

An aerial photograph of Monaghan Collegiate School. The school is a large, white, multi-story building with a dark roof, situated in a green field. To the left of the main building is a parking lot with several cars. In the foreground, there are two tennis courts and a basketball court. The school is surrounded by trees and a green field.

Monaghan Collegiate School

Molly Molloy – BA4

1st year Etching Print – The Pathways

Learners profile
16 Mixed-ability
students

10 Lessons

Learning outcomes

Critical and Visual Language

1.1 - Analyse their work, or that of another, using appropriate vocabulary and knowledge.

1.3 critique an artwork using critical and visual language

Drawing

1.4 - Demonstrate how they use drawing to observe, record and analyse the human figure and the world around them.

3.6 - Design a final work based on their drawings.

3.4 interpret a design brief and represent this through their drawings

(AEDP)

1.10 identify the use of art elements and design principles within an artwork

Visual Culture and Appreciation

1.7 examine the method of a number of artists and the artwork they created

1.8 discuss examples of historical and contemporary visual art

Theme: The Pathways

Scenario: Working from a primary source

Class profile: 16 mixed-ability students

10 lesson

6 x double - 120 minutes

4 x single - 40 minutes



Theme development

Cross-curriculum:

Geography - Map of the school

Maths - Geometry & scale.

Wellbeing- helping the new students know their school surroundings and community

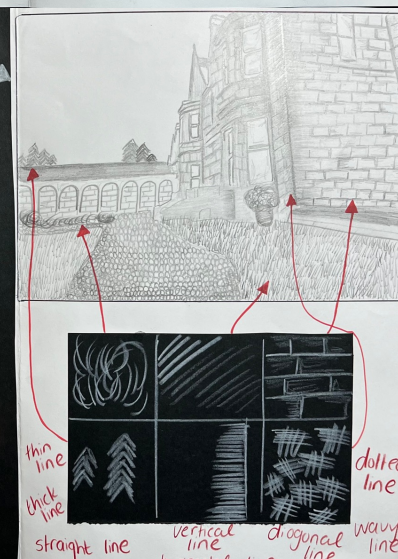
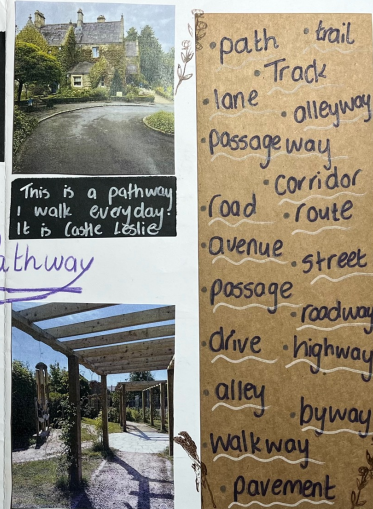
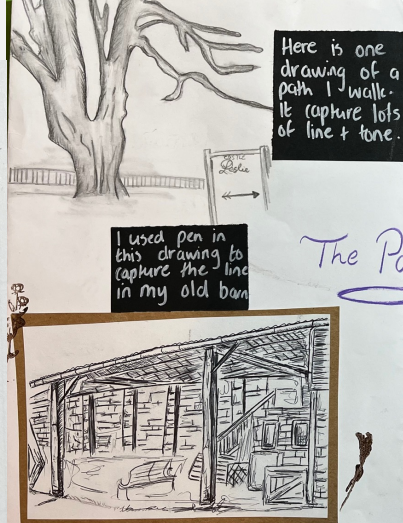
Numerary (N) - measuring out the size of their etching plate for their final design sketch.

Literacy (L) - Using their key words handout throughout and helping them annotate.

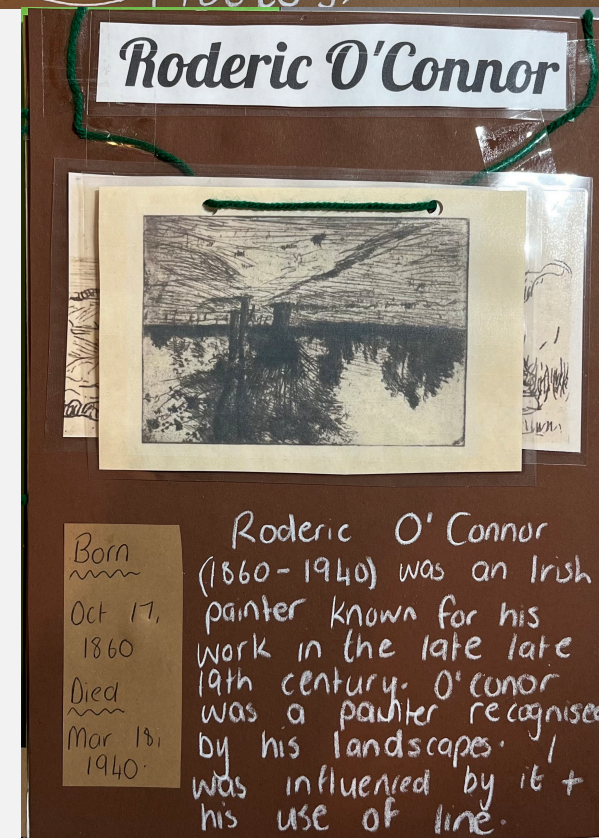
Oracy (O) - Evaluating peers' work.

Aim of Unit of Learning

Grasp an understanding of composition while creating and designing an etching inspired by the theme “The pathways” while focusing on the area around our school and our community (Primary source). The focusing art elements, shape, line, scale and composition while having a final etching print.



My
visuals
aids



Date:

Form 1

Creative brief | Art project | 6 week project

Etching print

We will design our own sketchbook and do thumbnails sketches before developing our finished Etching print inspired by the theme “ **The pathways**” which we will look at pathways in our school, at home and in our local town. Remember the theme is “**The pathways**” so make it personal.

To create a final etching print inspired by the theme “**The pathways**” while underling the key AEDP - **Line, composition, texture and shape**.

- Etching plate
- Pencils
- Steel ruler
- Fine-liner pens (optional)
- Tracing paper
- Scissors
- Primary source photos

- Handmade sketchbook - (30%)

Portrait sketches included in sketchbook | Research and development of the theme

- **Studio - (50%):**

Completion of classroom tasks. A finished Etching print . Originality and interpretation of the brief. Quality of finished work. Classroom application.

- **Professionalism (20%):**

Professionalism and engagement in class. Attendance.

VISUAL ART DEPARTMENT PROJECT ASSESSMENT - 1st year Etching

Project Assignment: The pathways - Etching print		Student Name:				Form: 1	Date: 11/12/23
Circle the number that best shows how well you feel that you completed the criterion for the assignment	Need to Improve	Fair	Good	Very Good	Excellent	Your Rating	Teacher Rating
Artists Research - mind-map, and understanding of the theme "pathways", development on handout sheets and development of handmade sketch-book. Research, investigation & understanding etching design/style. Good choice of primary sources photograph (Our walk)	1-8 (5-40)	8-11 (40-50)	11-15 (55-75)	15-18 (75-90)	18-20 (90-100)		
Research: Development/Process - expand & test ideas, visual and annotated development, drawings & thumbnail sketches experimentation	1-8 (5-40)	8-11 (40-50)	11-15 (55-75)	15-18 (75-90)	18-20 (90-100)		
Realised Artwork: Art Elements & Personal Creative Response - Composition (layout of thumbnail sketches and final design) use of art elements: line, shape and texture (Mark making)	1-8 (5-40)	8-11 (40-50)	11-15 (55-75)	15-18 (75-90)	18-20 (90-100)		
Realised Artwork: Personal Creative Response - Self reflection and all handouts	1-8 (5-40)	8-11 (40-50)	11-15 (55-75)	15-18 (75-90)	18-20 (90-100)		
Realised Artwork: Process & Finished Artwork making of the etching print overall impact of finished print, use of mark making (a&dp line) and layout (a&dp Composition) , add surface textural details & presentation	1-8 (5-40)	8-11 (40-50)	11-15 (55-75)	15-18 (75-90)	18-20 (90-100)		
Effort- good use of class time, adhered to deadline Behaviour/Attitude- follows classroom rules, good attendance, contributes to a positive environment	✓ ? ✓ ?	✓ ? ✓ ?	✓ ? ✓ ?	✓ ? ✓ ?	✓ ? ✓ ?		
Student Comments/Assessment:						Your Total /100	Teacher Total /100
						Grade: /100 = % =	
Teacher Comments/Assessment:							

Lesson 1 – 7th November -D 1hr 20mins- 9:30-10:50

Learning intention –

- To develop an understanding of the brief and what is being asked (Follow brief handout)
- To understand (recognise) Know what the project entails and what their outcome will be
- To understand what the word “Pathway” means and other meanings/words in relation to this theme.
- To develop an understanding of etching - discuss ss (**Mary Cassatt, Sir William Orpen & Roderic O'Connor**)
- Develop and create a mind map together on the interactive whiteboard. (peer learning)
- Create and develop their sketchbook.

AEDP - eg : Form / shape / composition (sketchbook)

ARTISTIC PROCESS - research - mind mapping

Process: researching, drawing, experimenting, mind mapping (peer learning)

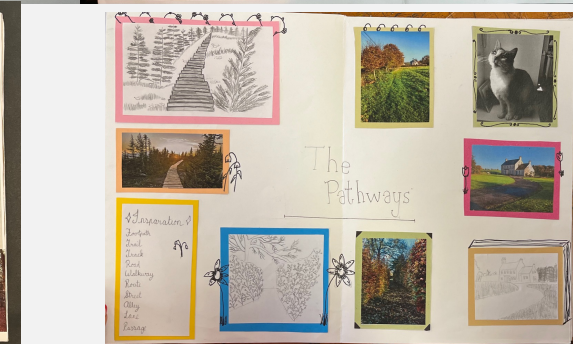
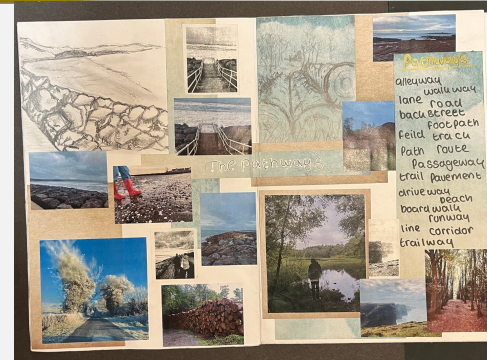
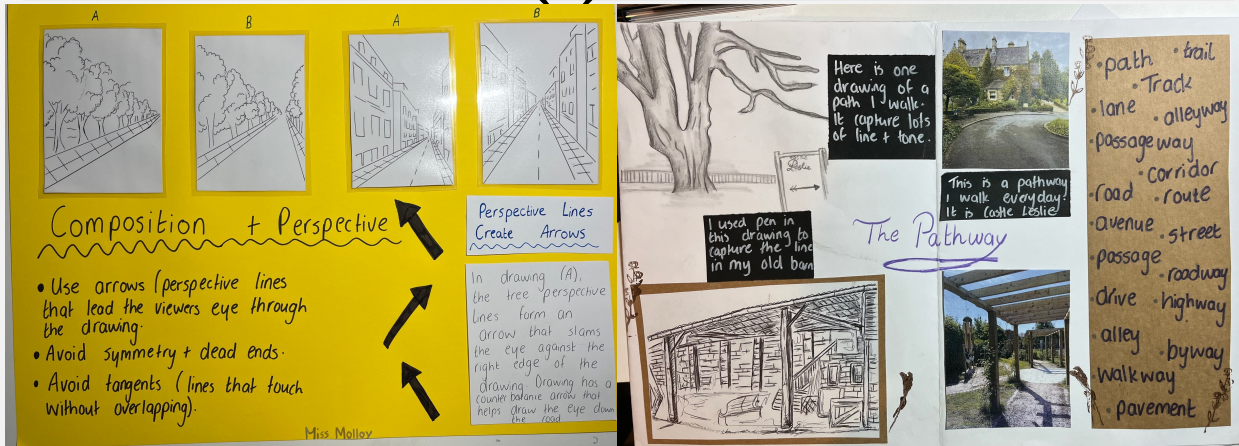
Learning layers: Analysing the theme “The pathways”

Literacy: using higher and lower order questioning, Interviewing key words/definitions, analysing

Success criteria

- Develop an understanding for the brief (Highlight key words) Understand the assessment criteria
- Make a sketchbook (AOL - students have done this in prior project)
- Add new vocabulary to the word bank
- Develop a mind map of the theme “The pathways” and have the mind map complete
- Develop a conversation about all three SS artist.

Lesson 2 – 9th Nov – (S) 40 Minutes – 12:20 – 1:10



Learning intention –

- To develop an understanding of the AEDP – Composition and perspective before taking primary source photos
- To understand the step-by-step drawing of perspective in my sketchbook and analyse my Primary source photos.
- Document any new art terminology in their word bank.

AEDP - eg :

Form/shape/composition/line

ARTISTIC PROCESS -

Introduce etching

Process: Develop and understand etching - thick & visible lines

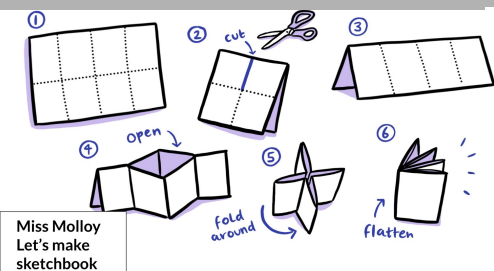
Learning layers: Develop and understand their photos of pathways

Literacy: keywords/definitions, analysing

Teacher activity - Demo

Success criteria -

- Be able to clearly understand the demo of my primary source photos in drawing
- Create an understanding of AEDP Composition and perspective – Before taking PS photos
- Develop their word bank with new terminology
- Be able to follow step-by-step instructions and understand the outcome of my thumbnail sketches
- Document in their sketchbook all sketches



Name: _____ Class: _____ Date: _____
Miss Molloy Form 1

Etching in art is a technique used to create detailed designs or images on a flat surface. It involves “etching” the surface of the plate, leaving behind lines and textures that can be inked and printed onto paper. Artists use etching to make fine, intricate prints with different shades and patterns, like drawings or pictures.



Mary Cassatt (1844-1926): Although she is better known for her Impressionist painting and prints, Mary Cassatt did some etchings as well, focusing on subjects like mother-child relationships and family life.

What AEDP (Art elements and design principles) can you see in her etching?



Sir William Orpen (1878-1931): While Orpen is more famous for his paintings, he also created etchings. His works often include rural scenes with pathways, such as “The Road”, which portrays a country road in Ireland.

What AEDP (Art elements and design principles) can you see in his etching?

Roderic O'Connor (1860-1940) was an Irish painter known for his work in the late 19th and early 20th centuries. O'Connor was primarily a painter, there is no widely recognized body of work or specific etchings associated with him. It's possible that he may have experimented with printmaking techniques like etching



What AEDP (Art elements and design principles) can you see in his etching?

Lesson 3 – 14th Nov -D 1hr 20mins- 9:30-10:50

Learning intention –

- To develop the AEDP they learned the last-day – composition and perspective and take their knowledge outside to take primary sources photos.
- To develop an understanding of photography while considering the AEDP - foreground, middle ground & background
- To explore Photography - take pathway photos around our school .(at least 5 photos per student)

AEDP - eg : Form/shape / colour/line / composition

ARTISTIC PROCESS - Photographs and pathway walks.

Process: experimenting with photography - composition, shape , colour, form

Learning layers: Develop and understand composition and foreground, middle ground & background
Health and safety - safety of outside

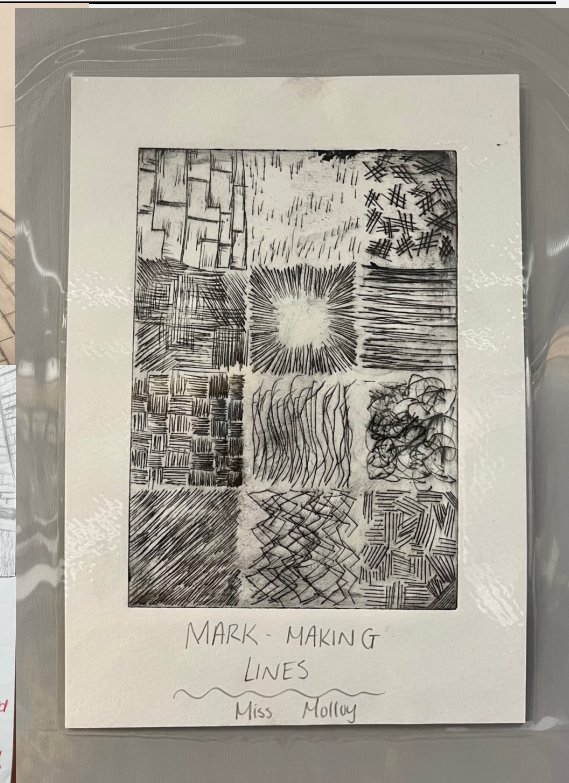
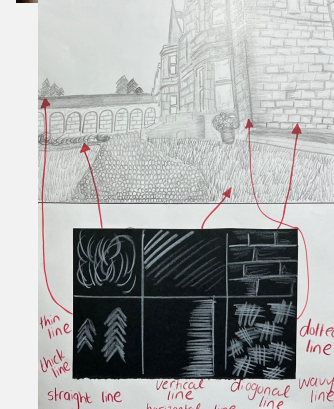
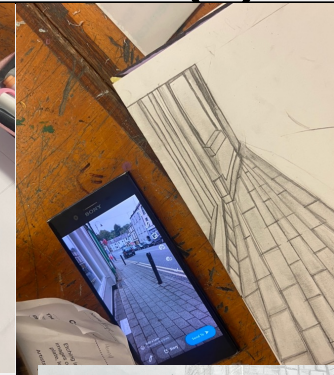
Literacy:
keywords/definitions, analysing

Success criteria

- Document in their sketchbook all sketches.
- Understand the AEDP composition
- Take photos of pathways around our area.
- Look at the composition - foreground- middle ground and background
- Have at least 5 photographs taken of pathways around the school - consider composition and perspective.



Lesson 4 – 9th Nov – (S) 40 Minutes – 12:20 – 1:10



Learning intention –

- To develop an understanding of mark-making AEDP line
- To understand the step-by-step, and the outcome of my etching
- Understand new terminology like
 - Drypoint
 - Etching plate
 - Mark making
 - Line
- Document any new art terminology in their word bank

AEDP - eg : Form/shape/composition/ton e/Line

ARTISTIC PROCESS -

Introduce students to etching and mark-making
Process: Develop an understanding of AEDP line - mark making

Learning layers: Develop and understand composition before going on their walk.

Literacy:
keywords/definitions, analysing

Success criteria -

- Be able to clearly understand the demo of mark making. (explore and experiment with the AEDP line in the sketches of their Primary sources photos)
- Develop their word bank with new terminology
- Be able to follow step-by-step instructions and understand the outcome of mark-making
- Document in their sketchbook all sketches.

Lesson 5 – 23rd Nov -D 1hr 20mins- 9:30-10:50

Learning intention –

- Students will analyse their photographs and develop their final composition for their etching
- To explore the different types of mark-marking
- Experiment with composition and which best underlines the theme “the pathways”
- Experiment with the art element - shape, composition, line

AEDP - eg Form/shape

ARTISTIC PROCESS -
complete their final
thumbnail sketch design

Process: Begin to

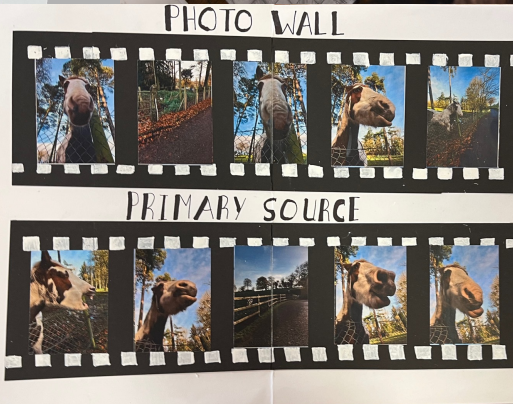
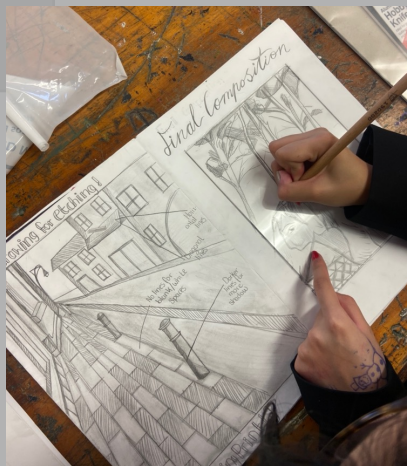
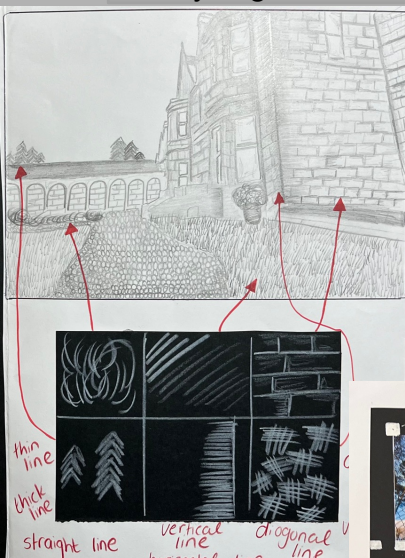
Construction and build
their final design

Learning layers: annotate mark making that they will do in their final design

keywords/definitions,
analysing

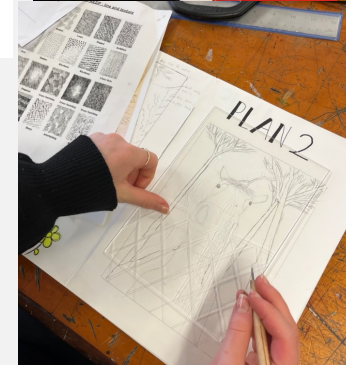
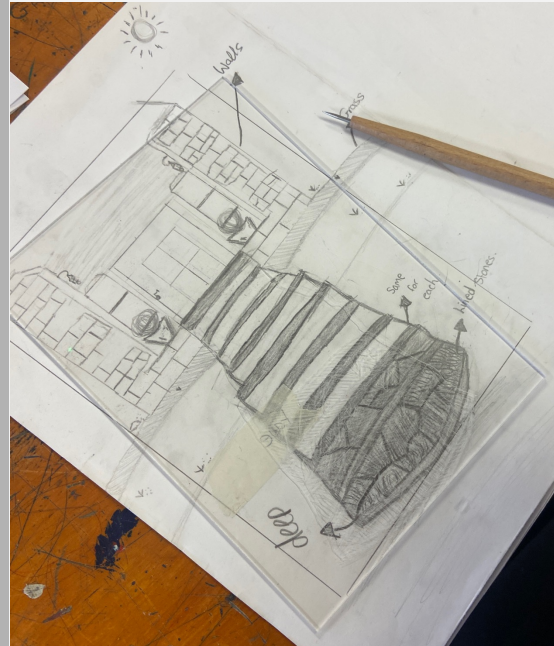
Success criteria

- Start to build and create the final design
- Annotate what mark-making they want to display in their etching.
- Start etching their final piece.



Lesson 6 – 28th Nov – (S) 40 Minutes – 12:20 – 1:10

Name:	Class:	Date:
<div>Miss Molloy</div> <div>Creative brief Form 1 6 week project</div>		
.....		
Theme - "The Pathways"	Etching print	
.....		
		
<div>What is the name of this object?</div> <div>What does it do?</div> <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div>		
<div>What is the name of this object,</div> <div>What does it do?</div> <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div>		



Learning intention –

- Experiment using the etching and dry point tool and start to mark their composition
- Develop an understanding of using the tools
- Use different mark-making line
 - Cross Hatching
 - Vertical
 - Horizontal
 - Diagonal
 - Curved
 - zigzag

AEDP - eg - line/ shape/ form

ARTISTIC PROCESS - Etching

Process: Begin to develop their etching print.
Learning layers: Develop an understanding of etching and start to create their composition.

Health and safety - using a dry point, safe hands

Literacy: key words/definitions, analysing

Success criteria -

- Understand and experiment with different mark-making and grasp an understanding of the **AEDP line**
- Students we able to Develop their composition while looking at their Primary sources photos they took on their walk - AEDP - composition/foreground/ middle ground/ background

Lesson 7 – 30th Nov -D 1hr 20mins- 9:30-10:50

Learning intention –

- Learn how to ink up their etching plate.
- Follow my step-by-step demo.
- Experiment with the printing press and be able to print their etching plate
- Understand how to use the printing press
- Be able to recognise how their theme contributed to their design

AEDP - eg - Line/ Composition/ shape/ form

ARTISTIC PROCESS -

Develop their composition on their etching plate
Process: etching and mark making

Learning layers: what they have learned & reflection
Health and safety - of using a dry point I, safe hands & printing press

Literacy: key words/definitions, analysing

Success criteria

- Evaluate their work and the work of their peers after they print - analyse areas of their etching plate that needs work on.
- Consider all the mark-making techniques they have learned.
- Reflect on their own work consider what they did well, what they learned, and what they would like to know more about
- Consider how their theme influences their



Name: _____ Class: _____ Date: _____

Miss Molloy
Creative brief | Form 1 | 6 week project

Theme - "The Pathways" Etching print

Step by step on how to print your etching plate.

1. Take out all the material first.
☐ Ink, Newspaper, Scrim (To rub away the ink), Credit cards, Watercolour paper - (Make sure to wet it), Gloves
2. Put down the newspaper.
☐ Make sure to cover your area.
3. Wet your paper.
4. Ink up your plate.
☐ Remember a little bit of ink goes a long way.
☐ Use the credit card to spread the ink.
5. Get your cotton and your scrim.
☐ Make sure to do circle motion.
☐ Rub at the areas you want to be white.
6. Take your plate over to the printing press.
☐ Place your paper down first (Use the paper fingers so you don't ruin your paper with ink).
☐ Place your Etching plate on top of your paper.
7. Lift your etching plate carefully

Lesson 8 – 5th Dec– (S) 40 Minutes – 12:20 – 1:10



Miss Molloy-The Pathways

Name: _____ Class: _____ Date: _____

Miss Molloy
Creative brief | Form 1 | 6 week project

Theme - "The Pathways" Etching print

Step by step on how to print your etching plate.

1. Take out all the material first.
☐ Ink, Newspaper, Scrim (To rub away the ink), Credit cards, Watercolour paper - (Make sure to wet it), Gloves
2. Put down the newspaper.
☐ Make sure to cover your area.
3. Wet your paper.
4. Ink up your plate.
☐ Remember a little bit of ink goes a long way.
☐ Use the credit card to spread the ink.
5. Get your cotton and your scrim.
☐ Make sure to do circle motion.
☐ Rub at the areas you want to be white.
6. Take your plate over to the printing press.
☐ Place your paper down first (Use the paper fingers so you don't ruin your paper with ink).
☐ Place your Etching plate on top of your paper.
7. Lift your etching plate carefully

Learning intention –

- Students will explore and will be able to identify their own prints and explore areas that they like in their print - could be mark making and areas they feel they need to improve in.
- Students will demonstrate and explore the aedp line and be able to show this in their etching plates.
- Students will experiment and produce artwork to interpret the artist's they have researched techniques.
- Students will learn and be able to reflect, evaluate and describe their own prints and be able to recognise how their theme contributed to their design.

AEDP - eg - line / composition / shape/ form

ARTISTIC PROCESS -

printmaking
Process: experiment with mark making and the printing press
Learning layers: what they have learned & reflection
Health and safety - of using a drypoint tool, safe hands, using the printing press.

Literacy: key words/definitions, analysing

Success criteria -

- Students will show an understanding of their work through reflection using keywords.
- Students will create at least three different prints and be able to engage and communicate their interpretation of their etching print and their peers - outline all aedp relevant - line - shape – composition.

Lesson 9 – 30th Nov -D 1hr 20mins- 9:30-10:50

Learning intention –

- Complete the last finishing touches to their sketchbook
- Add in support studies research
- Recap on etching and what they have learned in terms of keywords (crossword)
- Be able to critically evaluate their work in terms of form, colour, texture and line
- Understand how research leads to the development and creation of an artwork through the project process
- Be able to recognise how their theme contributed to their design

AEDP - eg - shape/ form

ARTISTIC PROCESS - Evaluate and reflect on work

Process: Mark their own work - AOL.

Learning layers: what they have learned & reflection

Health and safety - of using a scissors safe hands

Literacy: key words/definitions, analysing

Success criteria

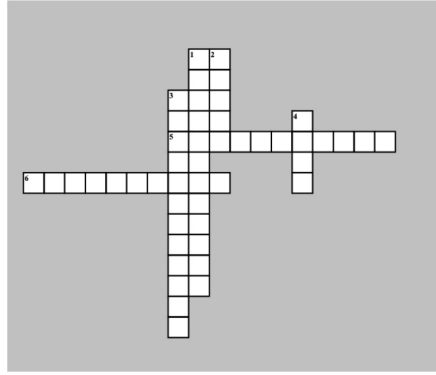
- Evaluate their work (complete the marking scheme and self reflection handout)
- Consider one artist that they took inspiration from and explain their rationale
- Reflect on their own work consider what they did well, what they learned, what they would like to know more about
- Consider how their theme influences their work

Name: _____ Class: _____ Date: _____

Miss Molloy

Creative brief | Form 1 | 6 week project

Theme - "The Pathways" Etching print



- Across
- 5 A layout that shows a foreground, Middleground and background. Also one of the Art elements and design principals (AEDP)
 - 6 refers to the act of creating visible strokes, lines, or patterns on a surface using various tools or materials. (2 words)
- Down
- 1 is a pointed tool used in printmaking, used to create scratch lines directly into a plate (2 words)
 - 2 A lightweight fabric with an open weave, often made of cotton or linen, used to rub away the ink
 - 3 A flat plastic surface that you mark make into it to get a print. (2 words)
 - 4 Continuous path connecting two or more points in space. Also one of the Art elements and design principals (AEDP)



1st year overall Reflections

What is the title of your work, the theme "The pathways"

What is the most successful part of your whole project and why?

One artist that inspired you and why?

What is one new art technique you learned in this project and explain it.

What aspects of your project would you redo if you could and why?

key words sheet - Miss Molloy

Name: Sasha Martin

11/20/2023

Drypoint tool	It's used to etch designs into a plate to create a design. Made from a needle and a sharp block. It's used after the etching to remove any extra ink.
Scrim	It's a light fabric used to hold the plate in place while etching. It's made of cotton or linen.
Etching plate	It's a flat surface that you etch designs into. It's made of metal or stone.
Mark making	It's the process of creating a design on a surface. It can be done with a pen, pencil, or other tools.
AEDP	Art elements and design principles.
Line	A line is a long narrow mark or stroke. It can be straight or curved.
Composition	It's the way in which elements are arranged in a work of art. It's made up of many parts.
Primary source photos	These are first hand accounts of places or people that can relate to you.
Collage	It's used to remove the majority of ink before the etching. It's used to apply and spread out the ink.

Artist Research

Homer (1836-1910)

The Blue Boat 1892

You will see - in the future, I will live by my water colours.

Walter Hunt 1813

Roderic O'Connor

Early Life

Born on the 17 October 1860

Died on the 18 March 1940

He was a painter + Etcher

His early life

Roderic O'Connor was born in Milltown Castle, County Roscommon, Ireland. He studied at Amersfort College, then moved to France, Paris.

Roderic O'Connor

I like his art because it has inspired me. His artwork is full of nature's gifts. His composition choices are great.

Realised Artwork Box 3 excellent (10)

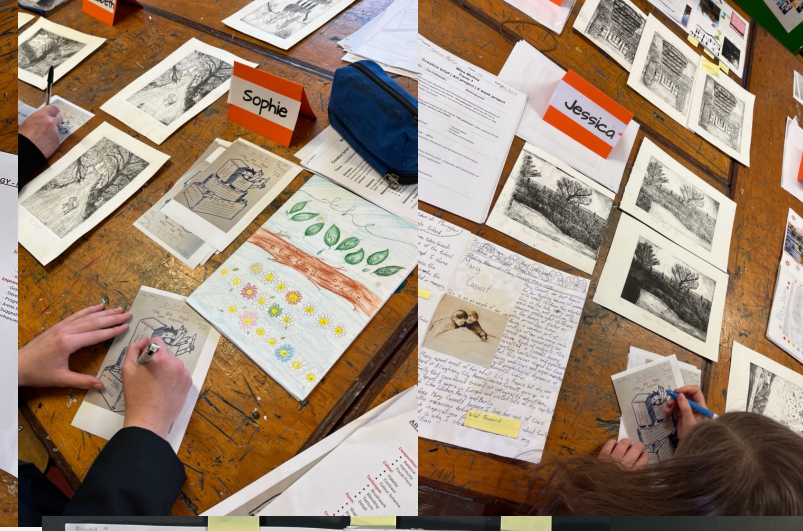
Roderic O'Connor (1860-1940) was an Irish painter known for his work in the late 19th and early 20th centuries. O'Connor was primarily a painter, there is no widely recognized body of work or specific etchings associated with him. It's possible that he may have experimented with printmaking techniques like etching.

The Pathways

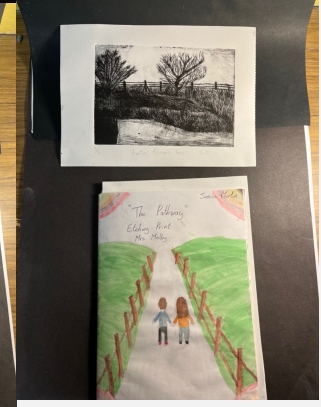
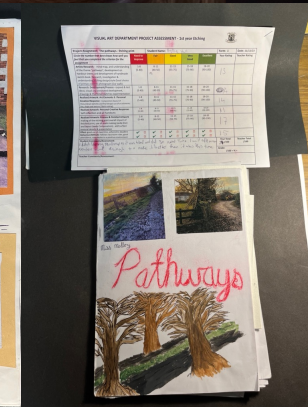
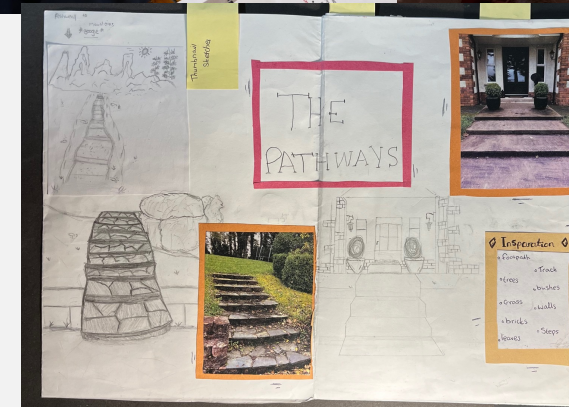
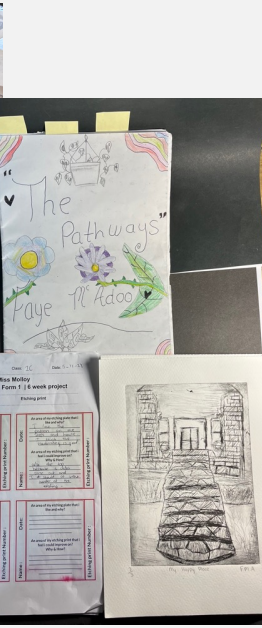
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Visual Art Department Project Assessment - 1st year etching

Project Name	Project Description	Project Status	Project Score	Project Grade
Project 1	Project 1 Description	Project 1 Status	Project 1 Score	Project 1 Grade
Project 2	Project 2 Description	Project 2 Status	Project 2 Score	Project 2 Grade
Project 3	Project 3 Description	Project 3 Status	Project 3 Score	Project 3 Grade
Project 4	Project 4 Description	Project 4 Status	Project 4 Score	Project 4 Grade
Project 5	Project 5 Description	Project 5 Status	Project 5 Score	Project 5 Grade
Project 6	Project 6 Description	Project 6 Status	Project 6 Score	Project 6 Grade
Project 7	Project 7 Description	Project 7 Status	Project 7 Score	Project 7 Grade
Project 8	Project 8 Description	Project 8 Status	Project 8 Score	Project 8 Grade
Project 9	Project 9 Description	Project 9 Status	Project 9 Score	Project 9 Grade
Project 10	Project 10 Description	Project 10 Status	Project 10 Score	Project 10 Grade



Our Mini exhibition



Lesson 10 – 5th Dec– (S) 40 Minutes – 12:20 – 1:10

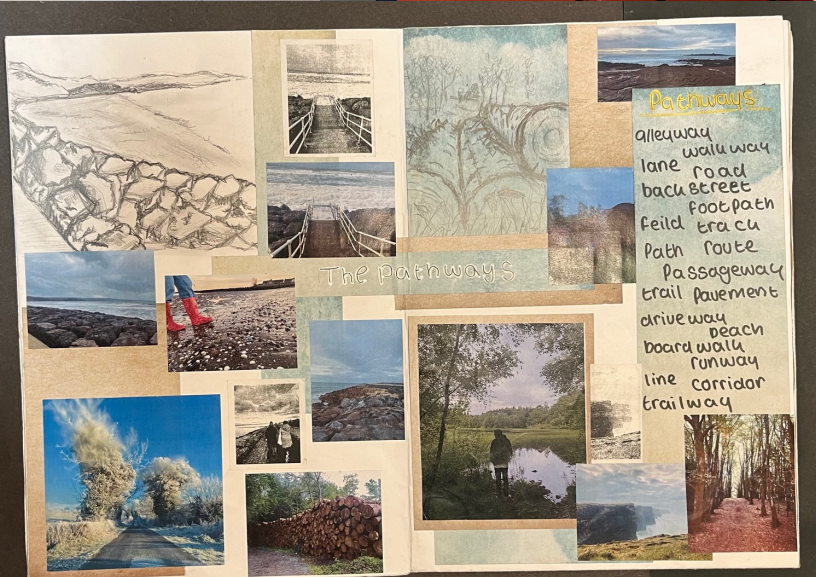
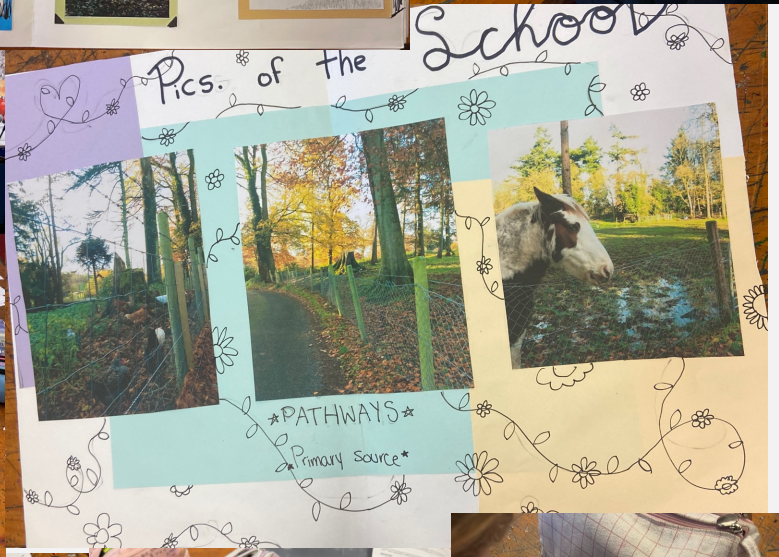
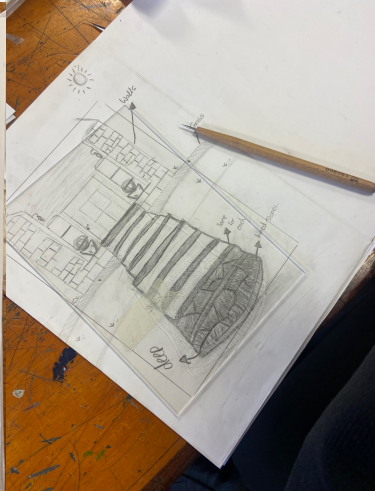
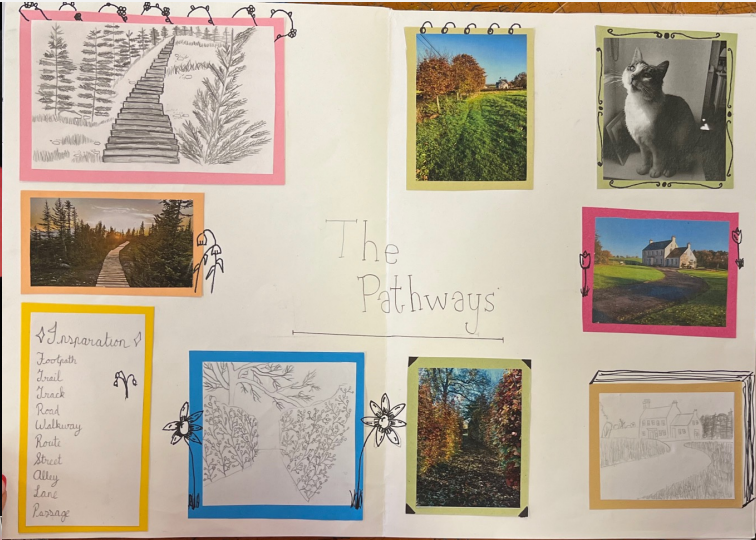
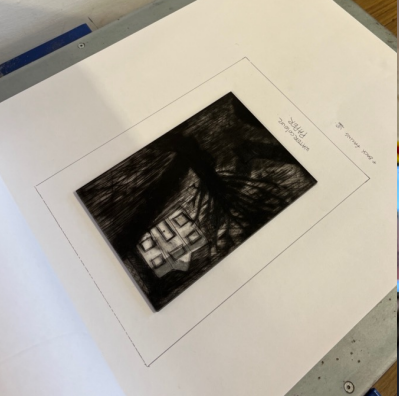
Learning intention –

- Reflect on their marking scheme and the teachers comments.
- Use keywords to analyse positive peer feedback.
- Have a mini-exhibition where each student leaves positive notes on peers' work

ARTISTIC PROCESS - Mini exhibition and self reflection on peers work
Process: exhibition.
Learning layers: what they have learned & reflection
Health and safety - of using a scalpel, safe hands
Literacy: key words/definitions, analysing

Success criteria -

- Evaluate their own work and the work of their peers
- Positive peer feedback
- Have a mini exhibition - outline aedp they see within the class - consider positive peer feedback
- Display all work



REFLECTION OF THIS UOL

- This was my first time doing and teaching printmaking and I enjoyed it. Along with the students I learned a lot while I was researching etching and it is a Unit of learning I will do in the future.
- As the theme was “The pathways” this allowed students to interlink with the beautiful grounds of Monaghan Collegiate which allowed them to become familiar with the area.
- If I were to do this again I would try and take the students into our local town, Monaghan town but as time ran short on the run-up to the Christmas holidays this wasn't possible.

REFLECTION ON MY OVERALL PLACEMENT

- Although I presented this UOL my favourite one had to have been the 4th year block one. “A stitch in time saves nine”. As a class, we crocheted a blanket all in granny squares and this was a new skill that the students had never done before.
- I enjoyed being back under the guidance of my old school and getting involved in my basketball team again. As I was captain for the six years I was in school I loved coming back as a teacher and coaching the team that I loved for six years.
- I feel like I have matured and changed a lot as a person from my last placement and my host teacher is to thank for a lot of that. Yet again being under the guidance of a teacher I looked up to for six years and made me want to become a teacher myself, Mr pollock I wouldn't be here without him.