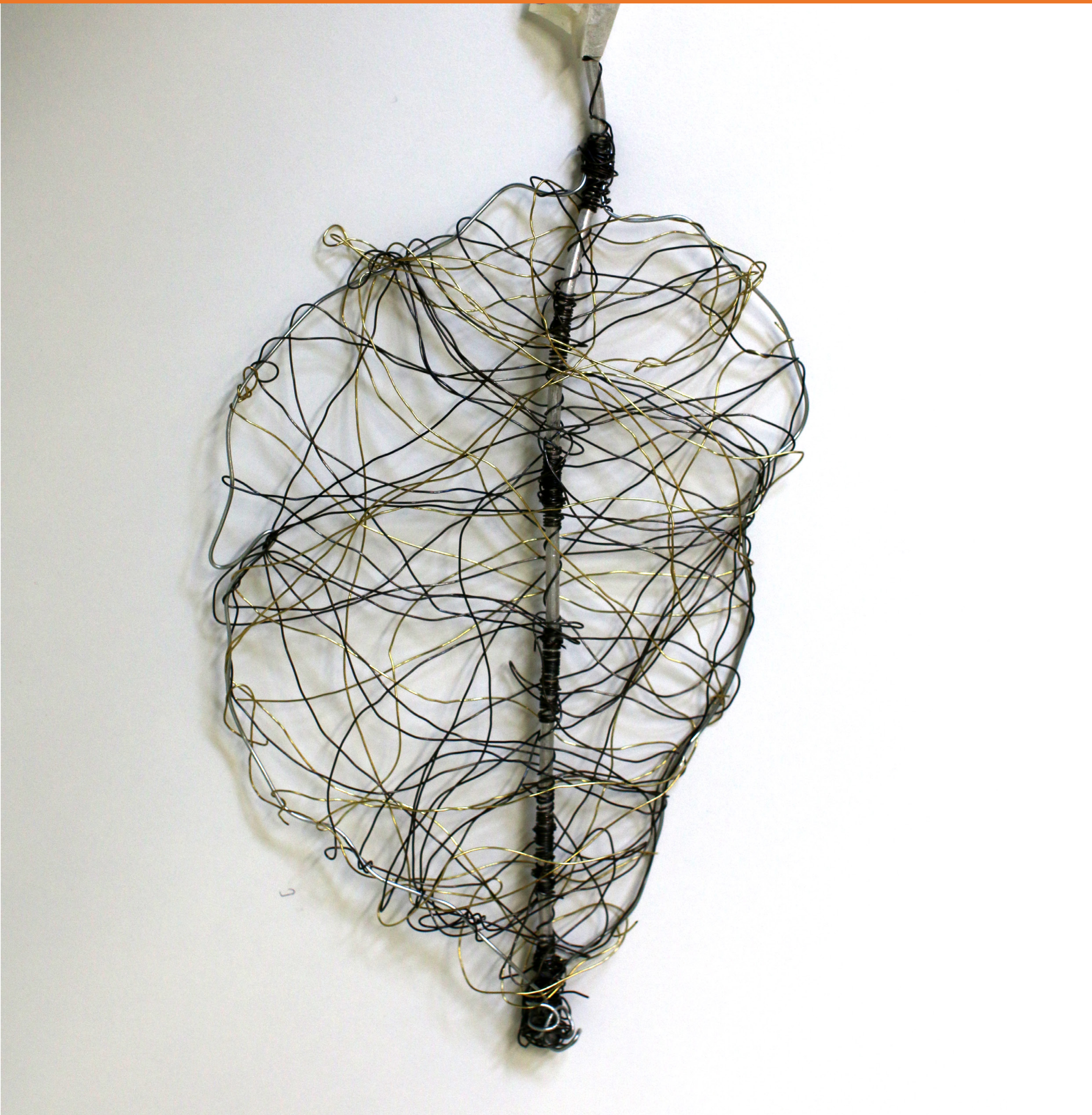
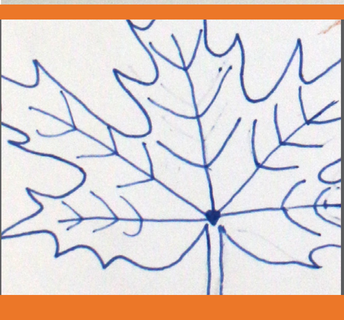
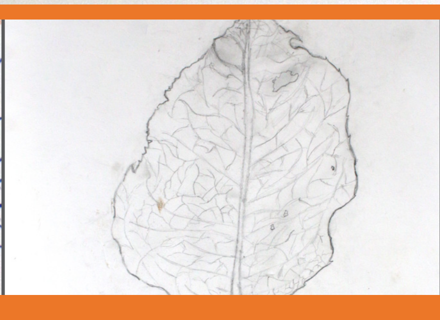
Amharc-ealaín na Sraithe Sóisearaí

An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment







An chéad bhliain

Snáithe: **Ealaín**

Téama: An Dúlra

Ag díriú ar thorthaí foghlama

Ba chóir go mbeadh sé ar chumas an scoláire:

2.4 A thaispeáint gur féidir leis a líníochtaí a úsáid le breathnú, le taifeadadh agus le hanailísiú

1.7 Modh roinnt ealaíontóirí agus an saothar ealaíne a chruthaigh siad a scrúdú

1.14 Meáin a úsáid chun a shaothar ealaíne féin a chruthú

1.15 Léirmheas a dhéanamh ar an rogha meán ina shaothar féin nó i saothar daoine eile

An comhthéacs teagaisc agus foghlama

Seo grúpa scoláirí cumais mheasctha as an gcéad bhliain. Ba é seo a gcéad tionscadal ealaíne. Cuireadh an ghné ealaíne de líne in aithne dóibh sa tasc seo. Rinneadh iniúchadh air sin trí pheann luaidhe, peann, craein chéarach agus péint uiscedhatha. Cuireadh an stair a bhaineann leis an dealbhóireacht sreinge in aithne do scoláirí freisin agus d'fhéach siad ar dhealbhóirí sreinge ar chur i láthair PowerPoint.

Cuspóirí foghlama*

Táim ag foghlaim chun:

- Iniúchadh a dhéanamh ar líne trí theicnící marc-chruthaithe éagsúla ag úsáid raon meán
- Féachaint ar shaothar ealaíne ábhartha, freagairt dó agus é a mheas
- Dealbh sreinge a fhorbairt agus a chur i gcrích
- Machnamh a dhéanamh ar an bpróiseas

Tasc

Dealbh sreinge a dhéanamh bunaithe ar líníochtaí breathnaitheacha duilleoige

Critéir rathúlachta**

CR1: Bunfhoinse oiriúnach a shainaithint

CR2: Línelíníochtaí éagsúla a dhéanamh

CR3: Rogha teicnící agus meán a úsáid

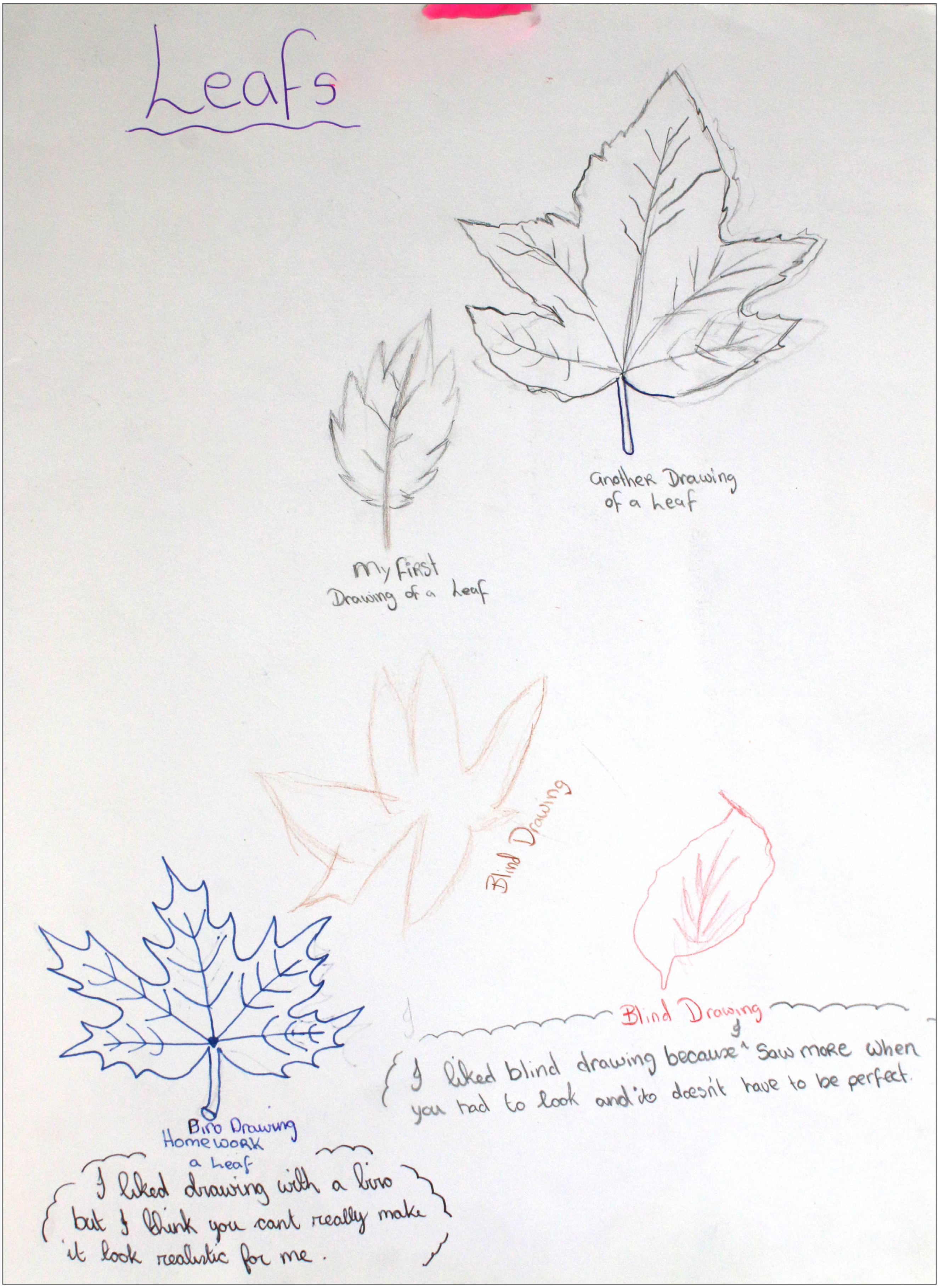
CR4⁘: Cur síos agus anailís a dhéanamh ar shaothar ealaíne ábhartha agus tuairim a thabhairt maidir leis

CR5: Dealbh sreinge a dhéanamh ag úsáid teicnící tógála éagsúla bunaithe ar mo líníochtaí

CR6: Machnamh ar mo shaothar

* Cad ba cheart a bheith ar eolas ag an scoláire, an tuiscint atá aige agus cad ba cheart dó a bheith in ann a dhéanamh ag deireadh an cheachta nó sraith ceachtanna

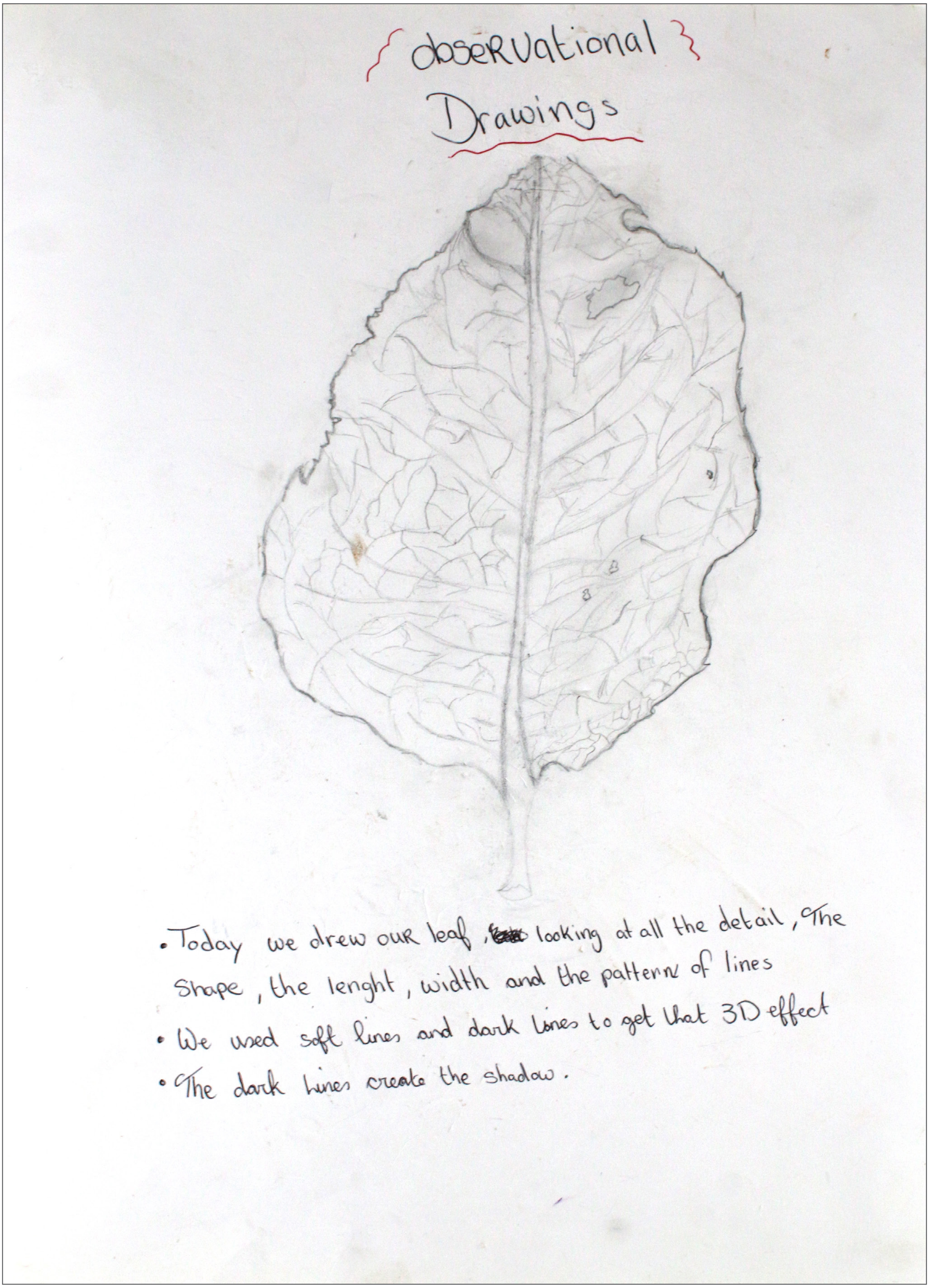
** Achoimre ar na príomhchéimeanna nach mór don scoláire a chomhlíonadh ionas go n-éireoidh leis sa tasc

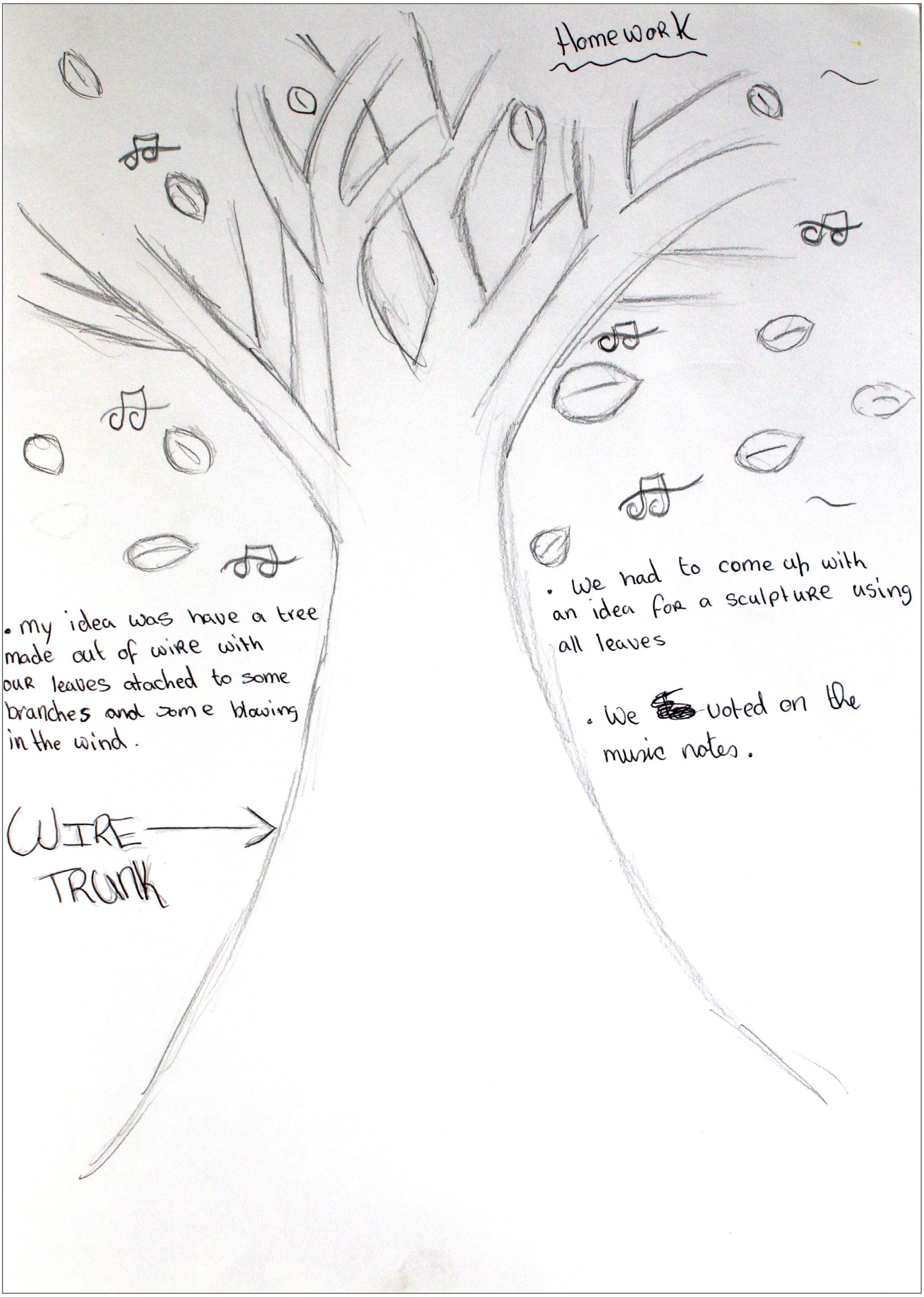

Leafs
another Drawing of a Leaf
My First Drawing of a Leaf
Blind Drawing
Blind Drawing
I liked blind drawing because I Saw more when you had to look and it doesn't have to be perfect.
Biro Drawing Homework a Leaf
I liked drawing with a biro but I think you cant really make it look realistic for me.

-Today we learned how to make rubbings of leaves using wax crayons!
- I really liked useing the water colouring pencils and wax crayons with
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 leafs

Gesture Drawing
① Fast
② Short amount of line
③ capture action or movement
What I Learned today about Gesture Drawing is that it is a warm up for Artist and that it is fast movement Drawing

Drawing of a Leaf


observational
Drawings
• Today we drew our leaf, looking at all the detail, The
Shape, the lenght, width and the patterns of lines
• We used soft lines and dark lines to get that 3D effect
• The dark lines create the shadow.


Homework
• my idea was have a tree made out of wire with our leaves atached to some branches and some blowing in the wind.
WIRE TRUNK
• We had to come up with an idea for a sculpture using all leaves
• We voted on the music notes.

WIRE WorK sheet ☆

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 form 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 mades ~~Bird~~ 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 ([illegible]) mobile ([illegible]) useing abstract ([illegible]) shapes.

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

Elizabeth Berrien, horse
Tomohiro Inaba, Deer into wind

WIRE WorK Sheet.

6 Name the artist who made your favourite piece.

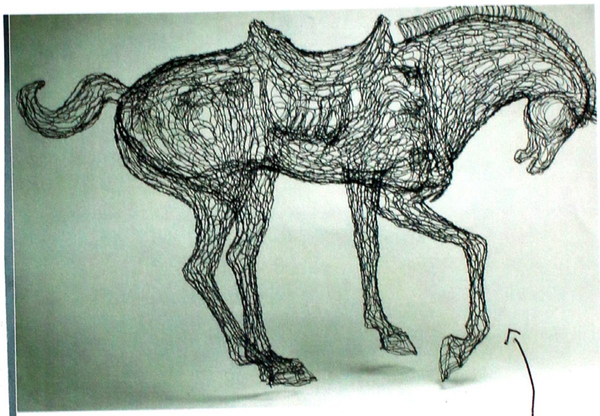
~~(HORSE & Deer into wind)~~ Elizebeth Berrin, Tomohiro Inala

7 Why did like this piece of sculpture

I like these pieces of sculpture because it used a lot of techeqinces 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"

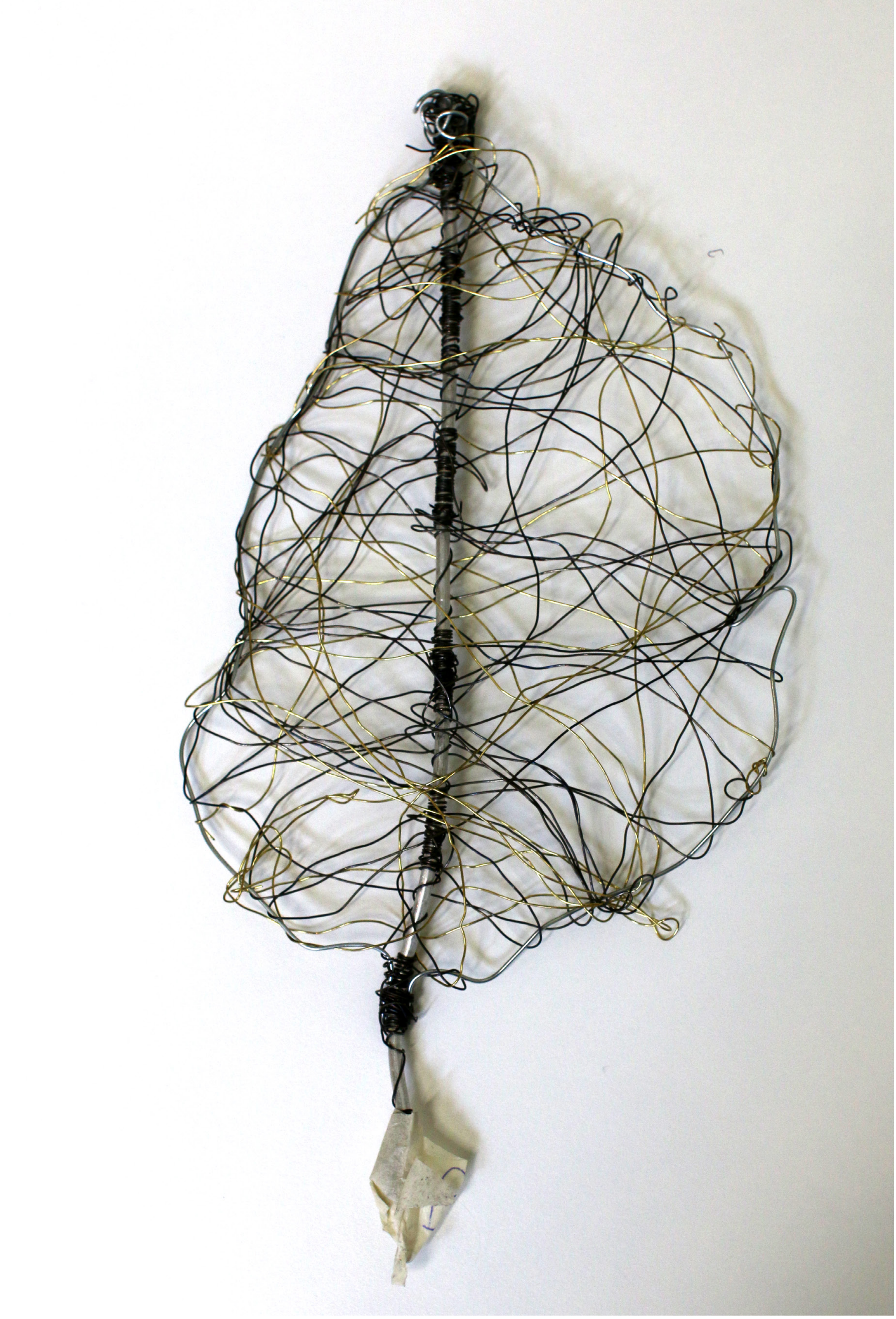


Elizebeth Berrin "the horse"

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 to differently is ~~to~~ look more at my leaf and try to make it more like it.



Cliceáil ar an Íomhá chun breathnú ar an bhfíseán

Nótaí an mhúinteora ag úsáid na gcritéar rathúlachta

Tugtar an méid atá tugtha faoi deara ag an múinteoir le chéile sna nótaí, ag úsáid na gcritéar rathúlachta, féachaint leis an leibhéal gnóthachtála atá i gceist sa saothar seo a dhéanamh amach. Dheimhnigh grúpa um Dhearbhú Cáilíochta, ina raibh múinteoirí atá istigh sa rang agus ionadaithe as CNCM, an Chigireacht, Coimisiún na Scrúduithe Stáit agus seirbhís tacaíochta na Sraithe Sóisearaí do Mhúinteoirí na nótaí agus na breithiúnais.

Chomhlíon an scoláire na critéir rathúlachta go léir mar:

CR1: d'éirigh leis an scoláire bunfhoinsí oiriúnacha a shainaithint

CR2: rinne sé líníochtaí agus cuimilteáin ghothacha éagsúla a bhí go maith

CR3: is léir go ndearna sé dul chun cinn leis an marc-chruthú agus le scileanna líníochta

CR4✣ **:** tá an bhileog oibre críochnaithe ar fad. Tugtar freagraí pearsanta agus cruinne

CR5: léiríonn an píosa atá curtha i gcrích an líníocht bhreathnaitheach agus úsáideadh teicnící sreinge éagsúla go héifeachtach

CR6: tá an machnamh pearsanta, ábhartha agus inniúil

✣ I ndiaidh dó machnamh a dhéanamh, chinn an múinteoir go bhféadfaí na ceisteanna ar an mbileog oibre a dhíriú níos mó ar smaointeoireacht d'ord níos airde agus déanfar é sin an chéad uair eile

Breithiúnas foriomlán: **Os cionn na n-ionchas**