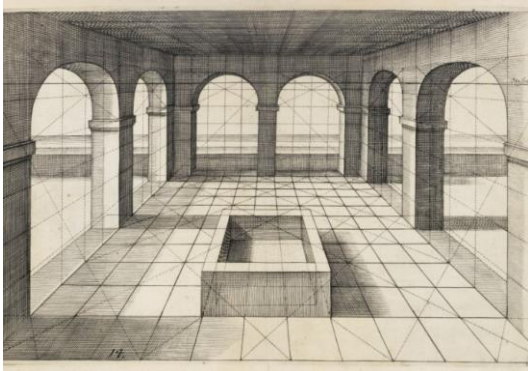**Junior Cycle Visual Art - Unit of Learning – Strand – Art Discipline: Painting**
Title: Architecture & perspective in painting (exploring our constructed environment)

Student Name: Conor Burke

Year Group 2nd year

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Subject matter/theme

Perspective print by Vredeman de Vries.

Ed Ruscha, Standard

Vincent Van Gogh, Bedroom

- **Describe the subject matter/theme**

Structure in space:

Looking at human made structures, capturing interesting perspectives, from below, from above, at askew angles. Contemplate how structure relates to it's surroundings. What is the objective/ subjective significance of the structure, how can this be expressed visually?

Relevant links:

https://www.widewalls.ch/magazine/perspective-in-art

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
- 1.3 critique an artwork using critical and visual language
- 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.
- 1.14 use media to create their own artwork

How do you know that they know? (Assessment)

- 1.1 & 1.3 show evidence of research of recognised artists with statements highlighting knowledge of their work incorporating appropriate vocabulary
- 1.5 observational drawings & photographic images in sketchbook that highlight an awareness of linear perspective
- 1.7 show analytical studies of key artistic elements relative to the works of recognised artists that incorporate structural perspective.
- 1.12 develop original compositions from primary source material/ photography, using the principles of one and two point perspective, show consideration of different painting styles/ techniques
- 1.14 apply knowledge of perspective to drawings and painting studies culminating in a final A2 sized finished painting which reflects a process of development linked to sketch book studies and concepts
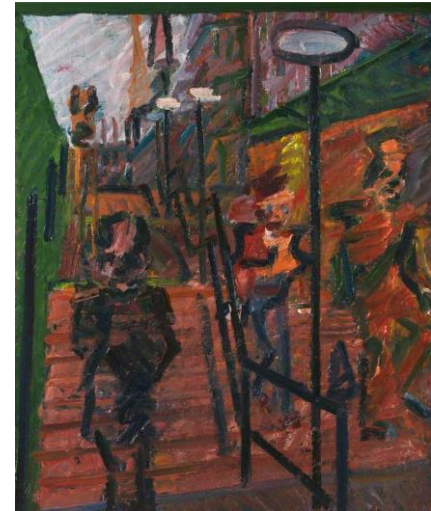
Materials and resources:

Visual Timeline

Week 1 & 2 Research

Week 3 & 4 Exploration & technical refinement

Week 5, 6, 7 & 8 final painting & exhibition

Work that will be created and assessed:
-   Series of photos and/or thumbnail sketches
-   observational drawings incorporating at least three different perspective views (on separate sheets of paper)
-   initial compositional drawings and colour studies (using colouring pencil, pastel, water colours, collage etc..)
-   Final compositional drawing (A2, pencil)
-   Final Painting (A2 on stretched paper)

Research and Investigation

Giotto di Bondone
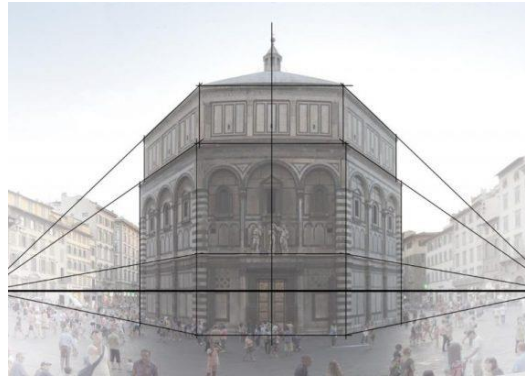
Filippo Brunelleschi

Edward Hopper

Learning Intentions:

- Exploration of the development of linear perspective in painting looking at Renaissance artist such as Giotto, Michelangelo etc.. (1, 3,4)

- Generate a series of photographs and quick sketch studies of different aspects of linear perspective of the everyday constructed environment (2, 4, 5)

- Research a variety of artists that have incorporated architecture/ constructed environment in their work, take note of artistic style/ movements and aesthetic qualities (1, 3,4)

- Engage in class discussions and reviews of own work and that of researched artists (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

Research and Investigation

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Research - Initial Ideas

Outline teaching and learning activities:

- **Assemble a series of images (sketches and photos) of the constructed architectural environment, capturing a variety of linear perspectives, research the development of linear perspective in painting.**
- **Review of each others work focusing on formal elements, composition, artistic style and general aesthetic qualities**
- **Class discussion/ debate on perspective and it relevance or lack of relevance in contemporary art today**
- **Using technology to help develop digital renderings and preparatory studies, class discussion on the impact of technology on art**

Sketchbook work

List relevant activities:

- **Workshop on the process and principles of using linear perspective**
- **Selecting images from collected sketches and photos and beginning to apply perspective principle to drawings of same.**
- **Using online free software to digitally map and manipulate selected images**
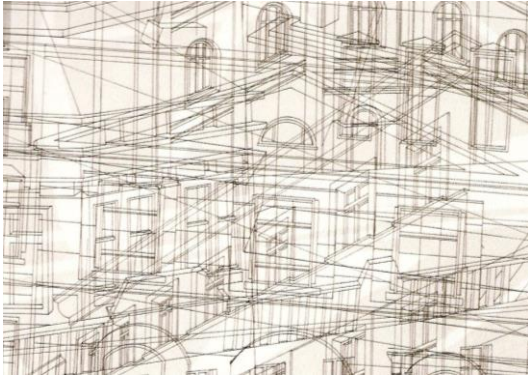
Digital Resources

Include links to relevant audio/visual resources:

https://high.org/exhibition/julie-mehretu/

https://www.youtube.com/watch?v=jXJ7WEUPfbk

https://www.youtube.com/watch?v=-uqFZ9bGbpQ
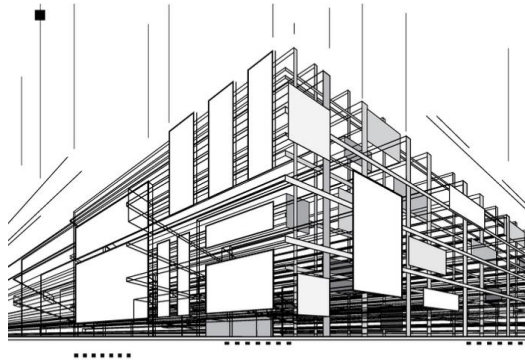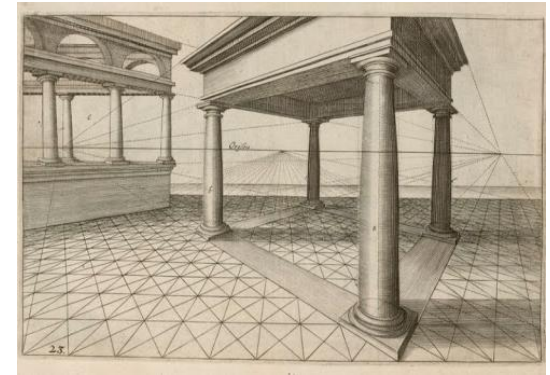
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Exploration and Concept Development

Julie Mehretu

Digital perspective image

Vermeer perspective composition

Learning Intentions:

- Consider the relevance of composition, colour and perspective in the works of researched artists, develop a series of exploratory drawings and colour studies, considering how best to incorporate perspective principles and compositional elements into the work (2,3,5)

- Using primary source exploratory studies and photos, select one (or more) and create a compositional drawing with monochromatic colour experiment (2,5)

- Create a composition for painting, incorporating perspective principles and formal elements from primary source material (2,4,5)

- Analyze the component parts of the final composition for painting taking account of artistic style, meaning and formal elements (1,3,)

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Exploration and Concept Development

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Initial Ideas - Process of Development

Outline teaching and learning activities:

- Workshop exploring the principles of perspective and how to apply them when drawing from photographic images
- Working from initial sketches and photos, create a series of perspective drawings, add contour, tone and texture as appropriate. Looking at recognised artists works that showcase linear architectural perspective, paying attention to styles and techniques related to the medium of paint.
- Develop drawings using digital media software explore the variety of tools and techniques available, create a digital image based of preliminary drawings
- Develop composition with relation to meaning/ subtext and expression of objective/ subjective significance
- Experimentation with paint application in sketch books
- Draft of final composition for painting

Sketchbook work

List relevant activities:

- Photograph & sketch architectural structure of significance
- Basic digital media workshop relative to project
- Integration of composition and meaning, exploring the subtext
- experimenting with paint styles and application

Digital Resources

Include links to relevant audio/visual resources:

https://www.youtube.com/watch?v=tDHIV7-tamI

https://www.youtube.com/watch?v=Ciz0_jLvRKc

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Creating a final work

Piero Della Francesca, perspective

Applying paint, different methods, different results

Assessment

Learning Intentions:

- Create an A3 size painting on board or stretched paper incorporating architectural imagery and Perspective elements while also being mindful of theme and composition (1, 4, 5)

- Advance skills and techniques in painting as well as spatial awareness and composition to create a realistic image (4, 5)

- Assess configuration of painting with regard to depth, colour, accuracy and feeling relative to theme (1, 3, 5)

- Assess the procedure of creating the work from compositional development to surface preparation to application of paint. (1, 4, 5)

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Creating a final work

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Process of development – Realised work

Outline teaching and learning activities:

- Workshop on paper stretching technique and preparing ground for application of paint
- Revising and demonstrating paint mixing and application techniques,
- Acting as a reference point, working alongside students in making a painting, giving step by step instruction
- Closely monitoring the students work and progress, intervening where necessary and employing corrective measures where needed

Sketchbook Work

List relevant activities:

Using sketchbook as a reference point, referring to sample studies and techniques

Digital Resources

Include links to relevant audio/visual resources:

https://www.google.com/search?q=stretching+paper+for+acrylic+painting&rlz=1C1GCEU_enIE924IE924&oq=streching+paper&aqs=chrome.1.69i57j0i10i457j0i10l5.8134j0j15&sourceid=chrome&ie=UTF-8#kpvalbx=_3vzLX-DCGvOh1fAP8fOwoAI12

https://www.youtube.com/watch?v=bNnlz_4xJD0

Reviewing and Presenting

Exhibition

Critique

Learning Intentions:

- Coordinate planning and execution of exhibition in specific location in the school (3, 4)

- Students to compose an artists statement highlighting compositional features and intentions along side a detailed description of the work using appropriate visual language

- Engage in critical review of the exhibited art works consisting of analysis of formal elements and interpretation of meaning (verbal and/or written)

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Reviewing and Presenting

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Realised work - Reflection - Presentation

Outline teaching and learning activities:

- Workshop on how to write an artist statement using examples from professional artists as a template. Breaking the statement down into manageable segments highlighting the significance of using appropriate visual language

- Coordinating students into small groups to take ownership of, Curating the exhibition, designing exhibition postern compiling text and images into an exhibition pamphlet

- Engaging in critical assessment of famous artworks in advance of student reviewing each others work in the exhibition

Sketchbook Work

List relevant activities:

- Develop draft artist statement, reviewing notes and sketches used in development of finished painting

- Documenting the planning and tasks associated with the exhibition

Digital Resources

Include links to relevant audio/visual resources:

https://www.youtube.com/watch?v=O2NoiQJGBWA

https://www.youtube.com/watch?v=IvTBCL9vijs

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	Examples of relevant learning
• Being Creative	**Being Creative -** Imagining, Exploring options and alternatives, Implementing ideas and taking action, Learning creatively, Stimulating creativity using digital, technology
• Communicating	**Communicating -** Using language, Using numbers, Listening and expressing myself, Performing and presenting, Discussing and debating, Using digital technology to communicate
• Managing Information and Thinking	**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	**Being Literate -** Writing for different purposes, Expressing ideas clearly and accurately, Developing my spoken language.
• Being Numerate	**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, Using digital technology to develop numeracy skills and understanding
• Managing Myself	**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	**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	**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 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: • Demonstrate ability to record and identify a variety of examples of one, two and three point perspective of architectural structures • Explain the personal or social significance of selected structures and why they matter using critical and visual language • Worksheet that shows independent research of art works from any historical period or movement that display an awareness of linear perspective and analysis of composition in terms of elements	Success Criteria: • A series of preliminary drawings that experiment with different compositional layouts • Demonstrate ability to make observational studies from primary sources paying attention to proportion and scale • Notes and or sketches that display the development of conceptual aspects of the work and an ability of how to incorporate them into the composition	Success Criteria: • Demonstrate ability to incorporate perspective into composition while being able to adjust scale and proportions to achieve harmony and balance • Demonstrate ability to incorporate personal and or social meaning into the composition , e.g. through use of colour, symbolism or artistic style etc… • Demonstrate a knowledge of painting techniques such as applying tonal qualities, blending and mixing a range of colours and adding texture	Success Criteria: • Demonstrate an ability to develop unique and original ideas stemming from primary source material • Show ability to incorporate art and design principles into the work • Demonstrate skilful use and application of paint and painting techniques • Create a unified and balanced composition with understanding of focusing the viewers attention where desired