

# Colaiste Eoin Finglas

Ba students : Claire Brogan and Cayleigh Byrne

Class group: 5<sup>th</sup> years , 9 students ,mixed ability , double class (80 mins)

School profile: Mixed gender , Multi demoninational , Vocational school

Host Teacher : Siobhan Hynes

Principal : Paula O'Brien



Mentoring Brief 2020

Teachers Ms Brogan/Ms Byrne

**Theme:** "Myself and my Hobbies"

**Duration:** 7 weeks

**Issue date:** 27/03/2020

## Research:

**Show us how you observe the world around you ...** The theme "Myself and my hobbies" should enhance your imagination. Your collection of work should show a thought process of this theme and of your chosen objects, through different drawing techniques using different mediums. Research on different artists you are interested in or that use simple styles/ methods.

## Experiment- Show ability to develop work and build on ideas through creative experiments :

**Drawing :** Experiment with line, colour , tone,form and surface

**Sculpture :** You should explore how objects are taken apart and put back together

**Collage :** Experiment with creating traditional paper collages but exploring mix media and creating material collages

**Painting :** You should explore different surfaces to work on ,different painting styles , develop a painting process

**Fabric dyeing :** Explore different materials to create dyes and to understand the dyeing process

**Embroidery :** You should create a drawing into realisation through the use of embroidery materials.

**Notebook Binding :** You should understand the Japanese technique of the four hole binding

**Present:** Evidence an understanding of the theme "Myself and My Hobbies" into a completed bound portfolio book for display ,Organise your work to show links between observation.



# Unit of Learning

**Aim:** To create and design a portfolio book , developing an understanding of different processes and techniques e.g drawing , textiles ,sculpting ect while experimenting with different mediums through exploring the theme “Myself and my hobbies”.

**Theme:** Myself and my hobbies

**Learning Outcomes:**

1.6 Use drawings to communicate their personal outlook or understanding .

3.4 interpret a design brief and represent this through their drawings .

1.11 Consider the use of the art elements and design principals in their own artwork

1.2 respond to an artwork using critical and visual language

1.5 interpret the world and communicate ideas through a visual means

2.5 Develop their ideas for craftwork through drawing



# Lesson 1

## Learning intentions :

Students will develop an understanding of how to create visual and literacy mind maps.

Students will acknowledge the brief and will foster their understanding of the different processes and mediums to experiment with when creating a portfolio.

Student's will create sculpture's representing themselves through the use of the art elements such as ; colour , shape , texture and form

Visual aids:



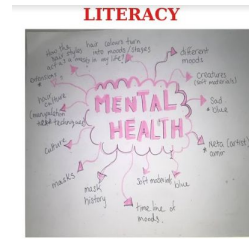
### 'Representing me'

A collection of objects which represent your emotions and personality through colour, shape, form and texture.

A fun alternative from your traditional portrait through the style of nonrepresentational art.



\* **nonrepresentational art:** does not directly portray something recognisable, the artist will use form, shape colour and line to express emotions or feelings.



Two different types of Mindmaps

**VISUAL** :Creating drawings to express ideas

**LITERACY** :Writing words to express ideas

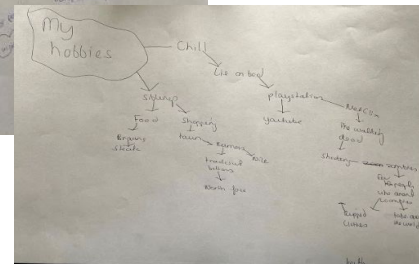
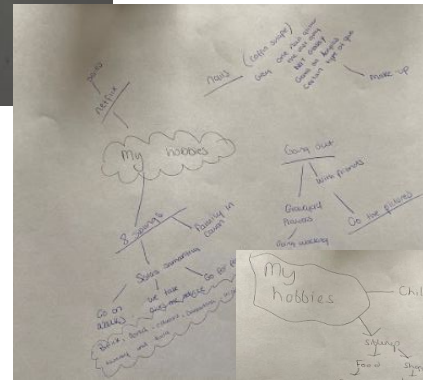
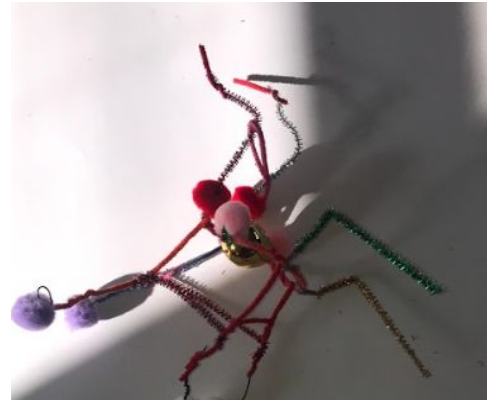
### Mindmaps

Mindmaps are a graphical method of taking notes .The visual basis of them helps one to distinguish words or ideas , often with colours and symbols .Mindmaps allow for greater creativity when recording ideas and information , as well as allowing the note-taker to associate words with representations.A mindmap is often created around a single word or text , placed in the center , to which associated ideas ,words are added



**VISUAL**

Students work:



Support study artists



### Elsa Mora

Elsa Mora is a multimedia artist , born and raised in Cuba before moving to the US in 2001. Mora now lives and works in Los Angeles where she creates beautiful cut paper sculptures , illustrations and other visual curiosities with nothing but paper and glue .



The future of food

### Zim and Zou

Zim and Zou are two french artists, based in Dordogne ,France .The duo is composed of Lucie Thomas , born in Paris in 1986 .They studied graphic design during three years . The duo decided to focus on installation using handcrafted objects made out of tangible materials such as paper , wood ,thread etc . They create all the elements composing their installations by hand , from drawing to cutting and assembling



The future of food



Kids game awards



# Lesson 2

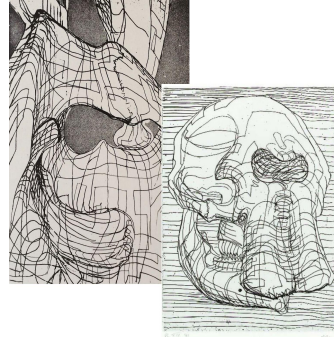
## Learning intentions:

Students will develop an understanding of the blind and contour drawing techniques.

Students will dismantle their chosen objects following the safety guidelines by the teacher.

Students will develop their knowledge about a variety of support study artists.

## Support study artists:



### Henry Moore:

Henry Moore was a British sculptor. In the 1960's he became fascinated with the skull of an African elephant. Henry made 28 different prints of the skull.

\*\* Henry uses the technique of cross contour drawing, which gives his prints a wonderful 3D effect when creating them\*\*



**Henri Matisse:**  
(1869-1954) Henri was a French artist and was primarily a painter. Here are some examples of his contour drawings.

*Can you identify what type of contour drawing this is?*



### Blind drawings by Allison Kunath

Allison Kunath is a Californian artist based in Los Angeles. She is a painter/ muralist, her artwork focuses on her need for connections and solitude.

Here are some of Allison's note book pages from when she is travelling. Allison's drawings are a perfect example of continuous line drawing

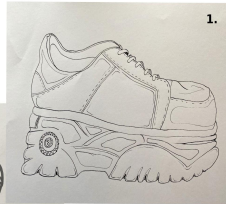
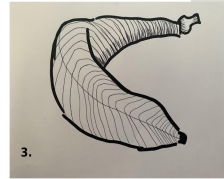


## Visual aids:

### Contour Drawing:

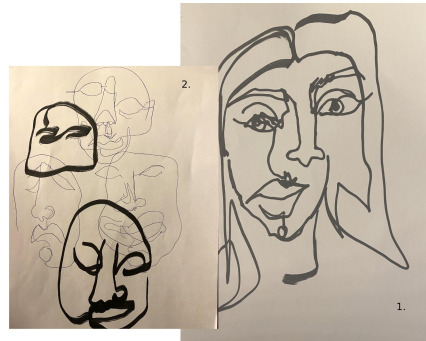
is a drawing technique used to emphasize the shape or volume of an object or thing, by focusing on the outline and curves.

\*\* NO shading is needed



### 3 different styles:

- 1. pure contour:** drawing clear defined lines to create shape.
- 2. continuous contour:** drawing defined lines without lifting your drawing utensil.
- 3. cross contour:** different shades of contour used to create 3D effect.

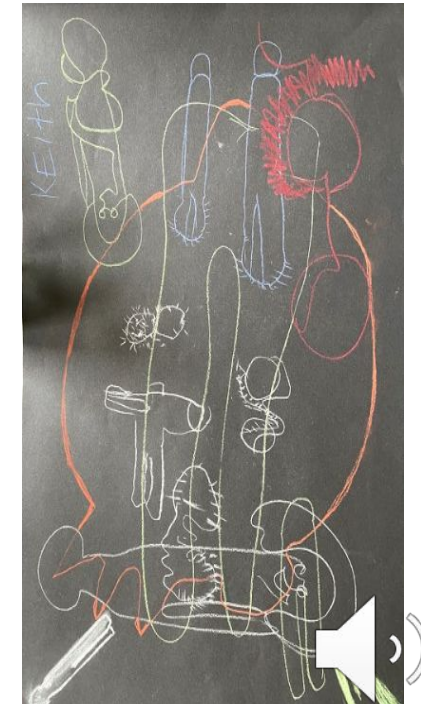
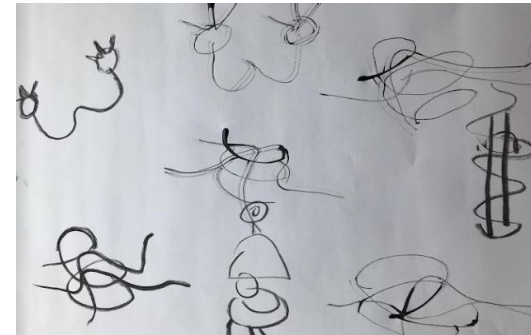


### Blind Drawing:

Where an artist draws the contour of a subject without looking at the paper.

1. A self portrait by blind drawing.
2. research blind drawings looking at masks.

## Students work:



## Visual aid:



**A visual aid of a telephone myself and the students demonstrated taking apart**



## Support study artist:



old wind up clock

**Todd McTellan**  
Todd McTellan has more patience than all of us combined . Taking apart classic objects such as a typewriter , phone or clock , he breaks them down piece by piece and separates them into groups .After he places all the pieces onto a white background with all the parts laid out together , he produces exquisitely detailed images that display the inner mechanics behind the devices



Old typewriter



Apart flip clock



Disassembled Russian watch

## Support study artist:



**Miracolo Italiano, 2005**

Damien Ortega was born in Mexico city in 1967 .Damien Ortega deconstructs familiar objects and processes , altering their functions and transforming them into novel experiences and scenarios .

## **Damien Ortega**

**Cosmic thing , 2012**



## Support study artist:



Mini Nothing

Angela da le cruz is a Spanish artist .Her practise is elegantly situated between painting and sculpture .Her work engages with the very discourse of painting by targetting its basic anatomy.- the stretcher ,( twisted and bent) .The canvas pierced to unleash it into three-dimensional space . Reformed into something approaching sculpture

## **Angela da le cruz**



Ready to wear red

Is her work a Painting or a Sculpture ?



Superclutter



# Lesson 3

## Learning Intentions:

Students will develop a deeper understanding about installation art through viewing support studies and experimenting with materials.

Students will participate in peer learning by assembling other student's objects to create installations.

Students will acknowledge different styles of collages and create collages

## Support study artists:

**Tony Swain**

Too Sorry

Drowned Dust

own work

To get her

Tony Swain combines Collage and painting in his mysteries ,semi abstract images , which he first collages together with newspaper pieces and magazines .He forms a new depiction of worlds .

**Rebecca Louise Law**

"Life in Death "

"The Yellow Flower"

Rebecca Louise Law is a British Installation artist , best known for artworks created with natural materials , namely flora

"The Womb"

**Teresita Fernandez**

Teresita Fernandez is a New York based visual artist. She is best known for her prominent public installation work and unconventional use of materials .

Untitled work

**Alexander Calder**

Alexander Calder was an American sculpture who created many public installations. Calder is best known for his mobiles (kinetic sculptures)

Installation art is three-dimensional works. That are often site-specific and designed to transform a space.

Vertical Foliage

Own Work

Rouge Triomphant (1959-63)

Calder and abstraction : From Avant garde to iconic

## Visual aids:

**Dismantling and creating a hanging installation**

- \* Dismantled a keyboard of a computer
- \* Used a screwdriver to unscrew the screws
- \* Used wire to help assemble the hanging installation

Step 1.

Step 2.

Step 3.

Step 4.



## Students artwork:



## Conclusion:

- Upon reflection of our placement we both had a very fulfilling and happy experience creating and delivering the portfolio preparation classes. This experience reinforced our decision to study a combined degree, While we identified some challenges we both came together as a group to ensure delivery of our lessons. Unfortunately, due to the spread of Covid 19, our placement was suspended. Although our placement was cut short we still got to leave with a greater knowledge and experience of what it is like to teach secondary level.

