



**Junior Cycle Visual Art - Unit of Learning – Strand, Discipline: Sculpture/  
drawing**

**Title:** Physical studies of perspective with use of string to view the inside of the school. Creation of multiple drawings outlining perspective based of string sculpture and primary imagery with comparison between the final drawings.

Student Name: Ciara McLoughlin

Year Group: 2<sup>nd</sup> Year

# Subject matter/theme



Patrick Hughes Palazzo  
2017, hand-painted multiple, 24 3/4 x 30 3/4 x 8 1/4 inches

- **Describe the subject matter/theme**

This project will focus on the students understand of perspective. They will look at portraying perspective in the interior of their school through creation of a string sculpture in a 3D manner. After they create the 3D Model, they will further investigate perspective through drawings of both the string sculpture (abstract) and the primary sources they used to create the sculpture (realist). The students will hold a comparison how perspective can be related through both the realist and abstract art forms. The students will be looking to grasp the foreground and background of an image. The string sculpture will be formed between an A4 wire border to an A5 wire border. The string sculpture will be worked on in pairs while the drawings will be individual.



**Relevant links:**

<https://hampton-photo-arts.square.site/shop/Grant-Haffner-Art-Prints/24>

<https://www.britishmuseum.org/blog/pushing-paper-introduction-contemporary-drawing>



**Strand(s):**  
Art/Craft/Design

Year Group: 2<sup>nd</sup> Year  
No. of Pupils: 12  
No. of weeks: 8 weeks

### JC Visual Art Learning Outcomes (LO)

- 2.3 Reflect on their own, or another's craftwork through the use of critical and visual language.
- 2.5 Develop their ideas through drawing.
- 1.7 Examine the method of a number of artists and the artwork they created.
- 1.12 Apply their understanding of the art elements and design principles to make an artwork.
- 2.13 Identify the role of media in the development of craftwork,

**Materials and resources:** String (2 widths), glue, scissors, sketchbooks, Charcoal, pencils, cardboard and paper for drawings.

### How do you know that they know? (Assessment)

- 2.3 They will be able to look back at their work and reflect on what went well and did not within their sketchbook and final product. From this they will be able to produce how to do it better the next time.
- 2.5 and 1.12 Create Thumbnails of their ideas prior to a final decision on their piece. This will allow them to think through composition and possibilities.
- 1.7 Research multiple artists (Barbara Hepworth, Sarah Sze and one of their choice) and how they created their work. This will allow them to come to their own conclusions on the method or process they wish to use. Experiment with the techniques used by artists researched.
- 2.13 Be able to identify the media they used to get to their end goal of a final piece. Whether they used digital or collage methods to create desired distortion effects. Be able to experiment with ideas throughout process.
- At the end they will have been able to create a final piece in the image they planned through the process of exploration and investigation.

# Visual Timeline



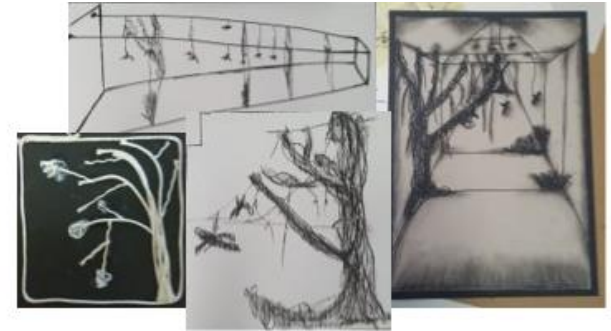
Patrick Hughes Palazzo

2017, hand-painted multiple, 24 3/4 x 30 3/4 x 8 1/4 inches

## Research and Investigation



## Exploration and concept development



## Drawing and Exhibition

## Work that will be created and assessed:

- Primary source gathering and planning through thumbnail sketches for string creation.
- Experimentation with use of string and other materials to create an image from their perspective.
- Relevant artist research in relation to their own creation in sketchbook.
- Creation of multiple drawings with use of many mediums/ tools to create pieces from multiple perspectives along with their own.
- Final Piece, Drawing created in detail from the previous observational drawings created from the string piece.

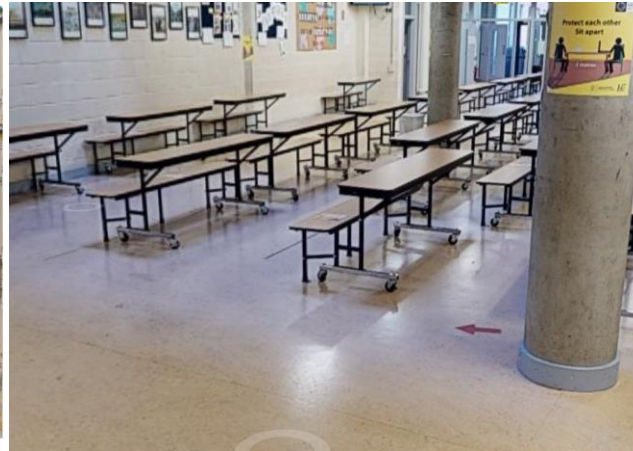


# Research and Investigation



Patrick Hughes Palazzo

2017, hand-painted multiple, 24 3/4 x 30 3/4 x 8 1/4 inches



Mohill canteen area



Evy Meehan – Interrelation IV Painting

## Learning Intentions:

- **Identify** three artists that will relate to their project. Patrick Hughes and Evy Meehan are two artists that will be given to the students, they will then have to identify and research a third. Comparisons and differences between artists recorded in their sketchbook.
- **Describe** their understanding of the artists and how they related to the current project they are working on. Also be able to describe how the techniques each artist uses has affected the thought process for how they will proceed with their own pieces. Through group discussion they will discuss the
- **Consider** how the methods they have researched could further their own ideas in their own project.
- **Observe** how the methods chosen can help in the creation of the image they have chosen to create desired effects.
- **Analyse** how the methods used helped or hindered in the creation of the desired string sculpture.
- **Apply** techniques from experimentation to help create desired effect.

## The Five Elements of Visual Art

1. Critical and Visual language
2. Drawing
3. Visual Culture and Appreciation
4. Art Elements and Design Principles
5. Media

# Research and Investigation

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## Research - Initial Ideas

### Outline teaching and learning activities:

- Students will be introduced to Patrick Hughes and Evy Meehan. These references will be an introduction to perspective used within paintings and how they can be similar and different at the same time through use of lines and colours.
- For an activity for students to make their own opinions, an image of a piece of work from the two above artists will be placed side by side for discussion and prepared questioning (what they have in common/ differences etc)
- Students will be shown how to create thumbnail sketches in a quick and efficient manner.
- Quick 10 second drawings of items they have at arm's length (a point classroom that gives a sense of perspective)
- Students will be introduced to use of perspective and how to proportion to create an image in scale.
- Students will be introduced how to effectively take a reference photo. Also, how to distinguish characteristics within an image that will be useful in sculpture.

## Sketchbook work

### List relevant activities:

- For an activity for students to make their own opinions, an image of a piece of work from the two above artists will be placed side by side for discussion (what they have in common/ differences etc)
- Quick 10 second drawings of items they have at arm's length (bottle, pencil case etc.)

## Digital Resources

### Include links to relevant audio/visual resources:

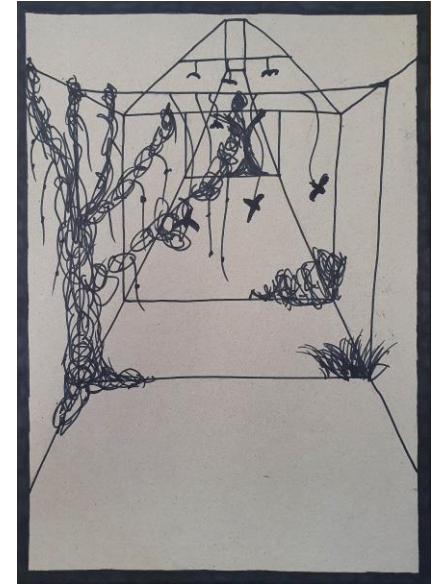
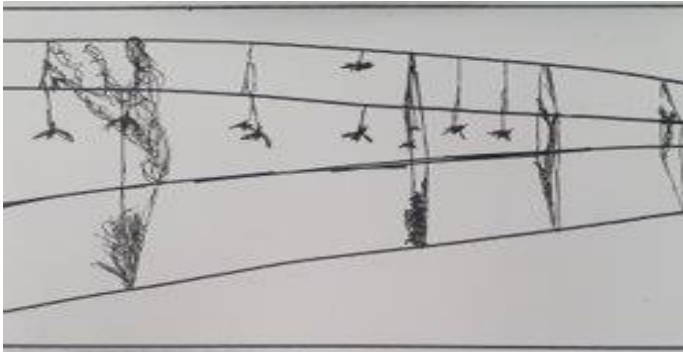
Power point presentation

<https://www.tangentart.com/patrick-hughes-a-newer-perspective/>

<https://www.saatchiart.com/evymeehan>

<https://iifgallery.com/product-category/evy-meehan/>

# Exploration and Concept Development



## Learning Intentions:

- **Identify** the key factors to use for the creation of thumbnail sketches.
- **Describe** the main factors that will be used to create thumbnail sketches. They will also discuss their ideas for the project base on the primary source images they gathered.
- **Consider** multiple thumbnail sketches for how best to proceed with creation of
- **Observe** how the string can be manipulated to create different effects through braiding, fraying, knotting etc.
- **Analyse** the thumbnail sketch that has been picked with the group and see how the experimentation completed would be put into action.
- **Apply** techniques that have been found through experimentation into use for creation of string sculpture.

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# Exploration and Concept Development

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## **Initial Ideas - Process of Development**

### **Outline teaching and learning activities:**

- Students will work within subgroups to create thumbnail sketches based off primary sources they gathered through their research.
- From the thumbnail sketches the group will discuss the best option to create into a string sculpture based on experimentation of string (braiding, knotting, fraying etc.)
- The subgroups will then create the string sculpture based on the thumbnail sketch.
- During and after the construction of the string sculpture photographs and videos will be taken to document the process and different perspectives.

## **Sketchbook work**

### **List relevant activities:**

- Within groups they will discuss and create a string only sculpture based on combination of their own thumbnails they have created.
- They will need to experiment on how to best use the string to create the desired effects they are looking for (tying multiple strings together through braiding or wrapping. Taking string apart for texture purposes).

## **Digital Resources**

### **Include links to relevant audio/visual resources:**

Camera

PowerPoint



# Creating a final work



## Learning Intentions:

- **Identify** the different perspectives that will be used to create drawings from the images collected.
- **Describe** in your sketchbook how each perspective gathered gives a different outlook on the image created, whether creating a new interpretation or causing a different image entirely to be formed.
- **Consider** how the differences between each perspective causes a different reaction.
- **Observe** all drawings created to create a new perspective on the original image/ place.
- **Analyse** how other people from the original group that created the string sculpture created their own drawings in a different way than yourself.
- **Apply** the new perspective gained from the experience into creating a final drawing that expresses a different feeling of the original string sculpture.

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# Creating a final work

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## **Process of development – Realised work**

### **Outline teaching and learning activities:**

- Students will create drawings in mediums such as pencil, charcoal, string of multiple angles of the created string sculpture.
- Students will also create drawings from the original primary source image to use in comparison to those created from the string sculpture.
- Students will select and justify their final refined sketch by including an annotation within their sketchbook.
- The annotation should include justification for subject matter and convey an understanding of use of perspective and scale within a scene. This will demonstrate the students understanding of the processes used within sculpture.
- Students will create multiple drawings referencing perspective based off the string sculpture. They will also look at forming an image based on perspective of the original primary source image they based the sculpture on.

## **Sketchbook Work**

### **List relevant activities:**

- Create thumbnail sketches within group.
- Creation of drawings based off the string sculpture

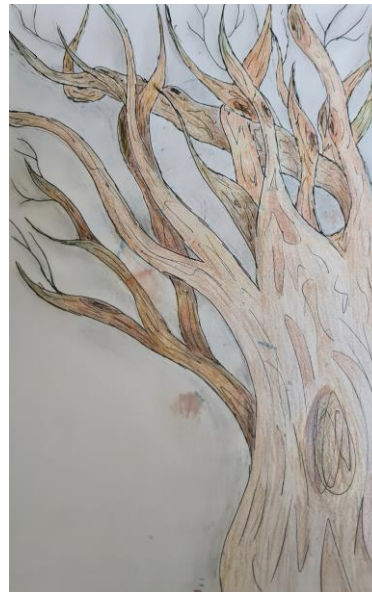
## **Digital Resources**

### **Include links to relevant audio/visual resources:**

# Reviewing and Presenting



String sculpture creation



Zoomed in drawing of image



Sketch from string sculpture

## Learning Intentions:

- **Identify** how the main factors that assisted or caused flaws within the process of creating a string sculpture.
- **Describe** why they chose the primary source image to base their sculpture and how they wanted it to be portrayed through the string sculpture.
- **Consider** how changing the viewpoint/ perspective when looking at the string sculpture effected how they formed their drawings.
- **Observe** how others within their subgroup went about creation of their drawings from different or even similar perspectives.
- **Analyze** how each perspective gives a new look to how they see a scene. Also, how each person took a different journey even though a group dynamic.
- **Apply** the knowledge gathered from different perspectives and how everyone portrayed an image in a different way. This will be through a self review in their sketchbook.

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# Reviewing and Presenting

## **The Five Elements of Visual Art**

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## **Realised work - Reflection - Presentation**

### **Outline teaching and learning activities:**

- Final pieces should be displayed within the classroom for themselves and others to analyse.
- Group discussions should take place to allow feedback on a piece but also to link in with how others take up or view a piece differently.
- Reflection should be included within each student's sketchbook including process, how they felt, what they would change etc.

## **Sketchbook Work**

### **List relevant activities:**

- Group discussions
- Self-reflection in sketchbook.
- Evaluation and review of overall experience.

## **Digital Resources**

### **Include links to relevant audio/visual resources:**

# Statements of Learning

Identify the statements of learning from the *Junior Cycle Framework* to which this scheme of work relates to.

## Statements of Learning

- SOL 3: The student creates, appreciates and critically interprets a wide range of texts.
- SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.
- SOL 21: The student applies practical skills as she/he develops models and products using a variety of materials and technologies.
- SOL 23: The student brings an idea from conception to realisation.

## Examples of relevant learning

- SOL 3: Students will research artists through use of Tate museum website and Google Arts and culture. From Research there will be group discussion to critically evaluate the information they have gathered.
- SOL 4: Students will create thumbnail sketches using the process demonstrated and the activity of quick line drawings.
- SOL 21: Students will experiment with use of string to allow them to learn what works best for creation of string sculpture. Sculpture then created through use of these experiments.
- SOL 23: Students will bring their ideas from thumbnail sketches to a realized piece as a string sculpture.



# Key Skills

Identify the key skills from the *Junior Cycle Framework* to which this scheme of work relates to.

## Key Skills

- Being Creative
- Communicating
- Managing Information and Thinking
- Being Literate
- Being Numerate
- Working with Others

## Examples of relevant learning

- Creativity will be used to create thumbnail sketches from a primary source collected and portraying their own perspective. In the creation of the sketches each student will need to manage information from research (artist and primary) and think through possibilities.
- Research should be collected and recorded within the student's sketchbook. The use of relevant vocabulary is important during this stage.
- For the string sculpture the use of scale is an important factor that will need to be discussed and measured before creation of sculpture.
- Through group work the students will work on their communication skills along with their ability to work with others. They will need to be able to discuss and make unilateral decisions.

# Inclusive Education

Identify the strategies that will be implemented across the scheme to support students with special educational needs (this includes high achieving students).

## Differentiation Strategies

- Classroom organisation such as seating plan. Within this project there will need to be an area available for the string sculpture to be created.
- Throughout the research stage and documentation if students require, they can use a digital sketchbook (Book Creator) to document as they go with use of voice notes.
- For taking primary photos they will be within their subgroups. One or two people from the group will be tasked with taking the photos.
- To assist any students who cannot take part in as much of the physical aspects of creating the string sculpture they can assist more in a role of organising the group and ensuring the image they are trying to create is working.
- Scaling down the string sculpture (using a model size instead of across a room)

## Literacy and Numeracy Strategies

- Word Wall for use within discussion of artist research.
- Visual Literacy will focus on the research stage where we will be comparing and contrasting artists Barbara Hepworth and Sarah Sze. They will also use their visual literacy while looking at thumbnail sketches that have been created and organizing what image they will use.
- Digital Literacy for use of a digital sketchbook for documentation of journey through creation of piece. They will also use cameras/ phones to take primary source photos. They will also use them to document their string sculpture.
- Work with scale for numeracy. The students will work out how they would create a large-scale string sculpture and consider if required how would they reduce the scale.
- Numeracy will be important during the creation of the string sculpture as use of depth of feel, dimension of space and the measurements of a space compared to thumbnail sketch. They will all be important factors in creation of this project.

# Summative Assessment

## Sketchbook

5 Elements of Visual Art: 1) Critical and Visual Language; 2) Drawing; 3) Visual Culture and Appreciation; 4) AEDP; 5) Media Reflection

## Realised Work

Research	Initial Ideas	Process of Development	Realised Work
<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Students will look at the contrast between artists work and compare artists work within their sketchbook work. Identifying Key uses of perspective within the pieces, such as use of angles of shapes and lines to create perspective.</li> <li>Students will create line sketches of an area of the art room using key features/ techniques identified in artist's work ( line to one point perspective, use of shapes and angles to create perspective).</li> <li>Students will reflect on research within sketchbook and outline from their line drawings their understanding of perspective (mainly one point perspective). They will identify its benefits and its hinderances with how they would improve this or change to bring into experimentation to see if they can use.</li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Through prepared questions and discussion, the students will advise of key factors of thumbnail sketches and the importance of this skill for an artist.</li> <li>Creation of thumbnail sketches of possibilities for string sculpture.</li> <li>Group discussion on which thumbnail sketch to use and the possibilities of how to form the desired effects required.</li> <li>Documentation of experimentation with string (braiding, knotting, fraying etc.) to create different effects for string sculpture.</li> <li>Signs of application of some of the effects created through experimentation within the string sculpture created.</li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Photos taken of string sculpture from different angles and viewpoints to show multiple perspectives.</li> <li>Within sketchbook work details of how taking the photos from different angles caused the student to see things different or see them in the same way.</li> <li>Creation of drawings based off the photos taken of string sculpture from different perspectives.</li> <li>Group discussion on how the change of perspective changed how the students created their drawings in comparison to original image they based the sculpture on.</li> <li>Creation of a string sculpture which brings through the ideas of perspective with use of a foreground and background. Multiple layers should be displayed. Photography and video to document the layers and string sculpture should be used.</li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Prepared Questions on key factors of thumbnail sketches.</li> <li>Discussion on completion of string sculpture and if they were able to create the desired product, would they change anything if they had to do it again etc.</li> <li>Evaluation in notebook of how changing the perspective for completing their drawings effected how they saw the desired image.</li> <li>Showcase of work created by each subgroup should be displayed beside the original string sculpture. As a full group discuss how different or similar the drawings are to the sculpture.</li> <li>Creation of drawings based off the string sculpture from different angles and perspectives. (Minimum of 4 drawings created). They should supply a depth within the drawings to portray levels of string sculpture.</li> </ul>

# Summative Assessment

## Sketchbook

5 Elements of Visual Art: 1) Critical and Visual Language; 2) Drawing; 3) Visual Culture and Appreciation; 4) AEDP; 5) Media Reflection

## Realised Work

### Research

#### Success criteria:

- Students will look at the contrast between artists work and compare artists work within their sketchbook work. Identifying Key uses of perspective within the pieces, such as use of angles of shapes and lines to create perspective.
- Students will create line sketches of an area of the art room using key features/ techniques identified in artist's work ( line to one point perspective, use of shapes and angles to create perspective).
- Students will reflect on research within sketchbook and outline from their line drawings their understanding of perspective (mainly one point perspective). They will identify its benefits and its hinderances with how they would improve this or change to bring into experimentation to see if they can use.

### Initial Ideas

#### Success Criteria:

- Through prepared questions and discussion, the students will advise of key factors of thumbnail sketches and the importance of this skill for an artist.
- Creation of thumbnail sketches of possibilities for string sculpture.
- Group discussion on which thumbnail sketch to use and the possibilities of how to form the desired effects required.
- Documentation of experimentation with string (braiding, knotting, fraying etc.) to create different effects for string sculpture.
- Signs of application of some of the effects created through experimentation within the string sculpture created.

### Process of Development

#### Success Criteria:

- Photos taken of string sculpture from different angles and viewpoints to show multiple perspectives.
- Creation of drawings based off the photos taken of string sculpture from different perspectives.
- Group discussion on how the change of perspective changed how the students created their drawings in comparison to original image they based the sculpture on.
- Creation of a string sculpture which brings through the ideas of perspective with use of a foreground and background. Multiple layers should be displayed. Photography and video to document the layers and string sculpture should be used.

#### Success Criteria:

- Discussion on completion of string sculpture and if they were able to create the desired product, would they change anything if they had to do it again etc.
- Evaluation in notebook of how changing the perspective for completing their drawings effected how they saw the desired image.
- Showcase of work created by each subgroup should be displayed beside the original string sculpture. As a full group discuss how different or similar the drawings are to the sculpture.
- Creation of drawings based off the string sculpture from different angles and perspectives. (Minimum of 4 drawings created). They should supply a depth within the drawings to portray levels of string sculpture.