



Junior Cycle Visual Art - Unit of Learning – Strand - Art, Craft, Design
Discipline: Digital media with embroidery
Title of Unit Exploring the future through the past

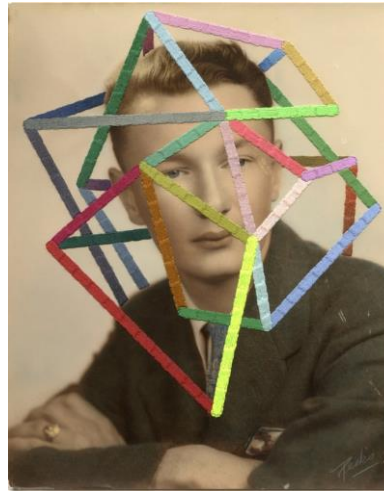
Student Name - **Conor Burke**

Year Group - **First year**

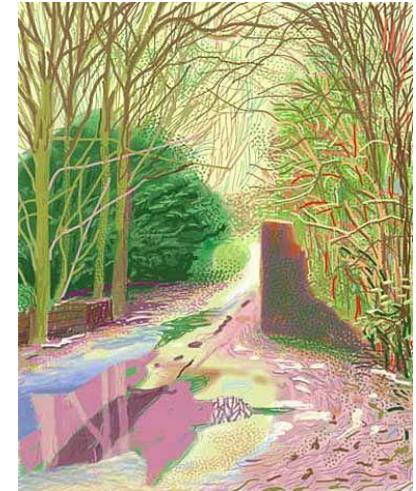
Subject matter/theme



Ivo Pannaggi (Futurist movement)



Julie Cockburn (embroidery on photographs)



David Hockney (I-Pad painting)

- **Describe the subject matter/theme**
- Learning to use digital imaging software to reimagine the world in the context of the past, present and future. Incorporating the traditional skills and techniques of embroidery into digitally manipulated compositions. Looking at history, using contemporary technology to imagine the future. The history of Art, Politics, Culture, society (any aspect from the past) and visualizing it and manipulating it into a conceived future. Using digital collage as a design template for embroidered images. Exploring how artists reimagine the world & shape the future.

Relevant links:

<https://www.youtube.com/watch?v=mQURCU6jN58&list=PLQnDQJWIDaOcPec4jgva7QGNZyS04Y75m&index=28&t=0s>

<https://youtu.be/8U6RTnq7hnU>

<https://www.youtube.com/watch?v=wzr6kPoxQhI>



Strand(s):
Art/Craft/Design

Year Group:
No. of Pupils:
No. of weeks:
From:

JC Visual Art Learning Outcomes (LO)

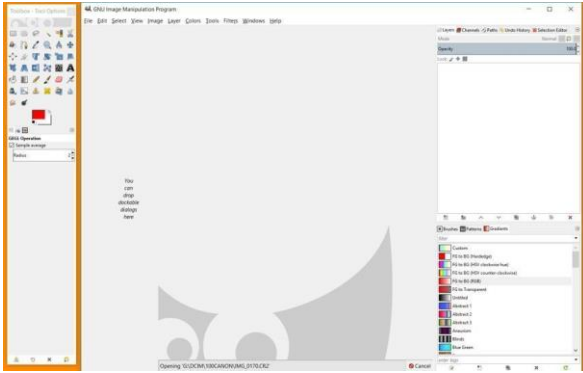
- 1.2 respond to an artwork using critical and visual language
- 2.1 identify and use the critical and visual language associated with more than one type of craft
- 3.2 use critical and visual language to explain their own designs and those of others
- 1.5 interpret the world and communicate ideas through visual means
- 2.5 develop their ideas for craftwork through drawing
- 3.4 interpret a design brief and represent this through their drawings
- 1.7 examine the method of a number of artists and the artwork they created
- 2.9 assess the visual culture references that are incorporated into craftwork/s
- 3.8 discuss historical and contemporary design practices
- 1.11 consider the use of the art elements and design principles in their own artwork
- 2.12 justify the choice of art elements and design principles in their own or others' craftwork
- 3.10 explain the use of art elements and design principles in examples of design work
- 1.14 use media to create their own artwork
- 2.14 use media to create craftwork
- 3.14 utilise media in their own design work based on a design brief

How do you know that they know? (Assessment)

- 1.2, 2.1, 3.2, Students will write reflective statements in their sketchbooks demonstrating their ability to identify & respond to critical and visual language.
- 1.5, 2.5, 3.4, Students will save their work after each lesson and keep a digital record of each step using an online sketch book(book creator), this will be used to develop their ideas also as the project develops
- 1.7, 2.9, 3.8, Students will add images of various artworks that inspire their practice into their book creator with accompanying notes highlighting their views/ opinions
- 1.11, 2.12, 3.10, Students will write an artist statement in relation to their finished work which will explain their decisions in relation to art elements and design principles
- 1.14, 2.14, 3.14, Students will create a final art work incorporating both digital design and craft based media into the work

Materials and resources:

Visual Timeline



Week 1 + 2

Introduction to software

Week 3 + 4 +5

Exploration & Development

Week 6 + 7 + 8

digital collage & embroidery

Work that will be created and assessed:

- Workshop on and students ability to use GIMP digital imaging software
- Digital drawing, cutting, manipulating colour, adding text, resizing images, using layers, saving documents and exporting media files
- Research of different Artists and art movements, saving images, drawing sketches, writing thoughts, developing ideas towards a final artwork/s
- Research and discussion on embroidery history and techniques
- Developing digital compositions & digital collage to create original artworks
- Final work implementing digital design and embroidery techniques

Research and Investigation



John Heartfield



Robert Rauschenberg



Maurizio Anzeri

Learning Intentions:

- Researching artists that have used collage, montage or embroidery in their work consider formal and compositional elements (1, 3, 4)
- Research embroidery skills and techniques and incorporate into sketches in sketchbook (4, 2, 5)
- Compare and contrast selected artists work examining formal and aesthetic qualities (1, 3, 4)
- Engage in class discussions and reviews of own art work and that of other artists (1, 4)

The Five Elements of Visual Art

1. Critical and Visual language
2. Drawing
3. Visual Culture and Appreciation
4. Art Elements and Design Principles
5. Media

Research and Investigation

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Research - Initial Ideas

Outline teaching and learning activities:

- Compile a body of imagery from the past. Old photos, historical images, images of cultural significance, famous art works, architecture (anything that represents a period from the past). Consider how these images can be manipulated, how they relate to one another and how they can be used in the context of the theme (Past present and Future). Collect a body of images from artists that have used collage or embroidery, who have manipulated reality, who have developed other worldly themes (e.g. Dada, surrealism) or looked to the future. (e.g. futurists, constructivists, contemporary art)
- Class review on selected images, contrast with images from selected artists, discussion and consideration of those works in relation to the theme.
- Class discussion in relation to videos of contemporary artists who work with embroidery. Develop a clearer understanding of the project requirements

Sketchbook work

List relevant activities:

- Collect images and paste into sketchbook adding relevant comments or sketches of ideas that occur to students
- Develop small practice collages and embroidery techniques developed from digital media explorations

Digital Resources

Include links to relevant audio/visual resources:

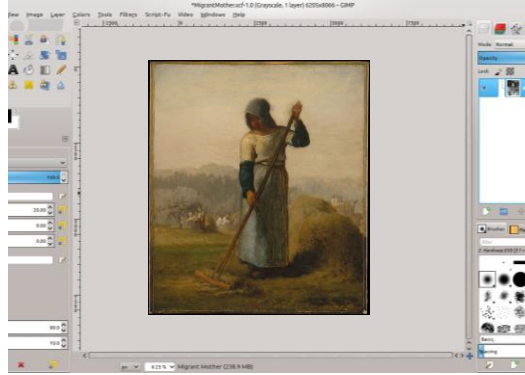
https://www.youtube.com/watch?list=RDCMUC_CQmR1CnIr2j2GHqleu5F4Q&v=cjCawawrV1s&feature=emb_rel_end

<https://www.jtmerry.com/?pgid=iqlbs39b-457b8014-6793-4133-bdae-e0dcf0a3cb2c>

Exploration and Concept Development



Jessica Rankin



Digital image development



How composition can be adapted using embroidery

Learning Intentions:

- Consider how the digital imaging software can be used to help generate physical art works (4)
- Develop a series of digital studies that will inform the production of a physical artwork later. (2, 4, 5)
- Create a composition using the digital imaging software that can be adapted to incorporate embroidery (2, 4, 5)
- Evaluate how the composition reflects the theme of past, present and future and how it incorporates aesthetic formal qualities (1, 3, 4)

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Initial Ideas - Process of Development

Outline teaching and learning activities:

- Exploring embroidery artists and their approaches to concept development and composition e.g. Jessica Rankin, Maurizio Anzeri, Julie Cockburn, Victoria Villsana, etc....
- Playing with composition in relation to past, present and future. Choosing the right image. Experimenting with digital manipulation
- Drawing on images to develop ideas, add to sketchbook
- Experimenting/ practicing embroidery stitching on paper
- Drafting a final composition for embroidery

Sketchbook work

List relevant activities:

- Keeping a record of artists that inspire & why
- Thumb nail sketches regarding ideas related to compositional development, what works , what doesn't etc..
- Drawing on chosen images pasting into sketch book

Digital Resources

Include links to relevant audio/visual resources:

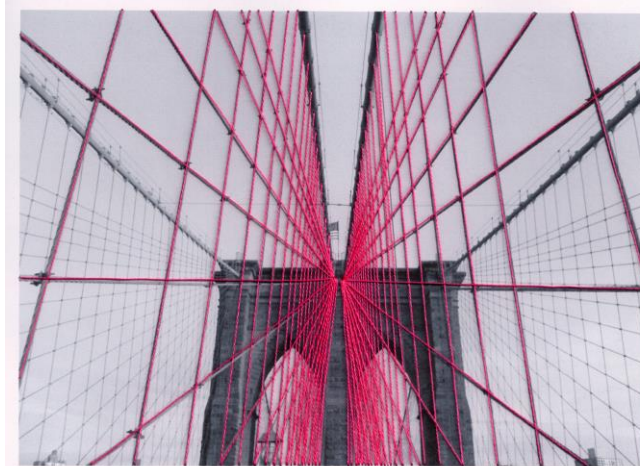
https://www.youtube.com/watch?v=L_2rOS-uYOQ

<https://vimeo.com/65521408>

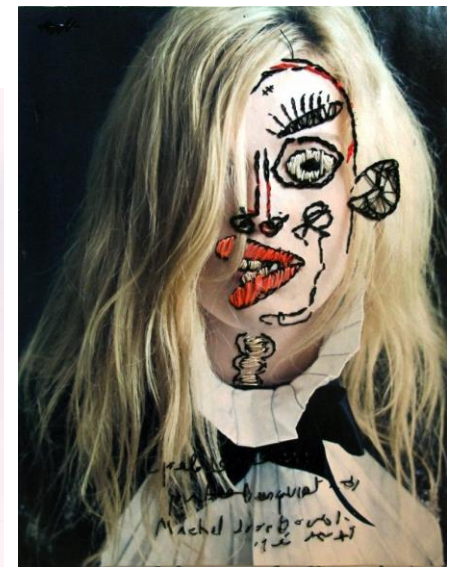
Creating a final work



Considering compositional image



Mana Morimoto



Jose Romussi

Learning Intentions:

- Create a digital composition using digital imaging software as a template for final embroidered art work (1, 2, 4)
- Develop an understanding of how to use and implement digital imaging software in art practice (4, 5)
- Develop embroidery skills and delicate/ intricate fine detail coordination and motor skills (4, 5)
- Evaluate and justify decisions at key stages in relation to subject matter, artistic choices and relevance to theme (past, present and future) (1, 3, 4)

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Process of development – Realised work

Outline teaching and learning activities:

- Working alongside students in developing compositions via digital imaging software
- Workshop on expanding knowledge and skills in relation to use of embroidery on paper and digitally constructed images
- Considering art works in terms of formal elements and generation of analytical abilities of students

Sketchbook Work

List relevant activities:

- Experiments in sketchbook with embroidery techniques
- Notes on formal elements

Digital Resources

Include links to relevant audio/visual resources:

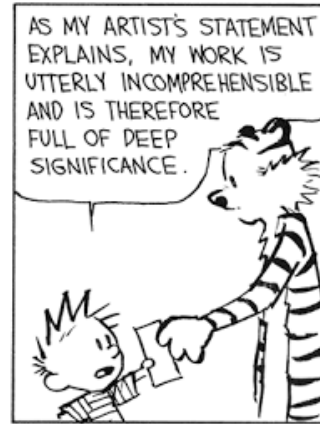
<https://www.youtube.com/watch?v=go89e8xpVYs>

<https://www.youtube.com/watch?v=iSbm21bhXVk>

Reviewing and Presenting



Online Art exhibition



Artist statement



Class review

Learning Intentions:

- Plan and curate an exhibition for a specific place within the school or perhaps online (3, 4)
- Develop an artist statement, taking account of formal elements and concept in relation to the project theme (1, 3, 4)
- Participate in a class review of the project paying attention to the use of critical and visual language (1, 3, 4)

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Reviewing and Presenting

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Realised work - Reflection - Presentation

Outline teaching and learning activities:

- Allocate various roles for setting up of exhibition, coordinate tasks to suit students abilities and developmental needs of individual students
- Workshop on writing an artist statement, providing examples that highlight key points relative to formal elements , concept and media used
- Discussion on own work and that of others incorporating critical and visual language to help expand communicative abilities of students

Sketchbook Work

List relevant activities:

- Planning exhibition floor/ wall plan
- Drafting artists statement ideas

Digital Resources

Include links to relevant audio/visual resources:

www.youtube.com/watch?v=Aqg0iFuCNMo

<https://www.youtube.com/watch?v=rPoS9Pet8mE&t=1s>

Statements of Learning

Identify the statements of learning from the *Junior Cycle Framework* to which this scheme of work relates to.

Statements of Learning

- SOL 3: The student creates, appreciates and critically interprets a wide range of texts.
- SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.
- SOL 20: The student uses appropriate technologies in meeting a design challenge.
- SOL 21: The student applies practical skills as she/he develops models and products using a variety of materials and technologies.
- SOL 23: The student brings an idea from conception to realisation.

Examples of relevant learning

SOL 3: Students will demonstrate their knowledge and understanding of visual culture to create and critique their role in the development of their own or others' work in art, craft or design.

SOL 4: Students will create finished pieces of art, craft and design work capturing and presenting the processes and decisions they made through using their Visual Art sketchpad.

SOL 20: Students will decide on and be able to justify their use of appropriate traditional or modern technologies or new media in their work, based on their learning experiences.

SOL 21: Students will demonstrate the acquisition and development of their own, personal artistic skills through their drawings, processes and finished pieces of work in art, craft and design.

SOL 23: Students demonstrate that they understand and can apply different processes and methods in creating artworks, craft pieces and finished design solutions.

Key Skills

Identify the key skills from the *Junior Cycle Framework* to which this scheme of work relates to.

Key Skills

- Being Creative
- Communicating
- Managing Information and Thinking
- Being Literate
- Being Numerate
- Managing Myself
- Working with Others
- Staying Well

Examples of relevant learning

- **Being Creative** : Imagining - Exploring options and alternatives - Implementing ideas and taking action - Learning creatively - Stimulating creativity using digital technology
- **Communicating** : Using language - Using numbers - Listening and expressing myself - Performing and presenting - Discussing and debating - Using digital technology to communicate
- **Managing Information & Thinking** : Being curious - Gathering, recording, organising and evaluating information and data - Thinking creatively and critically - Reflecting on and evaluating my learning - Using digital technology to access,
- **Being Literate** : Developing my understanding and enjoyment of words and language - Reading for enjoyment and with critical understanding - Writing for different purposes - Expressing ideas clearly and Accurately - Developing my spoken language
- **Being Numerate** : Expressing ideas mathematically - Estimating, predicting and calculating - Developing a positive disposition towards investigating, reasoning and problem-solving - Seeing patterns, trends and relationships - Gathering, interpreting and representing data - Using digital technology to develop numeracy skills and understanding
- **Managing Myself** : Knowing myself - Making considered decisions - Setting and achieving personal goals - Being able to reflect on my own learning - Using digital technology to manage myself and my learning
- **Working with Others** : Developing good relationships and dealing with conflict - Co-operating - Respecting difference - Contributing to making the world a better place - Learning with others - Working with others through digital technology
- **Staying Well** : Being healthy and physically active - Being social - Being safe - Being spiritual - Being confident - Being positive about Learning - Being responsible, safe and ethical in using digital technology

Inclusive Education

Identify the strategies that will be implemented across the scheme to support students with special educational needs (this includes high achieving students).

Differentiation Strategies

- Applying Flexible paced learning to insure students of different abilities can all benefit and reach desired learning outcomes
- Using collaborative learning strategies such as group work with mixed ability students in each group. This can facilitate peer learning
- Implementing digital resources where appropriate coupled with step by step guides, handouts and verbal explanation
- Applying a variable outcome approach where students of different abilities can arrive at outcomes that match their level of understanding
- Employing an ongoing assessment model which can allow me to adapt my teaching methods to suit various students as needed

Literacy and Numeracy Strategies

- Applying a varied assessment criteria to the understanding of Digital media and embroidery techniques, matching to students abilities
- Using a variety of methods when asking students to engage in reading and writing assignments such as artist statements, use of technology (speech to text apps etc).
- Employing dyslexic friendly methods such as coloured acetate sheets to make reading easier
- Accepting verbal(recorded) assignment submissions instead of written

Summative Assessment

Sketchbook <u>5 Elements of Visual Art:</u> 1) Critical and Visual Language; 2) Drawing; 3) Visual Culture and Appreciation; 4) AEDP; 5) Media <u>Reflection</u>			Realised Work
Research	Initial Ideas	Process of Development	
Success criteria: <ul style="list-style-type: none"> • Create an archive of images from relevant artists taking into account project theme and media being used • Incorporate embroidery techniques into sketches and preparatory studies within sketchbook • Make notes in sketchbook in relation to collected artists work , compare and contrast formal and aesthetic qualities • Compile a number of images from the past that will act as resource for digital manipulation and embroidery 	Success Criteria: <ul style="list-style-type: none"> • Using digital imaging software develop a number of augmented images/ designs (from collected archive images) incorporating a variety of different processes from Digital imaging program • Show consideration for how composition reflects the project theme, making notes, drawing sketches to highlight initial thoughts 	Success Criteria: <ul style="list-style-type: none"> • Show understanding of digital imaging software by incorporating elements of key techniques into preparatory studies • Show ability to develop composition in line with project theme of Past, Present and Future. • Demonstrate knowledge of digital imaging by creating a digital collage incorporating a variety of processes into the work (i.e. cutting and pasting images, selecting area and adding colour etc..) 	Success Criteria: <ul style="list-style-type: none"> • Demonstrate an ability to create unique ideas in line with project theme • Show ability to incorporate art and design principles into the work • Demonstrate skilful inclusion of embroidery techniques into final artwork • Create a unique well balanced composition being mindful of art elements and attention to detail