

# An tSraith Shóisearach Amharc-ealaín



Measúnú Rangbhunaithe 1

Scoláire 04

## Snáithe: Dearadh

## Téama: Taiscí faoi cheilt

### Torthaí Foghlama:

#### Ba chóir go mbeadh sé ar chumas an scoláire:

**3.2** teanga chriticiúil agus amhairc a úsáid chun a dhearadh féin agus dearadh daoine eile a mhíniú

**2.4** coimre dearaidh a léirmhíniú agus é seo a léiriú trína líníochtaí

**3.6** saothar deiridh a dhearadh bunaithe ar a líníochtaí

**3.7** cur síos a dhéanamh ar shamplaí den dearadh stairiúil agus comhaimseartha

**3.11** a shaothar dearaidh féin agus saothar dearaidh daoine eile a scrúdú trí ghnéithe ealaíne agus trí phrionsabail deartha a úsáid

**3.14** na meáin a úsáid ina shaothar dearaidh féin bunaithe ar choimre dearaidh

### Tasc

Roghnaigh an scoláire a théama féin agus, ag obair ó fhoinse phríomha, bunaithe ar an téama sin, dhear sé agus chuir sé comhdhéanamh le patrúin athfhillteacha i gcrích ar pháipéar A2 nó ar fhabraic.

### Am

8 seachtaine

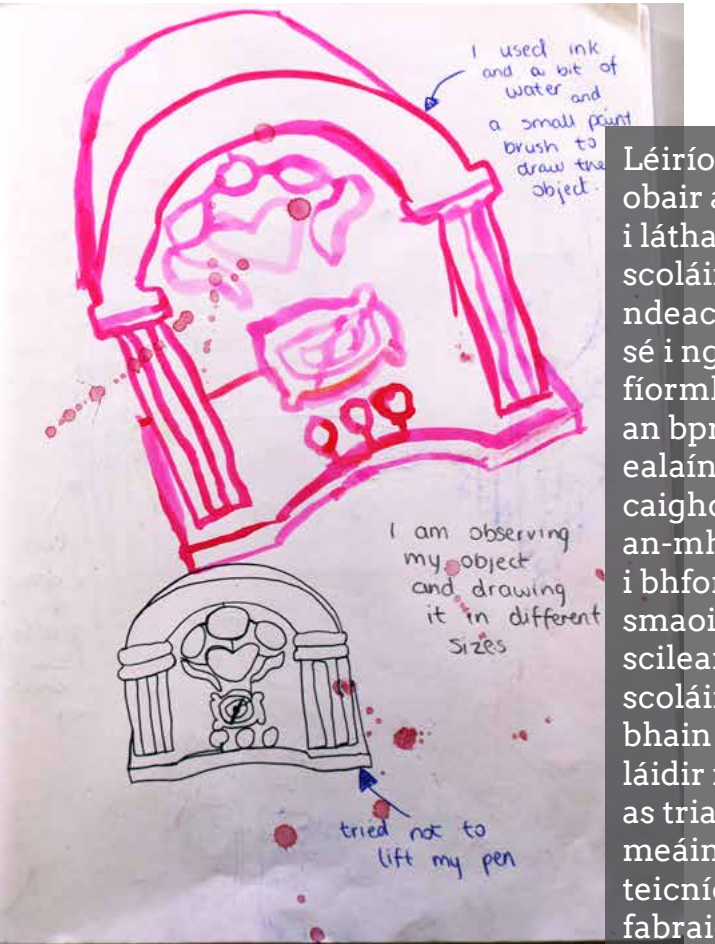
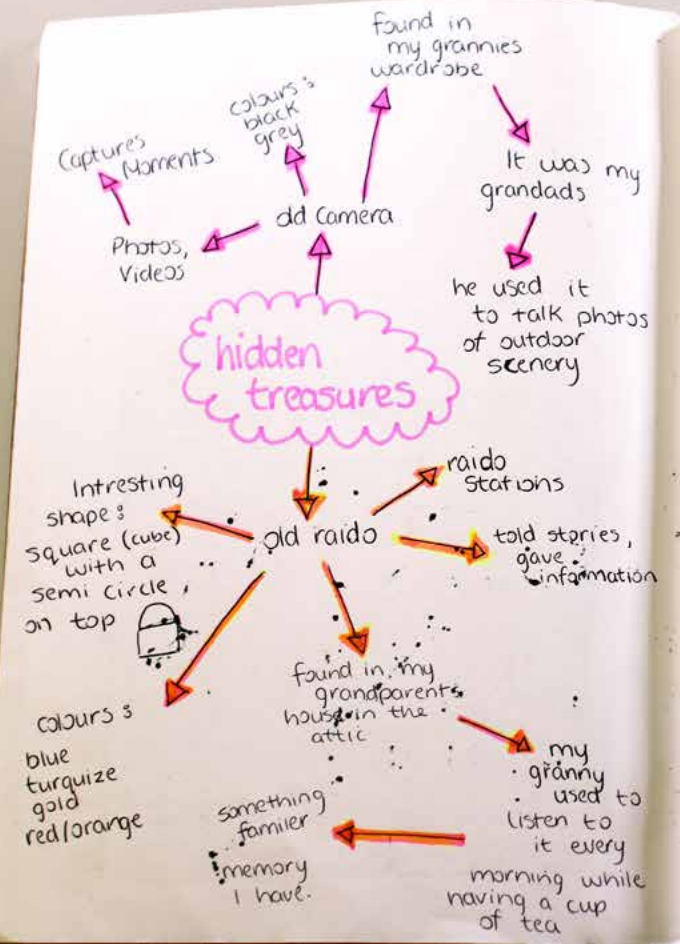
### Cúlra:

Roghnaigh an scoláire ceann amháin de thrí rogha (Taiscí faoi cheilt/Solas agus scáth/Mo dhearcadhsa) agus d'oibrigh sé ó fhoinse phríomha a bhí bunaithe ar an téama sin. Dhear an scoláire agus chuir sé comhdhéanamh le patrúin athfhillteacha i gcrích ar pháipéar A2 nó ar fhabraic.

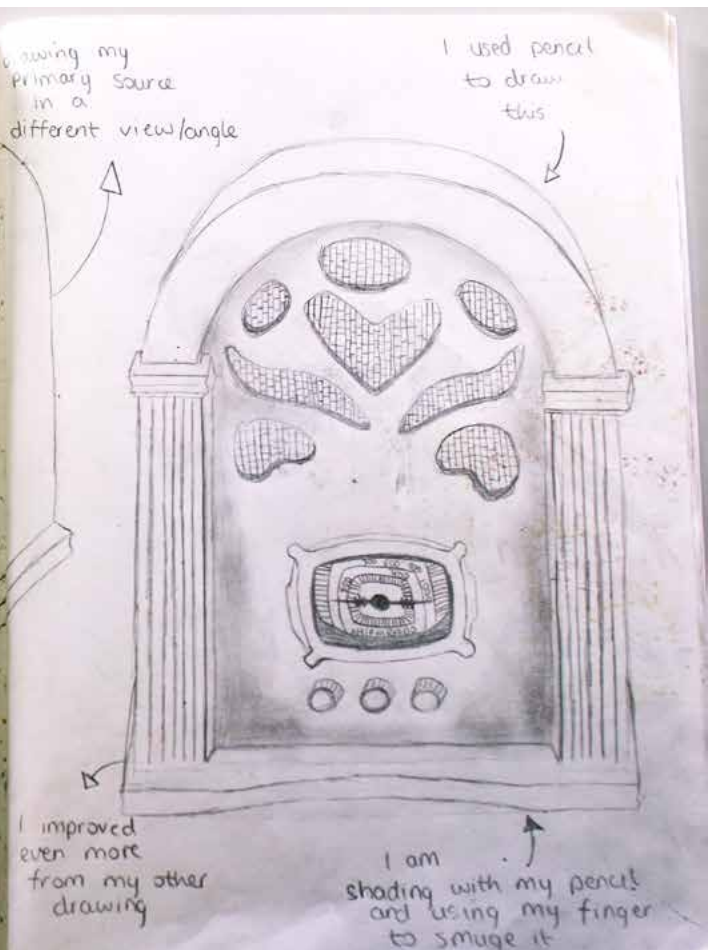
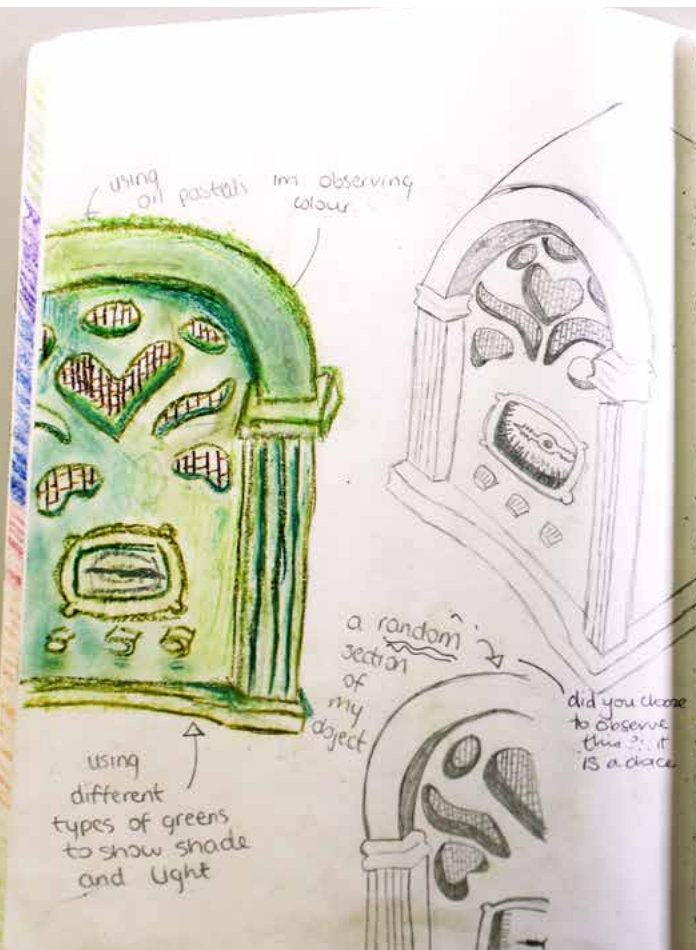
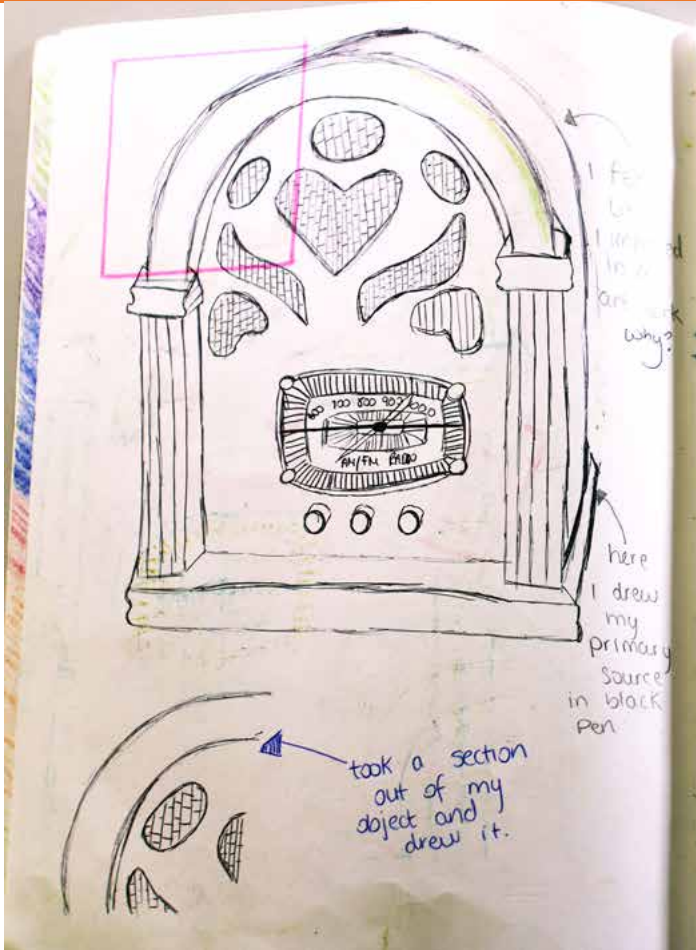
Bhí an scoláire ag foghlaim conas a fhoinsí príomha a bhreathnú, a thaifeadadh agus a anailísiú, trí líne, ton agus dath chomh maith le meáin éagsúla a úsáid. Rinne an scoláire taighde ar phatrún agus ar phrionsabail an dearaidh agus scrúdaigh sé saothar a bhí déanta ag dearthóirí patrúin clúiteacha.

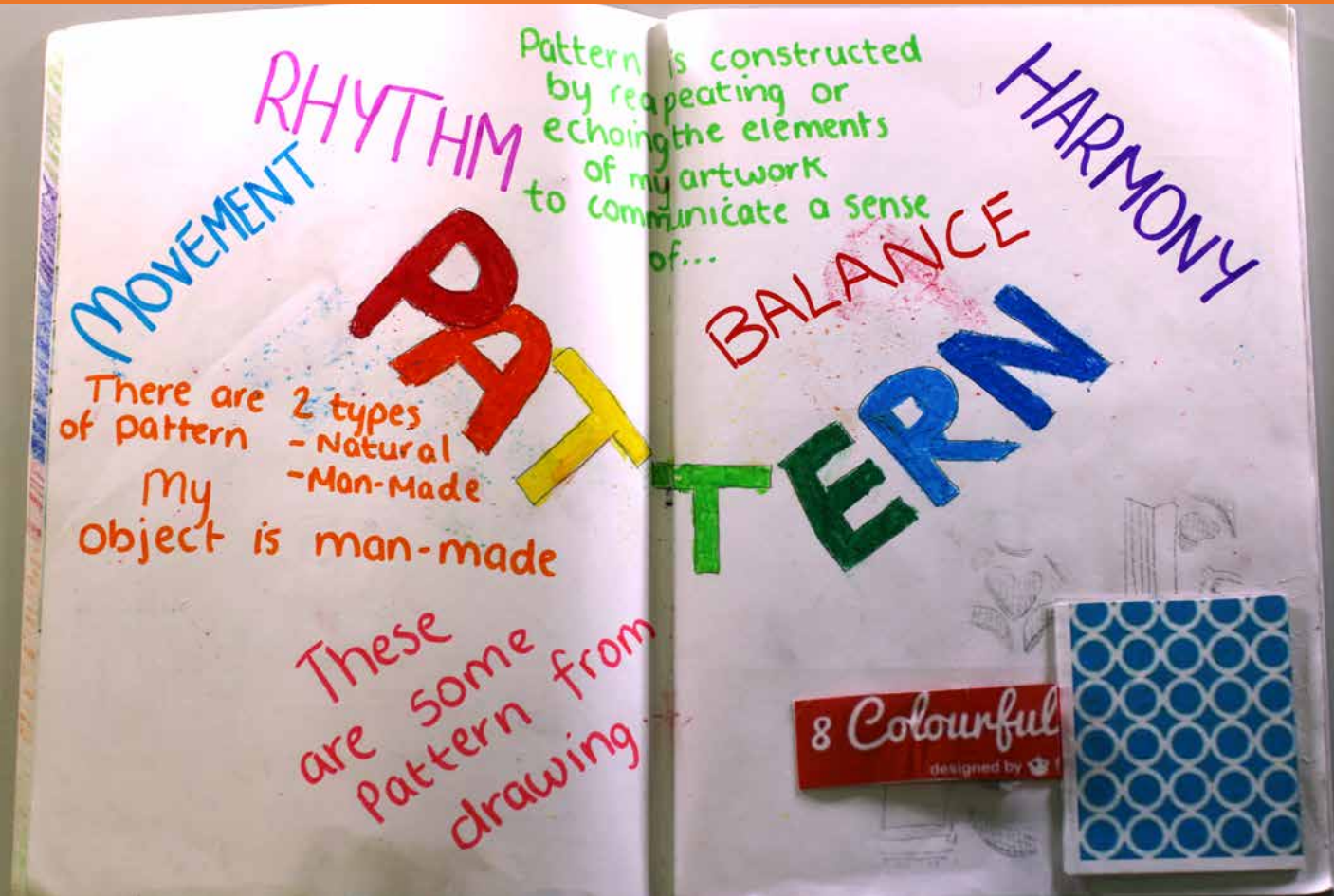
D'úsáid an scoláire an tuiscint a bhí aige ar phatrúin a dhéanamh chun píosa dá líníochtaí a roghnú a bheadh oiriúnach le húsáid mar mhóitíf chun patrún athfhillteach a dhearadh.

Sa bhloc sceitseála Amharc-ealaíne bailíodh le chéile fianaise faoin bpróiseas, nótaí agus machnaimh maidir lena chinntí agus lena réamhobair, chomh maith leis an dearadh deiridh.



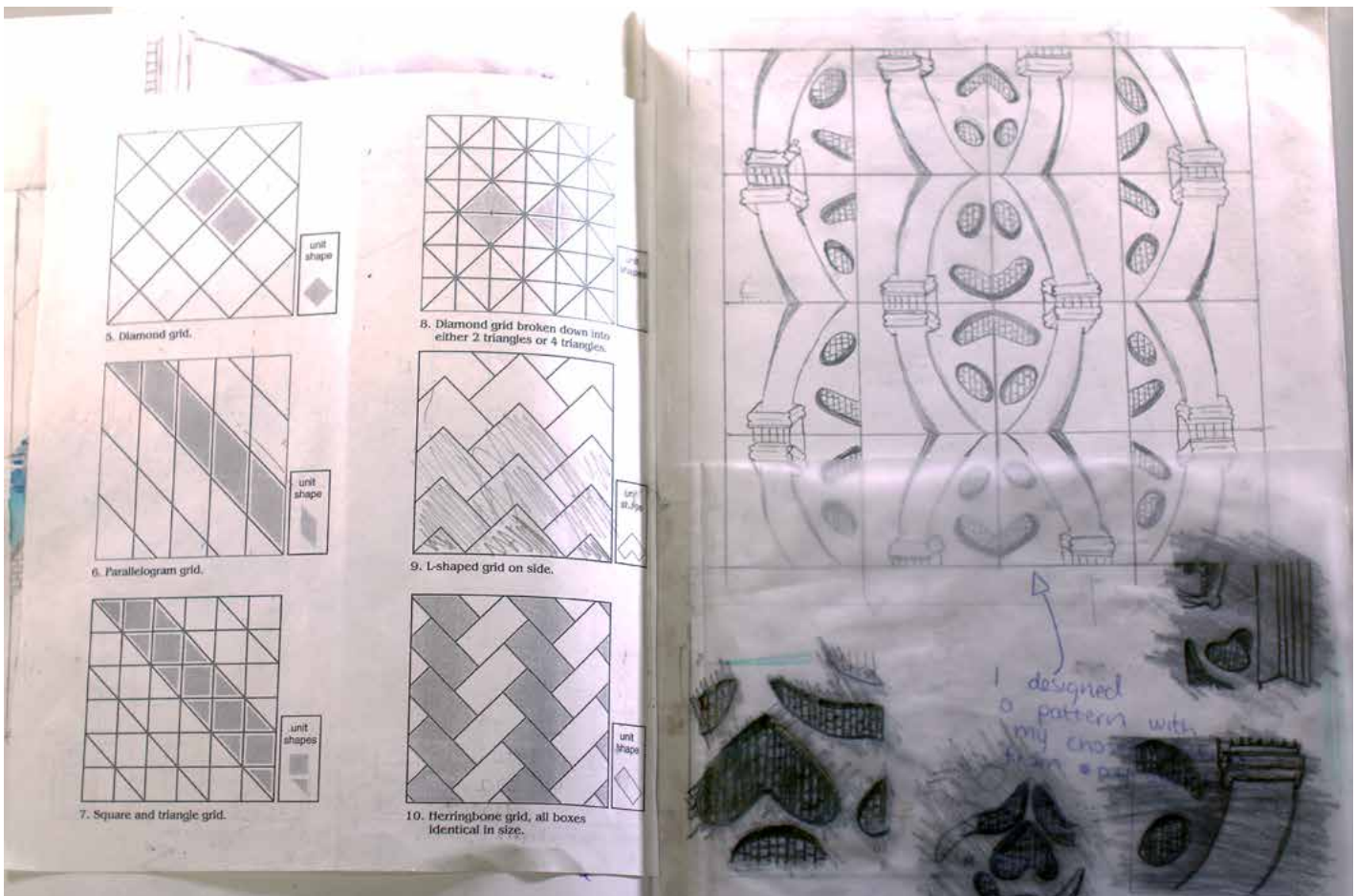
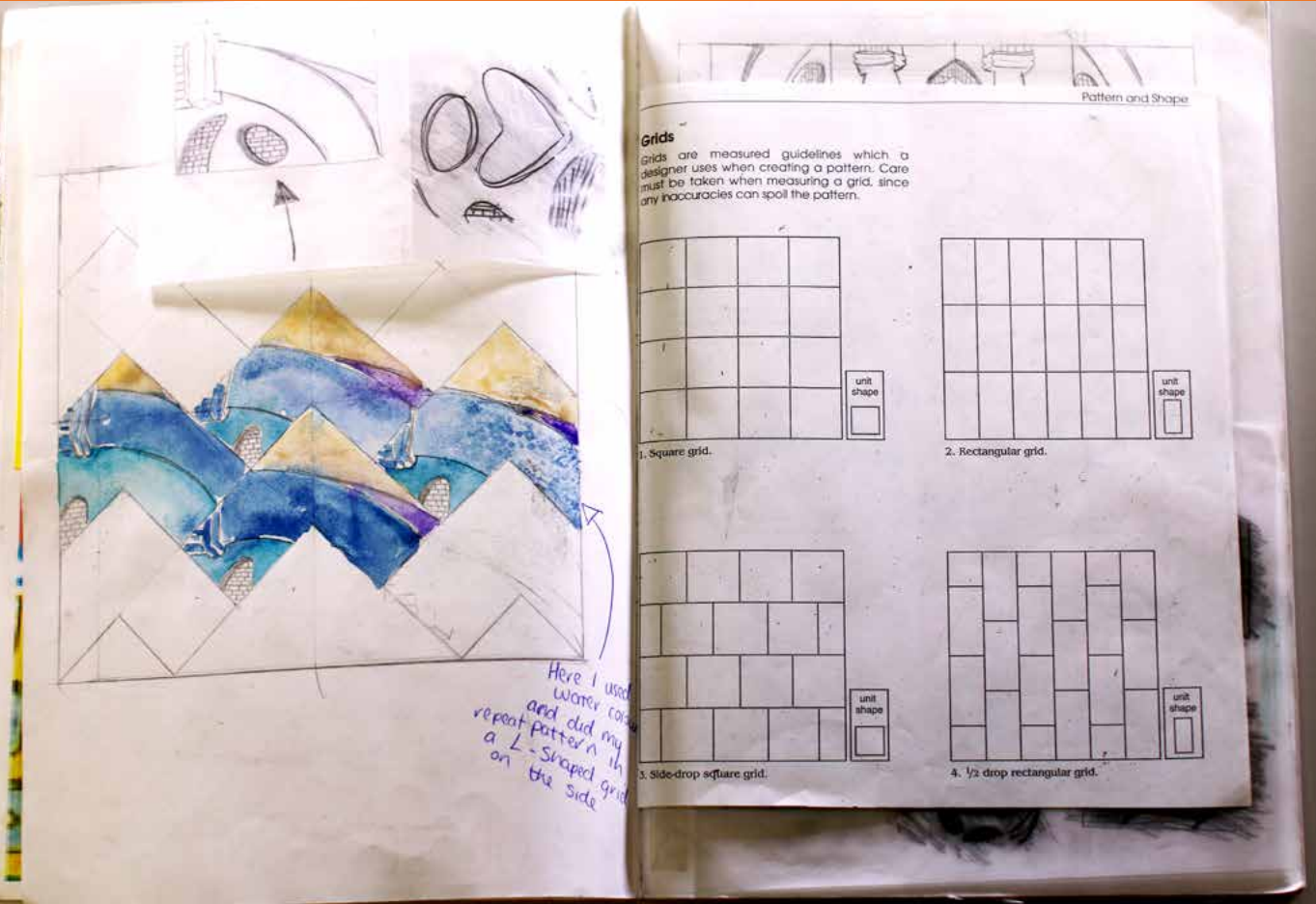
Léiríonn an obair atá curtha i láthair ag an scoláire go ndeachaigh sé i ngleic go fóirmhaith leis an bpróiseas ealaíne. Léirítear caighdeán an-mhaith i bhforbairt smaointí agus scileanna an scoláire agus bhain sé úsáid láidir i gcónaí as trialacha, meáin agus teicnící priontála fabraice.



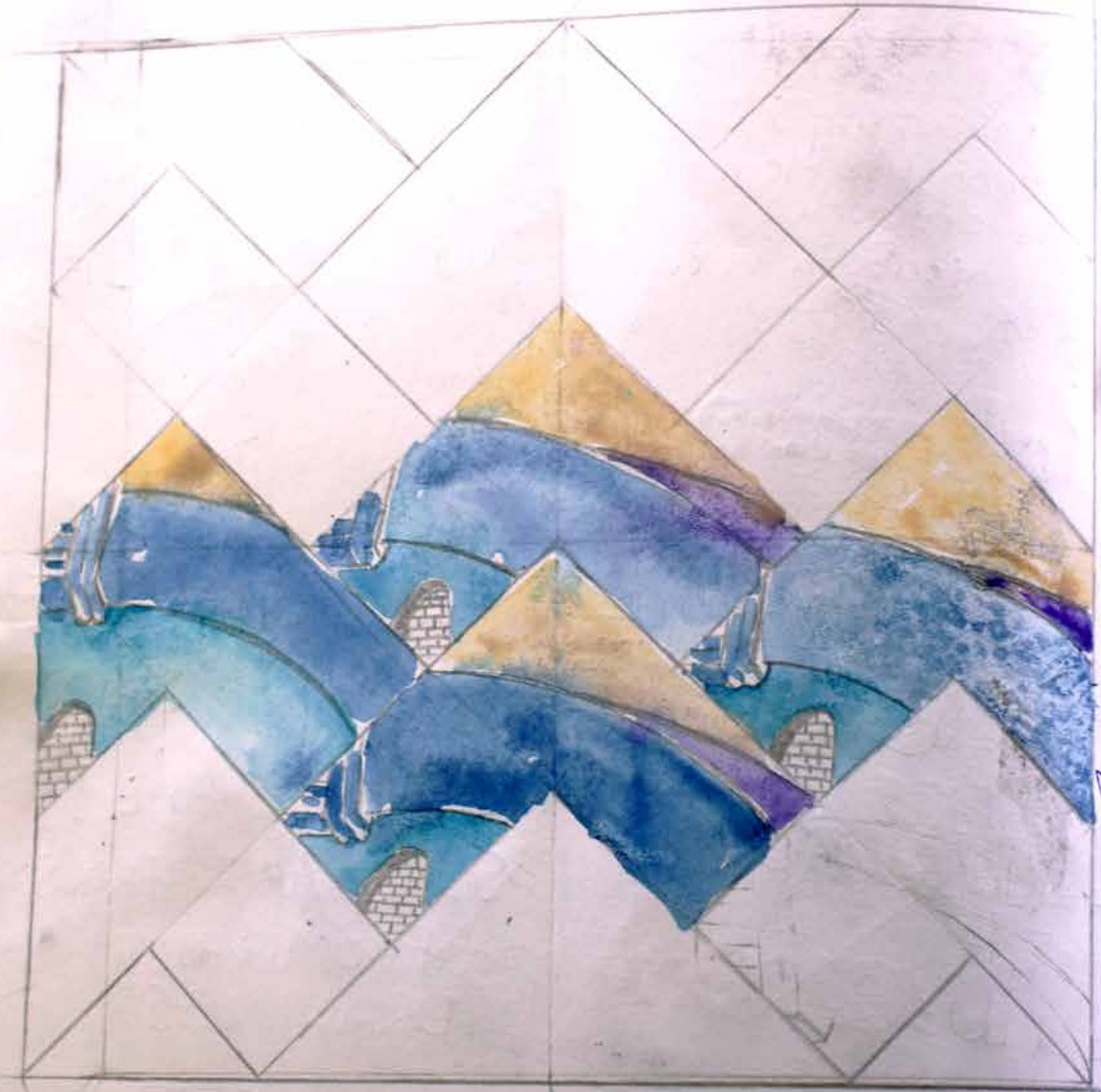




Ós rud é gurb é seo an chéad uair ag an scoláire stionsail agus fabraicphriontáil a úsáid, beidh na machnaimh a rinne sé mar thacaíocht aige in obair a dhéanfaidh sé amach anseo. D'fhéadfadh an scoláire, agus é i mbun priontála, machnamh a dhéanamh ar na priontáil daite éagsúla a d'úsáid sé sa dearadh deiridh a chur ag forluí ar a chéile.

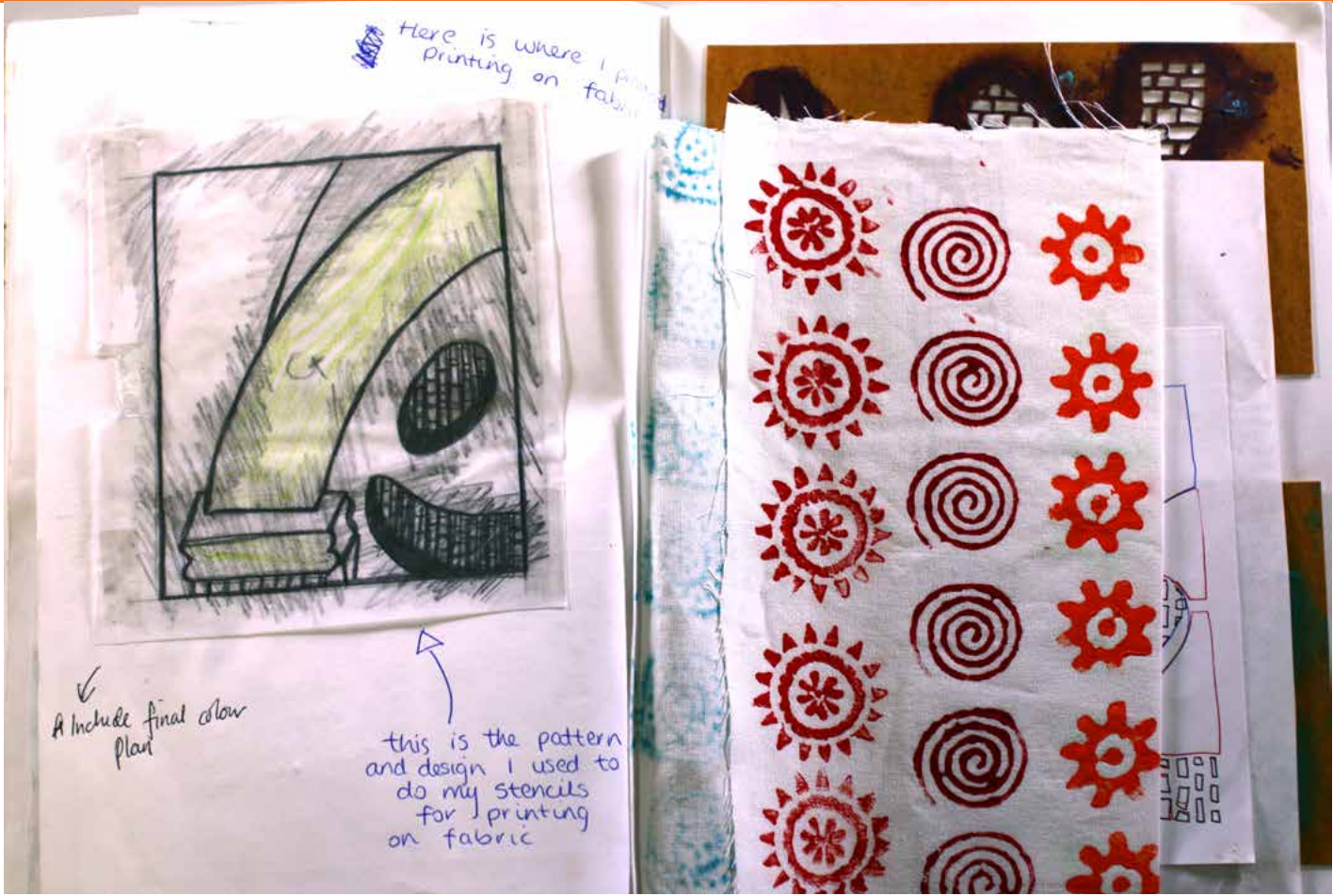


I used tracing paper to trace so of the pattern I liked from my object .



Here I used water color and did my repeat pattern in a L-shaped grid on the side





Here is where I produced printing on fabric



Art, Craft, Design

### How to make a linking pattern

1. Start with a half-drop grid 2 x 3 or 2 x 4. (A half-drop looks like a brick wall on its side.)
2. Then draw a line in each section of the grid. Tracing paper may be used for greater accuracy.
3. Then draw another line. With a third line, you can rub out your grid and continue on adding lines for colour and/or texture.
4. Be careful not to draw your lines into corners as this will spoil the pattern.

This method of linking-up patterns may be done with other grids. But the half-drop is the best one. The 'linking' pattern is probably the most effective, if done correctly. (It is better to have a simpler pattern done correctly than to attempt a complicated one and do it badly.)

### Colour suggestions

Until you can control your colours, here are some suggested combinations of colour for patterns.

<b>Primaries</b>	<b>Complementaries</b>	<b>Harmonious</b>
blue + red	red + green	red + purple
blue + yellow	yellow + purple	red + orange
red + yellow	blue + orange	blue + green
		blue + purple
		yellow + orange
		yellow + green

Tints and shades of grey and beige may be used with these colour combinations. Do not use black for the moment; it is too hard to control. Leave plenty of white.



These are my  
stencils from  
my printing on  
fabric.



Practical  
Doric



**ORLA KIELY**

Kiely credits her Grandmother for being the creative influence in her life.

**AWARDS**  
Irish Tatler Woman of the Year  
UK Fashion Export (twice)  
UK Fashion Export Gold Award

Orla Kiely is a London Based fashion designer originally from Ireland. She was born in 1963.

In Dublin, she graduated in textile design from the National College of Art and Design, moving then to New York to work with a fabric and wallpaper designer. While doing her masters, she worked in England at Esprit. She studied from the Royal College of Art (RCA) in order to attain a master's degree. After this, she worked at numerous corporations gaining experience and sharpening her skills. Once Kiely felt sufficiently competent, she set up her own company. Her thesis collection at RCA was bought by Harrod's.

She began her career designing hats, and moved onto design on handbags and a variety of other items including kitchenware and cars.

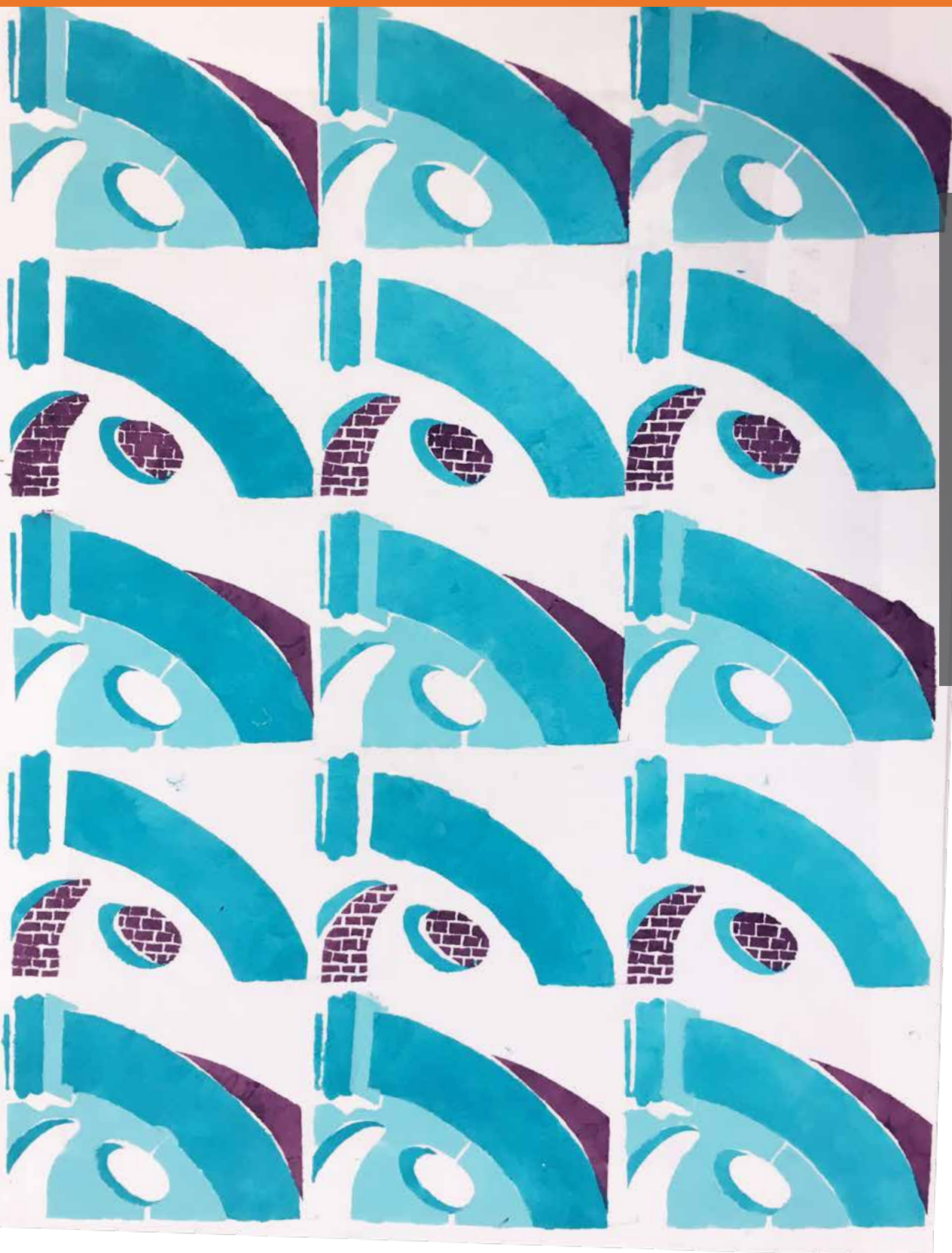
### ART REFLECTION

Name: 8 Project Theme: Repeat Pattern

<b>REMEMBERING</b> What did I do?	Describe what you did? I did a repeat pattern on an manmade object - Old Radio
<b>UNDERSTANDING</b> What was important about what I did?	Describe what was important about what you did? I drew out my object, I picked a piece from it to create my pattern, I then made Stencils for printing it on fabric and I used Paints to do repeat pattern on fabric Did you achieve your goals? yes <input checked="" type="checkbox"/> no <input type="checkbox"/>
<b>APPLYING</b> Could I use this again?	When & how have you used this skill before, in any subject/life? I used in everyday life for organisation  How & where might you use these skills again? Art class Maps in Geography.
<b>ANALYSING</b> Did I see any patterns in what I did?	Did you follow the structure of this project? Did you find that you usually made the same mistakes or can you give example of how you learnt from a mistake? Yes I followed the structure. I didn't do much detail at the start eg. shading  Did you have any problem or challenges during this project & how did you overcome them? Yes I couldn't really draw my object at a different angle but I kept trying and I overcame it. Was there a pattern/sequence to how you worked? Yes.

<b>EVALUATING</b> How well did I do?  SUCCESS	<p>☆☆ List 2 things about this work that you are proud of: - My Finish Piece; My repeat pattern on fabric - my drawing of my primary square (object)</p> <p>★ List one thing you would have changed/like to improve on:</p>
<b>CREATING</b> What could I do/improve on next time?	With these new skills what would you do next? Use them in art class

Rinne an scoláire taighde an-ábhartha faoin dearthóir Orla Kiely, ach d'fhéadfaí roinnt freagraí pearsanta dá hobair dhearaidh, na dathanna a úsáideann sí, agus an tionchar a d'imir sí ar obair an scoláire a chur san áireamh.



Is léiriú láidir é an patrún athfhillteach deiridh i bhfabraic ar an bpróiseas atá sa bhloc sceitseála Amharc-ealaíne. Taispeántar tuiscint an-mhaith ar an teicníc priontála le stionsal ann agus baintear úsáid an-mhaith as.

## Nótaí an mhúinteora ag úsáid na gcritéar rathúlachta

Tugtar an méid atá tugtha faoi deara ag an múinteoir le chéile sna nótaí, ag úsáid na gcritéar rathúlachta, féachaint leis an leibhéal gnóthachtála atá i gceist sa saothar seo a dhéanamh amach. Dheimhnigh grúpa um Dhearbhú Cáilíochta, ina raibh múinteoirí atá istigh sa rang agus ionadaithe as CNCM, an Chigireacht, Coimisiún na Scrúduithe Stáit agus seirbhís tacaíochta na Sraithe Sóisearaí do Mhúinteoirí na nótaí agus na breithiúnais.

### Nótaí an mhúinteora:

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**Tuairisceoir a bronnadh:**  Os cionn na n-ionchas