

**Junior Cycle Visual Art - Unit of Learning – Strand – Art,
Craft, Design**

**Discipline: Title of Unit – Structure in nature
(developing form from organic sources)**

Student Name : Conor Burke

Year Group : 1

Subject matter/theme



Dandelions seed spores



The structural formation of seaweed



Cellular like make up of leaf

- **Describe the subject matter/theme**
- Exploring our relation to nature, looking at the structural make up of organic matter as a starting point towards the development of original structural artworks.
- Studies of plant and insect life, what kind of physical impact do they impart on their surroundings. Look closely at the structure of plants / insects/ small animals. Pay attention to pattern, structure, habitat...
- These studies will form the basis of a three dimensional artwork to be created using paper/ card/ cardboard

Relevant links:

<https://www.tate.org.uk/art/artists/peter-randall-page-2326/peter-randall-page-nature-sculpture>

<https://www.tate.org.uk/art/artists/richard-deacon-986/richard-deacon-bending-shaping-twisting-and-joining>



Strand(s):
Art/Craft/Design

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

JC Visual Art Learning Outcomes (LO)

- 1.5 interpret the world and communicate ideas through visual means
- 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.
- 2.4 show they can use their drawings to observe, record and analyse
- 2.14 use media to create craftwork
- 3.5 experiment with design ideas through research and analytical drawing
- 3.6 design a final work based on their drawings
- 3.15 justify design concepts and the use of media in their own or others' work

How do you know that they know? (Assessment)

- 1.5 Students should have sketches and drawings from primary sources in their sketchbooks
- 1.7 Sketchbooks should contain references to contemporary artists with relevance to the work they are undertaking
- 1.12 sketchbooks should contain notes highlighting an understanding of art & design elements and principles
- 2.4 drawings and sketches from primary sources will feature in the development phase
- 2.14 use of paper to construct a three dimensional sculpture based on developed plans
- 3.5 students will be required to design a three dimensional form based on their initial studies
- 3.6 sculpture to be created based on developed plans from their drawings
- 3.15 Students should be able to verbally explain their choice of design and the three dimensional structures required for its construction with notes in sketchbooks

Materials and resources:

Visual Timeline



Week 1
research,
sketching,
photos

Week 2
Development
from research
(drawing)

Week 3
Experimentation
with media,
continue
development

Week 4
Finalising
structural
plans &
design

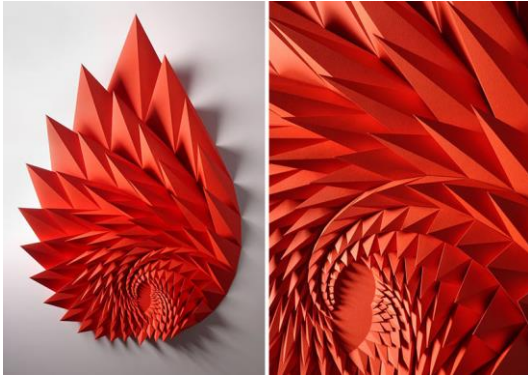
Weeks 5, 6, 7, 8
Working towards three
dimensional sculptural
piece, review & exhibition



Work that will be created and assessed:

- Photos & sketches from primary source in sketchbook (photos uploaded to share drive)
- Development drawings based on initial photos & sketches (potential to use digital media in this process)
Drawings should begin to include an understanding of three dimensional forms linked to sculptural design.
- Experimentation with building three dimensional forms from paper/ card, considerations around strength and structural integrity to be factored in, (potential re-consideration of design features based on these factors?)
- Building of final three dimensional object/ sculpture

Research and Investigation



Matt Shlian



Chris Natrop



Gabby O'Connor

Learning Intentions: (Knowledge, Concept, Analysis)

- Visual conceptualization & evolution of ideas linked to primary source material (1, 2, 4)
- Forensic analysis of the natural environment, recording observations via drawing & photography (1, 2)
- Research & comparison of contemporary artists work linked to concept and media (3,5)

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

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Research - Initial Ideas

Outline teaching and learning activities:

- Forensically explore nature honing in on the small details, patterns, interesting structures, textures etc.. Take photos, sketches, rubbings to record the information.
- Begin to develop work from this initial source material, drawing in sketchbooks or on larger sheets of paper. We are not concerned here with representational imagery but rather to allow things like pattern & abstraction to emerge.
- Consider how various shapes, patterns & forms can be developed into three dimensional objects using paper/ card

Sketchbook work

List relevant activities:

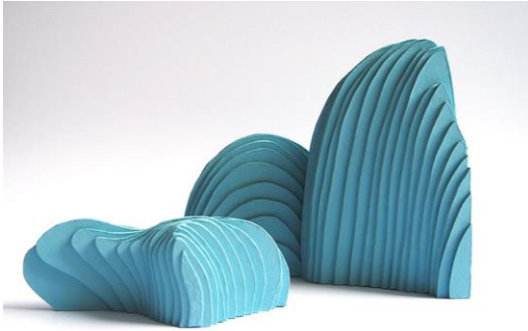
- Multiple studies from primary source material in sketch books
- Pick one or two drawings from sketchbook that can be the basis for the development of three dimensional forms
- Develop drawings that convey three dimensional structure considering how these will be constructed in the given medium (paper/ Card ...)

Digital Resources

Include links to relevant audio/visual resources:

<https://vimeo.com/128003632>

Exploration and Concept Development



Maude Vantours



Antony Gormley



Olafur Eliasson

Learning Intentions:

- Analyze methods of construction from selected contemporary sculpture artists (1, 3, 4)
- Make a series of schematic style drawings based on primary source material (2, 4)
- Build a series of test constructions, being mindful of issues relating to strength and structural integrity (4, 5)
- Consider how issues relating to structure impact on design & aesthetic qualities, make necessary adjustments to design as needed (1, 4, 5)

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Initial Ideas - Process of Development

Outline teaching and learning activities:

- Working from initial sketches and photo images create a series of three dimensional line drawings. Begin to formulate plans that consider the transition for two dimensions to three dimensions
- Breaking down the compositions into simplified shapes and forms, begin to experiment with various techniques in making these structures in paper.
- Short workshop/ tutorial in construction techniques using paper and glue
- Draw a series of mock ups of a final design from different angles

Sketchbook work

List relevant activities:

- Expand on initial drawing and research ideas and elaborate using three dimensional considerations
- Breaking down images into simplified shapes and forms
- Experiment with creating three dimensional forms using paper

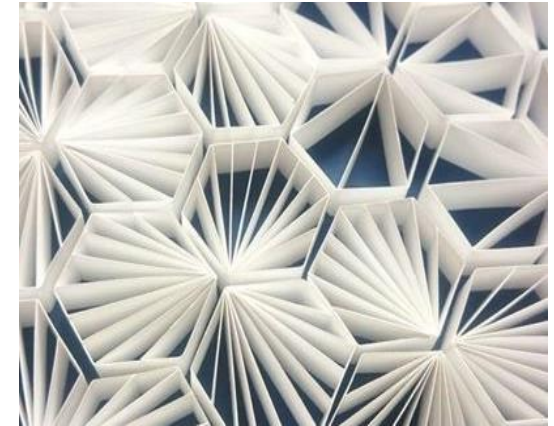
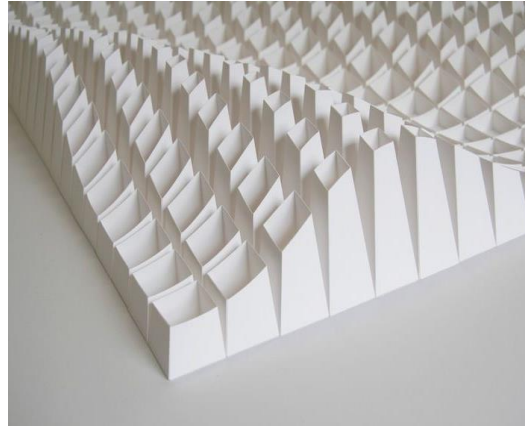
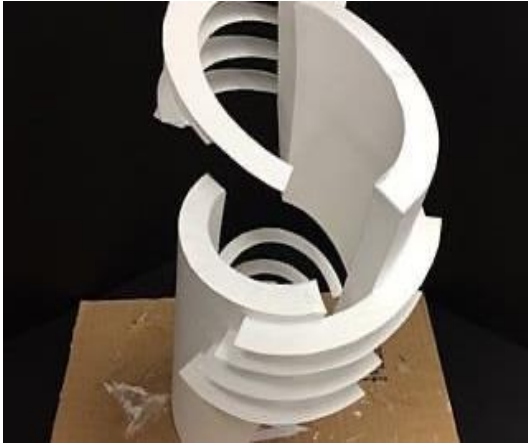
Digital Resources

Include links to relevant audio/visual resources:

<https://vimeo.com/374115058>

<https://www.youtube.com/watch?v=RNC61q9Ax0>

Creating a final work



Learning Intentions:

- Create an original three dimensional artwork based on drawing developed from primary source material (1, 4, 5)
- Develop abilities in visualizing and creating three dimensional structures and designs from two dimensional drawings (3, 4)
- Evaluate and justify structural design features in terms of presentation, material efficiency and aesthetic quality (1, 3, 4)
- Evaluate structural form in terms of scale, durability and structural integrity (4,5)

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Process of development – Realised work

Outline teaching and learning activities:

- Be the Artist/ Teacher – making of a sculptural artwork in tandem with students using my example as a guide. Demonstrate various techniques and skills
- Observe students work in progress offering advice and corrective instruction as needed e.g. design and structural principles in relation to material qualities
- Workshop/ Tutorials in developing basic geometric forms from paper/ card, familiarising students with successful methods for three dimensional construction

Sketchbook Work

List relevant activities:

- Using sketchbook as reference to design planning and two dimensional studies

Digital Resources

Include links to relevant audio/visual resources:

<http://www.bauhaus-imaginista.org/articles/1703/open-your-eyes>

Reviewing and Presenting



Learning Intentions:

- Plan and curate a three dimensional exhibition within an area of the school (3, 4)
- Students to develop an artist statement outlining the concept and theme of the works they have created (1, 3, 4)
- Class discussion on various aspects of the process from initial drawings to finished sculpture (1, 3, 4)

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Reviewing and Presenting

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Realised work - Reflection - Presentation

Outline teaching and learning activities:

- Consider the partialities of potential exhibition spaces and how best to present each piece
- Arrange an art statement writing tutorial, looking at various examples from professional art practitioners. Discuss and use templates concentrating on key visual language terminology
- Document/ record process of exhibition installation paying attention to curatorial considerations and aspects of public engagement

Sketchbook Work

List relevant activities:

- Sketch out floor plan for exhibition
- Make notes on installation techniques and any other relevant information

Digital Resources

Include links to relevant audio/visual resources:

<https://www.vmfa.museum/learn/resources/lesson-concept-josef-albers-formulationarticulation/>

<https://www.guggenheim.org/blogs/checklist/the-delicate-job-of-making-mounts-for-giacometti-sculptures-at-the-guggenheim>

<https://www.youtube.com/watch?v=O2NoiQGBWA>

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.

Examples of relevant learning

Key Skills

- Being Creative
 - Communicating
 - Managing Information and Thinking
 - Being Literate
 - Being Numerate
 - Managing Myself
 - Working with Others
 - Staying Well
- **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 and 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, manage and share content
 - **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 • Exploring and creating a variety of texts, including multi-modal texts
 - **Being Numerate** - Estimating, predicting and calculating • Developing a positive disposition towards investigating, reasoning and problem-solving • Seeing patterns, trends and relationships
 - **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** - • Contributing to making the world a better place • Learning with others • Co-operating
 - **Staying well** - • Being confident • Being positive about learning • Being social

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

- Adapting teaching strategies to suit a variety of learners, using audio visual aids along side handouts and verbal explanation
- Using collaborative learning strategies such as group work with mixed ability students in each group. This can facilitate peer learning
- 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
- Arrange classroom to suit students with SEN if and when necessary

Literacy and Numeracy Strategies

- Applying a variety of methods to the understanding of perspective principles (one point, two point, three point.) 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: 1) Critical and Visual Language; 2) Drawing; 3) Visual Culture and Appreciation; 4) AEDP; 5) Media Reflection</u>			Realised Work
Research	Initial Ideas	Process of Development	
Success criteria: <ul style="list-style-type: none"> a variety of studies from primary source material in sketch book Evidence of research on contemporary artists relevant to specify work Notes and sketches on workshop and tutorial sessions Research relevant artists in relation the project theme, the media being used and the artistic discipline. 	Success Criteria: <ul style="list-style-type: none"> Evidence of developed work in sketchbook from primary source material Breaking down of images into geometric structures with a view towards developing these into three-dimensional forms Imaginative evolution of initial ideas to create a strategy between two and three dimensional concepts 	Success Criteria: <ul style="list-style-type: none"> Showing ability and comprehension of how two dimensional and three dimensional studies will be developed Construct a series of three-Dimensional simplified prototypes based on geometric structural shapes Develop a plan that highlights an approach to connecting individual geometric structures together into a broader sculptural form 	Success Criteria: <ul style="list-style-type: none"> Successfully completing a three dimensional sculpture showing attention to detail and ability to use media effectively Engage in class discussions related to the project and assignment brief incorporating critical and visual language Write an artist statement that highlights concepts and formal qualities of the work Presenting and curating work in a public forum