

Junior Cycle Visual Art



Classroom-Based Assessment 1: From Process to Realisation
Example of Student Work 01

Strand: **Art**

Theme: **My Viewpoint**

Learning outcomes:

Students should be able to:

- 1.1** analyse their work, or that of another, using appropriate vocabulary and knowledge
- 1.4** demonstrate how they use drawing to observe, record and analyse the human figure and the world around them
- 1.6** use drawings to communicate their personal outlook or understanding
- 1.7** examine the method of a number of artists and the artwork they created
- 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

Task

The students used “My Viewpoint” as their stimulus and based their work around their local landscape.

Time

10 weeks

Background:

The main focus of the scheme was for the students to recognise the differences between chalk and oil pastel media and to learn the different techniques of how to apply them.

The students looked at and examined tone in their black and white photograph of the landscape and represented it in monotone using chalk pastels. The students were encouraged to use their imagination/artistic licence for the layout and in adding any features.

The students analysed how different landscape artists represented the landscape and from this research chose one artist based on their use of technique or colour as inspiration.

Students then chose one photograph from a school trip they had taken in their local landscape. Their choice was made based on its strong composition. This photograph was used as inspiration by the students to create an oil pastel landscape. The students experimented further with texture and blending techniques based on their chosen photograph. Finally, using their research, photographs, sketches and work in media the students developed their favourite piece into a collage

Landscape - Painting Project

19.2.18

The student showed an ability to look at their landscape and learn how other artists responded to similar landscapes.

- ① - Paul Henry
 - Big sky
 - He Painted
 - Connara
 - not much details.
 - realistic style of Painting

- ② Vincent van Gogh
 - He did not want it to look real.
 - Uses his Imagination - abstract
 - ~~the~~ colours are ~~very~~ exaggerated
 - Adds in what he wants
 - Adds shape to the sky - Brushstroke

Eoin O'Connor

- Unique, funky and colorful.
- Uses his Imagination - abstract
- Colours are exaggerated.
- Uses close-ups in the foreground e.g. cows



The student showed a good ability to work in both oil and chalk pastel and the different techniques used in applying those mediums.

I used my imagination:
I added in trees!
I like it!



Landscape Project

23.2.18

Medium=chalk/Soft Pastel
Technique= tone - blending
= monochrome= Black - grey - white
Dark - medium - light tones.

Eoin O Connor landscape Painter

16/04/18



The student showed an ability to look at their landscape and learn how other artists responded to similar landscapes.

- ① He Paints outdoor Scenes
- ② He uses bright colours
- ③ He liked to Paint water
- ④ He uses his Imagination
- ⑤ his Paintings are original and funkey.

I chose Eoin O'Connor because I think my blue sky looks like his pictures. He paints bright green fields and my field is also bright green.

Landscape Project 2/03/18

I took this photo of Diamond Hill in Connemara on my day trip to the GMT Woodwork College.

Sky →



Land Ground →

The photographs are good but their importance could be made more prominent in their Visual Art sketchbook.

medium oil pastel
technique & tone
colours = Blue → Dark to light
Green → Dark to light
Brown = Dark to light

The student engaged in and learned from all stages of the project, using their Visual Art sketchbook for written annotation about artists and their styles as well as for personal comments and rough experimentation in applying media.

Sky →



← Water

Land Ground →

The student engaged in and showed their learning through all stages as they developed their work over the length of the project.



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.

Teacher annotations:

The student showed an ability to look at their landscape and learn how other artists responded to similar landscapes.

The student showed a good ability to work in both oil and chalk pastel and the different techniques used in applying those mediums.

The student engaged in and learned from all stages of the project, using their Visual Art sketchbook for written annotation about artists and their styles as well as for personal comments and rough experimentation in applying media.

The student engaged in and showed their learning through all stages as they developed their work over the length of the project.

The photographs are good but their importance could be made more prominent in their Visual Art sketchbook.

Overall judgement:  In line with expectations