

2nd Year Local Landmarks

Molly Molloy Monday 13th Match 2023.



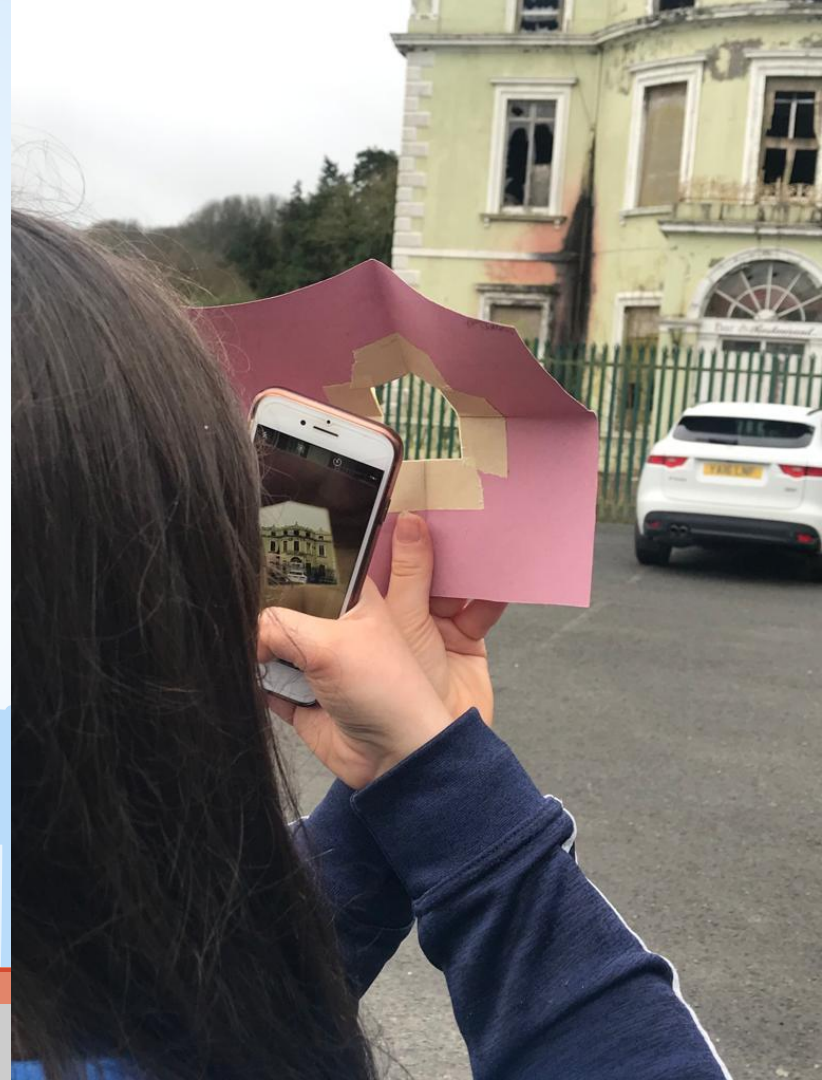


The AIM

Using a Primary Source (APPENDIX B – SPECIFICATION FOR JUNIOR CYCLE ART)
Students select a primary source, such as an artefact from their environment, **on the theme of "Local Landmarks"** based on their walk around CastleBlayne (their local area) and utilise it as inspiration to create drawings to then create their realised finished print.

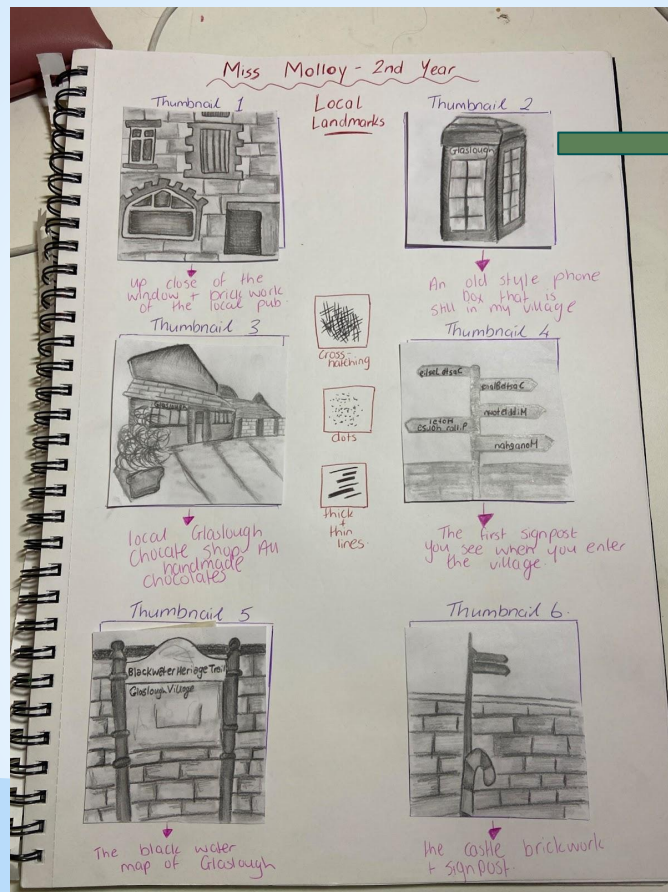


The
students
photos of
their local
landmarks



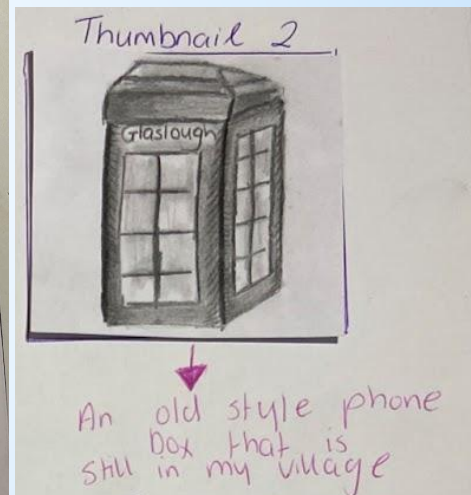
Lesson 1.

Exploring how the pupils' drawings can create different drawings while coinciding the AEDP especially, lines, Pattern, form, shape and texture.



I had all 5 drawings done as my Visual aid to show the students what I wanted them to do.

I done a demo them of this top right one in front of the students.



ELEMENTS OF ART

Shape & Form

Molly Molloy

Form & shape - are three dimensional shapes that have volume and take up space.



Everything in nature takes its form from the sphere, the cone and the cylinder.

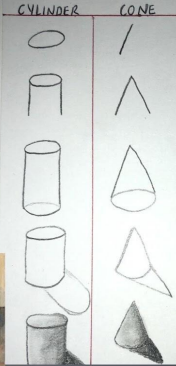
- Paul Cezanne

Shape refers to the imaginary and illusionary status of a thing, while Form is the actual structure of that object seen all over the world. Circle, rectangle, triangle, and oval are all examples of Shapes.

Paul Cezanne showed how to create Shape and Form in his still life of apples. You can see he uses colour to express this.



MY
EXAMPLES
OF SHAPE
AND FORM



ELEMENTS OF ART

LINE

Miss Molloy

Line is the foundation of all drawing.

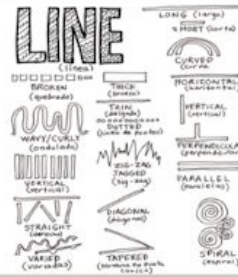
It is the first and most versatile of the visual elements in art.

Lines in an artwork can be used in many different ways. It can be used to suggest shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.



Van Gogh - Self-Portrait with a Straw Hat (obverse: The Potato Peeler), 1887

Van Gogh uses circular and energetic lines to create his work, vardsusying the thick and thinness of line to create abstracted elements of nature, by using large amounts of paint to create a very textured look as if the brushstrokes and paint are coming



ELEMENTS OF ART

Composition

Miss Molloy

Composition is the term given to a complete work of art and, more specifically, to the way in which all its elements work together to produce an overall effect.

Composition is the way in which different elements of an artwork are combined or arranged. The artist has complete freedom when choosing the composition of their artwork. Elements may all be clustered towards the centre of the canvas or photography



Lesson 2 .

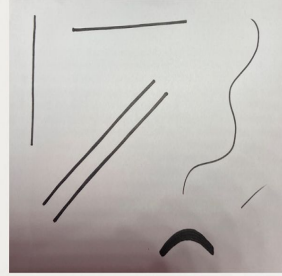
Learn about the different lines and mark making that they will be using while etching.

Learn how important annotation is and have their plates started or fully etched.

Annotation

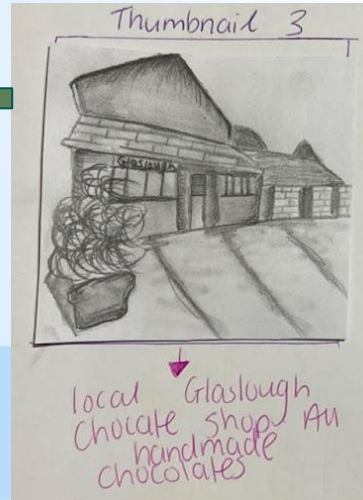
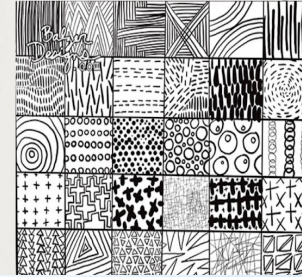
Different types of line.

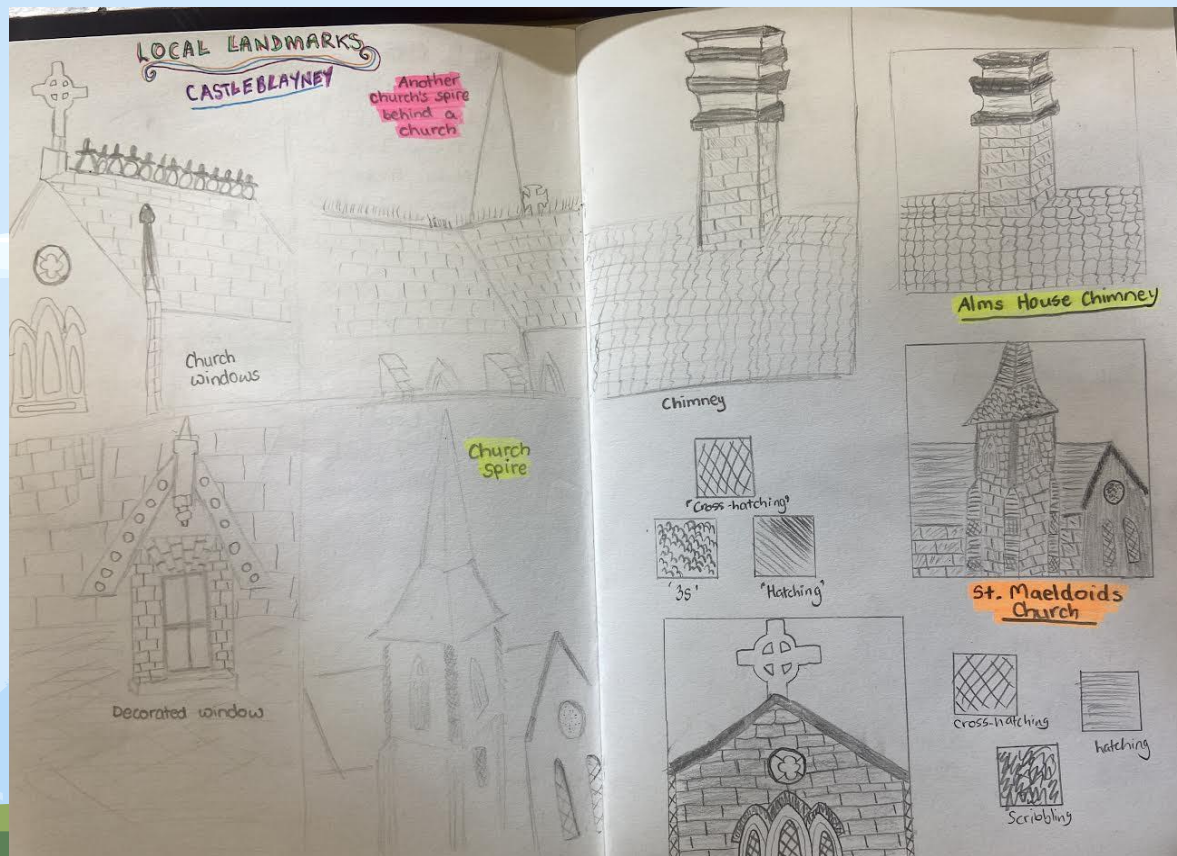
- Vertical line.
- Horizontal line.
- Parallel line.
- Diagonal
- Straight
- Curved
- Thick
- Thin.

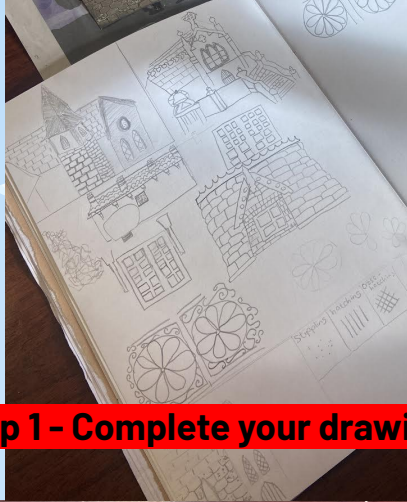


What is Mark making?

- Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.







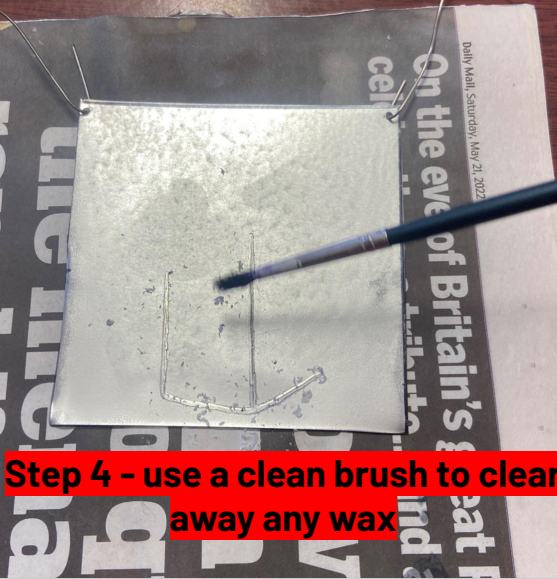
Step 1 - Complete your drawings



Step 2 - Wax your plate



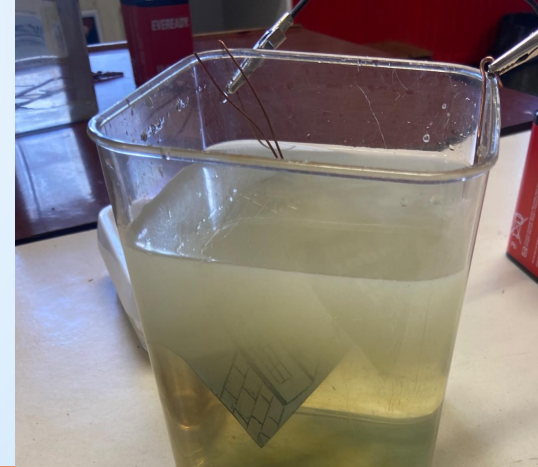
Step 3 - Draw on your plate to create your design.



Step 4 - use a clean brush to clear away any wax



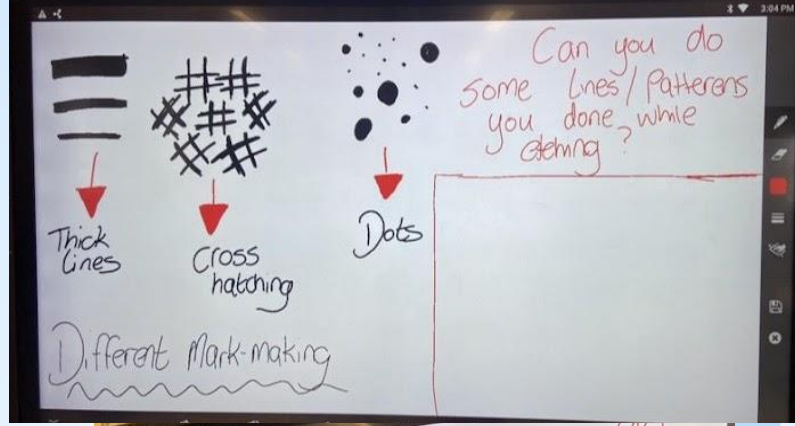
Step 5 - Finished plate



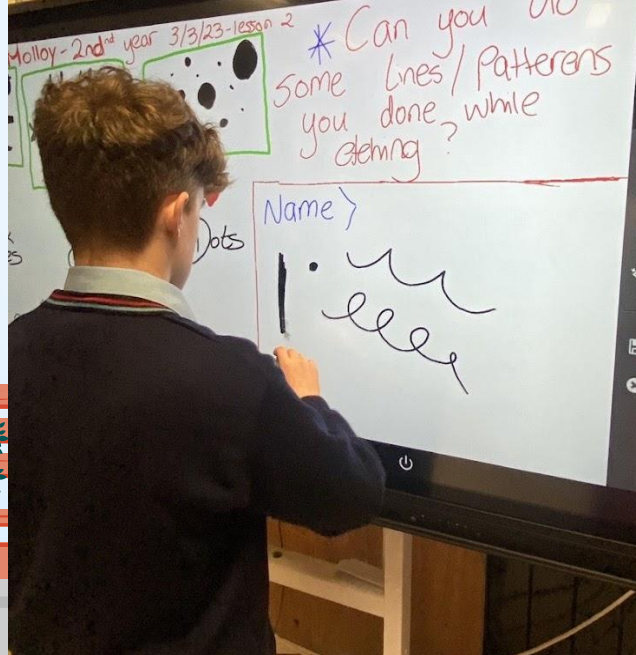
Step 6 - Put your plate into the salt and water for 7 mins

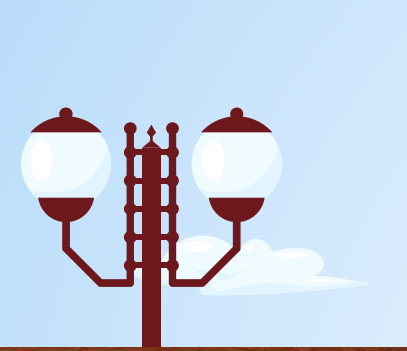
Lesson 3.

Aim for the lesson to allow the students to interact with the interactive white board and allow them to recognise the markings they made while etching.



- Cross Hatching
- Dots
- Dashed line
- Scalloped line.
- Wavy line
- Broken line
- Continuous line.
- Directional line
- Looped line
- horizontal line
- Vertical line.

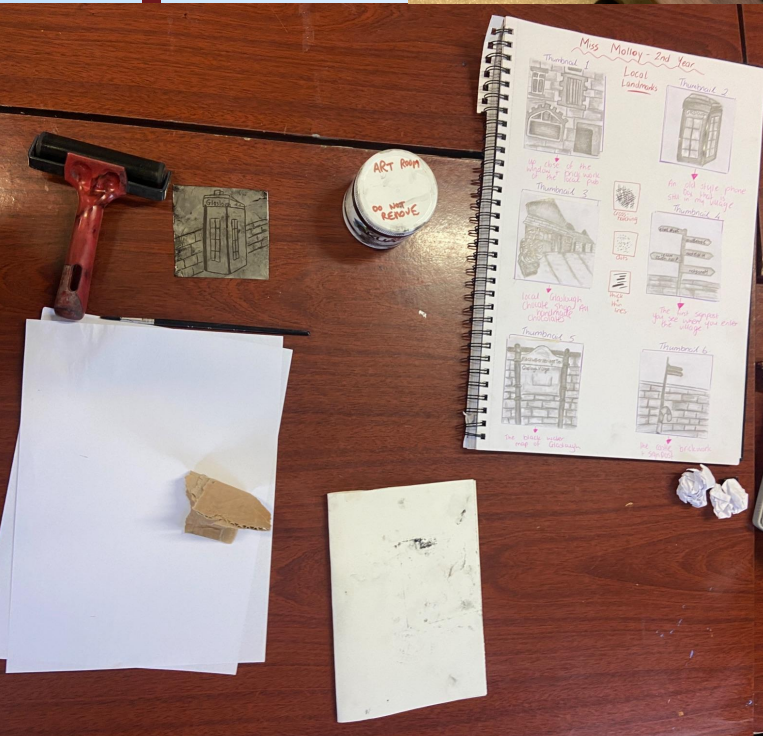




Lesson 4.

Objective for the lesson to enable the students to observe my demonstration of printing my etched plate and comprehend the task at hand.

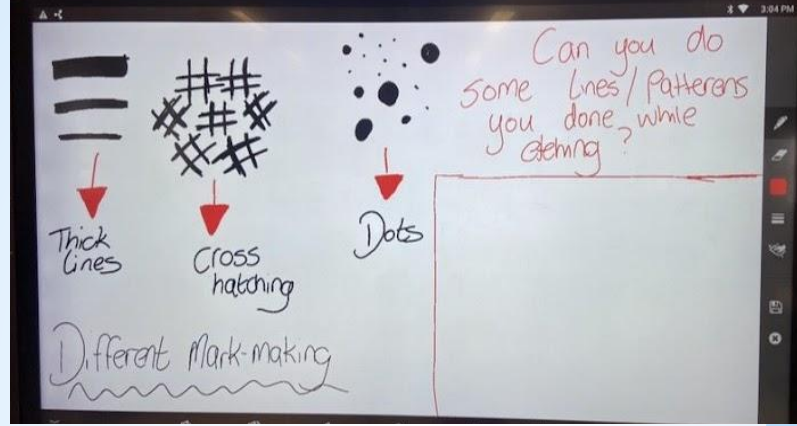
My Demo of printing



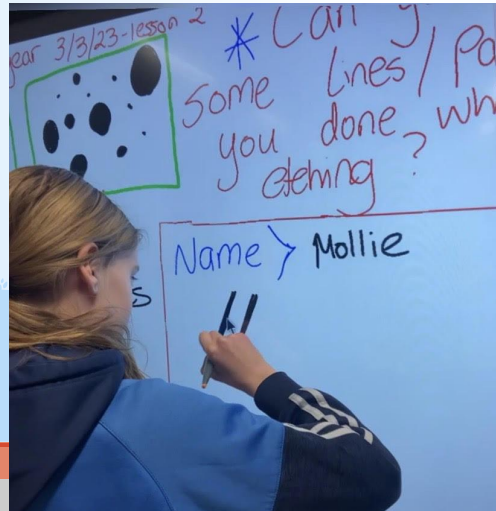
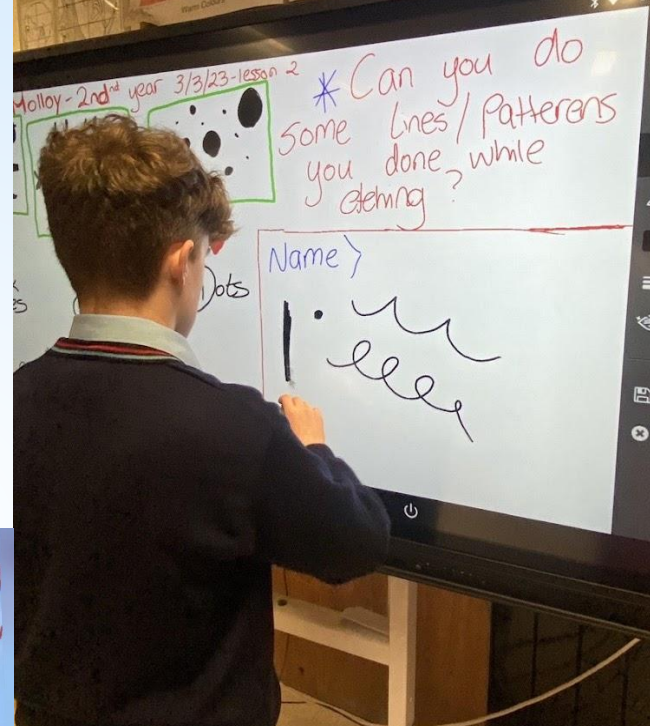


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- There are 27 pupils in the class, so I knew I had to keep them occupied.
- Some students were finishing their first plate, some were finishing their second plate and fixing their drawings.
- I did a demo on the board of my own plate and what mark making and lines I saw in my etched plate. This helped the students understand the task I was asking them to do.
- One by one I asked each student to come up and do it.
- This gave me a 1:1 chance to see where the students were at and if they had a full understanding of the mark making terminology.

