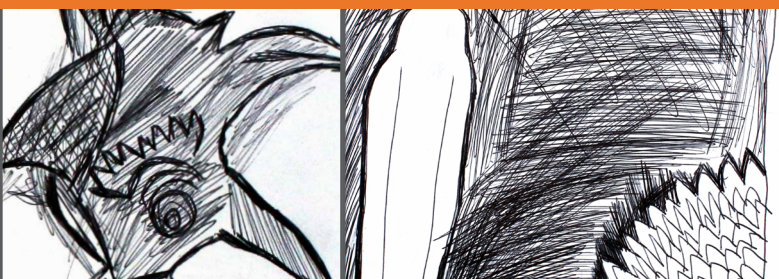


Junior Cycle Visual Art



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

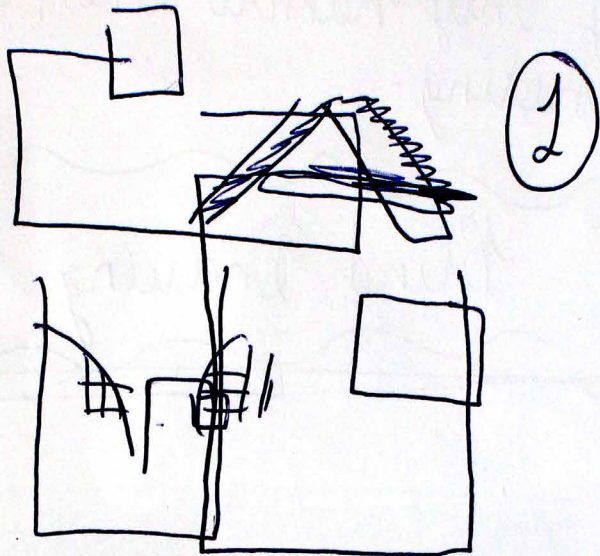
SC4: Make a range of warm/cool colours and apply them using a variety of media

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

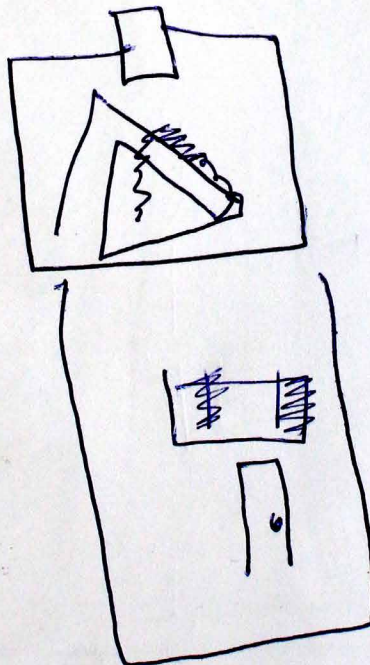
* What the student should know, understand and be able to do at the end of the lesson or series of lessons

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

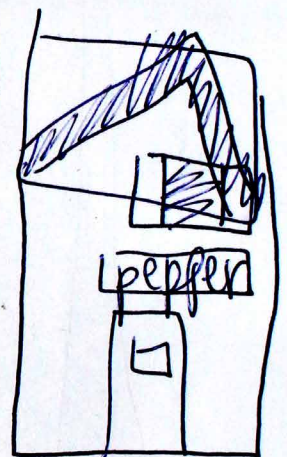
Blind Drawing



2



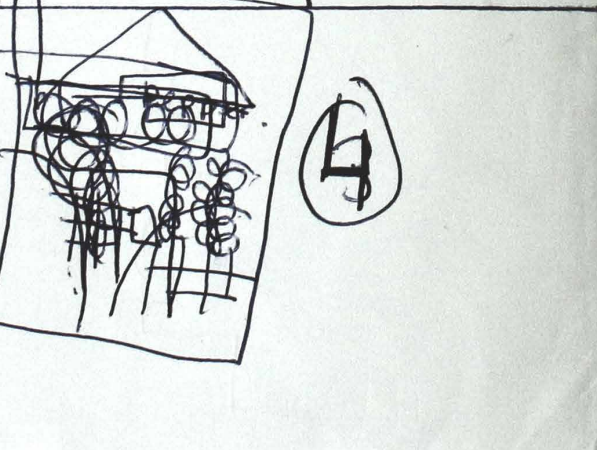
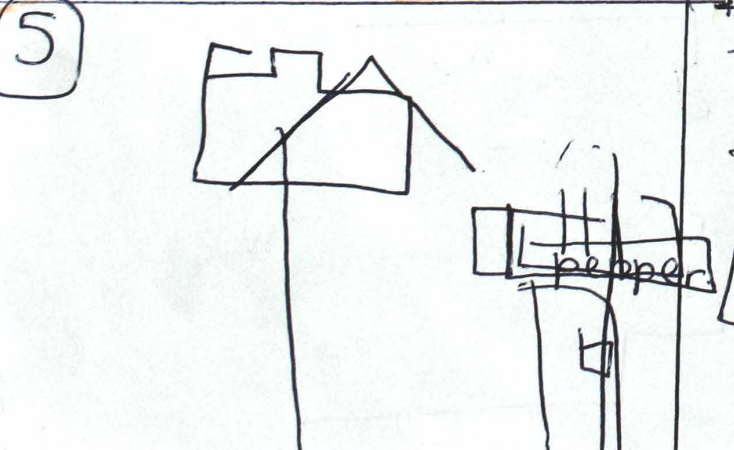
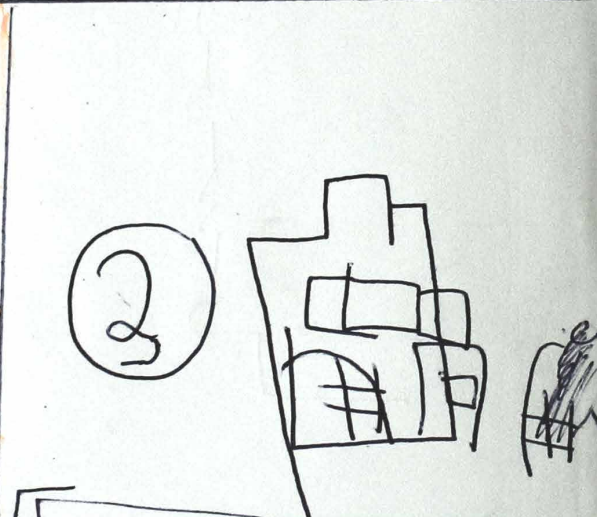
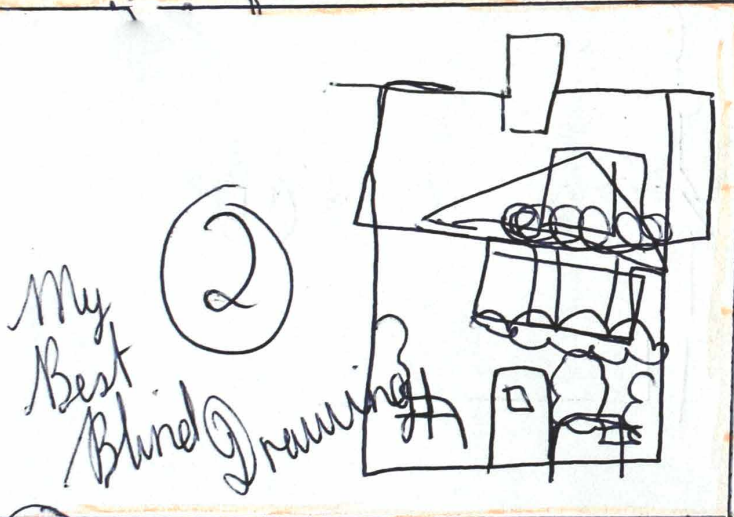
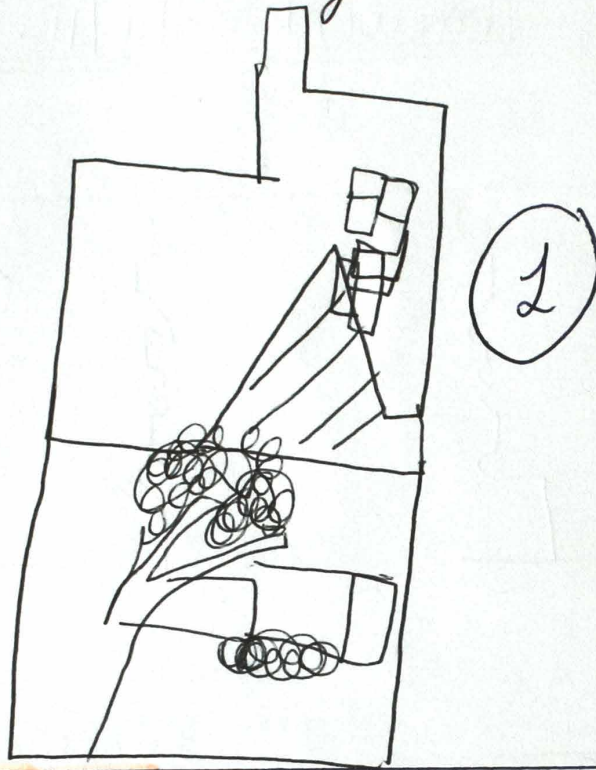
3

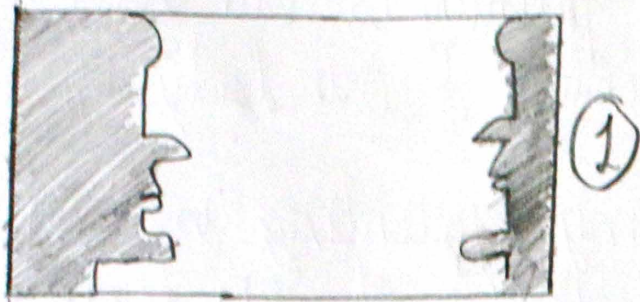


3/10/16.

3/10/16. Blind Drawing.

UIMHIR SCRÚDUITHE
(EXAMINATION NUMBER)

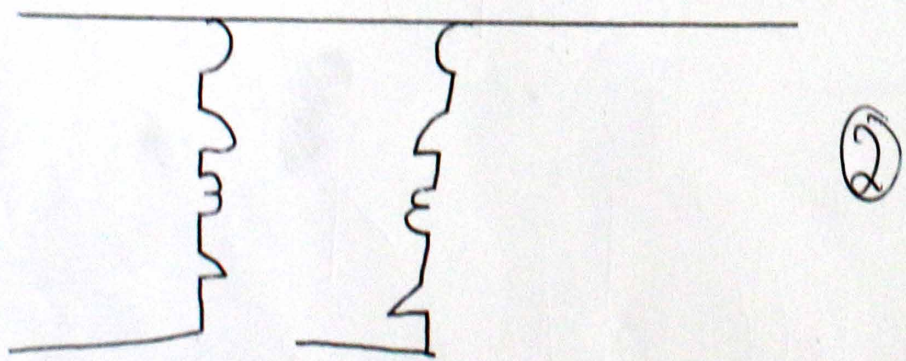
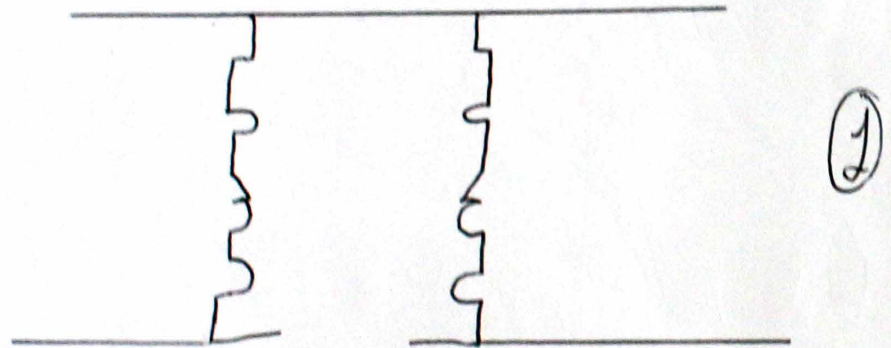




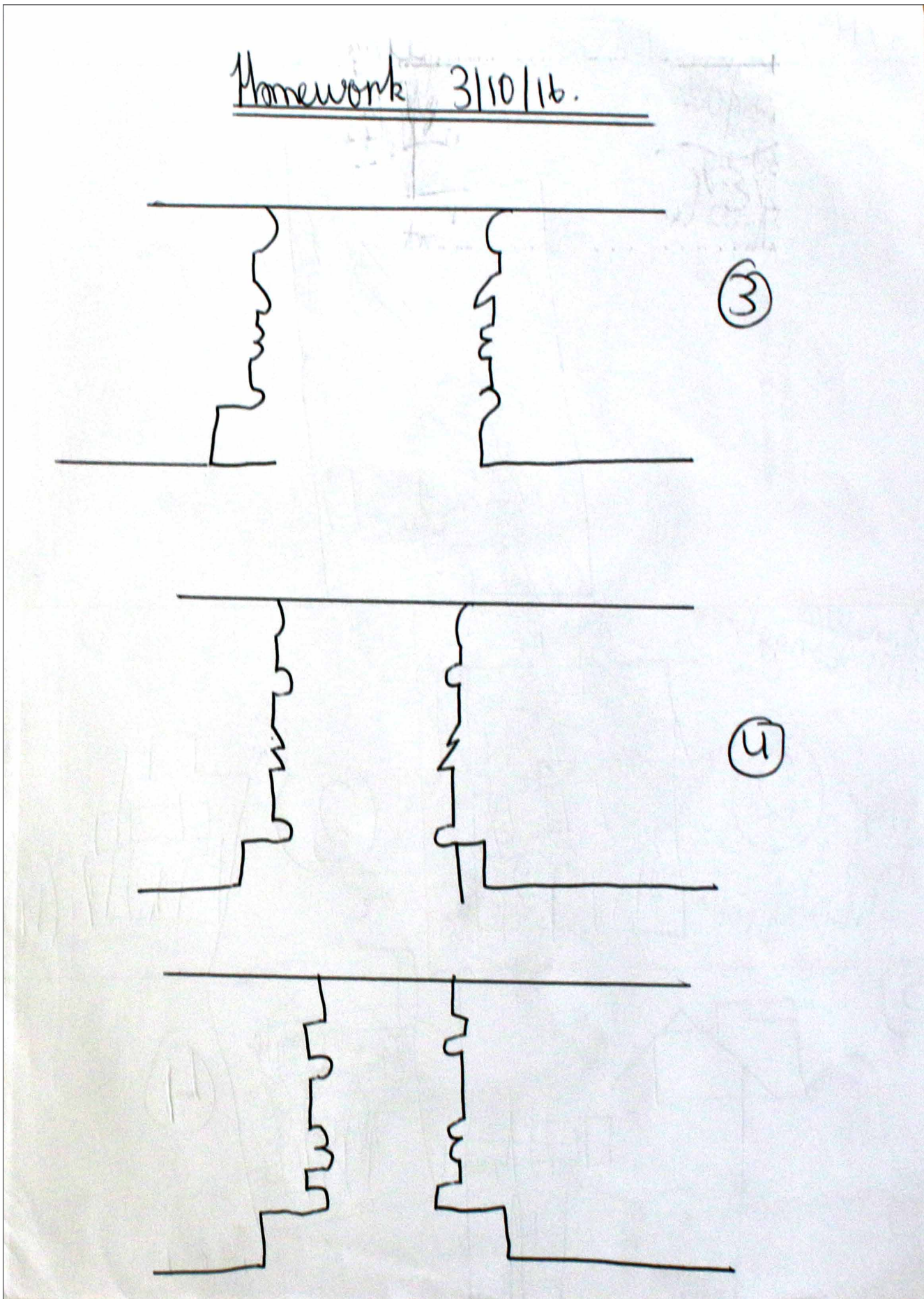
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Homework 3/10/16.

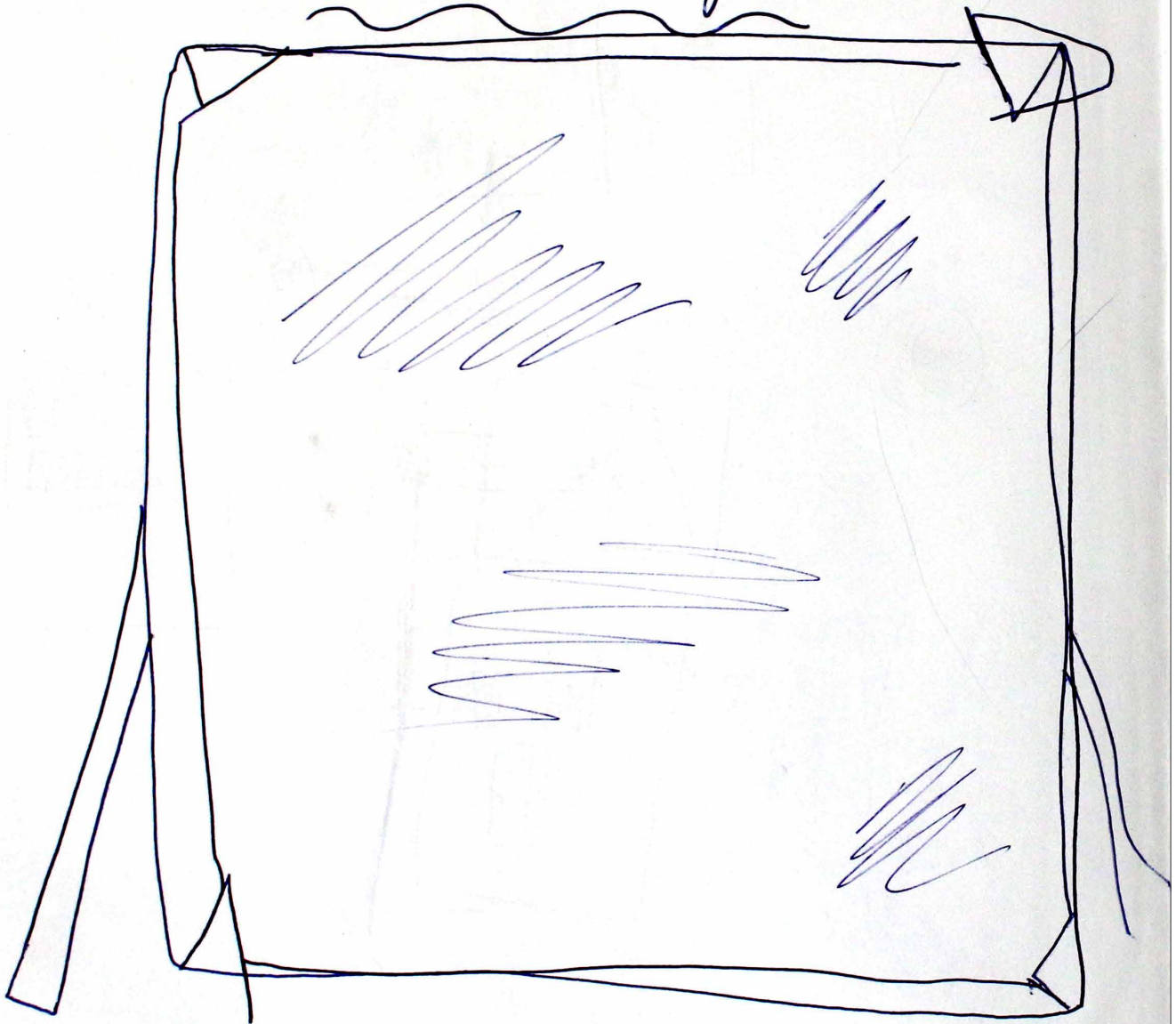


3/10/16.



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

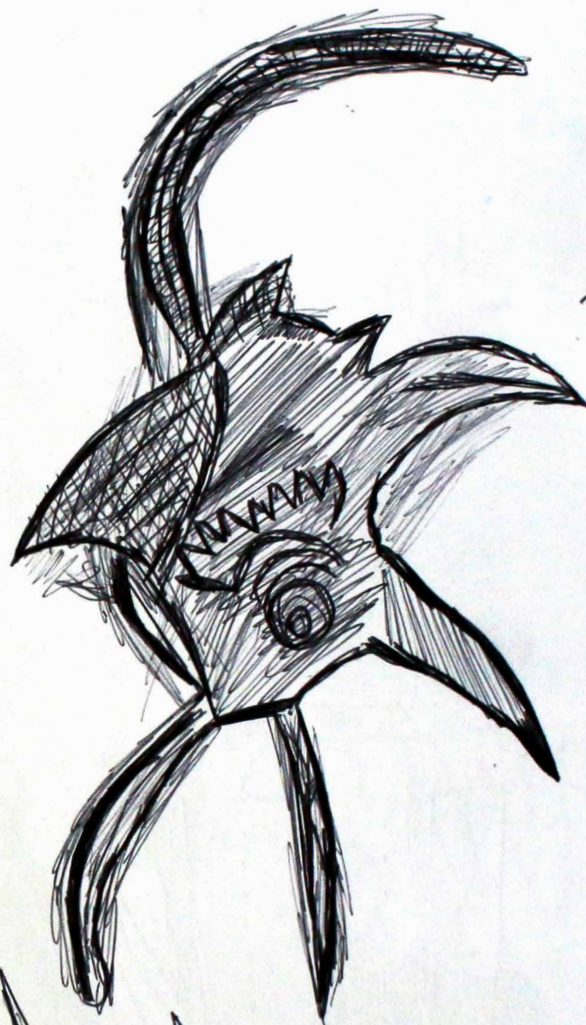
Blind Drawing. Homework.



= Mirror

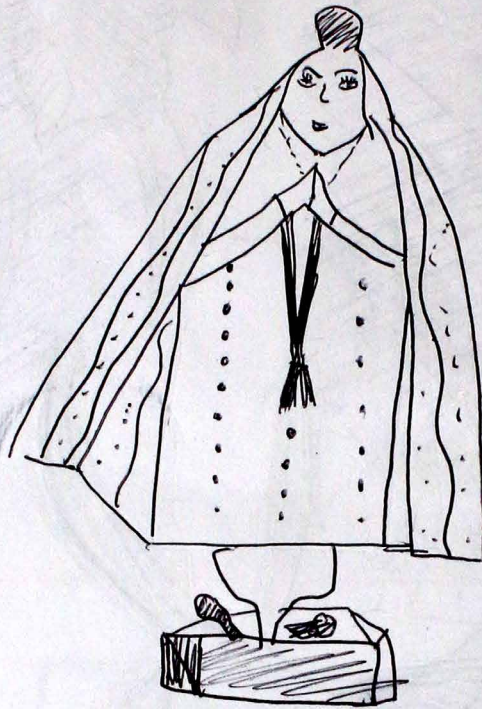
4/10/16.

Blind Modified Drawing 6/10/16.

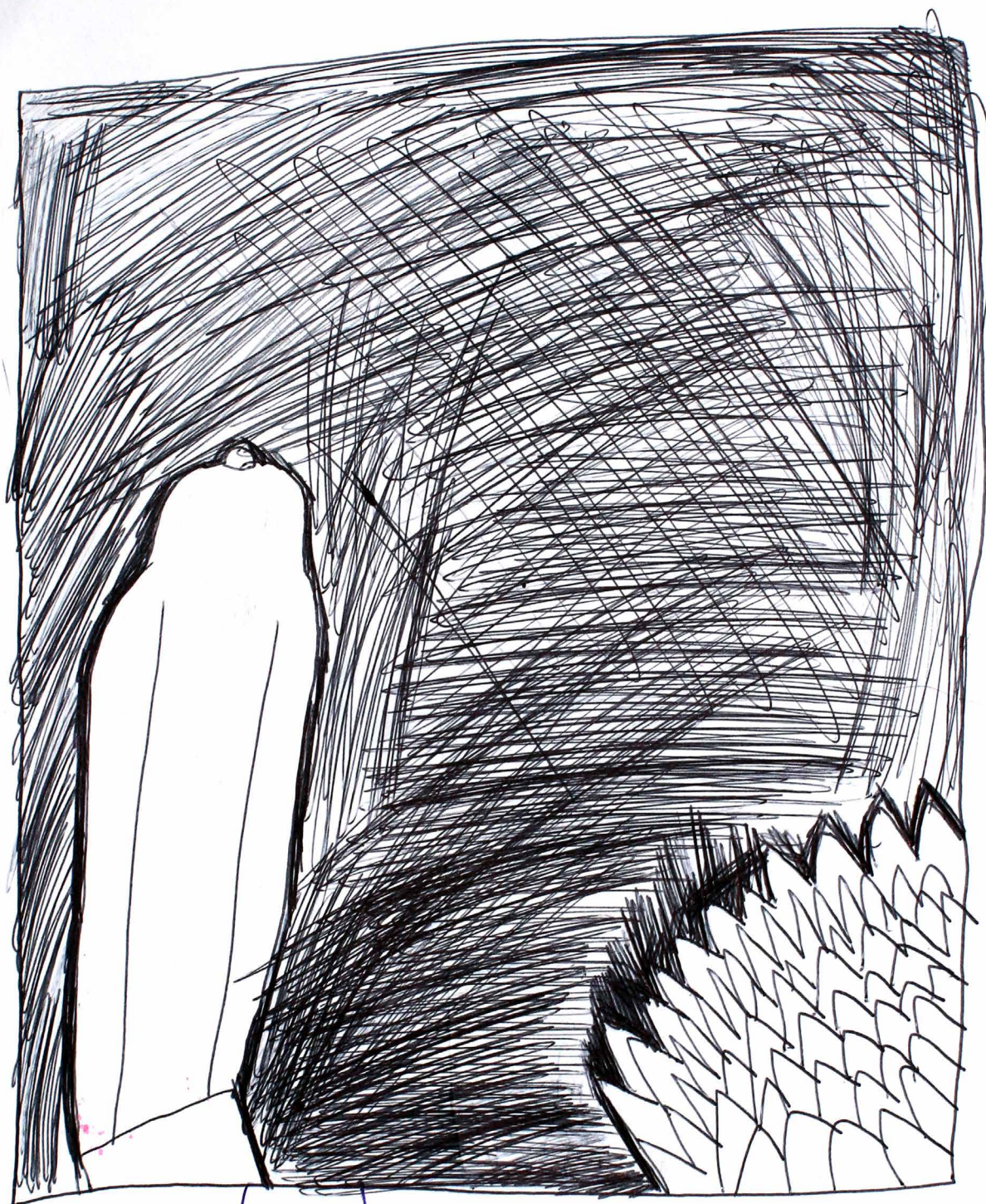


Sea Shell



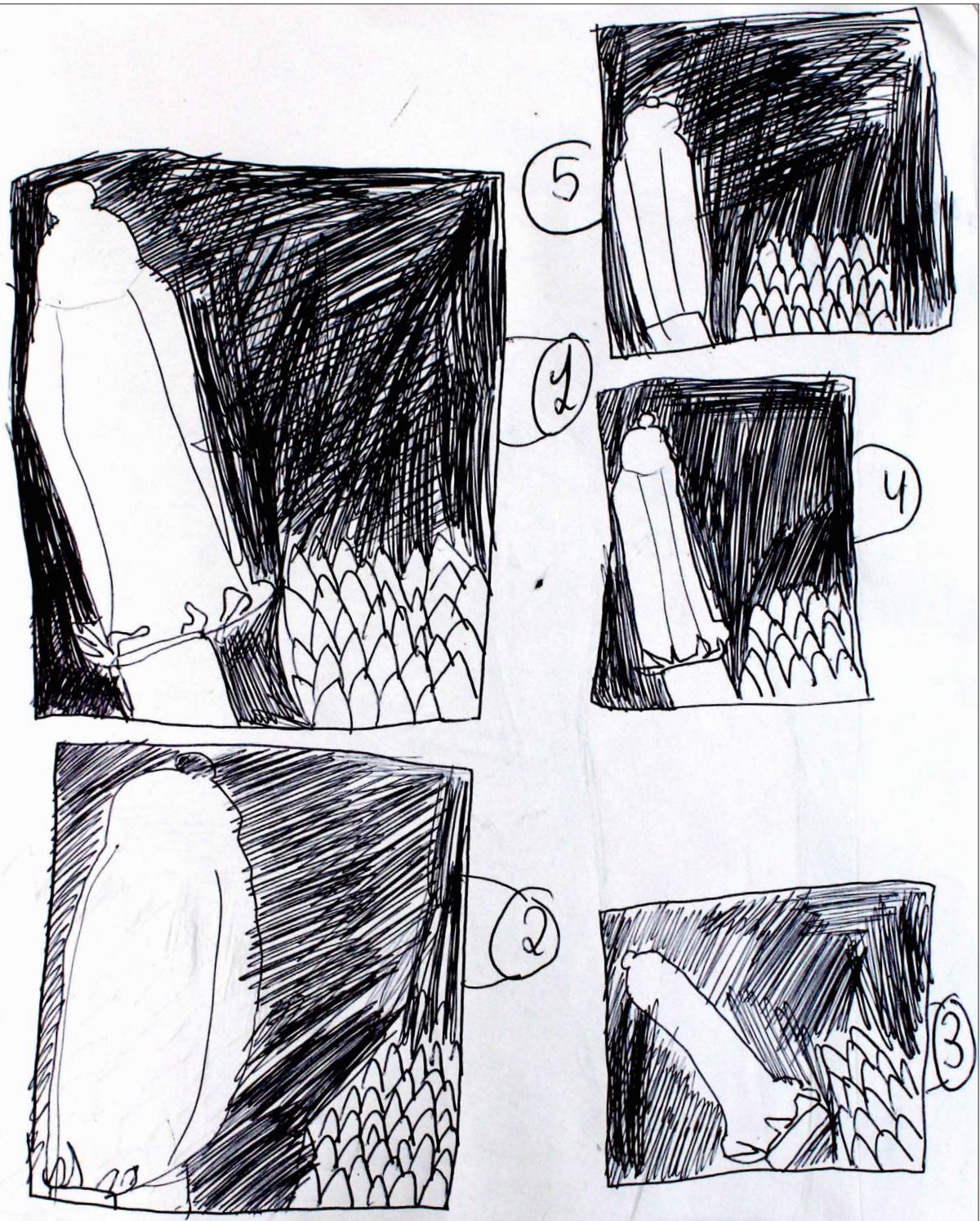


Our Lady of Fatima, 6/10/16



7

10/10/16.

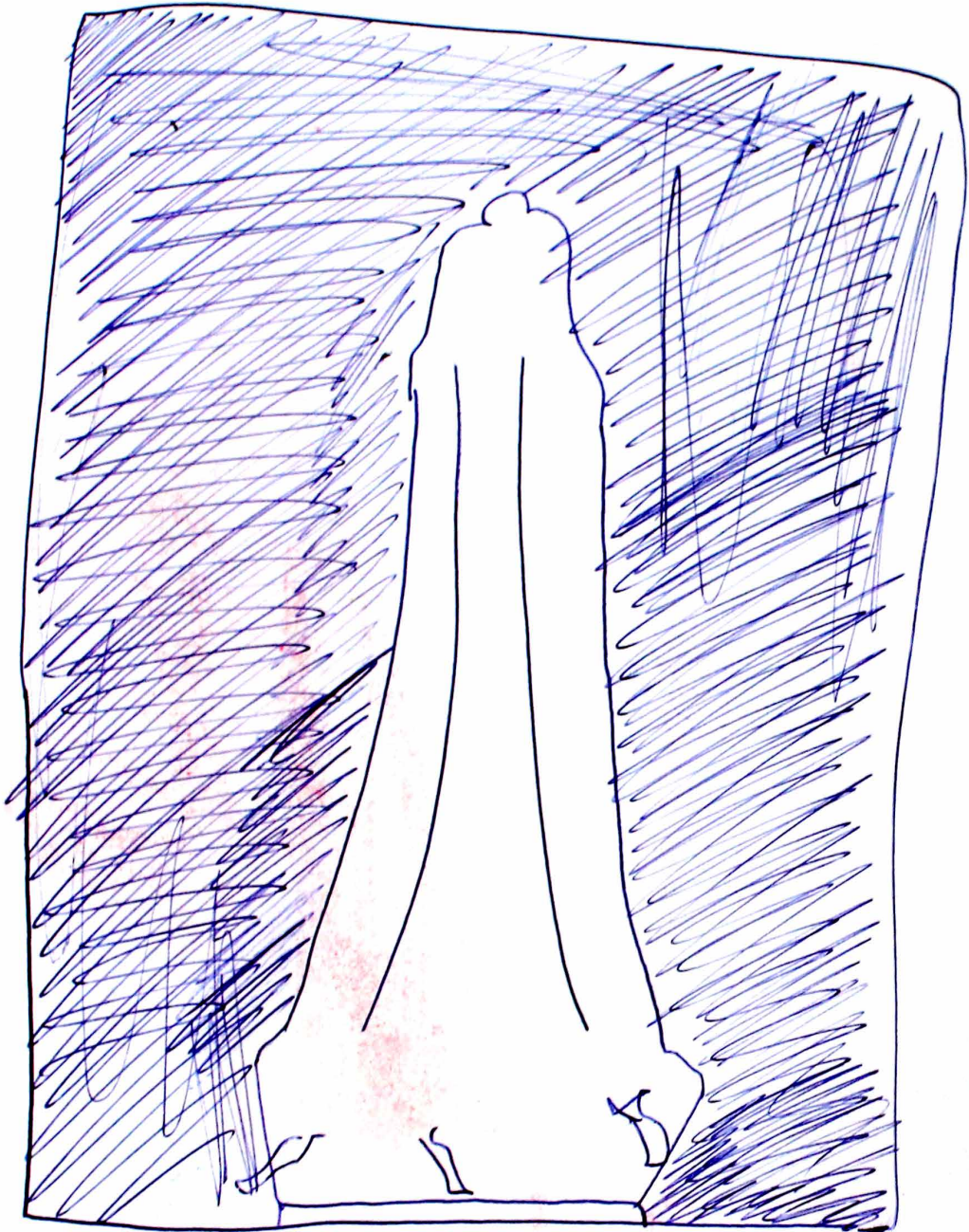


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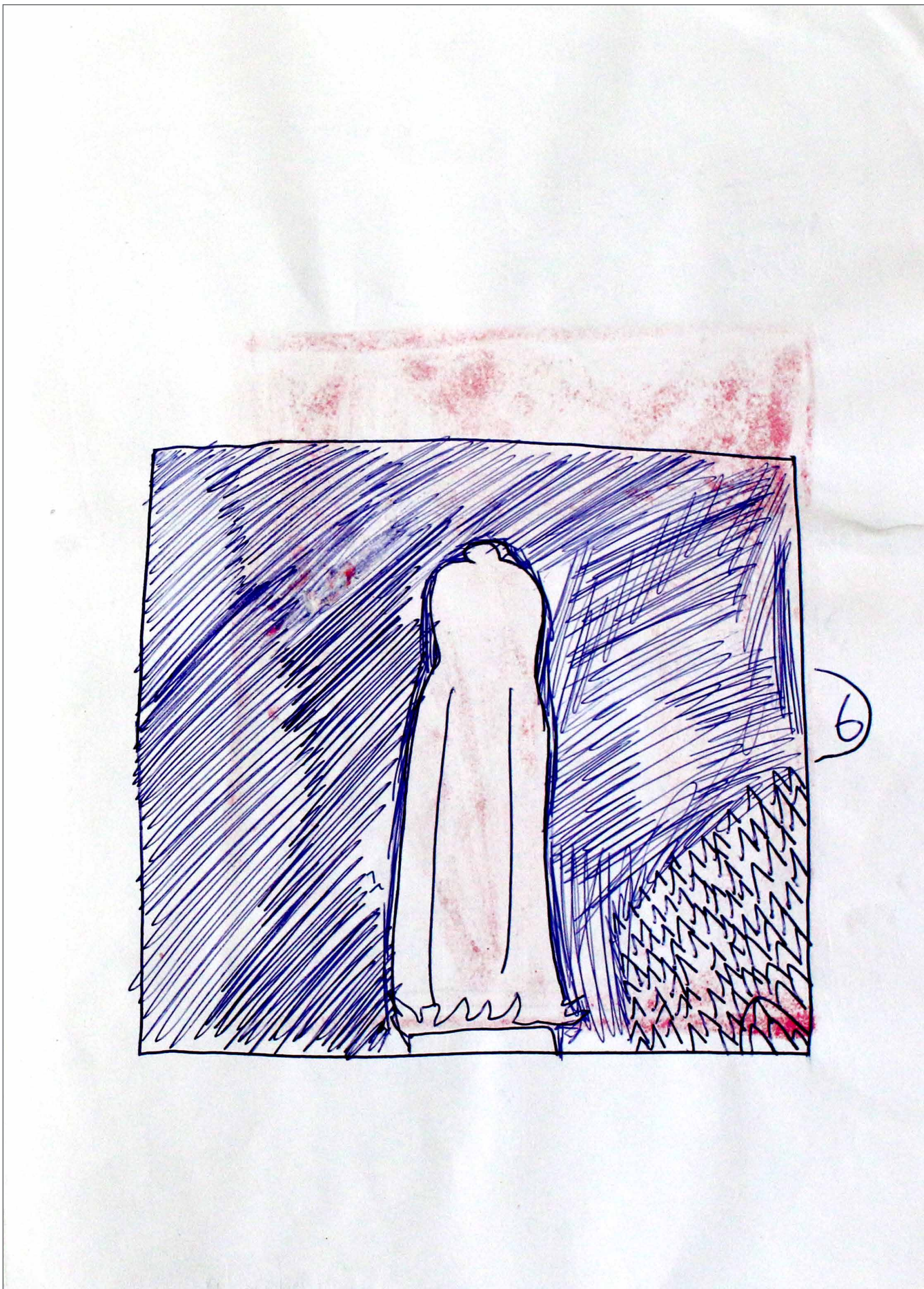


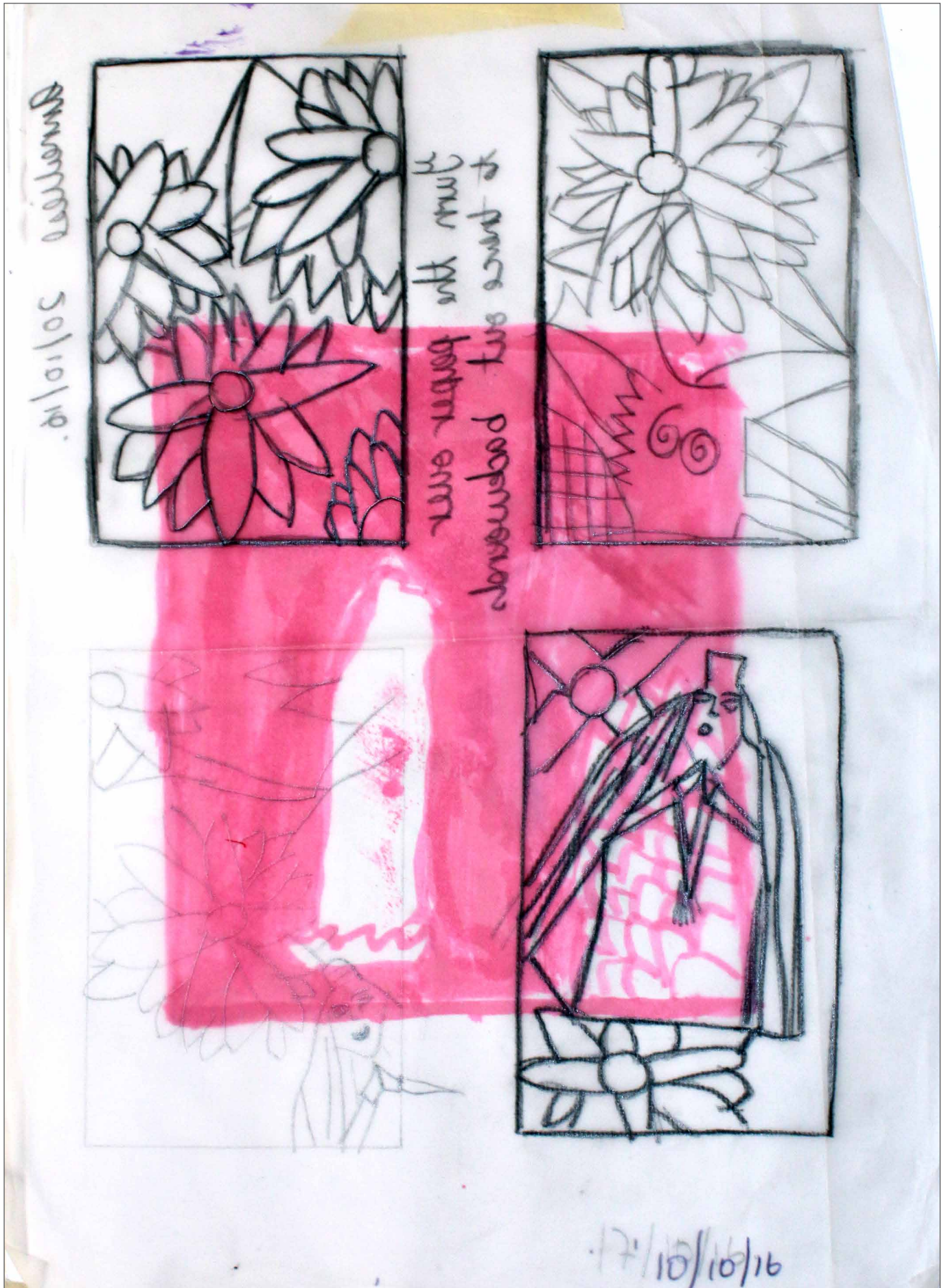
(unfinished).

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.

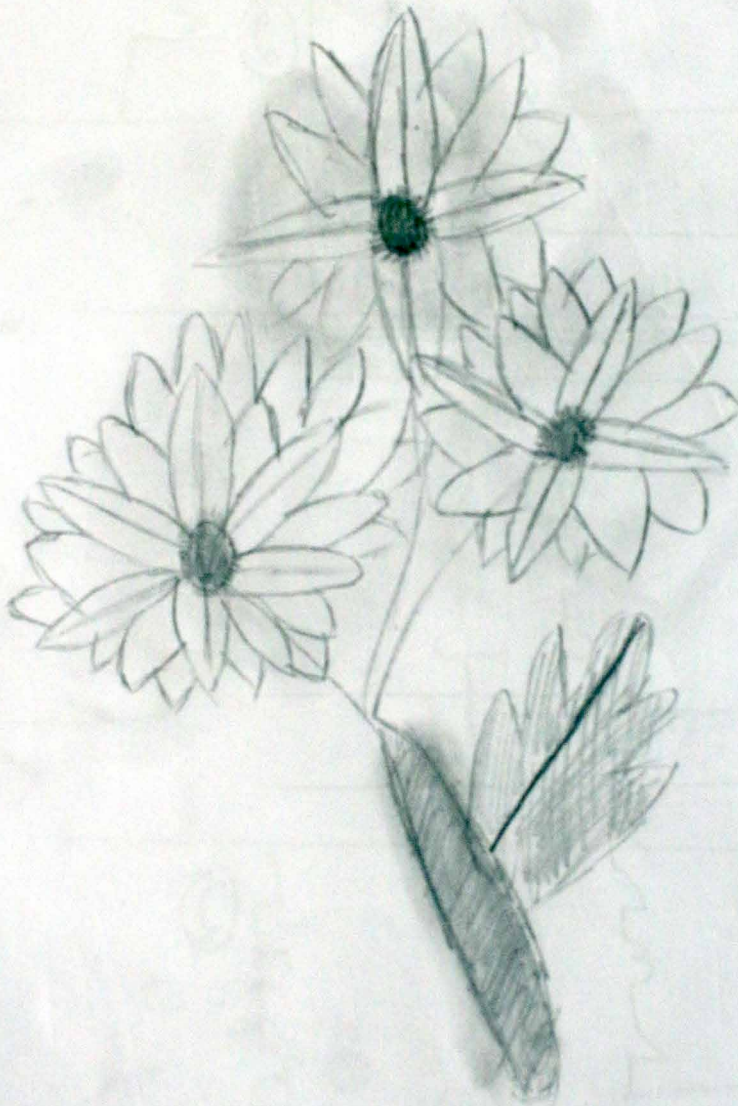
• How to frame a painting.

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