

Strand: Art

Learning outcomes in focus

Students should be able to:

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

1.7 examine the method of a number of artists and the artwork they created

1.14 use media to create their own art work

1.15 critique the choice of media in their own or others work

Learning intentions*

We are learning to:

- explore line through a variety of mark-making techniques using a range of media
- look at, respond to and evaluate relevant art work
- develop and realise a wire sculpture
- reflect on the process

Teaching and learning context

This was a group of mixed ability first years. This was their first art project. This task introduced them to the art element of line. This was explored through pencil, biro, wax crayons and watercolour paint. Students were also introduced to the history of wire sculpture and wire sculptors through a PowerPoint presentation.

Theme: Nature

Task

To produce a wire sculpture based on observational drawings of a leaf

Success Criteria**

SC1: Identify a suitable primary source

SC2: Produce a variety of line drawings

SC3: Use a selection of techniques and media

SC4*: Describe, analyse and express an opinion on relevant art work

SC5: Make a wire sculpture using a variety of construction techniques based on my drawings

SC6: Reflect on my work

* 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: the student has successfully identified suitable primary sources

SC2: a variety of quality gestural drawings and rubbings were produced

SC3: progression of mark-making and drawing skills is clearly evident

SC4[❖]: the worksheet has been fully completed. Responses are personal and accurate

SC5: the realised piece closely reflects the observational drawing and a variety of wire techniques have been used effectively

SC6: reflection is personal, relevant and competent

❖ On reflection, the teacher decided that the questions on the worksheet could focus on more higher order thinking and this will be applied the next time

Overall judgement:  Above expectations