



Junior Cycle Visual Art - Unit of Learning – Strand - Art

Discipline: **Print**

Title: **Visual Conceptualization & abstraction**

Student Name xxxxx

Year Group: Year 2

Subject matter/theme



Sybil Andrews: The Sledhammerers



Robert Rauschenberg: Untitled



Katsushika Hokusai : The Great Wave

- **Describe the subject matter/theme**
- Think about what matters to you, then ask yourself why? Examples can include, The Climate crisis, Music, Anti-war, Woman's Rights, Equality, Sports, Race, LGBTQ etc. Why does this matter to us? They might embody principles that we see as important such as self-expression, justice, identity. Let's think about these concepts, how might we begin to give a visual expression to them? Think about how emotions or mental constructs can be expressed in a visual context. Perhaps use of colour, expressive mark making, layering of images, distortion can help us say more than words or an accurate visual reproduction of an image

Relevant links:

<https://www.tate.org.uk/art/art-terms/a/abstract-art>

<https://desenio.ie/ie/posters-prints/art-prints/abstract-art#{}>



Strand(s):
Art/Design

Year Group: 2nd
No. of Pupils:
No. of weeks: 8
From:

JC Visual Art Learning Outcomes (LO)

- 1.1 analyze their work, or that of another, using appropriate vocabulary and knowledge
- 1.3 critique an artwork using critical and visual language
- 1.5 interpret the world and communicate ideas through visual means
- 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
- 1.9 debate the value that they and society place on an artwork

Materials and resources:

How do you know that they know? (Assessment)

- 1.1 & 1.3 student should have examples of their developmental process, what they are dealing with and why it matters to them with thumbnail notes and sketches.
- 1.5 & 1.6 Sketchbooks should contain a series of drawings /text / photos, etc showing the development of their concept & how they choose to portray it, including mind map/s
- 1.7 Artist research looking at examples of art that reflects similar themes or artists who inspire them
- 1.9 In class discussion/s on the impact of art relative to the project themes, sketch book notes may also show an understanding of this

Visual Timeline



Week 1 + 2

Research, visual expression



Week 3+ 4 + 5

Exploration of concept, Print workshops (how to)



Week 6 + 7 + 8

Final composition, Print, Review

Work that will be created and assessed:

- Mind maps, visual expression exercises/ experiments, (in sketch books)
- Developmental drawings, collages, historical & contemporary reference (sketch book notes on research + drawings)
- Notes/ photographed stages of print process (in sketch book)
- Development of final composition on A4 (Lino cut)
- Final Printed image/s editions (A4 paper)

Research and Investigation



Identifying an issue



Barbara Kruger. Your body is a battle ground



Henri Matisse. Blue nude 2

Learning Intentions:

- Understanding visual language, visual self expression (1. 3 .4)
- Look at other artists and art movements relative to chosen topic (1. 3. 4)
- Begin to develop concepts linked to research, drawing, collage, photography (2. 5)

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

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 - Initial Ideas

Outline teaching and learning activities:

- Identify a topic of interest & try to understand it's significance to you. Think about how this could be portrayed using basic visual art elements (line, shape, form, colour, texture). Explore various artists that use abstraction or expressionism in their work, as well as more contemporary examples, pick two that stand out to you.
- Compare chosen artists and outline why their work stood out to you, why is their work successful/ not successful in conveying a message or emotive reaction.
- What formal elements stand out in their work, how does this influence your thinking about how to convey the issue you are trying to express.

Sketchbook work

List relevant activities:

- Draw simple sketch's highlighting the key formal elements from the work/s of your researched artists, taking into account issues such as shapes, composition, focal point/s, Tone, colour, etc.

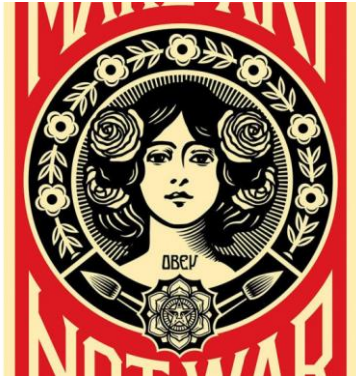
Digital Resources

Include links to relevant audio/visual resources:

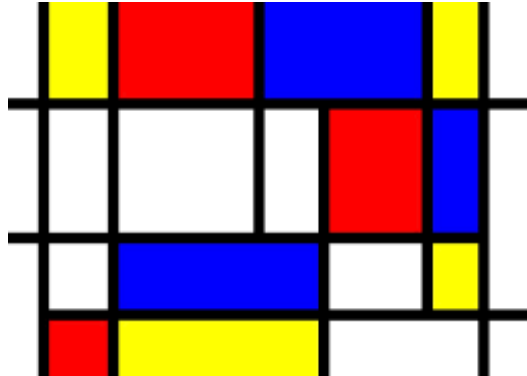
<https://www.youtube.com/watch?v=3kdzGAjG26s>

<https://www.tate.org.uk/art/artists/piet-mondrian-1651/introducing-piet-mondrian>

Exploration and Concept Development



Shepard Fairey



Piet Mondrian



Edvard Munch

Learning Intentions:

- Analyze the formal elements in the work of the selected artist, make notes (1. 3. 4)
- Draw simple sketches highlighting different components of the composition (1. 2. 4)
- Start to apply these principles to your topic of choice bearing in mind the core meaning you wish your work to convey (develop a variety of drawings that include these formal elements) (2. 4)
- Consider how these qualities can be adapted to Print & develop a final compositional drawing (using colour if you wish) (2. 4. 5)

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

Exploration and Concept Development

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

Initial Ideas - Process of Development

Outline teaching and learning activities:

- Understanding how abstraction can be used to express emotions & how formal elements can help to focus the attention of the viewer, consideration of how these can be used in the development of composition.
- Having drawn a detailed version of the composition, now begin to break it down into a more simplified form that is more conducive to lino print media (consider the limitations & attributes of the media you are working with)
- Draw the final Lino print composition on A4 paper
- Consider issues with mirroring (especially where text is concerned)

Sketchbook work

List relevant activities:

- Development of initial ideas using mind maps
- Initial sketches from artist studies, considering composition & formal elements
- Record the reductive print making process workshop
- develop final composition

Digital Resources

Include links to relevant audio/visual resources:

<https://www.youtube.com/watch?v=3EJaQdUSyN0>

<https://www.youtube.com/watch?v=LM2IW8hv5m8>

Creating a final work



Shepard Fairey



Kathe Kollwitz



Lino cut & Print

Learning Intentions:

- Transfer final composition/ design on A4 Lino surface & trace over with marker (if necessary) & cut lino paying attention to reductive print principles. (1. 2. 4. 5)
- Proceed to Print final image following guidelines of reductive print process (4. 5)
- Review final image in terms of formal elements & Print technique (1. 3. 4)
- Review final image in terms of overall project theme (1. 3. 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

Creating a final work

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

Process of development – Realised work

Outline teaching and learning activities:

- Using a combination of teacher talk, short video clips & practice tutorials to demonstrate both the fundamentals of lino printing techniques & process of development of the project theme (Transforming ideas into relevant visual images to convey a specific message, using print media)
- Focus on the formal elements of compositional layout
- Keeping track of work in progress to ensure work is kept within the project brief. Development of ideas – Refinement to fit within Lino print protocols & the technical processes associated with Lino print
- Live demonstration of the Lino print process linked to the presentation of short video clips of contemporary print artists to help familiarise & inspire students with what is achievable within the print medium

Sketchbook Work

List relevant activities:

- Workshop on exploring conceptual development
- Workshop on the process of lino cutting & printing (linked to health & safety)

Digital Resources

Include links to relevant audio/visual resources:

https://www.pinterest.ie/pin/406098091373683201/?nic_v2=1a3qHK1BD

<https://www.youtube.com/watch?v=MGAsizxpES0>

Reviewing and Presenting



Henri Matisse - Jazz



Picasso's Lino cuts

Learning Intentions:

- Consider how the project work can best be presented. Create a book of different works that can potentially be duplicated (via laser printing) or put on public display (1. 3. 4. 5)
- Or
- Display the images in an exhibition format within the school (1. 3. 4)
- Students to develop a written statement that outlines the intention and meaning of their work/s (1. 3. 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

Reviewing and Presenting

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

Realised work - Reflection - Presentation

Outline teaching and learning activities:

- Consider how best to present the work, what works compliment each other? Are there themes that are similar. Develop a presentation layout that works best for a book format or for an exhibition format.
- Provide examples of professional artist statements & discuss visual language terminology & how best to formulate artist statements
- Documenting the process from start to finish using photos, text & thumb nail sketches.

Sketchbook Work

List relevant activities:

- Planning book layout, or floor/wall plan for exhibition
- Drafting artists statement ideas

Digital Resources

Include links to relevant audio/visual resources:

<https://www.youtube.com/watch?v=rPoS9Pet8mE>

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: Sketchbook notes & drawings that outline aspects of critical thinking
- SOL 4: Creation of a final artwork that shows care and attention to detail
- SOL 20: Use of camera, potential use of digital editing software, use of internet for research purposes
- SOL 21: Use of mixed media, collage, sketches and drawings using various mediums
- SOL 23: Successfully creating a final piece that adheres to the project brief

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

- Developing original idea/s
- Showing clear thought processes within sketchbook
- Showing a good understanding of the project brief & being able to convey that visually
- Using text to express their ideas clearly
- Using basic mathematical principles to develop a composition (symmetry/ A-symmetry)
- Being able to follow the project guidelines & keeping up with the learning goals
- Showing a good capacity to collaborate & work well with others
- Maintaining a positive outlook even when under pressure

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

Literacy and Numeracy Strategies

Summative Assessment

Sketchbook 5 Elements of Visual Art: 1) Critical and Visual Language; 2) Drawing; 3) Visual Culture and Appreciation; 4) AEDP; 5) Media Reflection			Realised Work
Research	Initial Ideas	Process of Development	
Success criteria: <ul style="list-style-type: none"> Having explored relevant works of a number of recognised artists & showing examples of these with relevance to the project brief Experimented with different compositional elements before deciding on a final layout Thumbnail notes and sketches outlining development of thoughts and ideas 	Success Criteria: <ul style="list-style-type: none"> A series of drawings that show the development of the concept taking into consideration formal elements Notes showing the evolution of the idea & the message it seek to convey 	Success Criteria: <ul style="list-style-type: none"> Taking into consideration the discipline & how best to adapt the image to suit Considering the theme & message being expressed while showing due regard to take these factor on board within the composition Executing an ability to hit targets & timelines within the parameters of the project brief 	Success Criteria: <ul style="list-style-type: none"> Completing fully the final piece of work (A4 print) Showing competency & skill within the framework of print media (Lino print) Having successfully expressed an idea/ concept in a visual format Shown an ability to work collaboratively &/or independently Demonstrated an ability to create original & unique ideas