

Saint Dominic's College Ballyfermot

Miss. Filip - 5th Yr LCA Mixed Media Monochrome Painting

Class Profile

**X1 Specific Learning Disability
(Dyslexia/Dyscalculia)** = has a serious reading and reading comprehension disorder / oral expressive language is poor and she is not attained to her own ability level (**Handouts + Pair**) /Needs encouragement.

x1 Borderline Mild General Learning Disability = responds well to encouragement. She works well with specific goals. Works well in a group, good social skills

**x1 Specific Learning Disability
(Dyslexia/Dyscalculia)** = Can be over-anxious and too hard on herself. (**Praise**)

AIM

To create a monochromatic mixed media painting while exploring collage using colour to represent their emotions.

Class Name: 8Art-K

Year group: 5th YR LCA

No of Pupils: 16

Total No of lessons in UoL: 6

Theme/Scenario: Module 1 Individuality + Identity - "My self Expression"

Key Skills:

Critical and creative thinking exploring a range of media such as collage and watercolour

Communicating Through annotation and critiques.

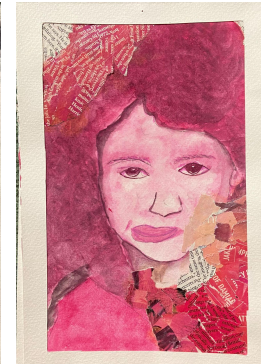
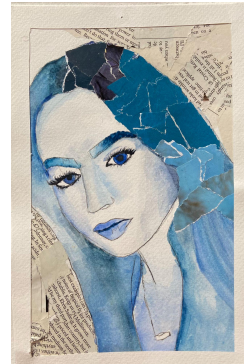
LITERACY:

Provided them with visual language word bank to evaluate and reflect on their process and outcome.

Layers of Learning: Well Being- Emotions and how we can express them through art and colour.

Learning Outcomes

1. Create visual artwork which reflects their own sense of 'self' and cooperate with others to create group-oriented work.
2. Collect imagery and other resource material and develop ideas
3. Identify and experiment with visual elements and with a range of materials and tools, to create work of an appropriate quality
4. Recognise the ways in which artists have dealt with the concept of "self"



Lesson No: 1 / 6 (H)

21st March

Stage : Research

Learning Intentions

Know - The art element value and how to create a tonal scale on their chosen colour to present their emotion.

Understand - The use of colour as a representation of emotions in Picasso's + Mi Yo's artwork.

Be able to - Create a range of high-contrast photographs using one emotion.

Success Criteria

All students will....

- Annotate in booklets what contrast is and stick in their handouts.
- Discuss the colours Hyun Mi Yo's art represents in relation to emotions- talk about warm colours that could mean happiness.
- Be able to take a photograph with High contrast - a range of tones.
- Create a range of value from chosen colour to represent emotion -white to dark

Some students will...

- Use a stark emotion in their photography - Anger/ disgust

Learning Content

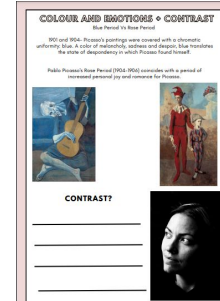
Exploring colour as a way to represent emotions in the artwork and exploring Value through their chosen colour. Learning about contrast photography techniques while looking at facial expressions to represent our emotions.

L.O. 2. collect imagery and other resource material and develop ideas

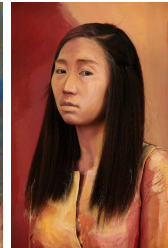
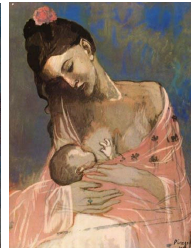
VISUAL AIDS



RESOURCES/DIFFERENTIATION



SS - PABLO PICASSO + HYUN MI YOO



STUDENT WORK



ASSESSMENT:

Question strategy + Worksheets

Lesson No: 2/ 6 (H)

28th March

Stage : Research

Learning Intentions

Know - the steps involved in using carbon paper for tracing an image specifically having the carbon paper face down.

Understand - why value is essential and the visual effect it has in an artwork

Be able to - Section out their values on their traced photograph and **apply the dark value to the sections.**

Success Criteria

All students will....

- Trace the photograph on their paper using carbon paper.
- Section out 5 values seen from their images from dark to white.
- Stick in their checklist handout
- Annotate beside value scale why value is important in artwork.

Some students will...

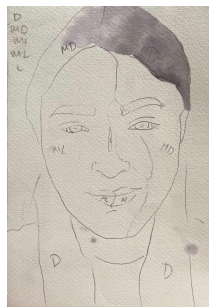
- Apply the dark value to the section pieces and blend out the edges.

Learning Content

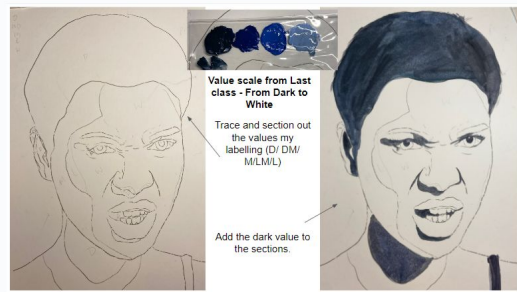
Sectioning and tracing our contrast photographs in prep for dark value. Applying the dark value to sectioned part using their value scale.

L.O. 4. recognise the ways in which artists have dealt with the concept of "self"

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RESOURCES/DIFFERENTIATION



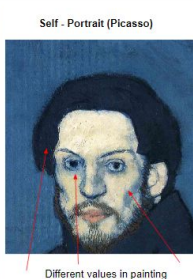
Name: _____
Date: _____

Checklist

- ☐ I have stuck all my handouts in my booklet
- ☐ Traced my photograph
- ☐ Sectioned out my 5 values
- ☐ Apply the dark value to the section

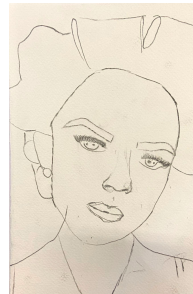


SS - PABLO PICASSO USE OF VALUE



Why?
Value creates depth in a painting
It draws the eye to the subject.

STUDENT WORK



ASSESSMENT:

Question strategy + Self checklist

Lesson No: 3/ 6 (H)

18th April

Stage : Making

Learning Intentions

Know - How to distinguish values into sections on their own photographs.

Understand - and appreciate the use of value in Hyun MI's portrait through an edited black-and-white portrait.

Be able to - consider suitable values to capture the contrast emitted through their photographs in their portraits.

Success Criteria

All students will....

- Section out 5 values they can see in their photographs
- Discuss the variety of values in Hyun Mi's portrait.
- Create a monochromatic portrait using 3 values as shown in the VA blending as they move through the values.

Learning Content

Completing our portrait tracings and Introducing Dark, Medium dark and medium values to our painting using monochromatic colours while looking at Hyun mi Yo's use of value

L.O. 4. recognise the ways in which artists have dealt with the concept of "self"

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Add Medium Dark and blend in with dark and blend out slightly

Add Medium and blend in with medium dark and blend out slightly



RESOURCES/DIFFERENTIATION

Name:
Date:

Checklist

- ☐ I have stuck all my handouts in my booklet
- ☐ Sectioned out my 5 values
- ☐ Apply the dark, medium dark and medium value to the sections

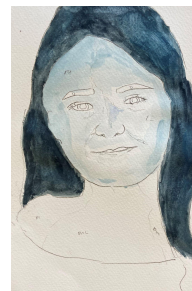
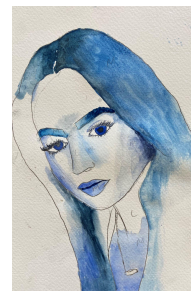


SS - HYUN MI YOO - TYPES OF VALUE

Hyun-Mi Yoo
Visual artist
How many values does Hyun Mi have??



STUDENT WORK



ASSESSMENT:

Question strategy+ Self checklist

Lesson No: 4/ 6 (H)

25th April

Stage : Making

Learning Intentions

Know - That highlights and shadows give shape and form to the object.

Understand- and appreciate how Jenny Saville uses white for the highest points of the faces and a dark value to create shade.

Be able to - blend their 2 light tones in their monochrome portrait and capture the highlights without adding paint.

Success Criteria

All students will....

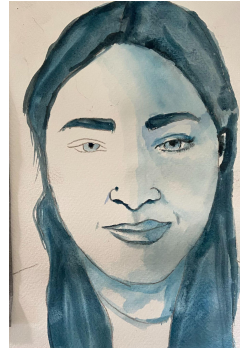
- Apply the 2 light values to their portrait and blend them into the other values to create a seamless edge
- Recognise that highlights alongside shade create form in an object and make it appear 3D.
- Retouch and adjust the dark and light in the portrait to create depth and dimension.

Learning Content

Introducing the 2 light values and blending them for a cohesive painting. Why do we 'add highlights and shadows' to our paintings- and how does this give depth?

L.O. 3. identify and experiment with visual elements and with a range of materials and tools, to create work of an appropriate quality

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Form - refers to a shape that is or appears to be 3D, having weight, width and depth
- Add depth, height or different tones to make a shape into a form
Two main types:

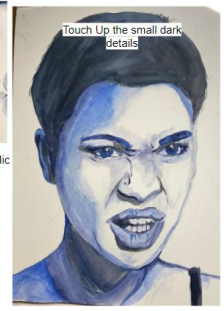
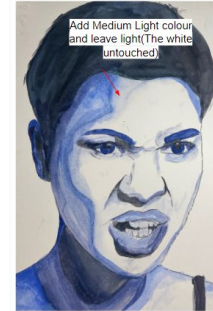


Geometric



Organic

RESOURCES/DIFFERENTIATION



SS- JENNY SAVILLE HIGHLIGHTS+SHADE

Why Highlight and shade?

The shadows and highlights in a painting or drawing give the subject shape and form.

White on the highest parts

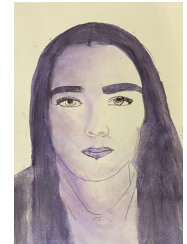
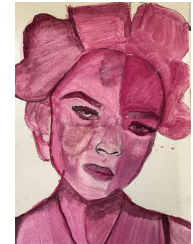
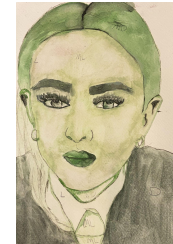
Dark value in the nostrils



Jenny Saville



STUDENT WORK



ASSESSMENT: Question strategy

Lesson No: 5/ 6 (H)

5th May

Stage : Making

Learning Intentions

Know - and define what collage is and recognise the different types of collage.

Understand- and appreciate Muniz's collage technique of ripping values of paper to create a new image.

Be able to - Create and apply 5 values from the magazine cutouts to a section of their painting.

Success Criteria

All students will....

- Recognize and define the art process - collage
- Have a selection of cutouts from the magazines provided to represent the values in their painting
- Apply a selection of cutout values to their portrait in an attempt to recreate that section out of collage.

Learning Content

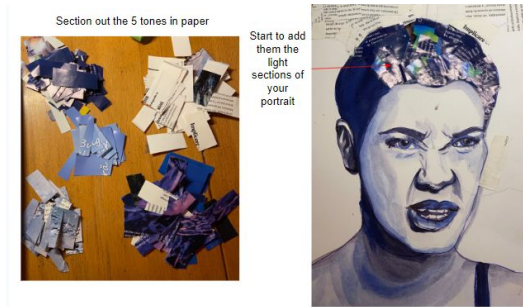
Learning about collage techniques and introducing it to a section of our monochromatic painting.

L.O. 3. identify and experiment with visual elements and with a range of materials and tools, to create work of an appropriate quality.

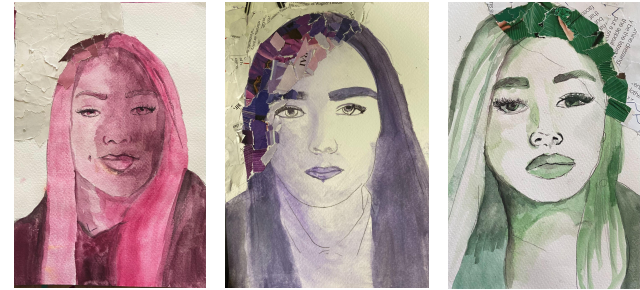
VISUAL AIDS



RESOURCES/DIFFERENTIATION



Student Work



ASSESSMENT: Recap + Question strategy

SS- VIK MUNIZ COLLAGE TECHNIQUE



Lesson No: 6/ 6 (H)

9th May

Stage : Reflection and Evaluation

Learning Intentions

Know - to consider suitable descriptive words when evaluating their own work.

Understand- and appreciate the importance of critiquing and evaluating your own work for future improvement

Be able to - consider suitable dark paper tones for their mixed media portrait and apply them in the appropriate sections

Success Criteria

All students will....

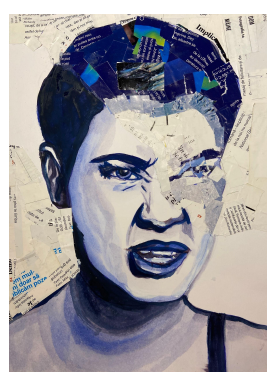
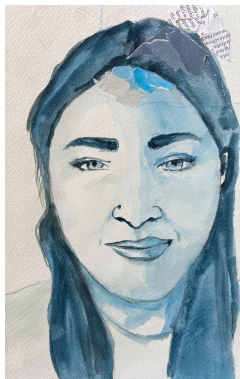
- Use a range of descriptive words to assess and evaluate their own work using the method www / EBI on sticky notes.
- Use suitable monochromatic dark tones out of magazines to apply on the dark sections of their portraits .
- Understand the purpose of evaluating and critiquing their artwork in an effort to improve in future projects

Learning Content

Completing our collages and presenting them for a group critique using art descriptive words.

L.O. 1. create visual artwork which reflects their own sense of 'self' and cooperate with others to create group-oriented work.

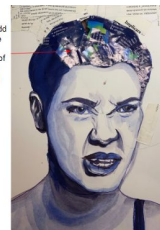
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RESOURCES/DIFFERENTIATION

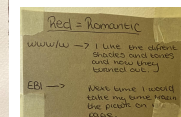
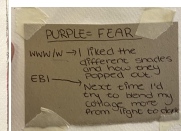
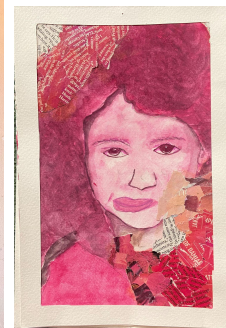


Start to add them the light sections of your portrait

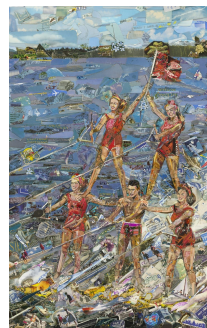


Visual and Critical Language	
AEDP	Subject Matter
Line: Thick, Thin, Dotted, Dashed, Wavy, Curved, Zigzag, Stippled, Cross-hatched, etc.	Composition
Shape: Geometric, Organic, Abstract, etc.	Balance: Symmetrical, Asymmetrical, etc.
Color: Warm, Cool, Complementary, Analogous, etc.	Texture: Smooth, Rough, etc.
Value: Light, Dark, etc.	Medium: Oil, Watercolor, etc.
Form: Three-dimensional, etc.	Style: Realistic, Abstract, etc.
Space: Positive, Negative, etc.	Theme: Love, War, etc.
Light: Direction, Intensity, etc.	Symbolism: etc.
Shadow: Direction, Intensity, etc.	Message: etc.
Form: Three-dimensional, etc.	Medium: Oil, Watercolor, etc.
Style: Realistic, Abstract, etc.	Theme: Love, War, etc.
Symbolism: etc.	Message: etc.

STUDENT WORK



SS- VIK MUNIZ COLLAGE TECHNIQUE



ASSESSMENT: Self Evaluation (WWW/EBI)

Reflection on UoL

- Using a **continuous VA** to demonstrate the artistic process relevant to that class was effective. Not only was the process continuous and at the rate the students were creating their work but **I also could show them stages of the process** rather than only have photographs of the stages.
- Having a **larger VA** and also a **VA that was the size of the students expected work** was good. **One could be shown from the top** of the class and the other for them to **visualise the expected outcome**.
- More focus on **proportions** and designing the portrait- even though we decided to work from photographs I think learning about proportion would have **advanced the knowledge portraiture**.
- **Handouts of artistic process** steps was effective - students were able to refer back to steps after demonstration and was a good way to introduce and **remind students of keywords**.
- **A wider range of Poratit Support Study artists** were needed. Visual Art Module has a unit called - **Unit 3: Contextual Reference**. I think referring to only Pablo Picasso and Hyun-Mi Yoo for value and colour for emotion was not broad enough for the students to understand value.



Reflection on 3Yr School Placement

- **Integrating in the school community was easy going-** Being in the art dept everyone in the school asks you for help and it was fulfilling to help around the school. I was able to create artworks with my art supervision classes for the closure of the school and be part of costume designing for the school play.
- I need to dive deeper into my UoL's - Some lacked **thematic exploration** and layers of learning which I want to focus on in my next school placement.
- Having a **wider range of differentiation** within the class - I need to have higher expectations for high achieving students and be able to differentiate on a wider range for those who need it.

