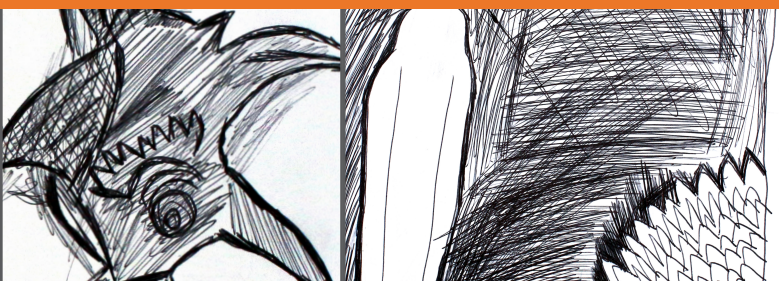


# Junior Cycle Visual Art



## 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

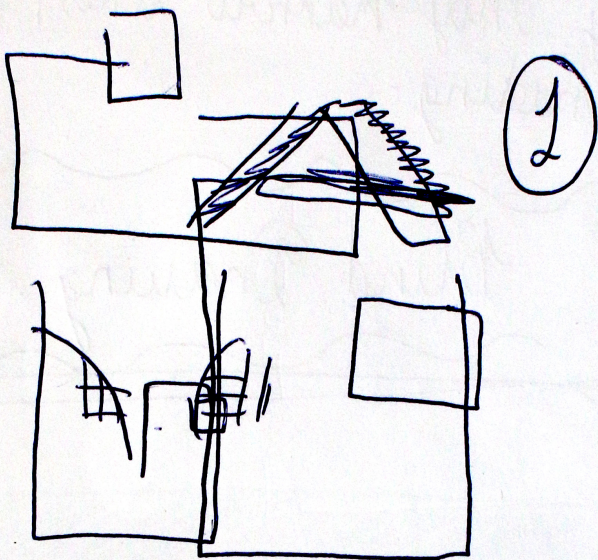
**SC4:** Make a range of warm/cool colours and apply them using a variety of media

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

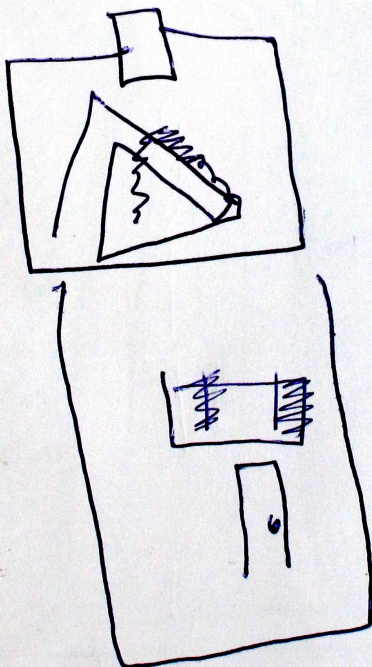
\* What the student should know, understand and be able to do at the end of the lesson or series of lessons

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

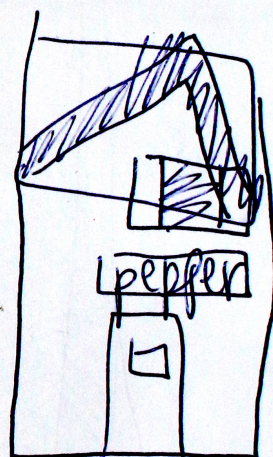
# Blind Drawing



2



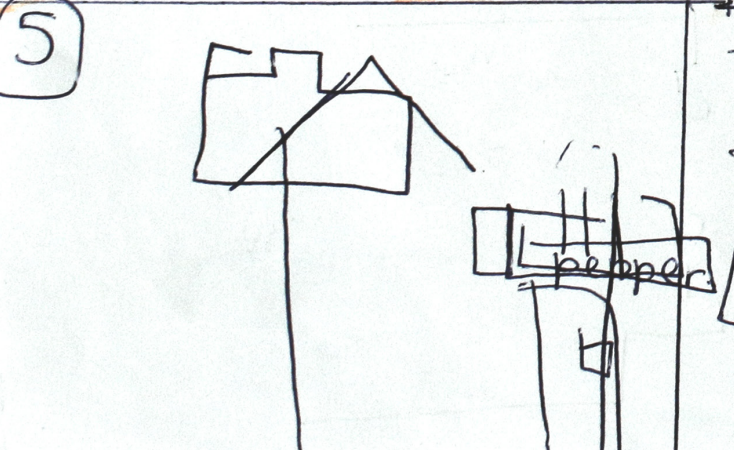
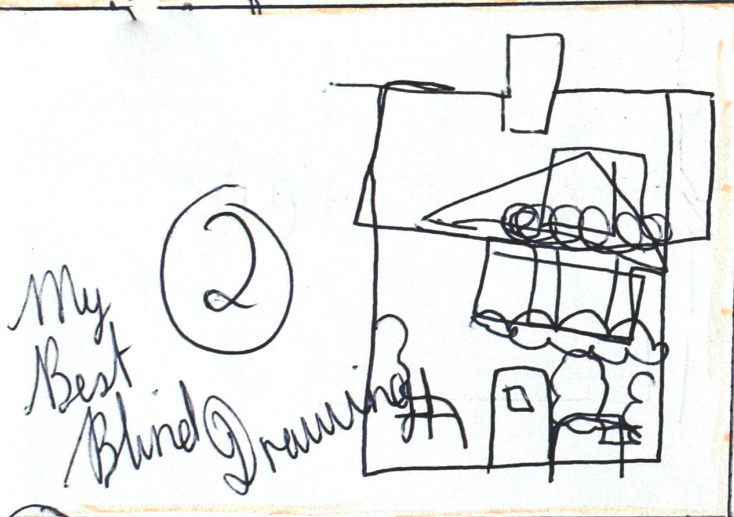
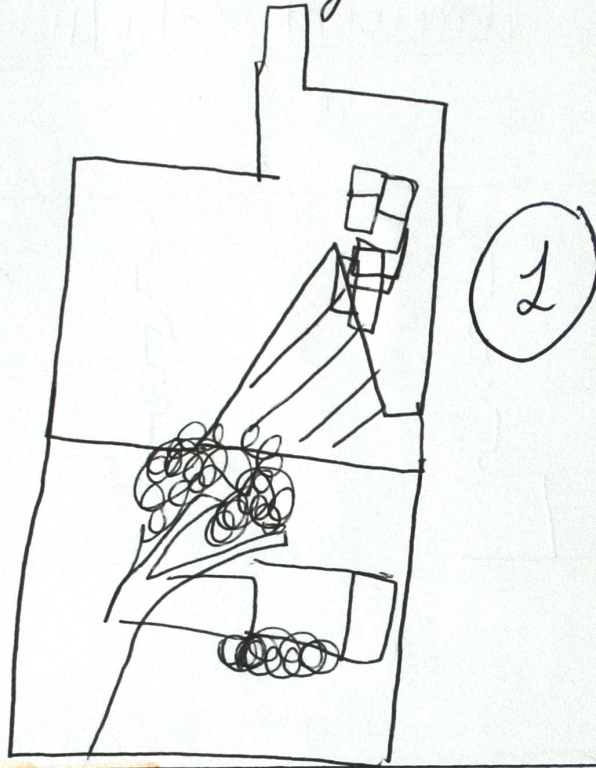
3



3/10/16.

3/10/16. Blind Drawing.

UIMHIR SCRÚDUITHE  
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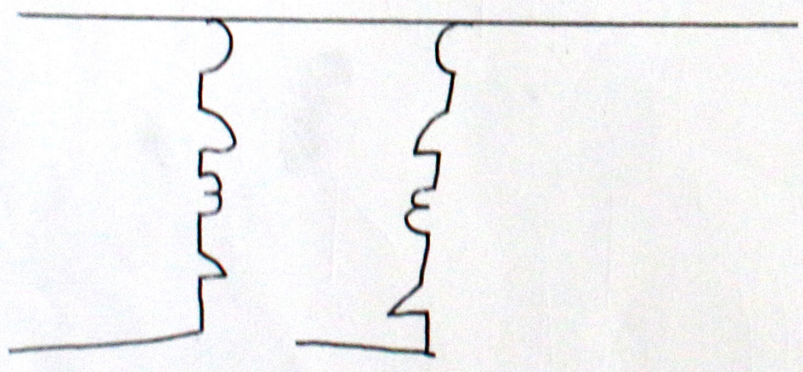
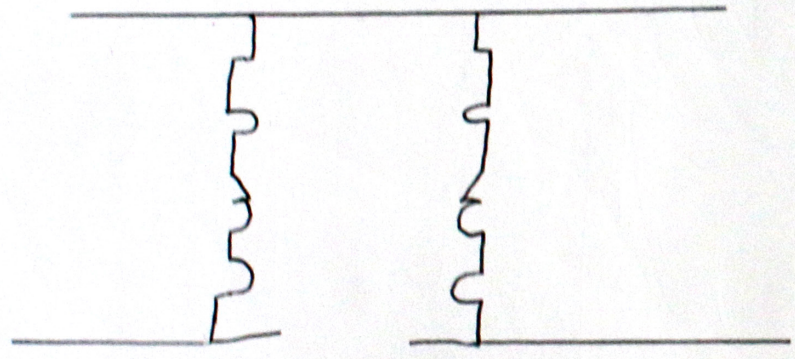




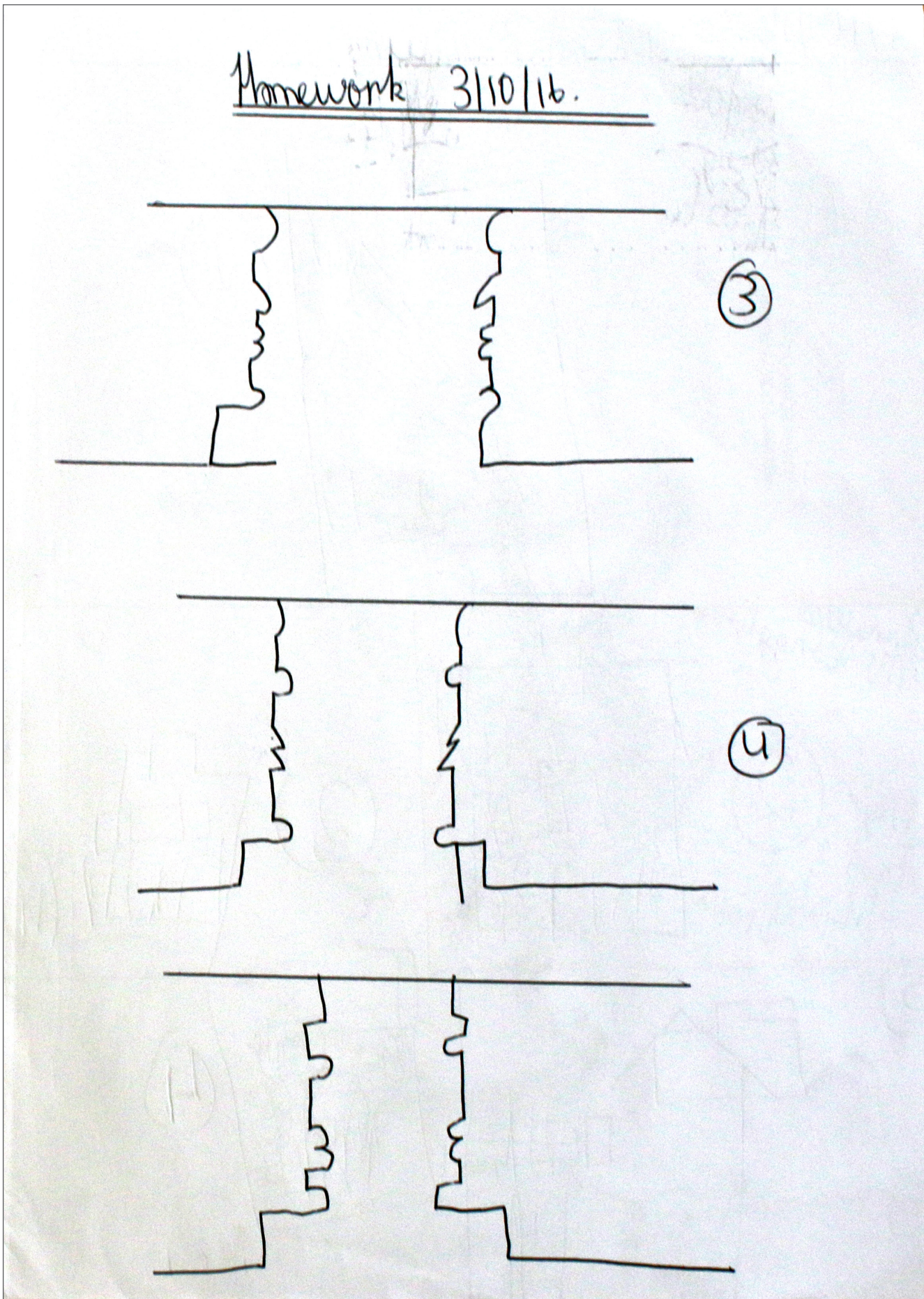
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Homework 3/10/16.

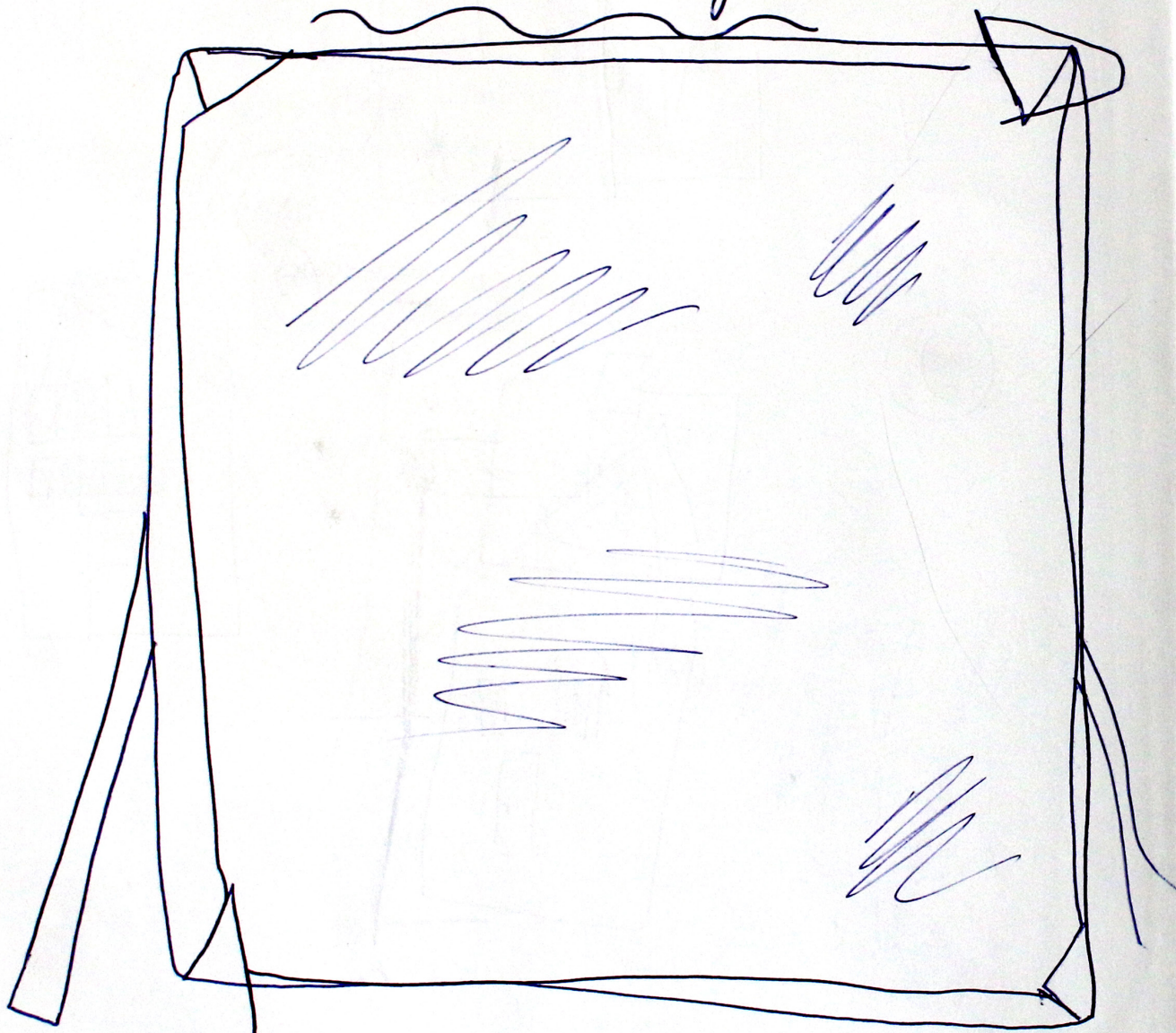


3/10/16.



Line Drawing: A drawing done using only narrow lines, without block of shading.

Blind Drawing. Homework.

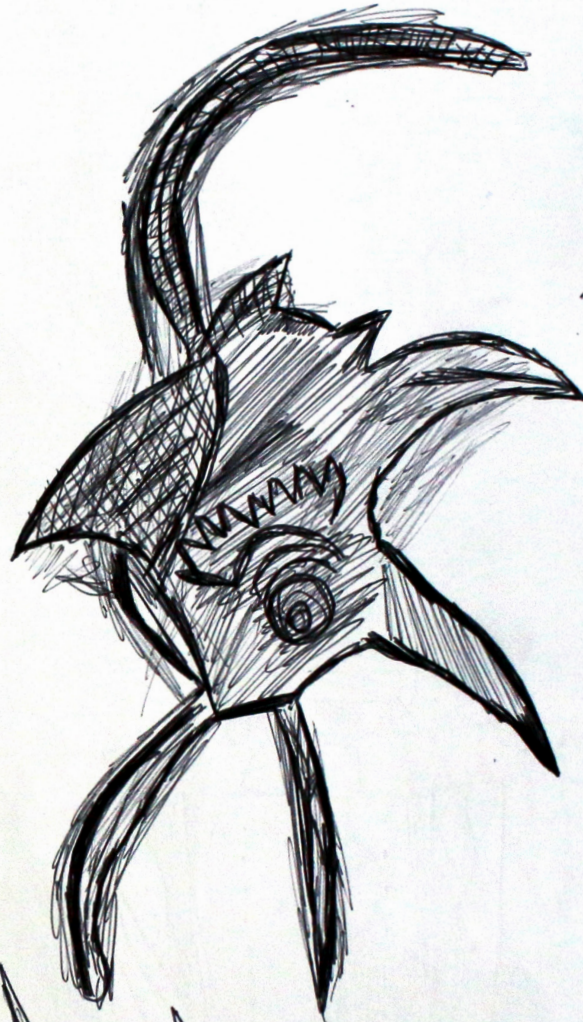


= Mirror

4/10/16.

Blind Modified Drawing 6/10/16.

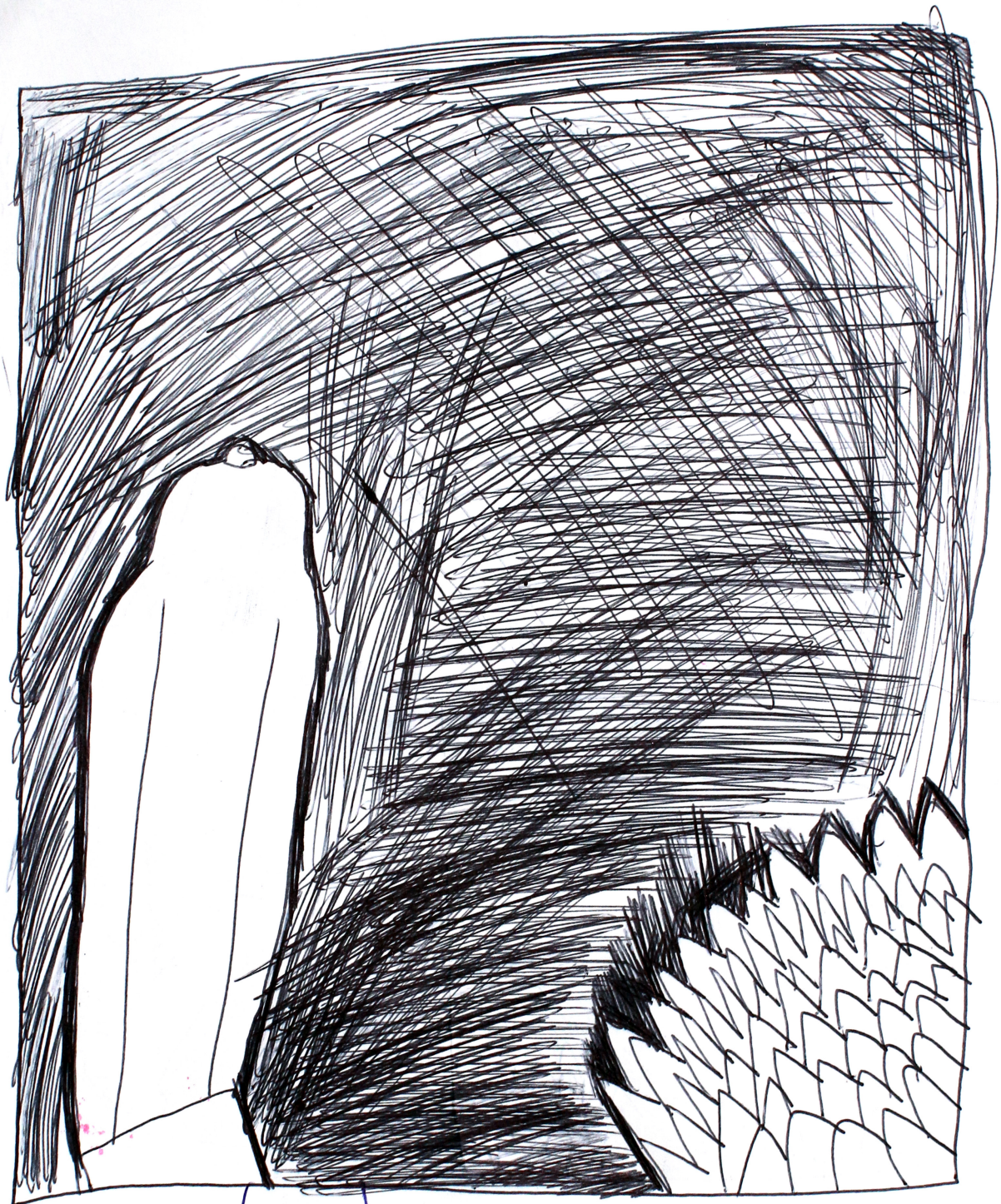
Sea Shell





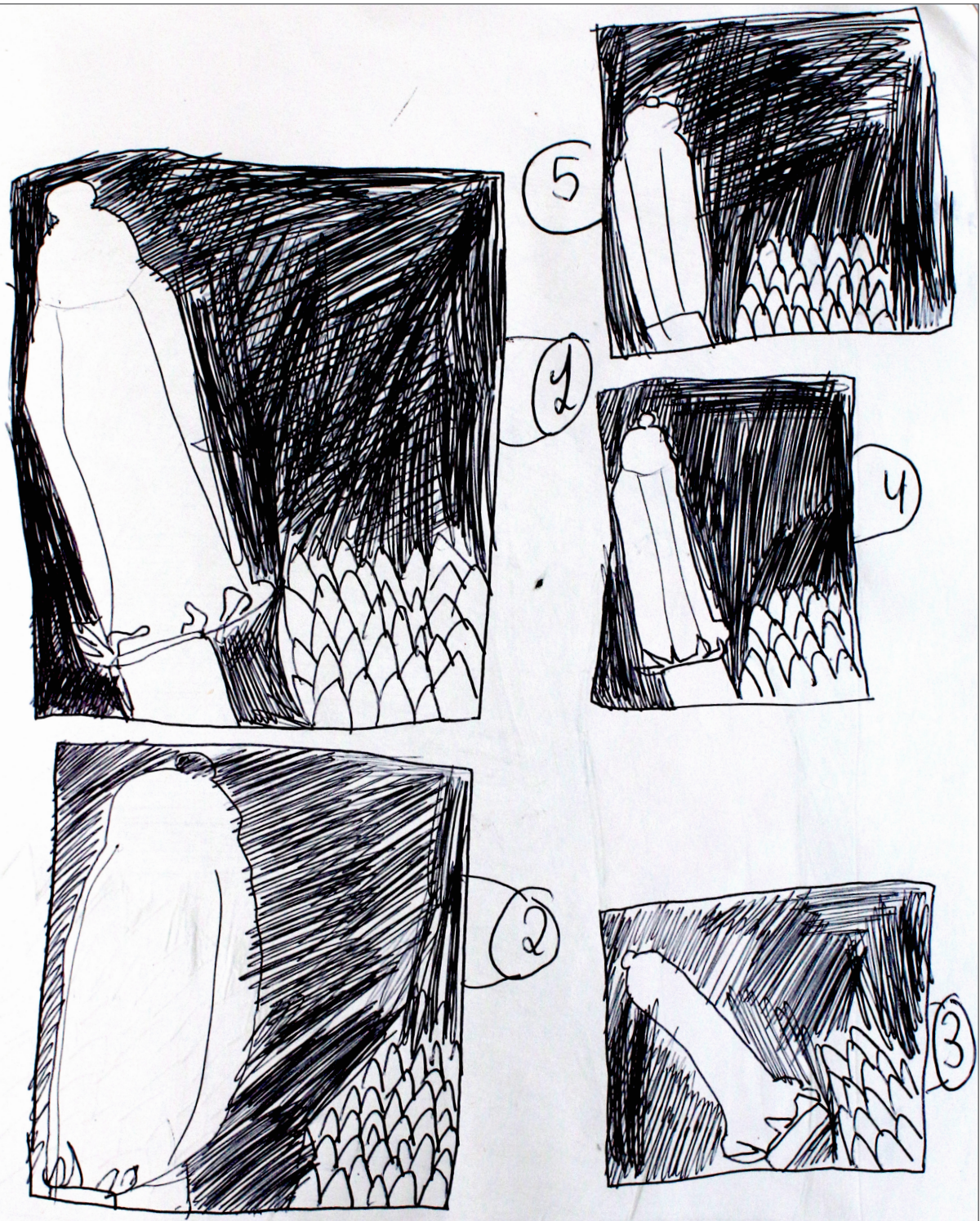


Our Lady of Fatima, 6/10/16



7

10/10/16.

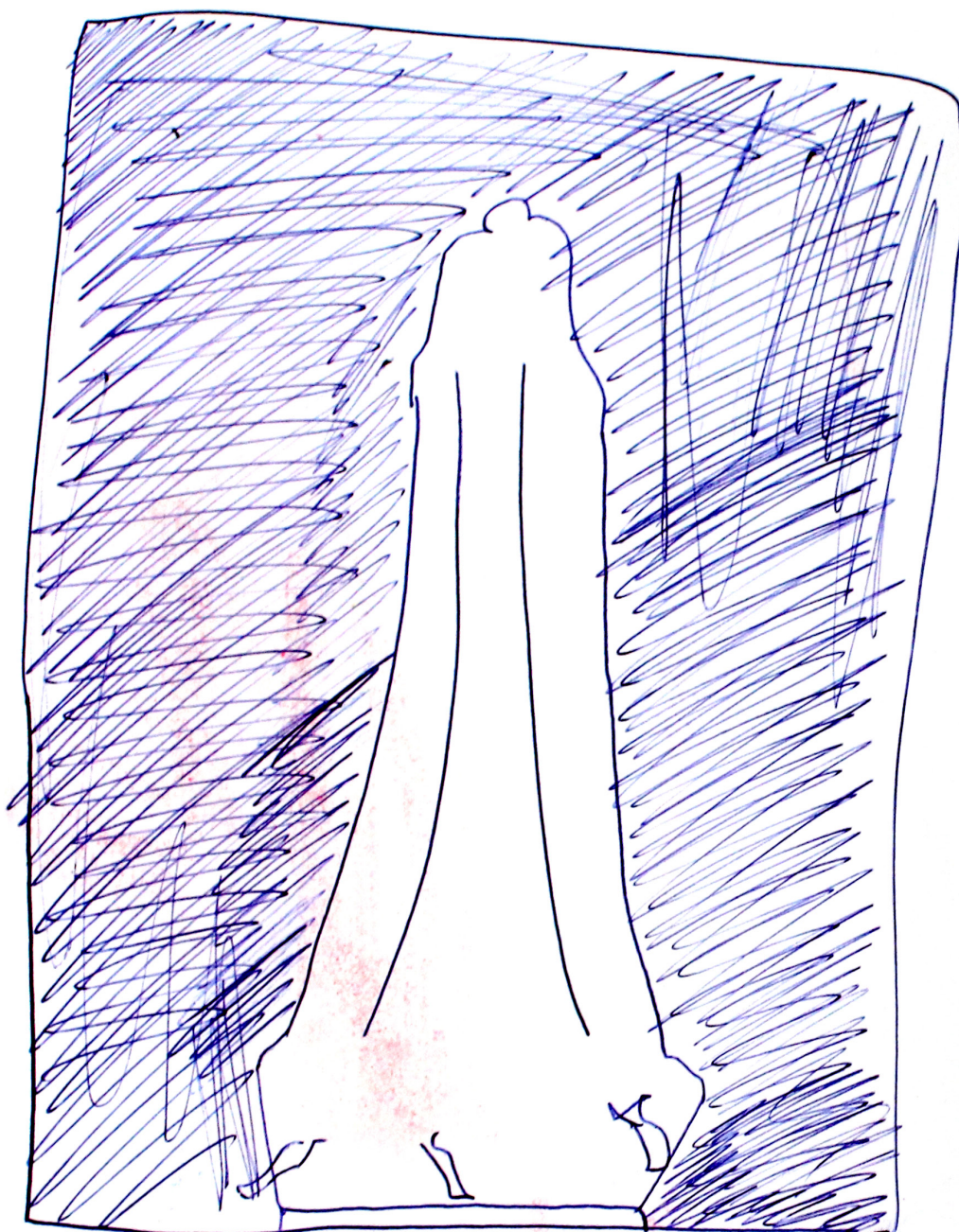


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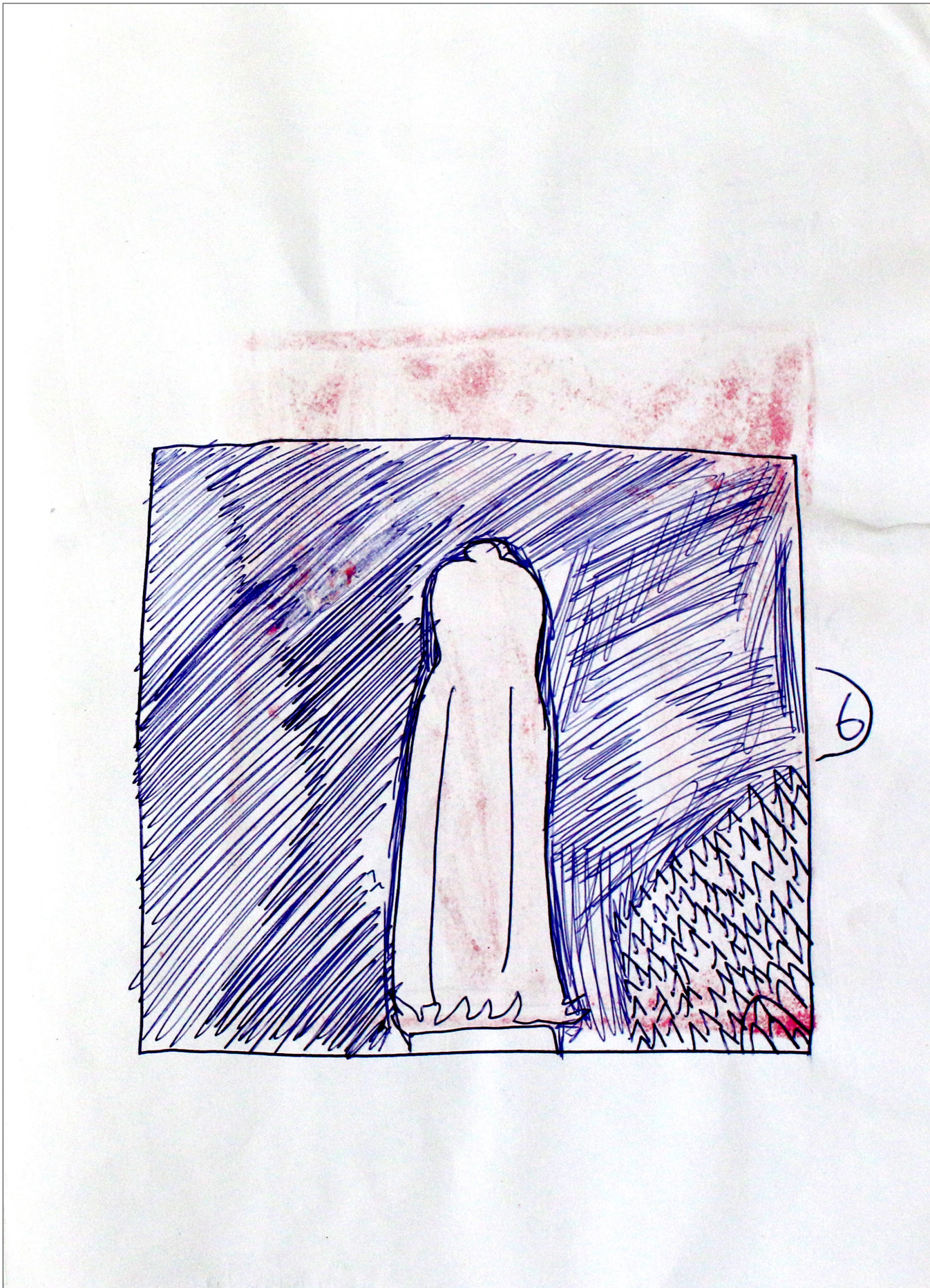


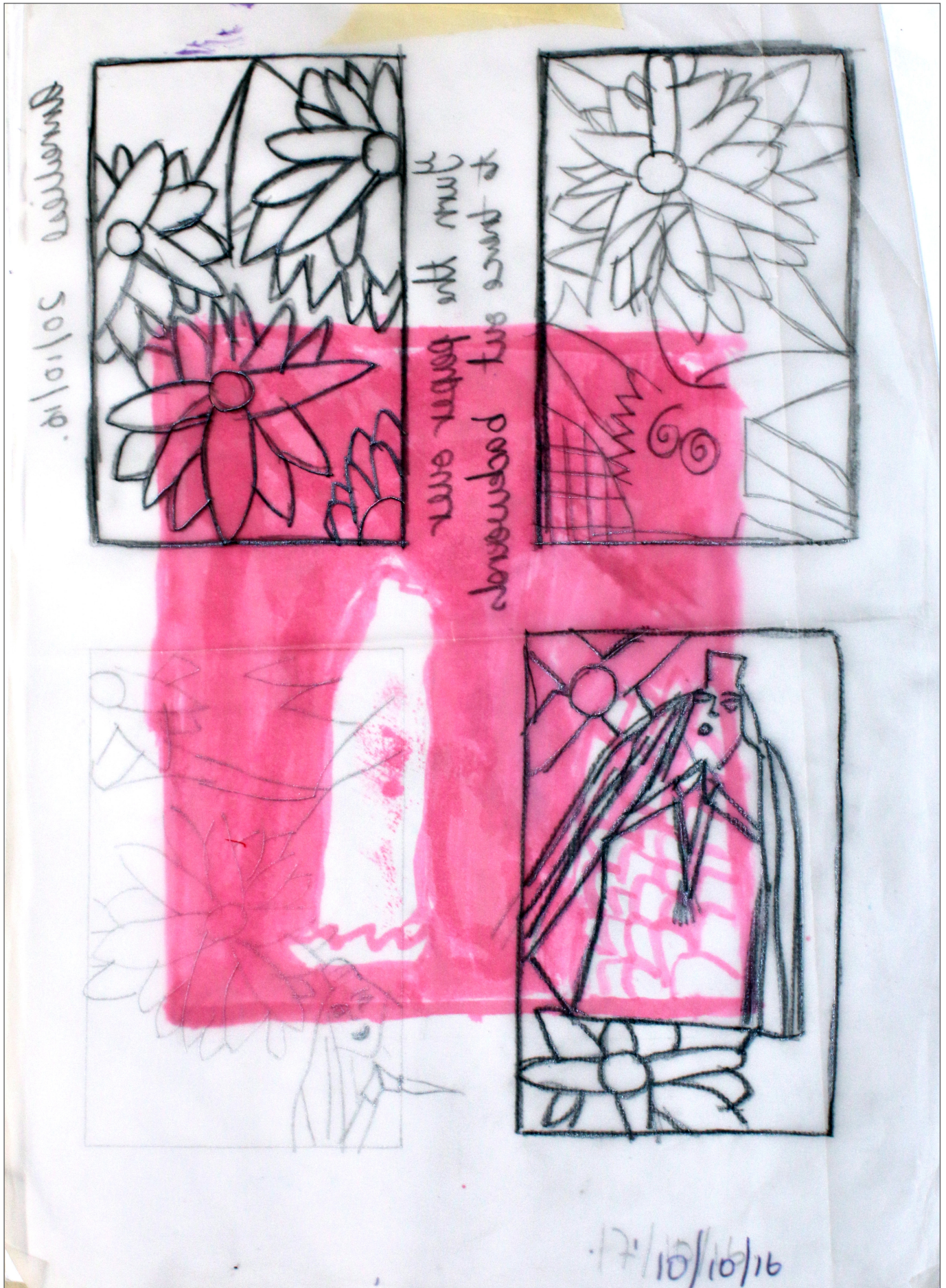
(unfinished).

10/10/16



10/10/16









# What Makes A Good Painting?

- |                       |           |
|-----------------------|-----------|
| ① The Artist.         | ④ Colour. |
| ② Detail.             | ⑤ Shapes  |
| ③ The tone of colour. | ⑥ Texture |

24/10/16.

• Today I've learned how to use water colours.

• How to trace.

• 2 things I would like help with it:

• I don't feel like I need help with anything.

• Things I want to learn more about

• Acrylic painting.

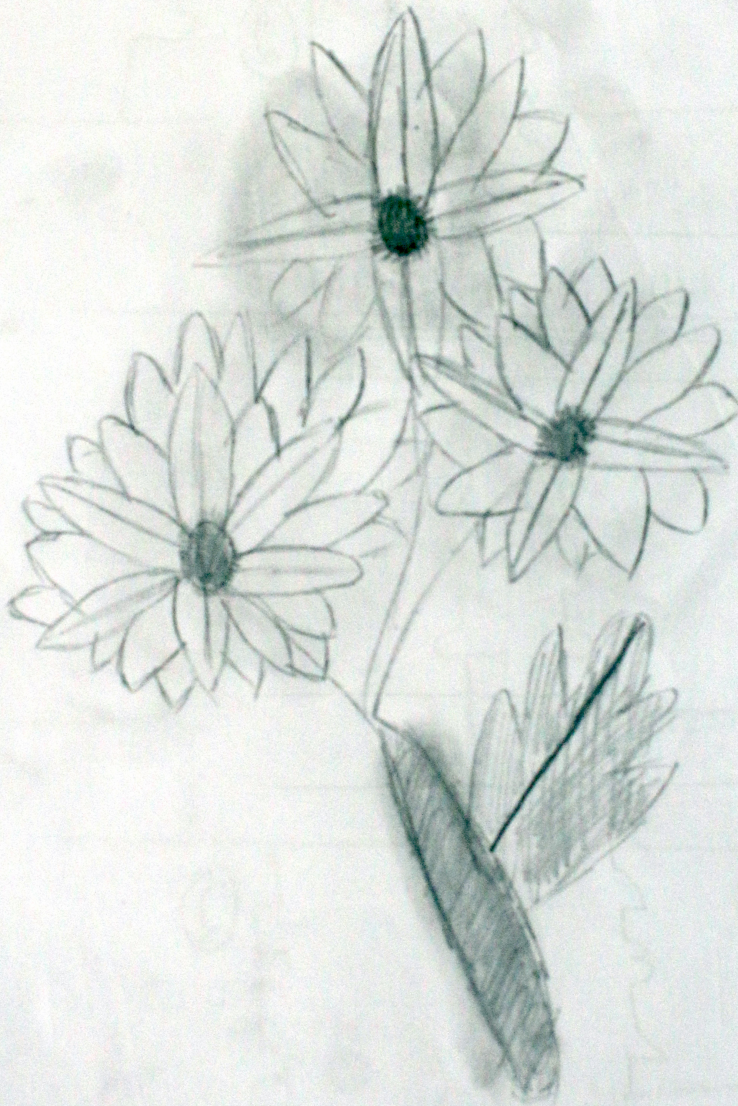
• How to frame a painting.

## Three Most Important Things

1. Artist
2. Colour
3. Detail

The name for my painting is "Our Lady Of Lourdes" because its a painting of Our Lady Of Lourdes.

The name for my painting is "30 flowers" because its a painting of 30 flowers.





24/10/16







## 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:** they have demonstrated drawing techniques using a primary source

**SC2:** their drawings have been created but show a limited understanding

**SC3:** they have identified an effective colour composition

**SC4:** a limited use of colour mixing is evident in the preparation for the work but it has been well executed in the composition

**SC5:** the reflection on learning is evident but limited

**Overall judgement:**  In line with expectations