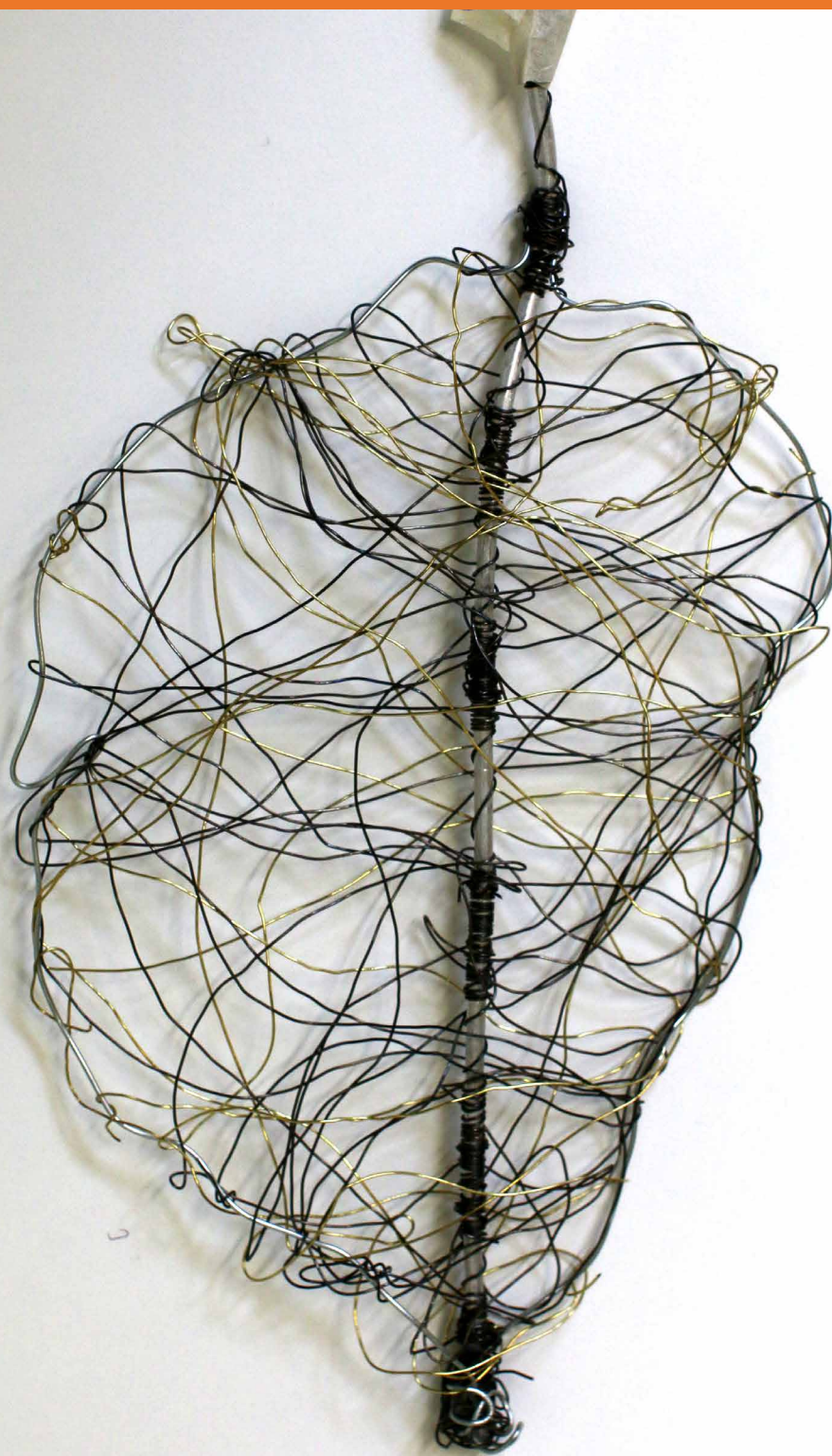


Junior Cycle Visual Art



Strand: Art

Learning outcomes in focus

Students should be able to:

2.4 show they can use their drawings to observe, record and analyse

1.7 examine the method of a number of artists and the artwork they created

1.14 use media to create their own art work

1.15 critique the choice of media in their own or others work

Learning intentions*

We are learning to:

- explore line through a variety of mark-making techniques using a range of media
- look at, respond to and evaluate relevant art work
- develop and realise a wire sculpture
- reflect on the process

Teaching and learning context

This was a group of mixed ability first years. This was their first art project. This task introduced them to the art element of line. This was explored through pencil, biro, wax crayons and watercolour paint. Students were also introduced to the history of wire sculpture and wire sculptors through a PowerPoint presentation.

Theme: Nature

Task

To produce a wire sculpture based on observational drawings of a leaf

Success Criteria**

SC1: Identify a suitable primary source

SC2: Produce a variety of line drawings

SC3: Use a selection of techniques and media

SC4*: Describe, analyse and express an opinion on relevant art work

SC5: Make a wire sculpture using a variety of construction techniques based on my drawings

SC6: Reflect on my work

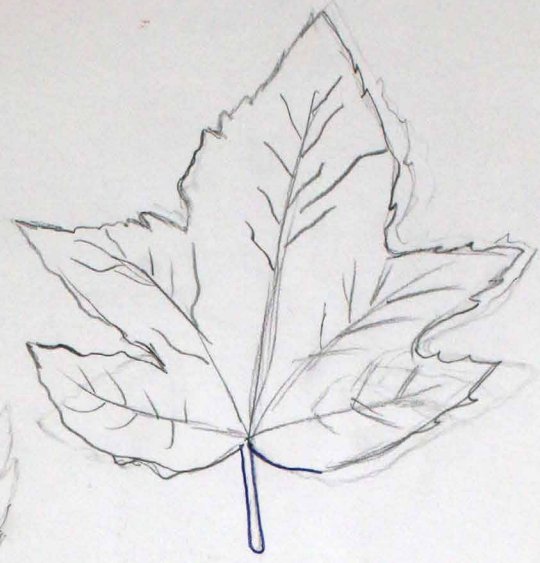
* What the student should know, understand and be able to do at the end of the lesson or series of lessons

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

Leafs



My first Drawing of a leaf



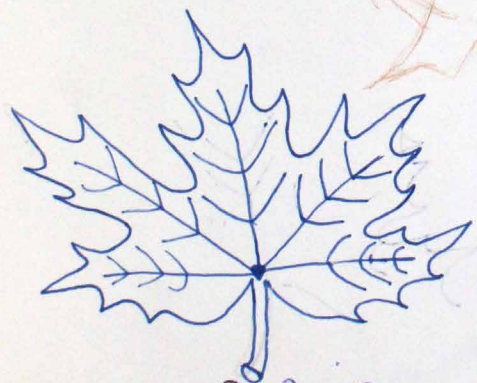
Another Drawing of a leaf



Blind Drawing



Blind Drawing



Biro Drawing Homework a leaf

I liked drawing with a biro but I think you can't really make it look realistic for me.

I liked blind drawing because I saw more when you had to look and it doesn't have to be perfect.

- Today we learned how to make rubbings of leaves using wax crayons!
- I really liked using the water colouring pencils and wax crayons both for my Rubbings I would use it again



Hint to me

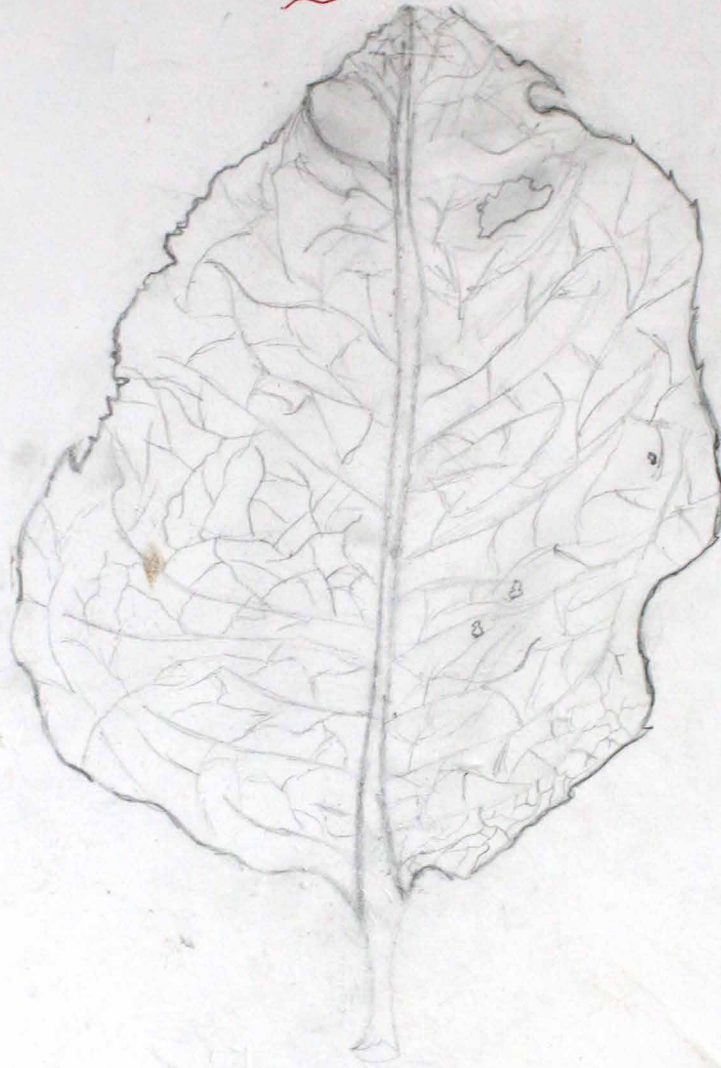
- watered down paint works best
- for the rubbings mix different colours wax crayons for the leaves



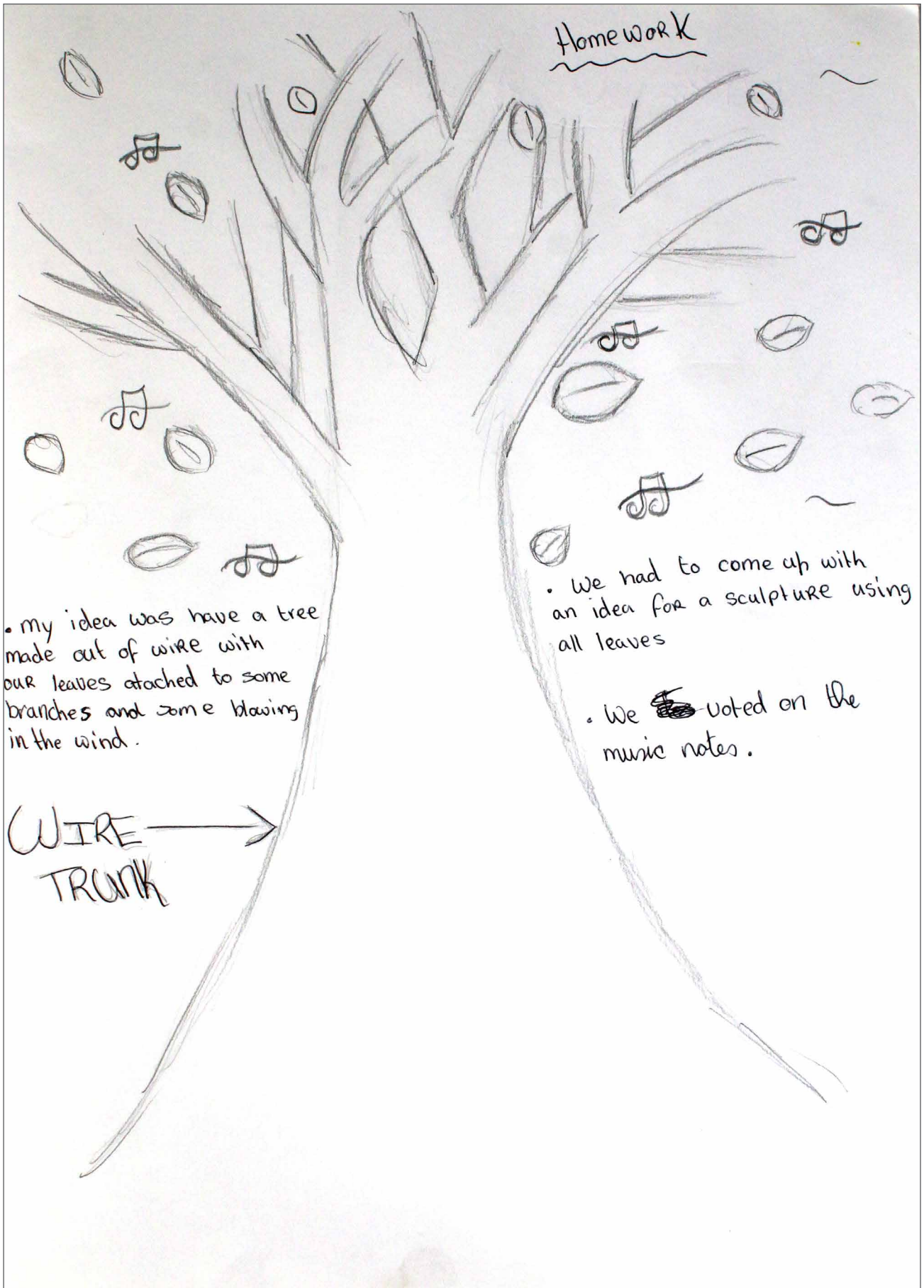
Drawing of a Leaf *



observational
Drawings



- Today we drew our leaf, ~~was~~ looking at all the detail, the shape, the length, width and the pattern of lines
- We used soft lines and dark lines to get that 3D effect
- The dark lines create the shadow.



WIRE WORKsheet ★

Wire Sculpture worksheet

To be used with the Wire Sculpture Power Point

1 What is Wire Sculpture?

Wire is a metal that has been drawn into a long, thin rod or thread. Sculpture is art in three dimensional form. Wire Sculpture is any art material made from wire.

2 List three ways a sculptor can use wire.

- (a) twist it
- (b) shape it
- (c) bend it

3 Lots of cultures used wire to make objects, jewellery and even toys. Name one of these cultures and describe what they made.

Slovakians makes ~~practical items~~ practical items such as Bird cages, mouse traps, kitchen utensils, and wire baskets

4 Alexander Calder was a famous 20th century artist who used wire to make some of his sculptures. What type of sculptures did he make?

he made sculptures of wire ~~(mobile)~~ mobile ~~(mobile)~~ using abstract ~~(mobile)~~ shapes.

5 There are 11 different 21st century Wire sculptures presented on the Power Point, Which sculpture did you like the best?

Gisela Berman, home
 Tomohiro Inaba, Peer into wind

WIRE Work Sheet.

6 Name the artist who made your favourite piece.

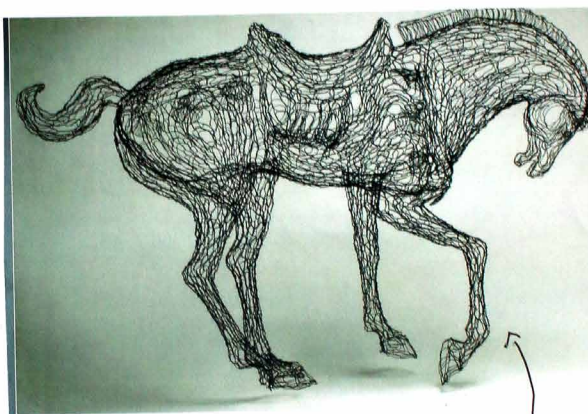
~~(Horse & Deer into wind)~~ Elizebeth Berrin, Tomohiro Inala

7 Why did like this piece of sculpture

I like these pieces of sculpture because it used a lot of techniques in wire and ~~(the)~~ I like the scale of the sculpture

8 Stick down on this page examples of wire sculptures you sourced and printed for homework. Write in the web site you used. Label the examples using any of the words in the **Word Bank** at the bottom of the page.

Tomohiro
Inala
"Deer into wind"
↑

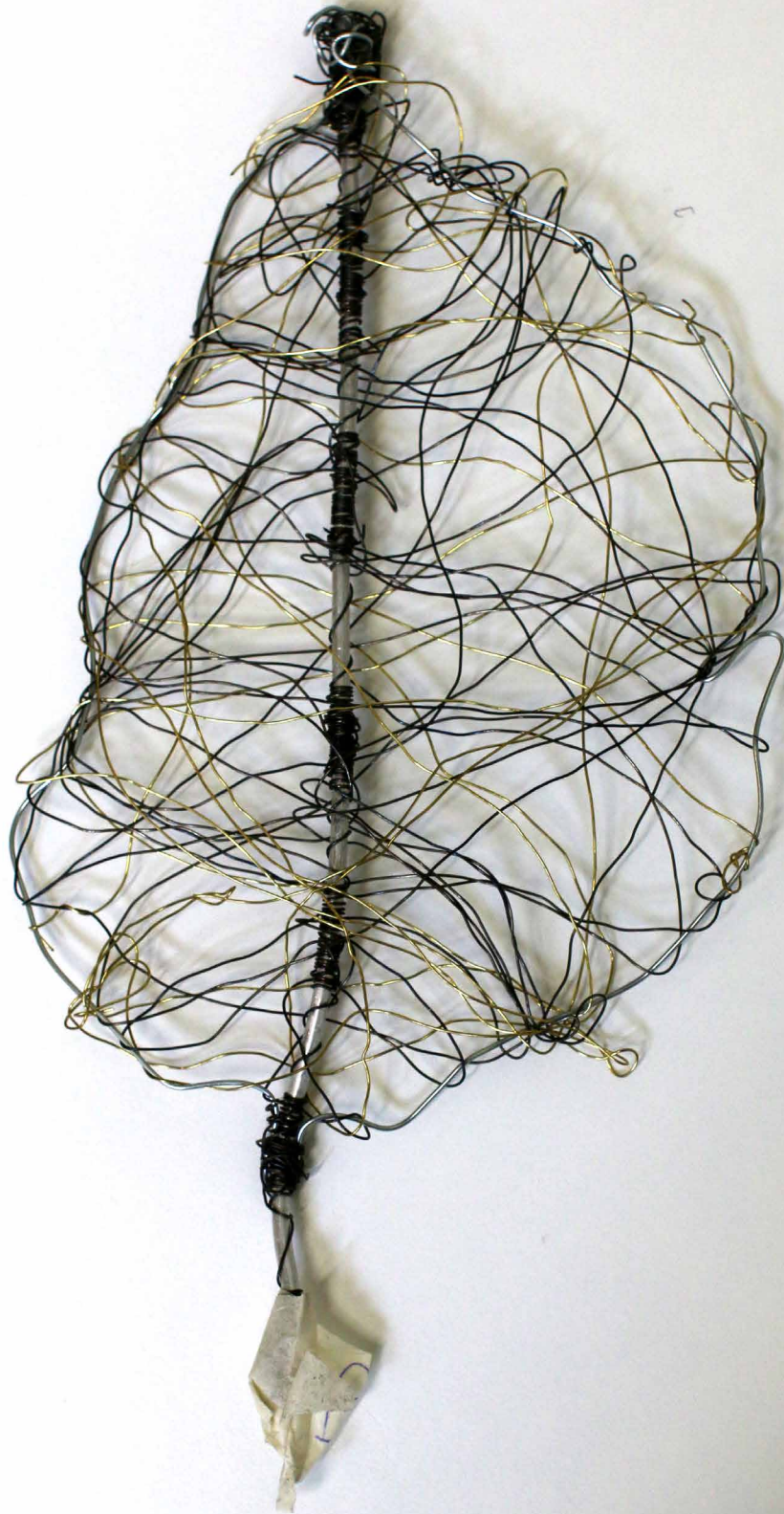


↓
Elizebeth Berrin
"the horse"

1 Bending	2 Coiling	3 Twisting
4 Adding	5 Knitting	6 Wrapping

Conclusion

- I learnt new wire making techniques, and how to make a wire sculpture from your design.
- I think my leaf came out really well.
- One thing I would do differently is ~~to~~ look more at my leaf and try to make it more like it.



[Click image for video](#)

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: the student has successfully identified suitable primary sources

SC2: a variety of quality gestural drawings and rubbings were produced

SC3: progression of mark-making and drawing skills is clearly evident

SC4[❖]: the worksheet has been fully completed. Responses are personal and accurate

SC5: the realised piece closely reflects the observational drawing and a variety of wire techniques have been used effectively

SC6: reflection is personal, relevant and competent

❖ On reflection, the teacher decided that the questions on the worksheet could focus on more higher order thinking and this will be applied the next time

Overall judgement:  Above expectations