



Senior Cycle Visual Art - Unit of Learning –

Strand - Art, Design

Discipline: Drawing, Painting, Digital media

Title of Unit – Word, Street art lettering. (Making a word speak volumes)

Student Name Conor Burke

Year Group LCAs

Subject matter/theme



- Tapping into the power of a word, Consider how a single word can be used to convey a deeper meaning. Using artistic methods configure a word and create a design that could be used in a graffiti or Street art setting. The word can have a significant meaning or it can just be random, the key aspect will be in constructing a visually interesting image comprising the word.

Relevant links:

<https://www.youtube.com/watch?v=4GNoUYZhrT0>

<https://www.youtube.com/watch?v=7G3y3S1-cRo>



Strand(s):
Art/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
- 1.5 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
- 3.2 use critical and visual language to explain their own designs and those of others
- 3.4 interpret a design brief and represent this through their drawings
- 3.8 discuss historical and contemporary design practices
- 3.10 explain the use of art elements and design principles in examples of design work
- 3.13 describe the use of media in examples of design work

How do you know that they know? (Assessment)

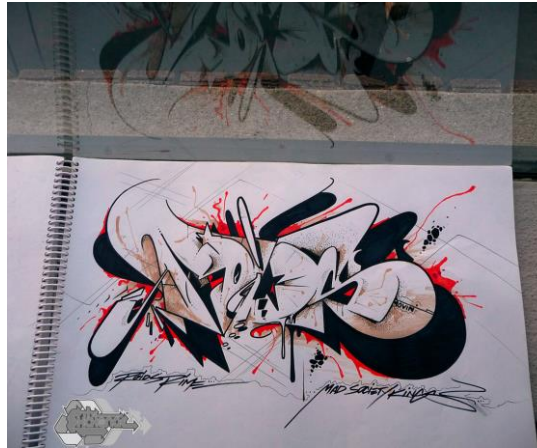
- 1.1 & 1.5 Make notes in sketchbook in relation to research of other artists work and how it influences their process
- 1.7 & 1.12 add clippings and sketches of the work of other artists and write a reflective statement showing an understanding of art elements and design principles used
- 1.14 & 3.4 Create a finished design using various media that will act as a template for a future artwork
- 3.2 & 3.8 & 3.10 Explain design decisions using notes in sketch book making reference to historical and contemporary design practices and write a final artistic statement upon completion of final design
- 3.13 include explanation of media choices for final design concept with notes in sketchbook &/or in final artistic statement

Materials and resources:

Visual Timeline



Week 1 & 2
research



Week 3 & 4
Exploration and concept
development



Week 5, 6, 7 & 8
Finalising design &
online exhibition

Work that will be created and assessed:

- Series of researched images (incorporating 'text') from contemporary street / Graffiti artists
- Series of drawings of lettering showing a variety of different design concepts
- Develop three different concepts on A3 paper, show experimentation with various media (e.g. paint, collage, marker, digital etc....)
- Final design on A3 paper and in digital format

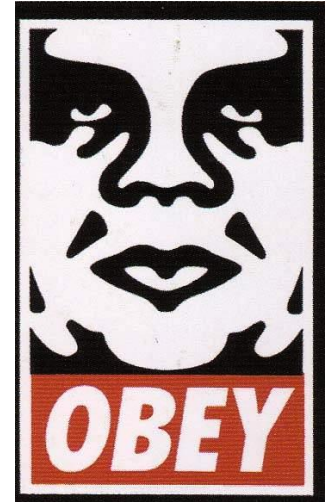
Research and Investigation



Ben Eine



Stephen Powers



Shepard Fairey

Learning Intentions:

- Sketch and collect a variety of typographic designs and fonts that may be useful in development of ideas later (2, 3, 5)
- Compare and contrast the work of different street artists and graffiti artists that incorporate text into their work (3, 4)
- Participate in class discussions relative to the project brief, outline thoughts and opinions on discussed topics (1, 3,)

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 text based images from contemporary graffiti or street artists that can act as inspiration for an original design
- Examine/ analyse work of selected artists and consider associated structure and arty and design elements
- Class discussion on art elements within typography and text based imagery
- Class discussion based on short video clip/s linked to project theme, the power of a word, the power of a visual word

Sketchbook work

List relevant activities:

- Deconstructing text based imagery from graffiti or street art breaking it down into its formal elements
- Writing thoughts on consideration of chosen word and its significance
- sketches planning how to construct the word to make it visually appealing

Digital Resources

Include links to relevant audio/visual resources:

<https://art21.org/playlist/teaching-with-the-power-of-words/#/4>

<https://blindwalls.gallery/en/walls/ben-eine/>

<https://www.youtube.com/watch?v=LeZTFG8XG5w>

Exploration and Concept Development



Bauhaus typography



Greg Lamarche (text collage)



Paper and paste

Learning Intentions:

- Interoperate the way artists construct text in their work using formal elements (1, 3, 4)
- Make a series of drawings of a single letter, consider a multitude of ways it can be developed visually (2, 4, 5)
- Contemplate the use of media and materials throughout the development phase (1, 2, 5)
- Evaluate colour and other art and design elements (3, 4)

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Initial Ideas - Process of Development

Outline teaching and learning activities:

- Deconstruct text based images from selected artists and break them down to formal elements, understand how the image is created
- Taking one letter from the chosen word, begin to develop a variety of different ways of constructing it as an image
- Play with various media and materials as a means of evolving initial ideas
- Contemplate colour combinations that will work to express the desired sentiment of the work

Sketchbook work

List relevant activities:

- From collected images sketch and deconstruct into formal elements
- Develop a variety of drawings of one letter in many different styles/ fonts/ designs
- Experiment with collage and or digital media and or other media to help develop ideas
- Develop colour studies of work carried out

Digital Resources

Include links to relevant audio/visual resources:

<https://www.compulsivecontents.com/detail-event/pref-more-than-words/>

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

Creating a final work



Developed design in sketchbook



Alexis Rero (Street art on canvas)



Consideration of place

Learning Intentions:

- Create an A3/ A4 coloured text based design that could be used as a template for a large scale street art composition (2, 4, 5)
- Advance skills and techniques linked to drawing, design and mixed media (2, 5)
- Develop comprehension of how design formats can be used in relation to large scale projects (1, 3, 4)
- Evaluate and justify art and design elements used in final composition (1, 3, 4)

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Process of development – Realised work

Outline teaching and learning activities:

- Working along side students developing a piece of text art, going through the process from beginning to end, demonstrating and offering an example that can be followed
- Reviewing students work regularly, making sure everyone is up to speed, offering advice and explanation where needed
- Exploring a variety of street artist interviews throughout the project and engaging in class discussions where relevant to the stage of development

Sketchbook Work

List relevant activities:

- Experimenting with different media and techniques to help with final composition
- Making notes on relevant points within class discussions

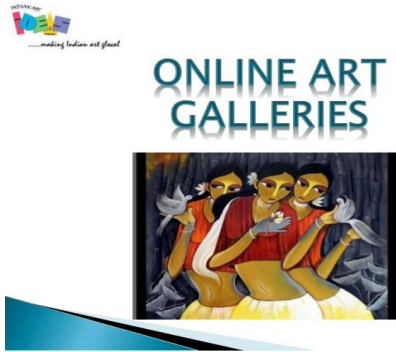
Digital Resources

Include links to relevant audio/visual resources:

<https://www.tate.org.uk/art/artists/edward-ruscha-1882/ed-ruscha-and-art-everyday>

<https://www.youtube.com/watch?v=bgqxC7bVkB8>

Reviewing and Presenting



Curating online exhibition



Oral or text based artist statement



Class discussion and review of exhibition

Learning Intentions:

- Plan, develop and promote an online exhibition (1, 3)
- Articulate the meaning and thought processes related to the final art work via an artist statement to be presented alongside the exhibited work(1, 3, 4)
- Engage in class discussion and review in relation to the processes of the online exhibition (1, 3, 4)

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Reviewing and Presenting

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Realised work - Reflection - Presentation

Outline teaching and learning activities:

- Students to explore the logistics of creating an online exhibition, including- digitising artwork, finding an online platform, curating the work and promoting the event
- Writing workshop for artists statement (Oral or text based) review of professional artist statements to act as a template for students to base their statements on
- Class discussion and review of online exhibition including use of critical and visual language

Sketchbook Work

List relevant activities:

- Document process on setting up online exhibition
- Drafting initial artist statement

Digital Resources

Include links to relevant audio/visual resources:

https://www.youtube.com/watch?v=Lq0I8_vYmSg

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

<https://www.widewalls.ch/magazine/visual-language>

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 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
 - **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

- 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
- Implementing digital resources where appropriate coupled with step by step guides, handouts and verbal explanation
- Employing an ongoing assessment model which can allow me to adapt my teaching methods to suit various students as needed

Literacy and Numeracy Strategies

- 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
- Employing a graded outcome assessment criteria where appropriate

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"> Evidence of research on contemporary artists relevant to text based street art & graffiti Sketches and studies incorporating formal elements from researched artists work Written notes on thought processes related to the development of initial ideas (in sketchbook) 	Success Criteria: <ul style="list-style-type: none"> A collection of sketches incorporating different typographic styles Sketches showing a variety of different design ideas relative to text , lettering or chosen word Notes in sketchbook on development of ideas 	Success Criteria: <ul style="list-style-type: none"> Experimentation with a variety of different media Showing clear evidence of development process from initial ideas to evolving design Showing an understanding of visual comprehension (how the viewer will perceive the image and make adjustments accordingly) 	Success Criteria: <ul style="list-style-type: none"> Successfully completing a text based artistic design on A3 or A4 paper Coordinating with classmates to successfully establish an online exhibition Writing or orally recording an artist statement that expresses thought processes and reasoning for final design Taking part in a final review of the overall process