

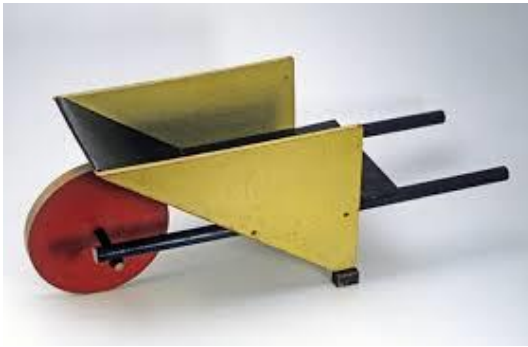


Junior Cycle Visual Art - Unit of Learning – Strand : Art, Craft, Design
Discipline: Title of Unit: Re-imagining the everyday

Student Name Conor Burke

Year Group 2nd Year

Subject matter/theme



- **Describe the subject matter/theme**
- Re-imagining the everyday items that we use in new ways, taking inspiration from the Bauhaus craft and design movement we will select objects from around the home and redesign them in new and interesting ways. Then we will make prototypes of the new designs using random household materials (i.e. cardboard, plastic bottles, fabrics, tin cans, wire hangers, kitchen roll inserts, bottle caps etc.) any disposable item that can be repurposed to help make the design model. The model doesn't need to be functional as long as it physically resembles the design. However, the design should be structured in such a way that it could be functional if made in a professional setting (factory or workshop)

Relevant links:

<https://www.openculture.com/2018/07/radical-buildings-bauhaus-revolutionized-architecture-short-introduction.html>

<https://www.youtube.com/watch?v=gTaEJ92IFGk>



Strand(s):
Art/Craft/Design

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

JC Visual Art Learning Outcomes (LO)

- 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge
- 2.2 interrogate and communicate ideas about different crafts using critical and visual language
- 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
- 3.5 experiment with design ideas through
- research and analytical drawing
- 1.9 debate the value that they and society place on an artwork
- 2.7 identify the historical or contemporary skills and materials used in craft works from a number of different crafts
- 3.7 describe examples of historical and contemporary design
- 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.
- 3.11 examine their own and others' design work through the use of art elements and design principles
- 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)

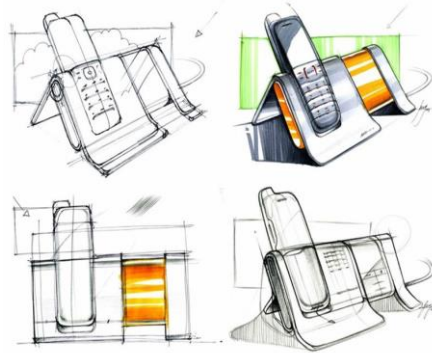
- 1.1 + 2.2 + 3.2 – Reflective statement and notes in sketchbook that demonstrate relevant vocabulary as well as thoughts and ideas relating to their own and other artists designs
- 1.5 + 2.5 + 3.5 – Observational studies that demonstrate an ability to record the visual qualities of a selected object as well as three dimensional structural awareness
- 1.9 + 2.7 + 3.7 – Participate in class discussions relating to Art, Craft and Design principles linked to the project brief and the work of past and present craft and design practitioners
- 1.11 + 2.12 + 3.11 – Display an ability to incorporate Art and Design elements into their work, make notes in sketch book highlighting a conscious approach to this. Compare and contrast their designs with that of researched artists and justify design decisions
- 1.14 + 2.14 + 3.14 – Draw and refine an original design for an everyday object in sketchbook and on larger paper where appropriate. Build a scaled prototype of their design using a variety of household media and materials

Materials and resources: sketchbook, pens/ pencils, colouring media (paints,, c-pencils, pastels etc.) collection of household items (refer to list on previous page)

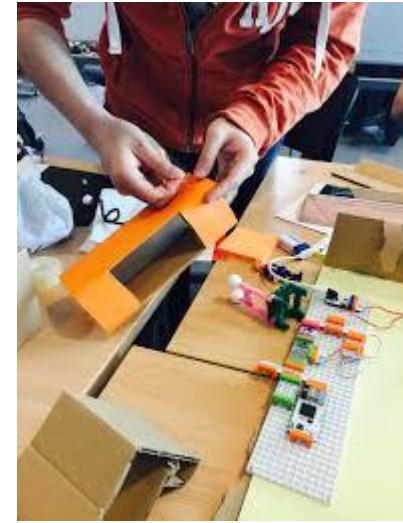
Visual Timeline



William Morris textile design
(research)
Week 1 + 2



Concept and design development
Week 3 + 4

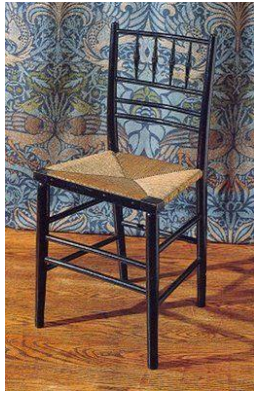


Building design prototype & Exhibition
Week 5 + 6 +7 + 8

Work that will be created and assessed:

- Collection of images of various household items (phone camera shared to drive &/or printed and pasted to sketchbook)
- Research of craft and design movements in sketch book
- Observational drawings of selected item from various angles in sketchbook, 3 analytical drawings from different points of view that show awareness of structural form
- Unique or reimagined design concept of household object (plan of assembly)
- Creation of 3-D object from common household items – Prototype of design concept

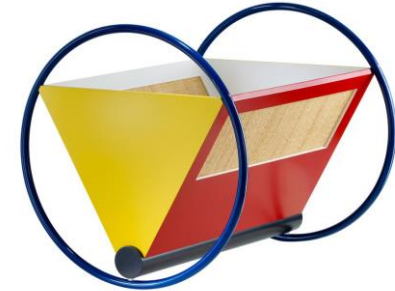
Research and Investigation



William Morris



Art Deco design



Bauhaus design

Learning Intentions:

- Research various different design and craft movements, look at the different design styles, consider how these might help to inform decisions in creating an original redesign of chosen object. **Analyze design elements and functionality** (1, 3, 4)
- Investigate the structural make up of selected item, understand the relation between design aesthetics and practical functionality (2, 4, 5)
- Participate in class discussions and reviews of own work and that of others (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

The Five Elements of Visual Art

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Research - Initial Ideas

Outline teaching and learning activities:

- **Visual research:** Compile a body of images from past and present design movements as well as visual imagery of various household items that may be conducive for re-design
- Develop a series of initial sketches paying attention to design features and structural composition of items
- Class discussion- Looking at different Craft and design movements, compare, contrast and show understanding of differences between movements

Sketchbook work

List relevant activities:

- Add images highlighting designs from various craft and design movements
- Preliminary drawings looking at structural form and design features
- Select one or more household items that will be re-designed, create a series of preliminary studies

Digital Resources

Include links to relevant audio/visual resources:

https://www.youtube.com/watch?v=Hi_NtXG1eVc

<https://www.openculture.com/2019/10/the-philosophy-politics-of-the-bauhaus-art-and-design-movement.html>

Exploration and Concept Development



Postmodern stool



1970s modernist sphere chair



Contemporary folding staircase

Learning Intentions:

- Analyze the structural make up of chosen object/s (1, 4)
- Make a series of drawings that capture the basic form, begin to imagine how these forms can be reshaped or repurposed to create an new original structure/ design, play around with various compositions/ patterns (2, 4, 5)
- Draw up larger scale schematic style drawings from various angles (2, 4)
- Evaluate the design/s from the point of view of functionality, aesthetics, and originality (1, 3, 4)

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Exploration and Concept Development

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Initial Ideas - Process of Development

Outline teaching and learning activities:

- Considering the innovative approach to craft and design adapted by the Bauhaus a century ago reconsider the everyday objects within our households a begin to reimagine them in a new light to fit with contemporary of future society.
- Play around with new and innovative design ideas, consideration for aesthetic qualities, functionality/ utility and construction/ assembly
- Draft a final design schematic from a number of different angles paying attention to materials, scale and formal qualities.
- Consider methods of construction in relation to materials and in the process of moving from two dimensions to three dimensions

Sketchbook work

List relevant activities:

- Preliminary drawings outlining structural concepts for innovative design
- Studies of pattern and aesthetic qualities with relation to design where needed
- Drafting a final plan/ schematic
- Sketches/ text outlining assembly methods

Digital Resources

Include links to relevant audio/visual resources:

<https://youtu.be/P4luPnObQYo>

(William Morris, Art and Craft)

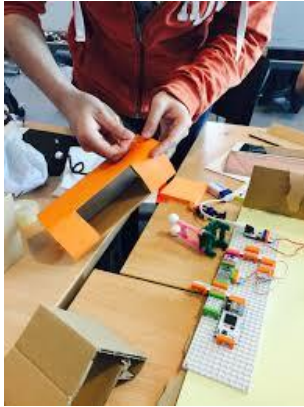
<https://youtu.be/CBq73yxha0o>

(Art Nouveau)

<https://youtu.be/lKomOqYU4Mw>

(Post modernism)

Creating a final work



Making final design using household items



Paper craft lamp shade



Wire coat hanger lamp shade

Learning Intentions:

- Make a scaled model using the final design as a blueprint being conscious of aesthetic qualities and utility in a design context (4, 5)
- Advance skills and techniques in crafting three dimensional structures from initial developed drawings/ plans (3, 4, 5)
- Evaluate and justify decisions based on principles of design (1, 3, 4)
- Evaluate the process of making from research, initial ideas, design development to making the of a prototype (1, 3, 4)

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Process of development – Realised work

Outline teaching and learning activities:

- Being the Artist/ Teacher work alongside students in preparing a design and crafting a prototype using common household items, using my example as a guide to demonstrate effective practise
- Regular reviews of work being carried out to ensure corrective measures can be applied where necessary
- Demonstrating exemplars of specific skills and craft based knowhow as necessary with individual assistance in guiding students through the process

Sketchbook Work

List relevant activities:

- Documenting the process at each stage via thumb nail sketches and short notes

Digital Resources

Include links to relevant audio/visual resources:

<https://www.tate.org.uk/whats-on/other-venue/exhibition/turner-prize-2015/nicole-wermers-turner-prize-2015>

<https://www.youtube.com/watch?v=6vIoUCBX3LM>

Reviewing and Presenting



Curate an exhibition



Write an artist statement



Discuss, critique, review

Learning Intentions:

- Plan and curate an exhibition for a specific place within the school (3, 4)
- Explain the logic and thought processes behind the design concept via a written artist statement (1, 3, 4)
- Engage in class discussion reviewing the various process and the final designs while incorporating critical and visual language (1, 3, 4)

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Reviewing and Presenting

The Five Elements of Visual Art

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Realised work - Reflection - Presentation

Outline teaching and learning activities:

- Divide rolls in relation to exhibition organisation, Curation, placement/ hanging, promotion, exhibition guide etc.
- Writing working shop for artist statements, highlighting key information to be included, provide examples that can be used as a guide
- Engagement in class discussion, focusing on the relevance and importance of using critical and visual language

Sketchbook Work

List relevant activities:

- Work related to planning of exhibition, exhibition layout, poster design and advertising, exhibition guide design
- Draft of artist statement

Digital Resources

Include links to relevant audio/visual resources:

<https://www.youtube.com/watch?v=Aqg0iFuCNMo>

<https://www.youtube.com/watch?v=rPoS9Pet8mE&t=65s>

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 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:** 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 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 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:</u> 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"> • Demonstrate an ability to comprehend core design principles • Accumulate a body of images that reflect various different Craft and Design movements from history • Highlight specific example of Craft and design ideas that appeal and explain why using critical and visual language 	Success Criteria: <ul style="list-style-type: none"> • Develop a series of initial drawings that demonstrate an ability to comprehend design structure in three dimensional form • Show an ability to develop original design ideas based on the study of contemporary and historical Craft and Design research • Explain Design concepts and ideas using sketches and notes to highlight thought processes 	Success Criteria: <ul style="list-style-type: none"> • Create a series of drawings that reflect the development of original Design while paying attention to form, function and aesthetic qualities • Rationalise Craft and Design decisions relevant to the project throughout the development process • Demonstrate an awareness of historical Craft and design movements as well as key artistic figures associated 	Success Criteria: <ul style="list-style-type: none"> • Create an original Craft based prototype paying attention to design schematic and scale • Show an ability to incorporate Art and Design principles into the finished work • Demonstrate skilful use of Craft techniques in making the final work • Display an ability to express key design decisions relevant to the final work