

Strand: **Craft**

Theme: **Hidden Treasures**

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 their chosen 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 student's drawing is clear and well-proportioned, and they used the detail drawing of the handle and the lid to provide them with the most information, which in turn helped them in their design plan. This information provided the student with type and direction of lines needed to convey the three-dimensional form of the tea pot. Going forward, the student could look again at these sections to see how they might improve on the flatter areas of their drawing.

The student has achieved some interesting prints using a variety of paper and could consider printing on grounds other than paper in the future.

The student's cutting technique is very good, but their use of directional cutting could be developed more in certain parts of the block. The student could focus on cutting in the direction of the form of the object to stop their print appearing flat.

Their analysis of Kathe Kollwitz's print was very detailed and showed their understanding of the artist's technique. As a suggestion for further research, they might consider looking at Japanese prints next. They have a very strong use of negative space in their compositions and use more than one colour which could be an interesting next step for them. However, it is evident that they have looked at more contemporary print work as well.

It is evident that it was the student's own choice for their realised work, however, they could have chosen a stronger and more realised image from the work they have submitted instead.

Overall judgement:  Above expectations