





STRANDS: CRAFT, ART

LEARNING OUTCOMES

CRAFT

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

2.5 develop their ideas for craftwork through drawing

2.11 research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures

2.15 justify the choice of media in their own or others' craftwork

ART

Students should be able to...

1.8 discuss examples of historical and contemporary visual art

TASK

Students researched and explored theme/s supplied for CBA2 using a variety of media.

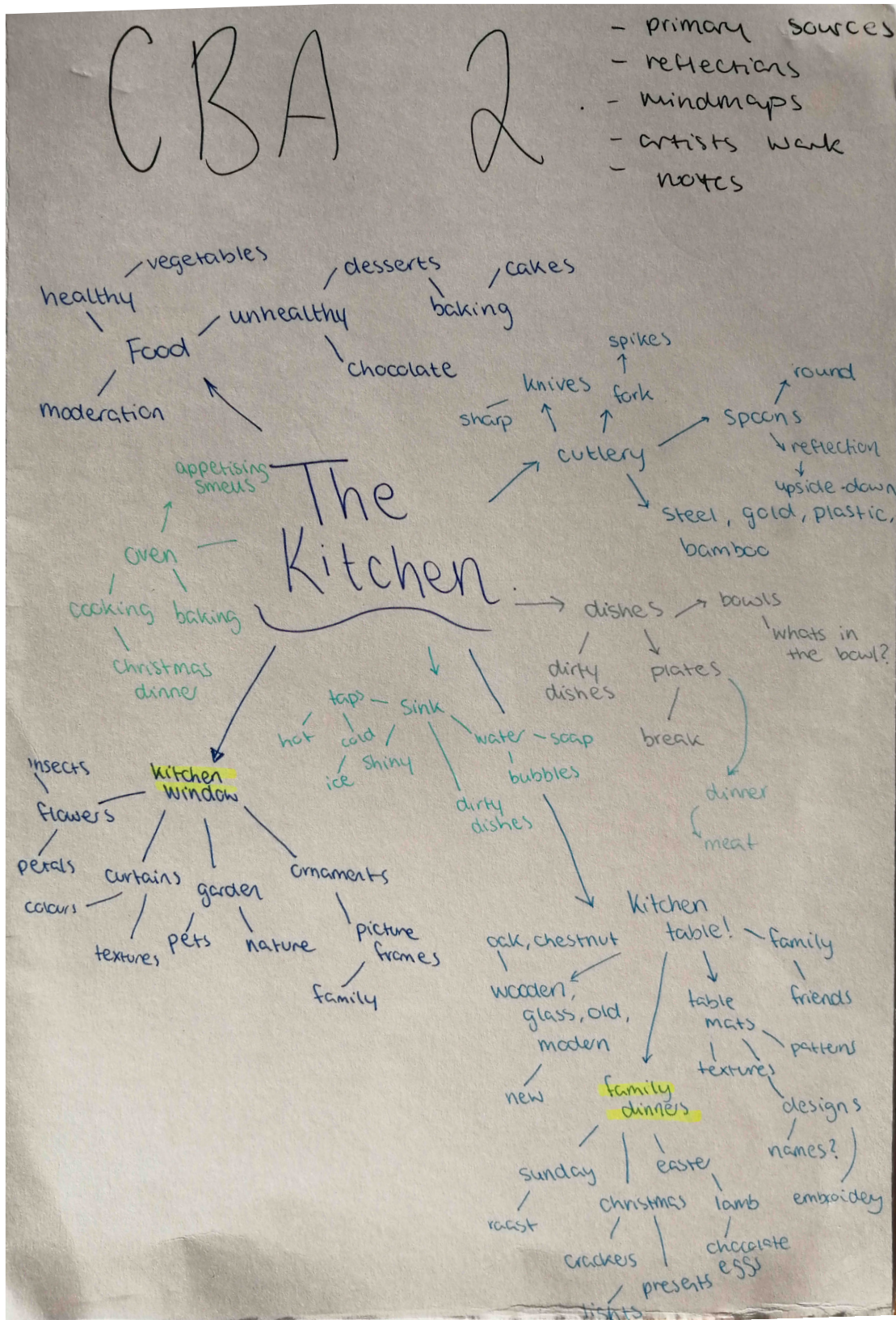
THEME

The Shed

BACKGROUND

Students had completed the Design Strand in CBA1 in 2nd year. As a result, the students were exploring, experimenting, and researching within the Art and Craft Strands.

The students chose primary sources that reflected and related to the chosen theme using a variety of media and techniques. They presented their work to the class and recorded feedback which will aid them in their development of ideas for the SEC final assessment.







The theme I picked is ... the shed

I chose this theme because I have a lot of interesting things to draw in my shed. There are many objects in a shed as I showed in my mindmap that can lead to interesting things to draw such as mine (rake → leaves → autumn)

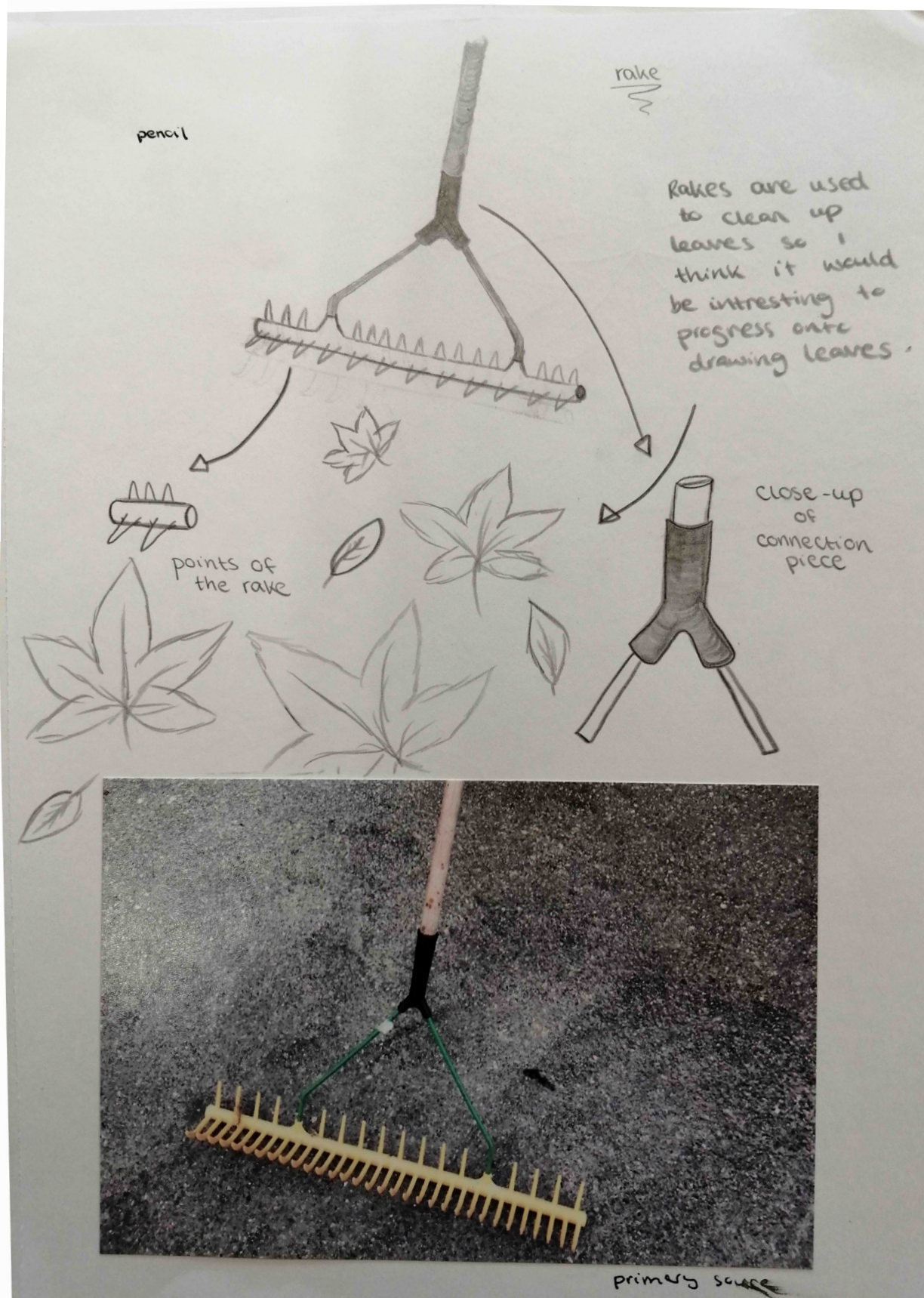
pen

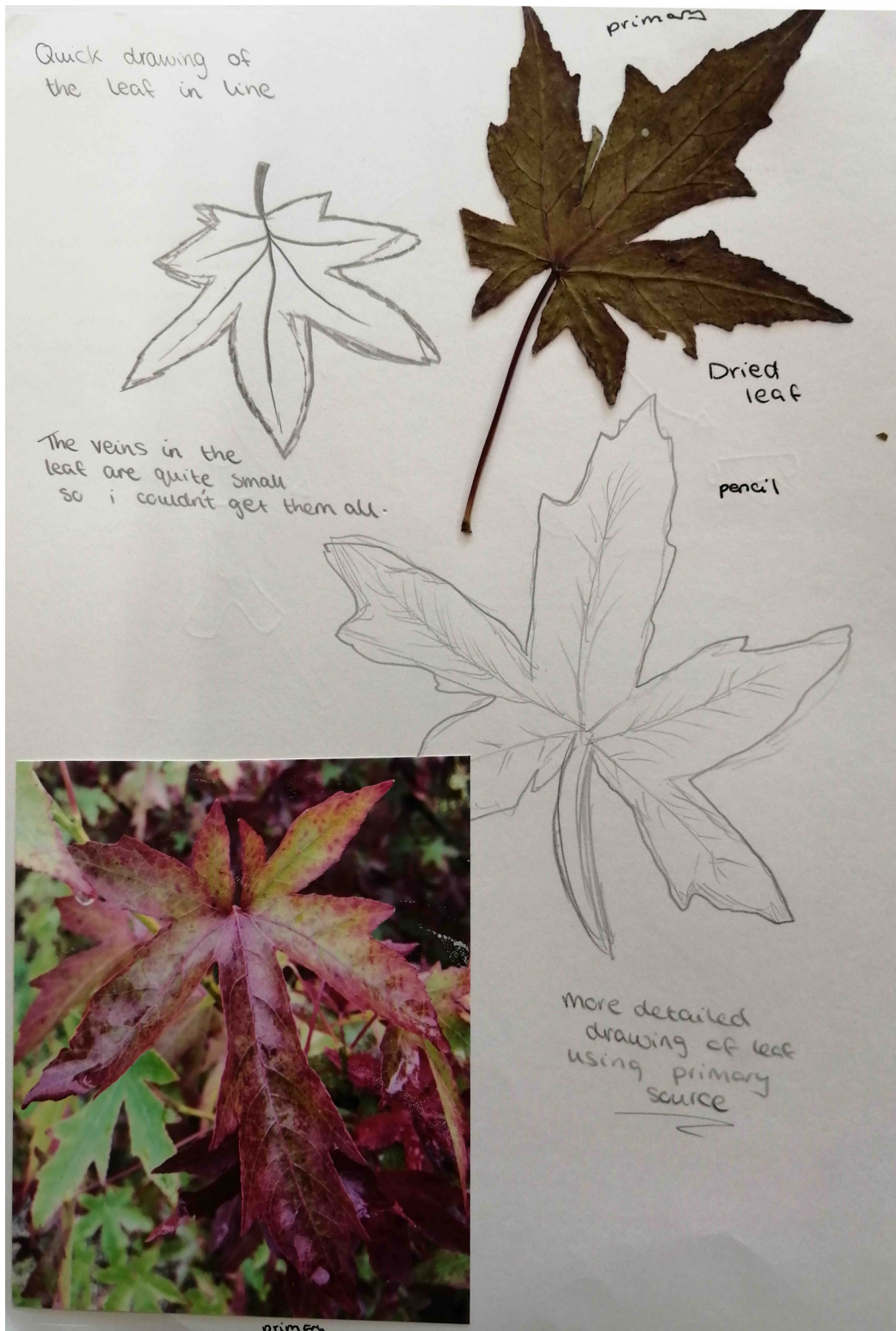
primary sources

leaves on a tree develops into nuts etc that you can find in

TEACHER ANNOTATIONS

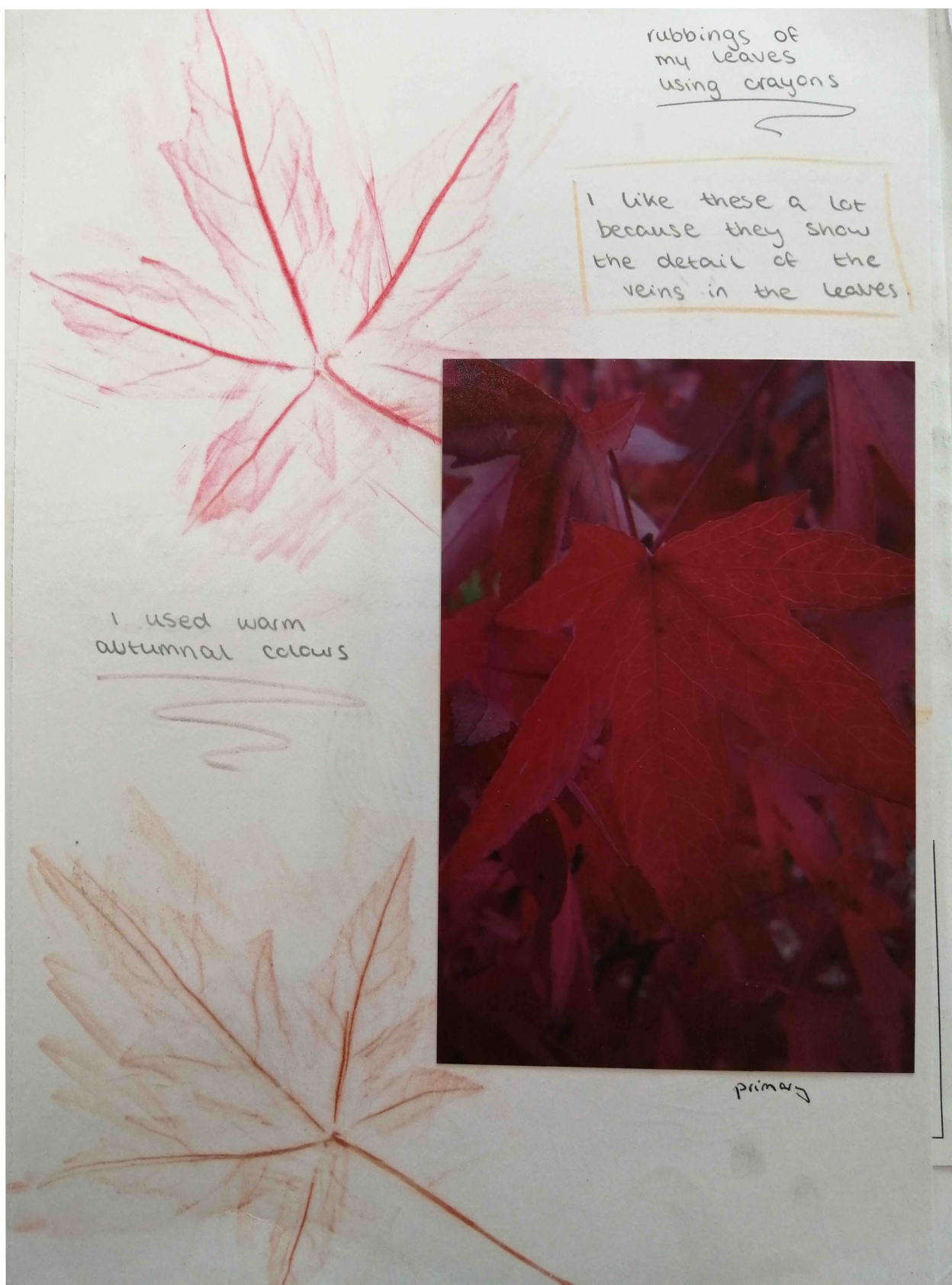
This is a very good and personal response to the chosen theme by the student. The student's starting point was investigating the theme of "The Shed", including nature, and the world around them.

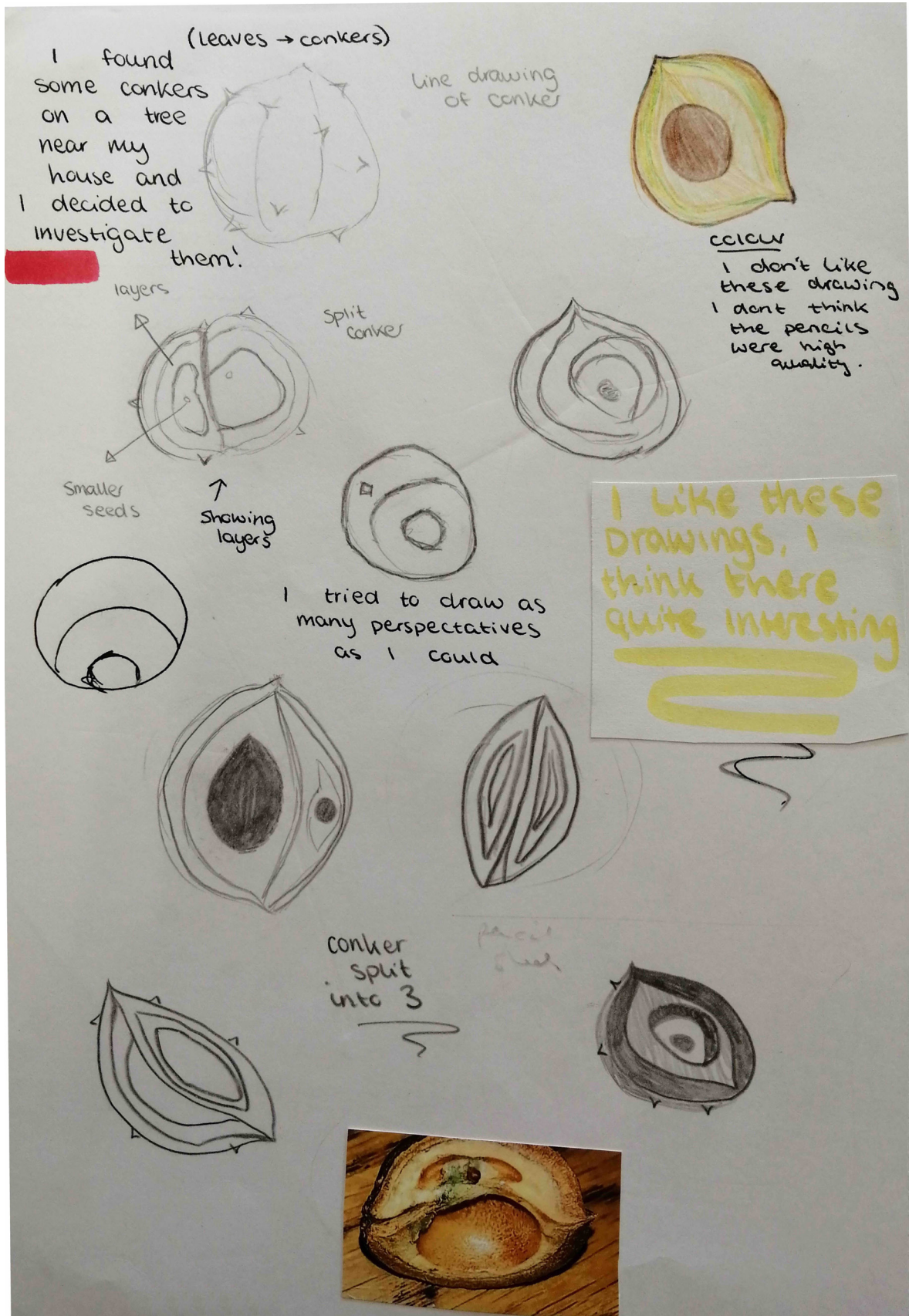


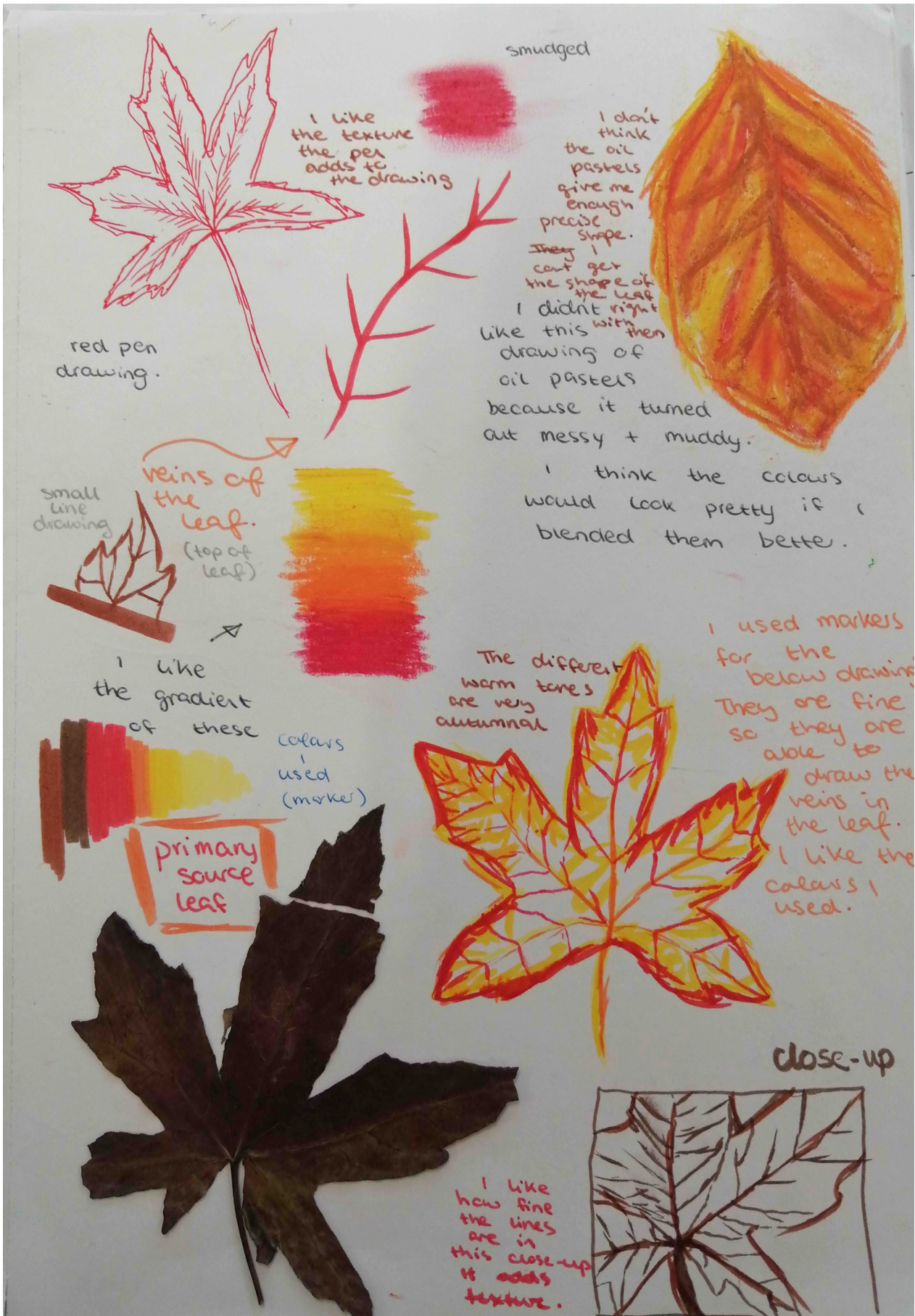


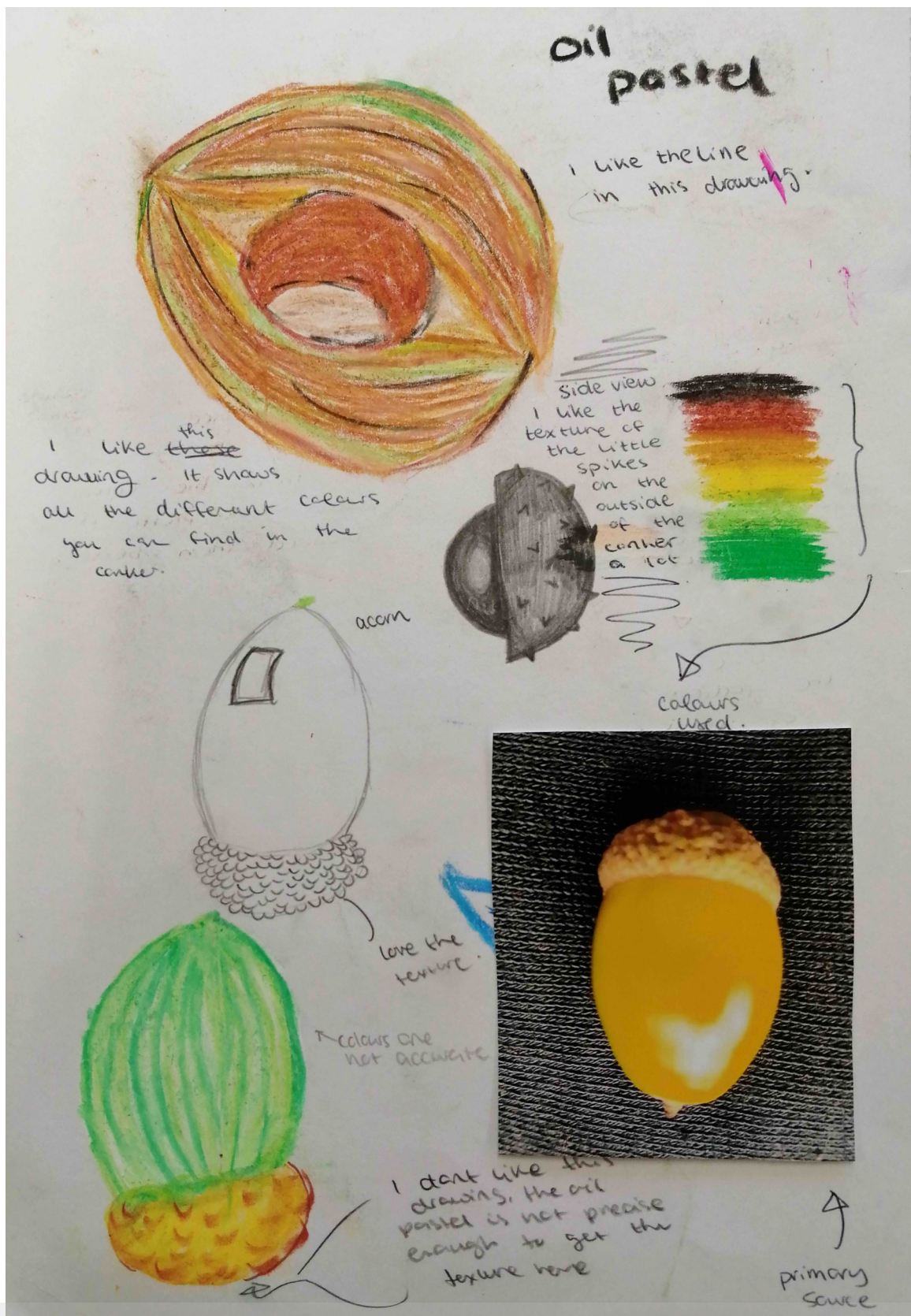
TEACHER ANNOTATIONS

The student explored the theme through primary sources and a range of media. Starting with observational drawing, the work developed with confidence as the student used a variety of media and demonstrated they had experimented with techniques.









TEACHER ANNOTATIONS

The student shows good attention to detail in their observational and tonal drawings. Their colour studies also demonstrate skill and a growing understanding of techniques. The student is also showing they are evaluating their work as they progress through the artistic process.



27

I like the light + dark in this drawing and I think its quite realistic

shaded conker

inside of conker in marker.

I don't like it because the markers bled.

colours used

I like this drawing because of the texture on the top of the acorn. I like the shading I did on the bottom also

Acorn

without conker inside

I tried not to make the markers bleed but it ended up looking very flat

primary

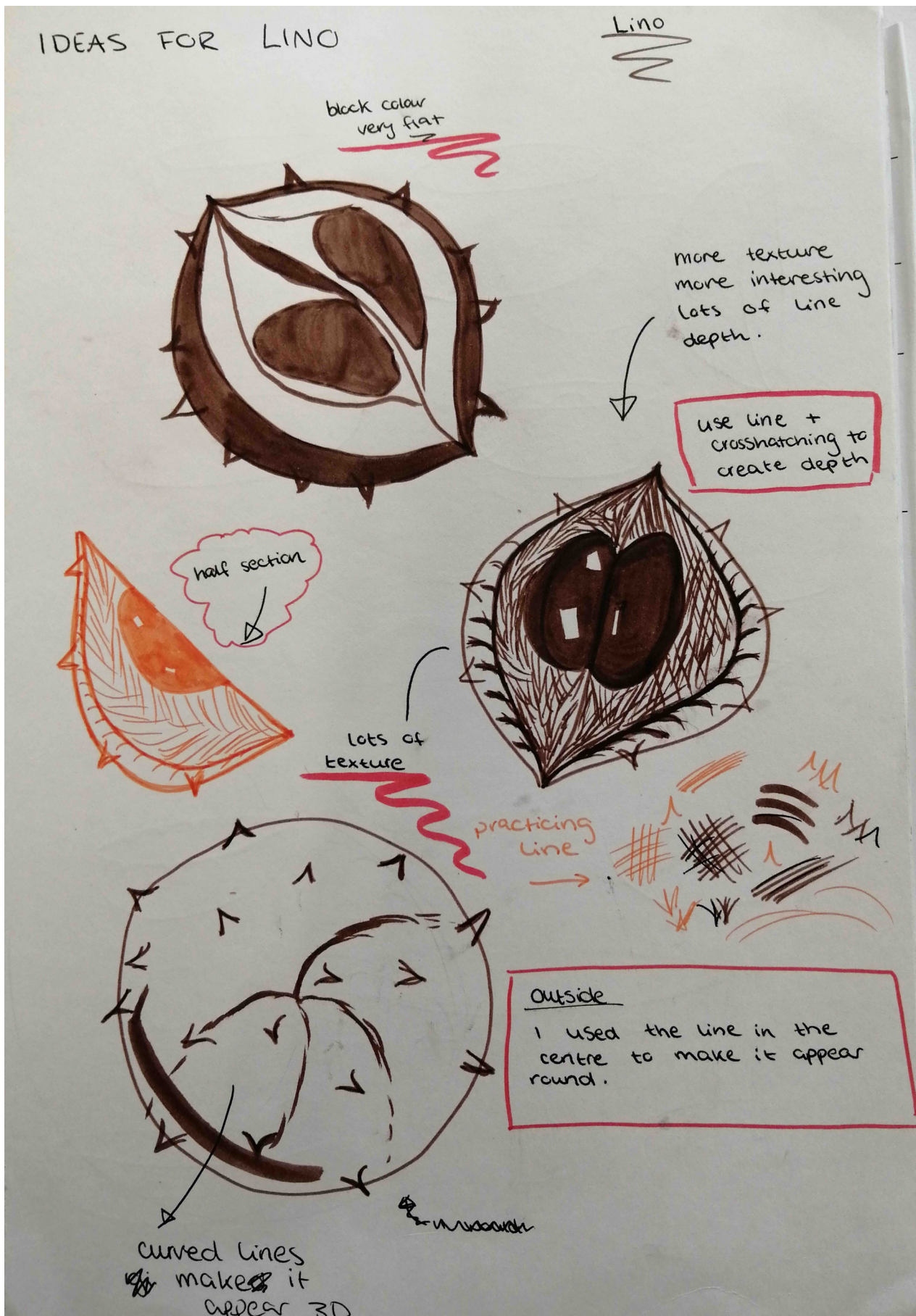
pencil

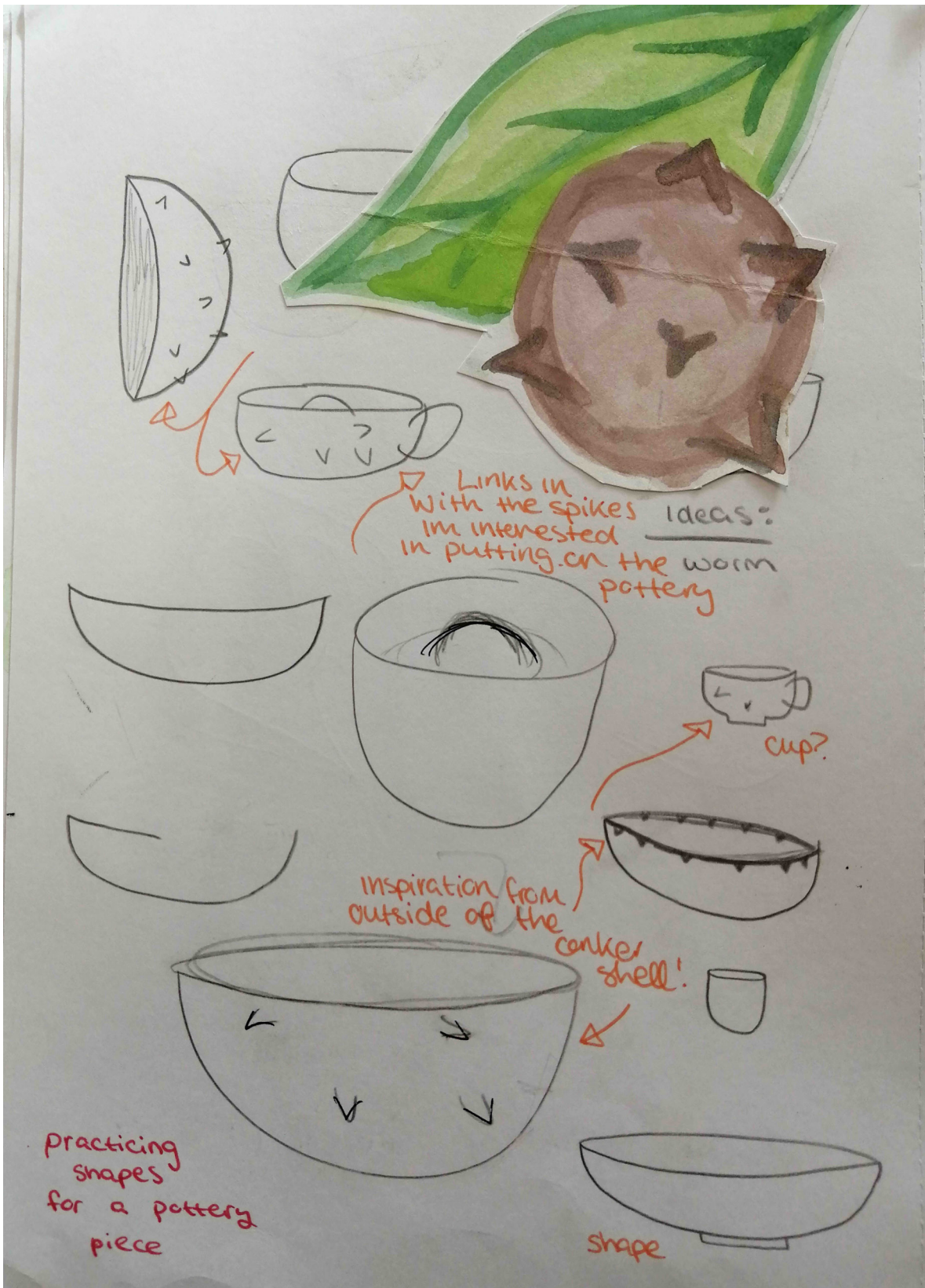
colours aren't very accurate

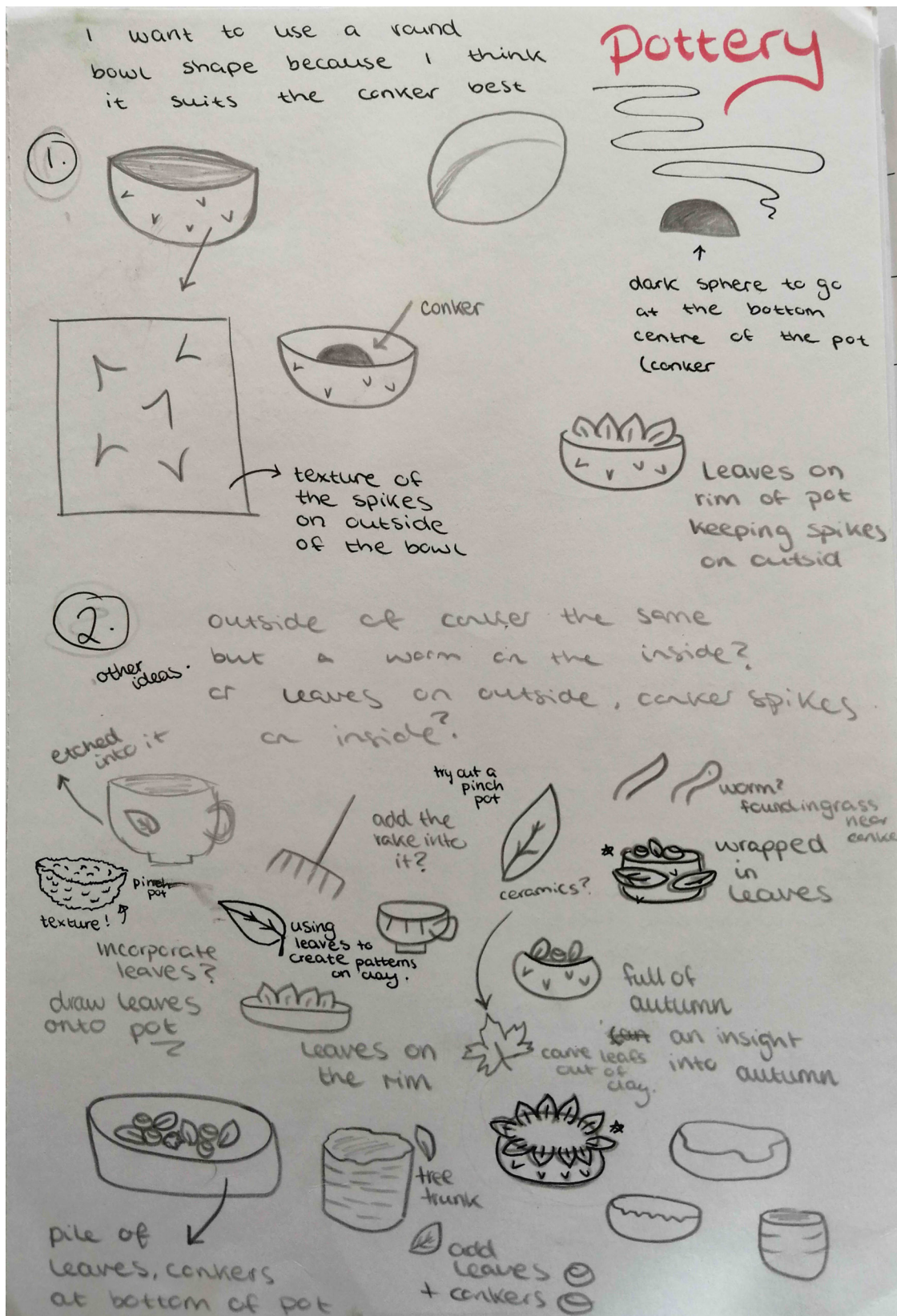
primary

primary









TEACHER ANNOTATIONS

Reflection was evident throughout this process. The student identified the strengths in their drawings and used these to create designs, concepts, and forms for pottery and lino. They have also formulated some ideas of how their work could progress.



Leonid Afremov

The artist applied the paint very thickly to give us the effect of the leaves. It creates lots of texture and makes the painting interesting. He used line to paint the tree trunks and branches. The artist adds value by making the colours darker 'deeper in the forest'. He used different tones to show us the light and dark areas.

He adds depth + space by making the path appear farther away.



The artist used small lines to show the individual leaves on the trees. The colours aren't very bright, they are quite dull except for a few pops of colour in the leaf pile and on one of the child's clothes. The dark clothes contrast against the children's pale faces. The artist made lots of texture in the leaves which I think makes them appear realistic. The artist also painted a pink blush on the children's cheeks. It makes them look life-like and they appear to have been out in the cold collecting leaves!

Autumn Leaves

By John Everett Millais



TEACHER ANNOTATIONS

Even though there is a lot of writing based on the research the student carried out into artists and artworks, it shows very good analysis and appreciation of visual culture. This is also reflected in their own work.



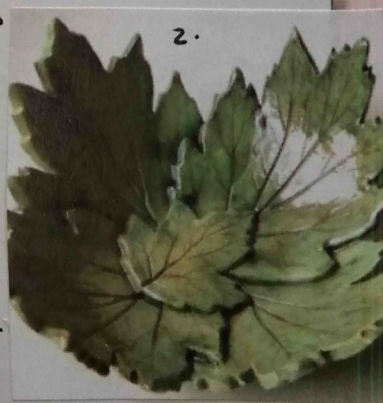
The sculpture I chose is a bird that has been made out of pieces of a rake and other metal parts. I see repetition used in the spikes sticking out (birds tail feathers) I also see line used in them. There is a pop of an emerald green in the birds eyes but otherwise the bird is all brown. There is plenty of texture on its legs, feet, face. I like the legs bolts on the birds that appear like knobby knees! I can tell the sculpture is a bird but it isn't particularly realistic in my opinion. It's very interesting and I like it a lot!

Bird Sculpture

Pottery pieces.

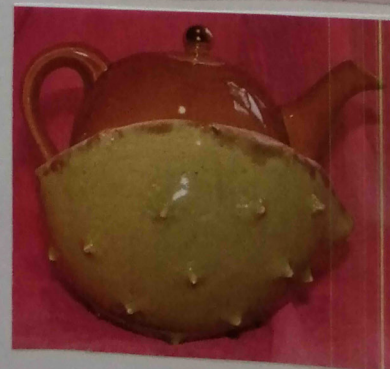
pottery and ceramics artist work. They relate to my theme.

1.) bowl made out of autumn leaves
There is texture on the edge of bowl and on the veins running through the leaf. I also like the colours because they're autumnal and complementary.



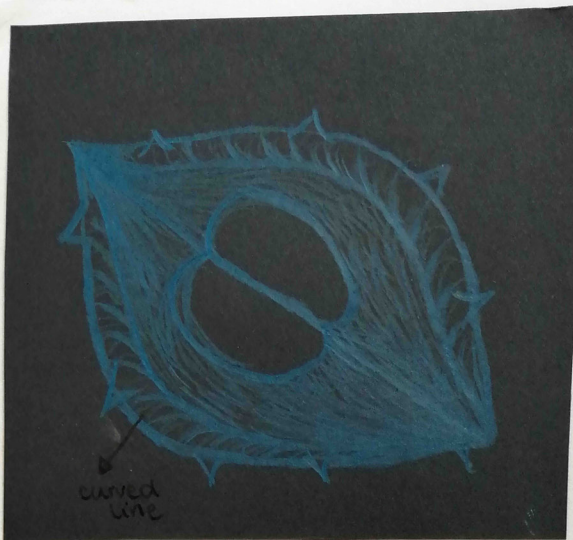
2.) This piece uses many different tones of green, it is similar to the first piece but it is more of a tray. The different tones of green go very well with each other and the leaves are in a nice pattern.

3.) This ceramic piece is most similar to 3. I really like the texture on the outside of the pot and I like the overall shape of it. The brown and green go very well with





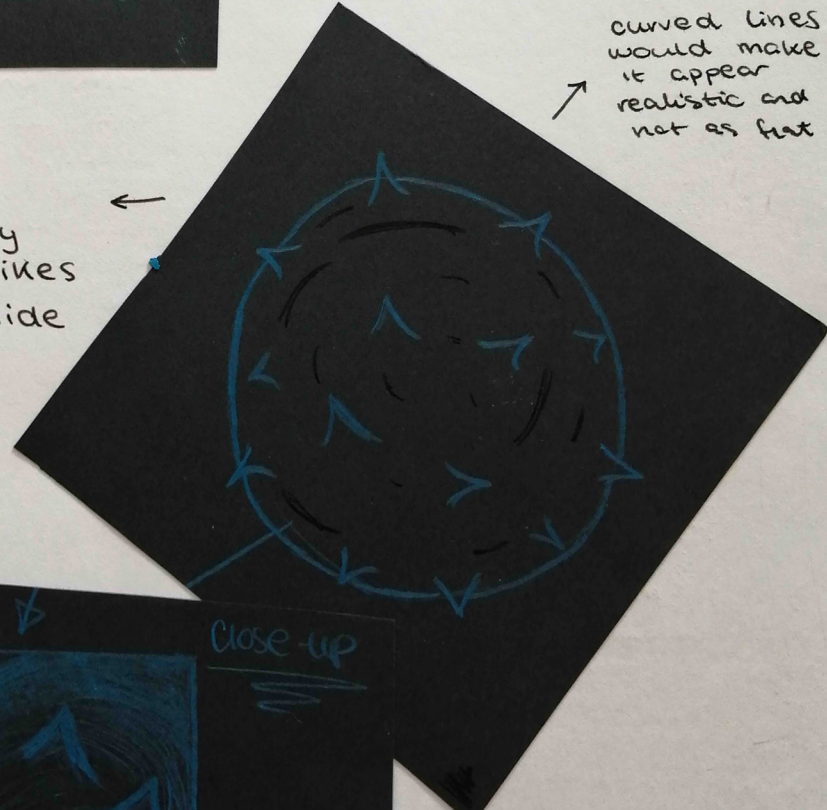
More Lino Drawings
on Black Paper



→ I used line to add texture.
Mark making makes the conker more realistic.

curved lines would make it appear realistic and not as flat

← quite flat + plain. only added spikes to outside



← I added curved lines to make it appear 3D.

close-up

← a close-up of outside

I used blue colouring pencil on black paper

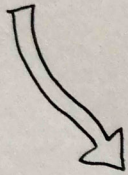


Trying out some Clay

I got some clay and made a small piece that I think would go well with my pot. It was a conker and a leaf like the drawing and watercolour I did a few pages back. It was really quick so it doesn't have much detail.

Reflecting

I also made a small pinch pot with a round sphere on the inside that was meant to resemble the 'nut' inside the conker. *don't have photo*



leaf ~ used a tool to create the lines.

made a small sphere and rolled up tiny balls of clay and shaped them into cone shape.

I used this photo as a reference for the leaf.



I would need to round the tip of the leaf more.

primary



primary source ↑

watercolour

I like this but its a bit flat

colours used ↓

colouring pencil ↓

pencil ↓ drawing of a canker with mould growing on the inside I really like this texture, depth.

I dont like the yellow on the outside but I like the tones of brown on the inside. I will lean harder next time



TEACHER ANNOTATIONS

Overall, the work depicts a high standard of skills and techniques relating to the chosen theme and the use of the moodboard opens up the direction the student's work could take in the final assessment.

Junior Cycle Visual Art Classroom Based Assessment 2



NCCA

An Chomhairle Náisiúnta
Curadair agus Measúnaíochta
National Council for
Curriculum and Assessment



This Classroom-Based Assessment was created in the school year 2020-21 and was guided by what was deemed practical and safe at the time in line with public health advice.



TEACHER ANNOTATIONS USING THE FEATURES OF QUALITY

The annotations capture observations by the teacher, using the features of quality, 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

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Even though there is a lot of writing based on the research the student carried out into artists and artworks, it shows very good analysis and appreciation of visual culture. This is also reflected in their own work.

Reflection was evident throughout this process. The student identified the strengths in their drawings and used these to create designs, concepts, and forms for pottery and lino. They have also formulated some ideas of how their work could progress.

In the class presentation the student used critical and visual language to describe their work and that of others and recorded the peer feedback they received, which will aid their development of ideas for the SEC final assessment.

Overall, the work depicts a high standard of skills and techniques relating to the chosen theme and the use of the moodboard opens up the direction the student's work could take in the final assessment.

OVERALL JUDGEMENT:



Above Expectations