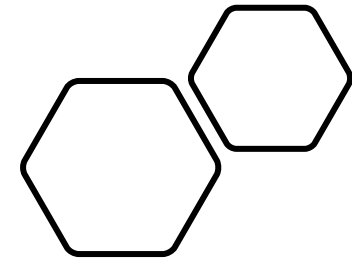


Claire Brogan 18310953
CBS Roscommon
All Boys Catholic school under the
trusteeship of the Edmund Rice
schools trust



5TH Year practical class
18 students
Mixed Ability

Aim: To Design, cut and print a lino ,experimenting with mark making and line to create the illusion of texture, developing an understanding of positive and negative space ,while exploring the theme “ My Environment”

Learning Layer/ Cross Curricular / Theme :

Theme : “ My Environment”

Cross Curricular : Woodwork JC Engraving into wood

Learning about the history of woodblocks

Numeracy: Gathering and organising information (studentship)

Weight & measurement

Literacy:

Mind mapping to generate concepts..

Students formulate higher order questions.

Through discussion and analysis of woodblock prints

Oracy: Compose & ask questions (Teacher & peers)

Discussion

Groupwork

Learning Outcomes :Research

1.2 Looking

Capture their interpretation of the world in a physical/ Digital way

1.3 Experimenting

Experiment with ideas, Media and techniques

1.4.1 Contextual Enquiries

Engage with a recognised artist or work of art

Create

Making 2.1.1 Interpret primary sources including the natural and built environment and the human figure as a source of inspiration ,

Process 2.3.1 Create a selection of drawings , studies and realised work.

Respond

3.1.1 Analyse

Recognise the artistic thinking and elements in their own work and that of others

Class 1 : Single

Learning Intentions

- Students will know about the theme “ My Environment”
- Students will understand the printmaking process of relief printing , woodcut printing and Linocut printing .
- Students will be able to create a relief thumb print

Success Criteria

- Students will succeed by engaging with the theme “ My Environment”.
- Students will succeed by understanding the history of cave printing , the first prints on paper and woodblock prints .
- Students will succeed by creating a relief thumb print

Assessment Procedures

- Teacher observation
- Reflect on it

Differentiation

- Seating plan

VA'S
Antoni Tapies

L'Envelope (1968)

TEXTURE

Dorothy Cross

Visual texture is strictly two dimensional and is perceived by the eye it seems like the texture

Actual texture (tactile texture) is not only visible but can be felt.

Texture Box

Great Painting (1958)

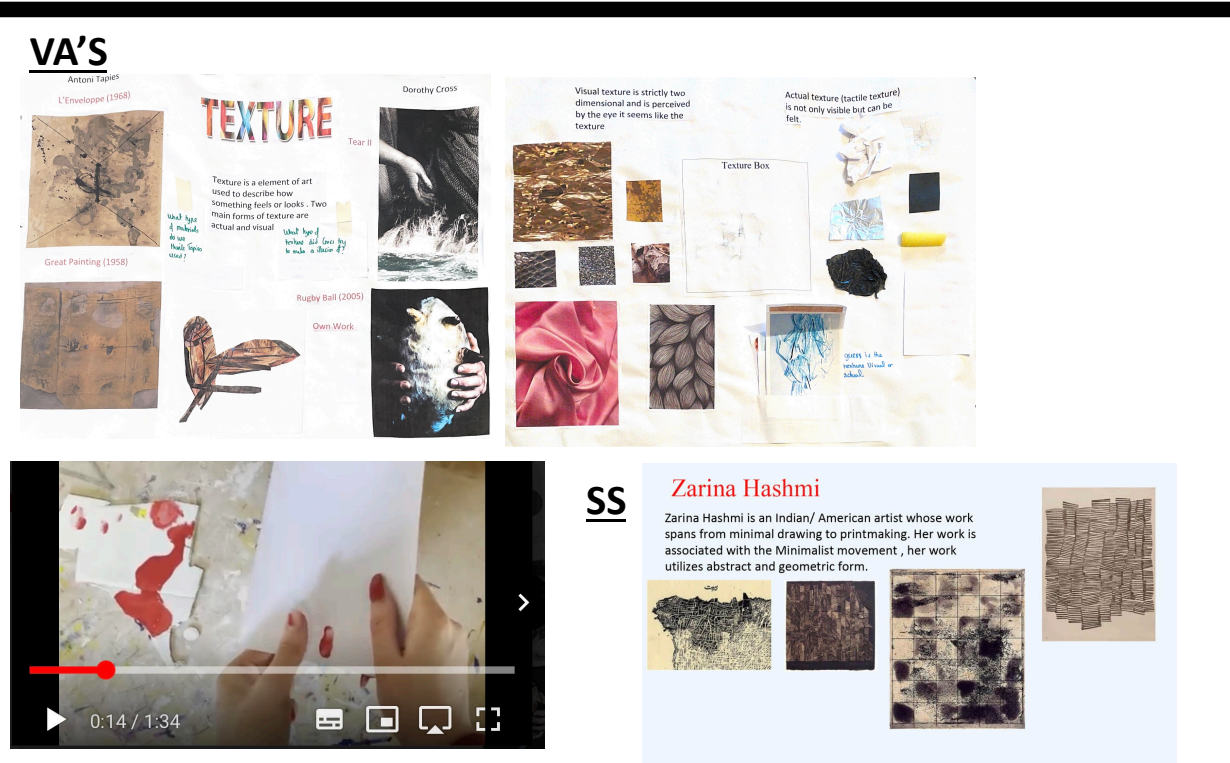
Rugby Ball (2005)

Oven Work

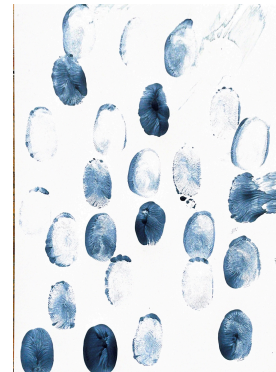
SS

Zarina Hashmi

Zarina Hashmi is an Indian/ American artist whose work spans from minimal drawing to printmaking. Her work is associated with the Minimalist movement , her work utilizes abstract and geometric form.



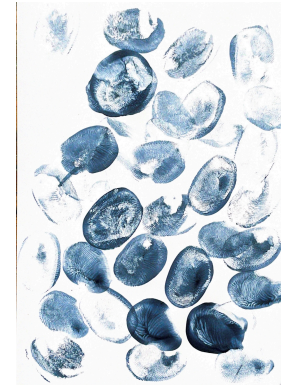
Student's Work



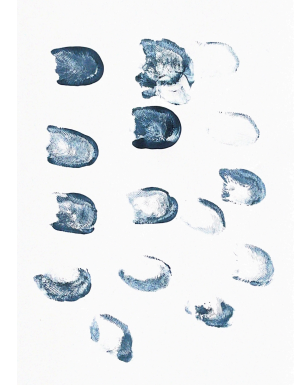
Above expectations



In Line w E



Exceptional



Yet to meet

Class 2 : Double class

Va's

Learning Intentions

- Students will know of SS artist Max Ernst
- Students will understand the process of creating rubbings .
- Students will be able to create their visual mind map with the theme “ My Environment

Success Criteria

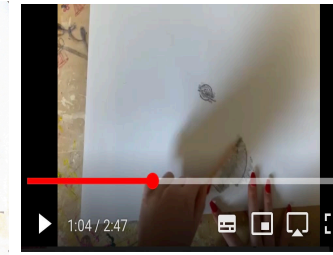
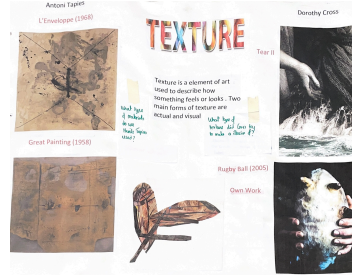
- Students will succeed by engaging with the SS artist Max Ernst.
- Students will succeed by understanding the process of object rubbing .
- Students will succeed by creating their brainstorm on the theme and object rubbings

Assessment P

- Feedback on Postet Notes

Differentiation

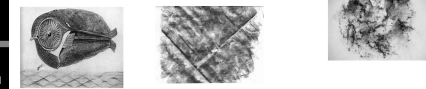
- Q and A session
- Tiered Task



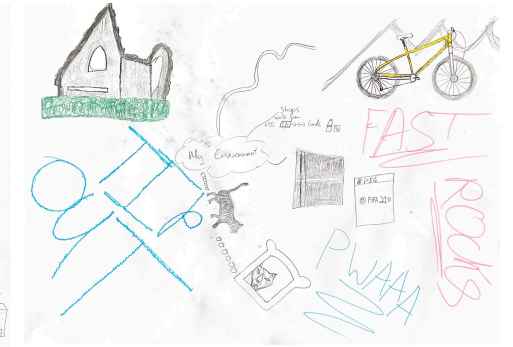
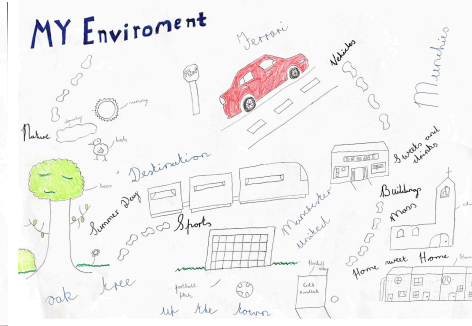
SS

Max Ernst

Ernst was a painter ,sculptor,printer, graphic designer and poet.The technique of " Rubbing was created by Max Ernst . Frottage is the french word for rubbing. Ernst was inspired by an ancient wooden floor where the grain of the planks had been accentuated by many years of scrubbing.



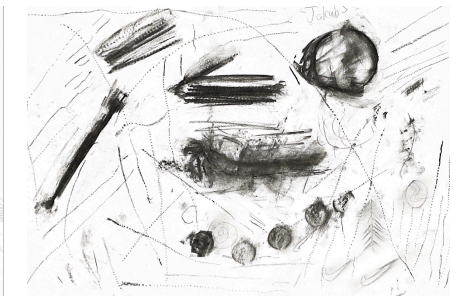
ST



In Line w e

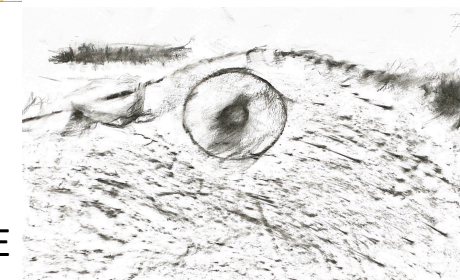
Exceptional

Yet to M



In L
W E

Above Expectations



Yet to
M

Above E

Class 3+4 : S/D Class

Learning Intentions

- Student's will know what mark making is
- Student's will understand how to draw different types of Line.
- Students will be able to Mark make onto their worksheet and the Lino Block

Success Criteria

- Student's will succeed by engaging with the SS artist of Dereck Jarman
- Student's will succeed by exploring on their worksheet.
- Students will draw marks onto their Lino

Learning Intentions

- Students will know how to correctly use the lino tool
- Students will understand how to roll up and print different items to create textures
- Students will be able to go on a walk to the train station and to Document, photograph primary sources of " My Environment"

Assessment P

- Daily Feedback

Differenation

- Tiered Tasks

Success Criteria

- Students will succeed by engaging how to use the lino tool correctly
- Students will succeed by mark making on a piece of lino
- Students will succeed by going for a walk to the train station documenting traffic, movement , anything involved in our environment

Va's



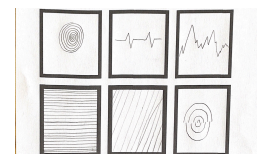
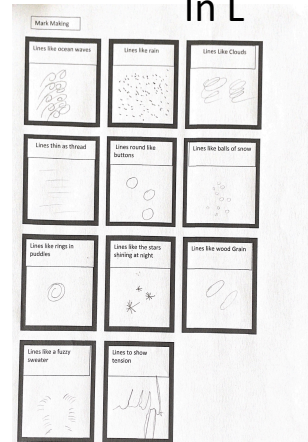
SS

Dereck Jarman

Dereck Jarman is primarily known as a filmmaker but also is an accomplished writer, designer and painter. Looking was an activity Jarman pursued throughout his life and looking at his work sheds light on his shifting priorities as an artist. He engages with mark making of the use of different lines, smearing of paint and the carving onto wet paint.



St

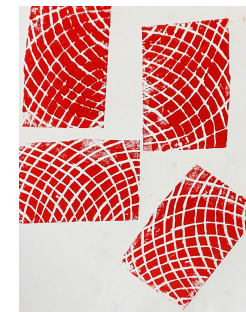


E

E



A E



In L



E



Yet t m



A E



In L



Yet t m

Class 5 : Single Class

Learning Intentions

- Students will know the Va of Shape and Line and experiment with the mark making technique of dry point.
- Students will understand how to add contrast to an image
- Students will be able to create their dry point print by using their primary source images

Success Criteria

- Students will succeed by engaging with the mark making technique of dry point
- Students will succeed by understanding how to use photo pea and add contrast
- Students will succeed by creating a dry point of their primary source images

Assessment P

- Daily Feedback

Differentiation

- Tiered Tasks

VA'S

SS Edward Munch

Printmaking is by its very nature a process of repetition. Munch printed, scraped, clawed and re-printed his work. There is also something. Edward Munch began with the printing technique of Dry point but quickly became interested in technical experiments, combining etching and aquatint on the same plate.

ST

In L

E

Y T M

Y t m

A E

E

A E

In L

Class 6 : Double Class

VA'S

Learning Intentions

- Students will know the drawing technique of continuous contour .
- Students will understand how to create a contour drawing using a viewfinder.
- Students will be able to create contour drawings from their primary source images.

Success Criteria

- Students will succeed by engaging with the artist Micheal Craig Martin .
- Students will succeed by understanding the instructions for contour drawing using a viewfinder.
- Students will succeed by creating a contour drawing using their viewfinder.

Assessment P

- Feedback on postet notes

Differenation

- Tiered task

Types of Line

shape

SS

Micheal Craig Martin's contour drawings present ordinary objects, some of them interlocking, others in isolation. His subject matter and visual idiom make occasional reference to Pop art. Ready made and surrealism.

Micheal-Craig Martin

"I try to make images that have the immediate presence we take for granted in objects and compose them like sentences"

ST

E

Y T M

In L

A E

E

Y T M

In L

E

Class 7 : Single Class

VA'S

Learning Intentions

- Students will know what size their final design will be
- Student's will understand how to develop their drawings by marking out the shape of the Lino piece and drawing a contour drawing based on primary source images.
- Student's will be able to develop their drawings towards a finished design.

Success Criteria

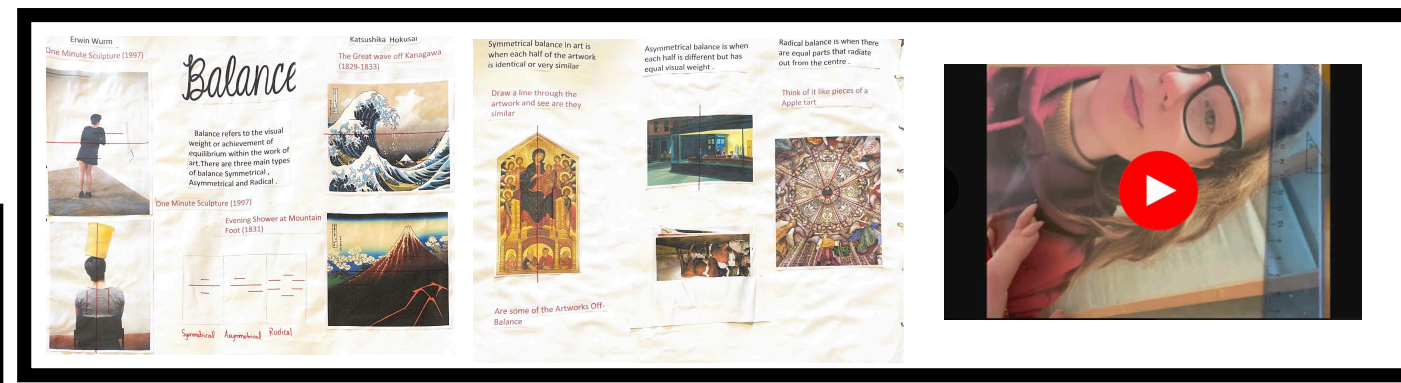
- Students will succeed by engaging with the size of the Lino block .
- Students will succeed by developing their drawings by marking out the shape of the Lino block and creating a contour drawing based of their primary source images .
- Students will succeed by starting to move towards creating a finished design.

Assessment P

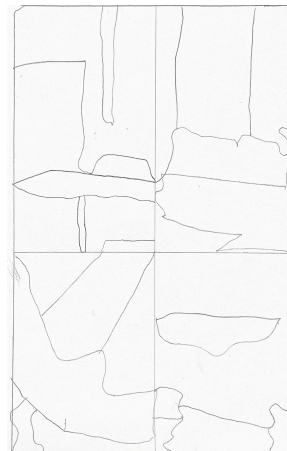
- Peer Assessment

Differentiation

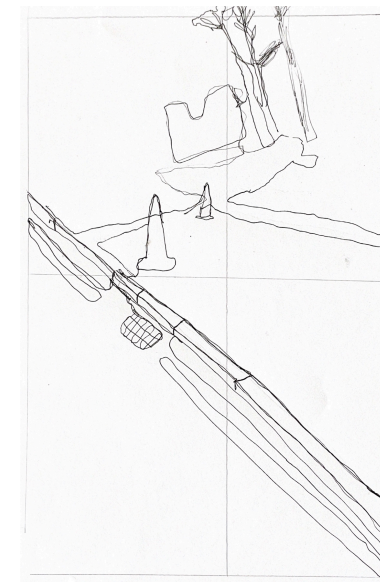
- Seating plan



St

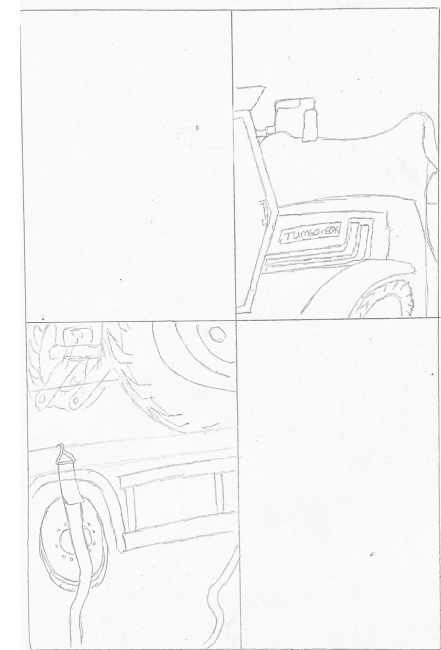


A E



In L

Yet to M



E

Class 8 : Double Class

VA'S

Learning Intentions

- Students will know that their final design should include 3 types of marks, be a balanced image include positive and negative space based on Edward Munch's Prints.
- Students will understand the art element of space , positive and negative space .
- Students will be able to use a sharpie marker to differenate black and white areas.

Success Criteria

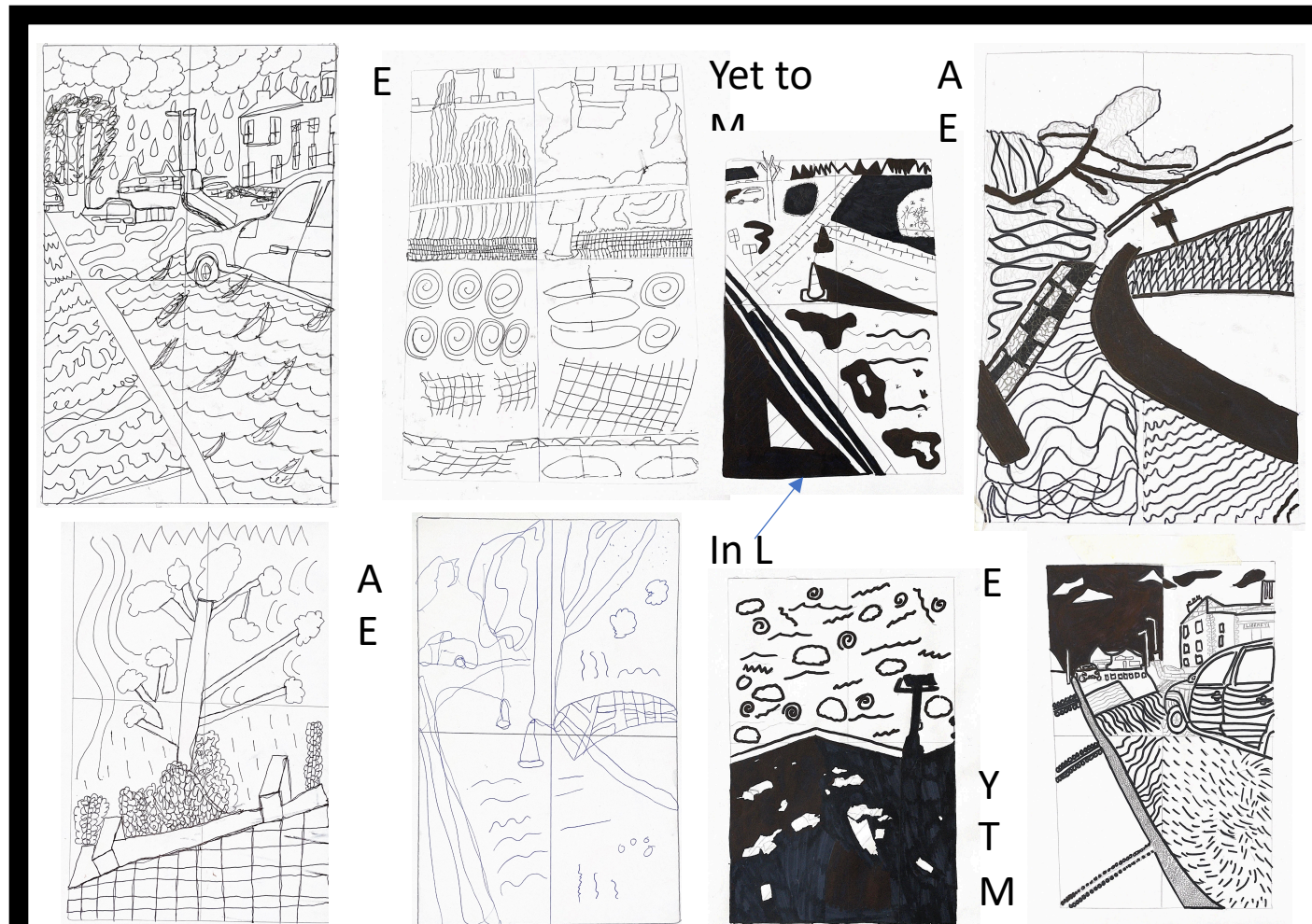
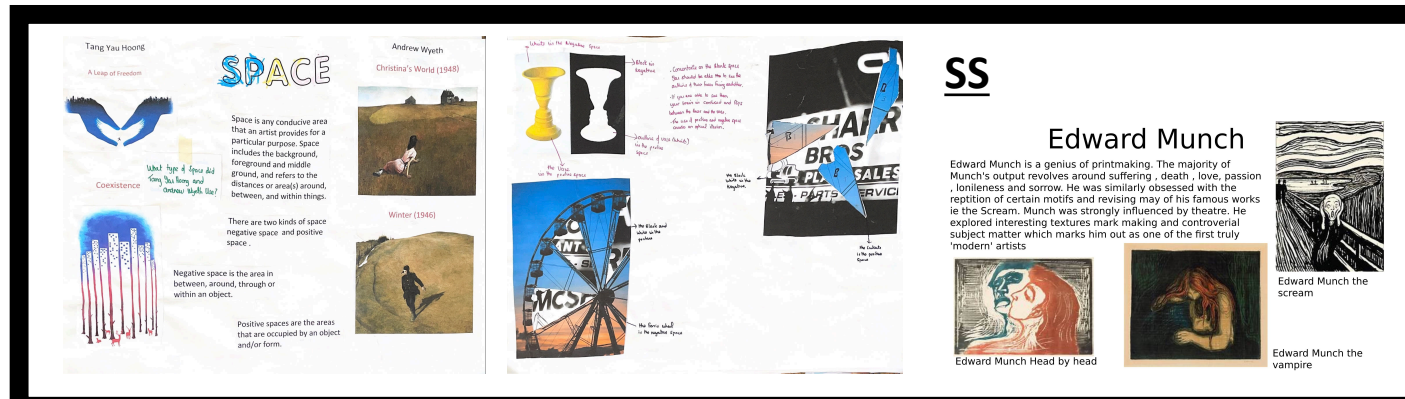
- Students will succeed by developing their designs incorporating different marks, a balanced image and include positive and negative space.
- Students will succeed by engaging with the art element of Space.
- Students will succeed by using a black sharpie to differenate black and white areas.

Assessment P

- Self assessment

Differentiation

- Tiered Tasks



Class 9: Single Class

VA'S

Learning Intentions

- Student's will know the health and safety of the Lino tool , remembering to always cut away from themselves
- Student's will understand that when you cut the Lino, that you are cutting everything you want white.
- Student's will be able to cut their Lino Block

Success Criteria

- Students will succeed by following the health and safety guidelines of using the Lino tool .
- Students will succeed by cutting away everything they want printed white.
- Students will succeed by cutting their Lino Block

Assessment P

- Peer Assessment

Differentiation

- Video Demos

Health and Safety Lino Cutting

Always use a Bench Hook when cutting Lino.
Cut away from yourself .
Return each Lino cutter to the teacher when finished.



YET T M



IN L



A E



E

Class 10: Double Class

Learning Intentions

- Students will know how to use the roller.
- Students will understand the task of finishing cutting out their Lino's and then printing .
- Students will be able to print their completed designs.

Success Criteria

- Students will succeed by engaging with the teachers demo on how to use the roller.
- Students will succeed by completing the cutting of their Lino .
- Students will succeed by printing their Lino Block

ST



A E



E



I
n
L

Assessment P

- Summative Grade

Differentiation

- Printing Demo



Y T M

Reflection:

I am actually very proud of how successful this unit of learning planned out . Although preferably I would have liked to only have shown print artist's I found it hard to find specific print artists that successfully demonstrated what I specifically wanted to portray. I think for a class of 18 students containing 14 of those who has never studied the subject of art this unit of learning has really simplified an approach to completing the craft of Lino

I thoroughly enjoyed this placement , I felt as an individual I really have grown especially in my confidence. Although, there was difficult patches with discipline I think towards the end of my time in this school the students came to really respect me and started to really work and just enjoy the experience and the process of art . I have found a teaching style that I find very comfortable with a style of never raising my voice which was influenced by a teacher I observed as I learned her calm and soft spoken approach held the engagement of the students