were shared with the students and they devised the success criteria.

Students chose a primary source and made blind, modified blind and line drawings. They discussed a painting using the Visual Thinking Strategies methodology and used their learning to identify the important parts of a painting. They drew A5 shapes on tracing paper and used them to identify interesting compositions. They made a cool coloured study with colour pencils, used warm colours with watercolours on watercolour paper and they used acrylic paint on canvas paper (in a colour scheme of their choice). They also reflected on their learning during the project.

Task

To develop a small scale abstract painting

Success Criteria**

SC1: Show observation of primary sources through drawing

SC2: Develop my drawings using blind, modified and line techniques

SC3: Identify and select an effective coloured composition

SC4: Make a range of warm/cool colours and apply them using a variety of media

SC5: Reflect on our learning and the appropriateness of our titles

* What the student should know, understand and be able to do at the end of the lesson or series of lessons

** Summary of the key steps the student needs to fulfil in order to achieve in the task

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.

The student fulfilled all success criteria as:

SC1: their work has been developed from interesting, highly personalised sources

SC2: their drawing skills are weak initially but good progress is evident

SC3: interesting and varied areas are identified for composition including experiments with colour

SC4: careful use of colour has been employed and skillfully applied

SC5: the reflection on learning is good but the title could have been more considered

Overall judgement:  In line with expectations