

# 1. Rubric : 5th Year Cardboard Painting

## Lesson 18

### Aim of Unit of Learning

To create a cardboard painting based on the theme a moment in time through colour, tone and texture, focusing on Sustainability using acrylic paints.

### Learning Intentions

#### Students should be able to....

- Complete their cardboard painting by the end of class
- Explain what is meant by the theme 'a moment in time' from further research
- Discuss how we document life at the present time
- Evaluate their own work using a rubrics based on the project

#### Success criteria (Stage 2 ONLY)

- Finished their cardboard painting based on the theme 'A moment in time'.
- The theme 'A Moment in Time' is recognisable in their paintings.
- Discussed the everyday and how they document their life
- Evaluated their own work a rubrics

### Teaching Content

- Reflect back on more branches from the theme 'A moment in time'
- Moments in time passing (Sometimes measuring time can mark those moments passing.)
- Clocks and Clock faces and how artists present works with clocks
- Documenting everyday life (capturing your meal before eating it)
- The everyday (what we experience everyday, our regular habits)

### AEDP

- Colour (being mindful of warm and cool tones when building tone)
- Tone (adding extra layers of paint to lighten/darken the colour)
- Texture (Using tone to create texture using multiple shades)

### Artistic process

- Painting with acrylic paints onto cardboard

### Support studies

- Stephen Shore (photography based on the everyday)
- Man Ray (Measure the passing of time)

## Introduction

- **Recap**
- Reflecting back on the theme 'A moment in time', what brought us to the painting outcome
- Specific events (days of special significance)
- Political events (political moments we can reflect back on)
- Heroic moments (moments of courage and sacrifice)
- Frozen moments and snapshots (using a camera to hold a moment forever; secretly snap actions on the street)
- Expressing colour and tone

## Body of lesson

- Reflect back on more branches from the theme 'A moment in time'
- Moments in time passing (Sometimes measuring time can mark those moments passing.)
- Clocks and Clock faces and how artists present works with clocks
- Documenting everyday life (capturing your meal before eating it)
- The everyday (what we experience everyday, our regular habits)

## Teacher Activity

- **Powerpoint Presentation- Reflecting back on the theme**
- Reflecting back on the theme 'A moment in time', what brought us to the painting outcome
- Ask the students to discuss the specific events within the theme
- Show and discuss artists work that relate to the theme
- Moments in time passing (Sometimes measuring time can mark those moments passing.)
- Clocks and Clock faces and how artists present works with clocks
- Documenting everyday life (capturing your meal before eating it)
- The everyday (what we experience everyday, our regular habits)(Oracy)
- Giving the students examples of my own day, what I do first thing in the morning to the last thing at night

## Demonstration- building tone

- Bring students up to my desk
- Demonstrate how I build tone on different colours
- One the foundation layer has finally dried up, load paintbrush with paint for the next layer
- You can load paint onto the brush individually using a smaller paint brush or dip the brush into each tone at a time while being mindful that the colours can get muddy
- Some paints are more opaque (not transparent) which will fully cover previous layers (Literacy)
- Whilst there are some colours more translucent than others (Literacy)
- Show students a picture that I will use to paint from
- Ask the students to pick out a section from the picture that I am painting from
- I will then ask them to place the viewfinder over the section
- What colours do you see?
- What colours will make this colour

## Support study artist

- John Latham , Man Ray (moments in time passing)
- Joe Tilson, Ruth Ewan, Giulio Paolini, Christian Marclay, John Hilliard, Joseph Kosuth (Clocks and faces)
- Stephen Shore (Photography of the everyday)
- Identifying the use of all media (photography/painting etc)
- Analysing the artists work looking for the appropriate AEDP
- Discussing the tone in the work and how that artist build on texture in his work (Oracy)

## Student Activity

- Students will continue to paint onto their cardboard focusing on texture and how to build onto it using tone
- Identifying the translucency of paint/opaque/transparency when it comes to tone

## Evaluation

- I will give all students an evaluation sheet to fill in based on this project, students will take out their sketchbooks and their paintings to evaluate their work. (Literacy)

## Differentiation

- Will put up the powerpoint on their google Classroom
- Will give all the students handouts on the discussion about the theme 'A moment in time'.
- Will get the students to move around the class to view everybody else's work so that they can get examples of the theme.
- All students are given an evaluation sheet to fill in based on the project.



My  
Rubrics  
5th  
Year

5th Year Cardboard Painting	Excellent	Good	Satisfactory	Need to improve	Your rating	Teacher Rating
<b>1. Design/ Composition:</b> Student applies design principles (such as balance, movement, emphasis, and center of interest) with great skill.						
<b>2. Colour Choices</b> Choice and application of colour shows an advanced knowledge of colour theory. Colour choice enhances the idea being expressed (Warm and cool colours).						
<b>3. Planning and Explanation</b> Can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused.						
<b>4. Drawing</b> Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.						
<b>5. Sources of Inspiration</b> Primary/Secondary Sources						
<b>6. Creativity</b> Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.						
<b>RESULT</b>						

- **What's good about this self/teacher assessment**

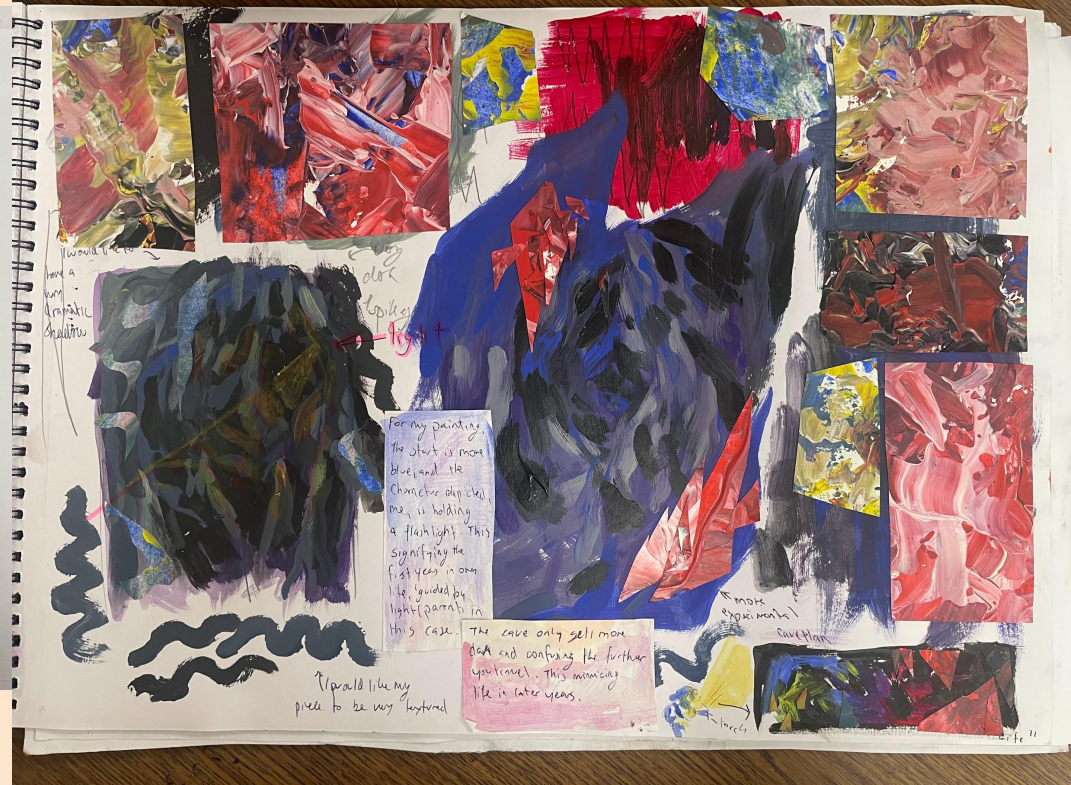
- ➔ The students get to grade themselves
- ➔ I as the teacher get to also mark where I think the student is at
- ➔ The student is then able to compare both results (their own and the teacher's)
- ➔ This gets the students to figure out where they think they are at
- ➔ I give the students a written explanation for each section, this helps the students to think about their previous work leading up to the final outcome that they need to consider
- ➔ There are 4 rankings that the students can mark themselves, It is up to the students to rank themselves.

# Example 1

Emilija L. Kusirka

5th Year Cardboard Painting	Excellent	Good	Satisfactory	Need to improve	Your rating	Teacher Rating
<b>1. Design / Composition:</b> Student applies design principles (such as balance, movement, emphasis, and center of interest) with great skill.			✓			Good
<b>2. Colour Choices</b> Choice and application of colour shows an advanced knowledge of colour theory. Colour choice enhances the idea being expressed (Warm and cool colours).	✓					Excellent
<b>3. Planning and Explanation</b> Can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused.		✓				Excellent
<b>4. Drawing</b> Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.	✓					Excellent
<b>5. Sources of Inspiration</b> Primary/Secondary Sources		✓				Good
<b>6. Creativity</b> Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	✓					Excellent
RESULT						Excellent

# End of lesson Assessment











Emilija L. Kucara

6th Year Cardboard Painting	Excellent	Good	Satisfactory	Good to Poor	Year rating	Teacher Rating
1. Design/Composition: Student applies design principles (such as balance, movement, emphasis, and center of interest) with good skill.			✓			Good
2. Color Choice: Choice and application of color shows an advanced knowledge of color theory. Color choices enhance the idea being expressed (beyond just color).	✓					Excellent
3. Planning and Explanation: Can describe in detail at any point during the painting process how s/he achieves the final product and how they intend to reach their goal. Very focused.		✓				Excellent
4. Drawing: Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.	✓					Excellent
5. Sources of Inspiration Primary/Secondary Sources		✓				Good
6. Creativity: Student has taken the technique being studied and applied it in a way that is surprising to the eye. The student's personality/voice comes through.	✓					Excellent
RESULT						Excellent

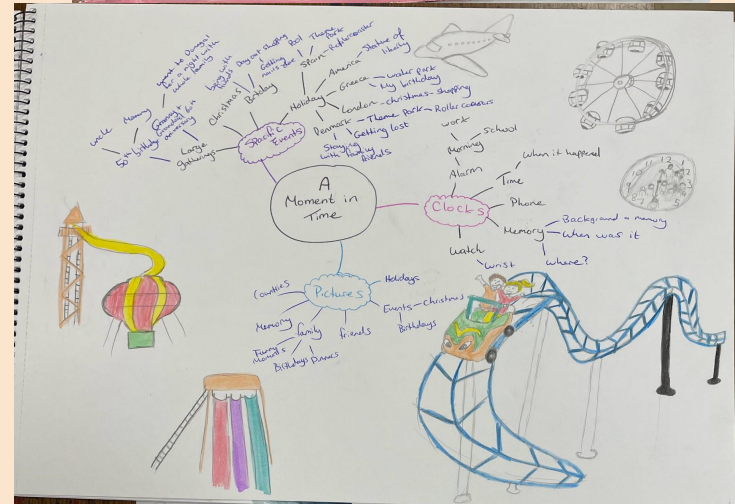


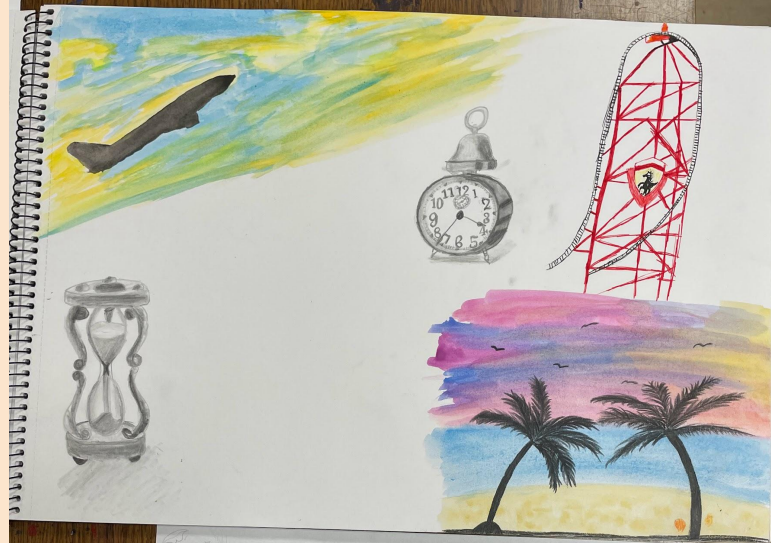


## Example 2

5th Year Cardboard Painting	Excellent	Good	Satisfactory	Need to improve	Your rating	Teacher Rating
<b>1. Design/ Composition:</b> Student applies design principles (such as balance, movement, emphasis, and center of interest) with great skill.			✓	✗	5	Excellent
<b>2. Colour Choices</b> Choice and application of colour shows an advanced knowledge of colour theory. Colour choice enhances the idea being expressed (Warm and cool colours).		✓	✓	✗	6	Good
<b>3. Planning and Explanation</b> Can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused.		✓	✓	✗	5	Good
<b>4. Drawing</b> Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.		✓	✓	✗	7	Good
<b>5. Sources of Inspiration</b> Primary/Secondary Sources			✓	✗	6	Good
<b>6. Creativity</b> Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.			✓	✗	7	Good
<b>RESULT</b>				✗		Good+

\* V-good at drawing, Great use of colours.  
 \* fast at working, it doesn't take you long to paint.  
 \* Remember not to always rely on pictures from the internet, try to use photos that you have taken yourself or objects.  
 \* Cannot wait to see your London painting when it's completed.





5th Year Cardboard Painting	Excellent	Good	Satisfactory	Needs Improvement	Your rating	Teacher Rating
1. Design/Composition: Student applies design principles (such as balance, movement, emphasis, and center of interest) with great skill.			✓	✗	5	Excellent
2. Colour Choices: Choice and application of colour shows an advanced knowledge of colour theory. Colour choice enhances the idea being expressed (Warm and cool colours).		✓		✗	6	Good
3. Planning and Explanation: Can describe in detail at any point during the painting process how s/he expresses the final product and how they intend to reach their goal. Very focused.		✓		✗	5	Good
4. Drawing: Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.		✓		✗	7	Good
5. Sources of Inspiration: Primary/Secondary Sources			✓	✗	6	Good
6. Creativity: Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.			✓	✗	7	Good
RESULT				✗		Good+

- ✦ V. good at drawing, Great use of colours
- ✦ Fast at working, it doesn't take you long to paint.
- ✦ Remember not to always rely on pictures from the internet, try to use photos that you have taken yourself of objects. ✦ Cannot wait to see your London painting when it's completed.



5th Year Cardboard Painting	Excellent	Good	Satisfactory	Needs Improvement	Your rating	Teacher Rating
1. Design/Composition: Student applies design principles (such as balance, movement, emphasis, and center of interest) with great skill.			✓	✗	5	Excellent
2. Colour Choices: Choice and application of colour shows an advanced knowledge of colour theory. Colour choice enhances the idea being expressed (Warm and cool colours).		✓		✗	6	Good
3. Planning and Explanation: Can describe in detail at any point during the painting process how s/he expresses the final product and how they intend to reach their goal. Very focused.		✓		✗	5	Good
4. Drawing: Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.		✓		✗	7	Good
5. Sources of Inspiration: Primary/Secondary Sources			✓	✗	6	Good
6. Creativity: Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.			✓	✗	7	Good
RESULT				✗		Good+

- ✦ V. good at drawing, Great use of colours
- ✦ Fast at working, it doesn't take you long to paint.
- ✦ Remember not to always rely on pictures from the internet, try to use photos that you have taken yourself of objects. ✦ Cannot wait to see your London painting when it's completed.



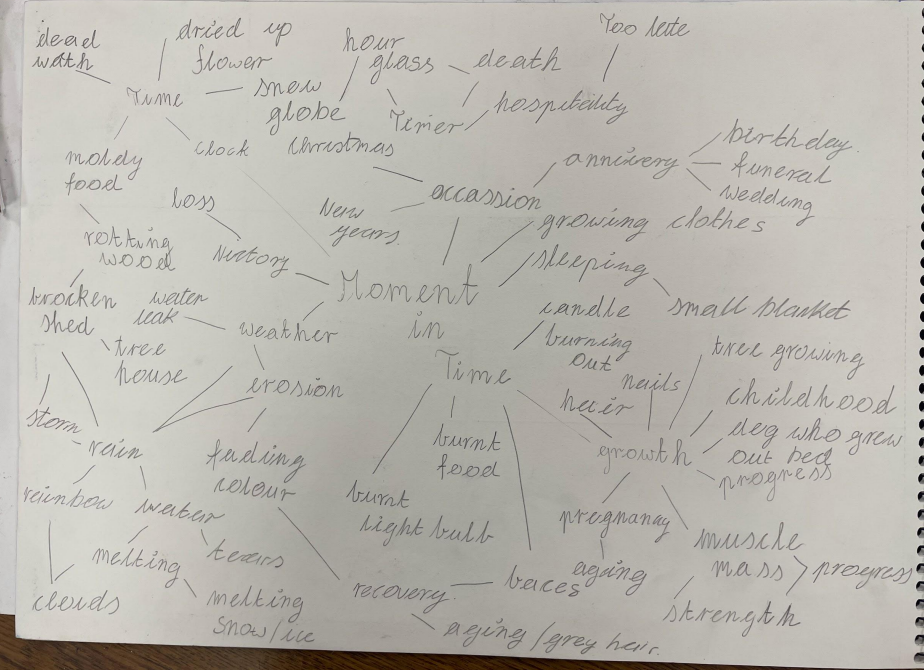
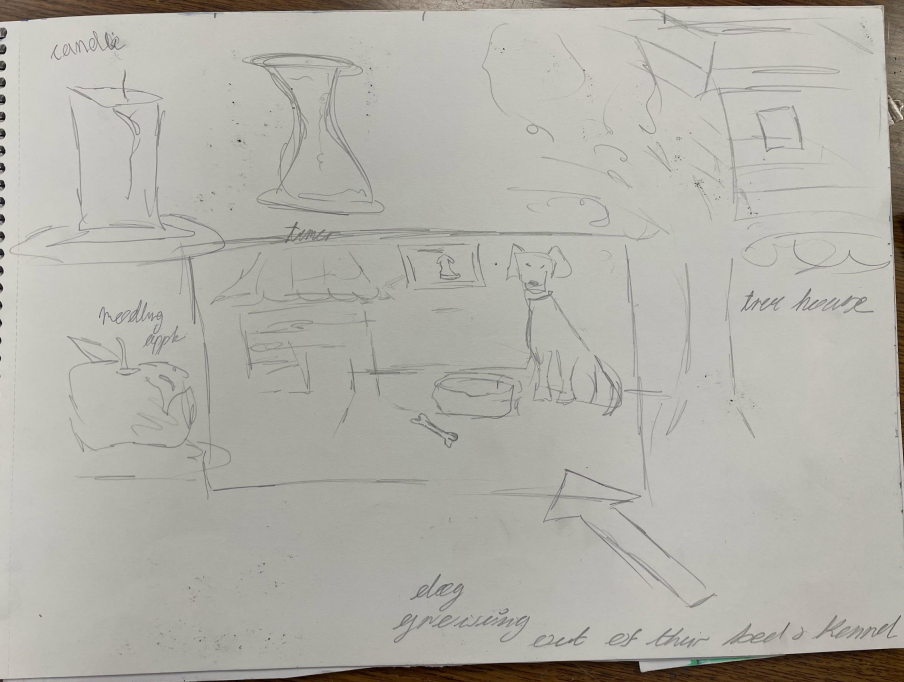
# Example 3

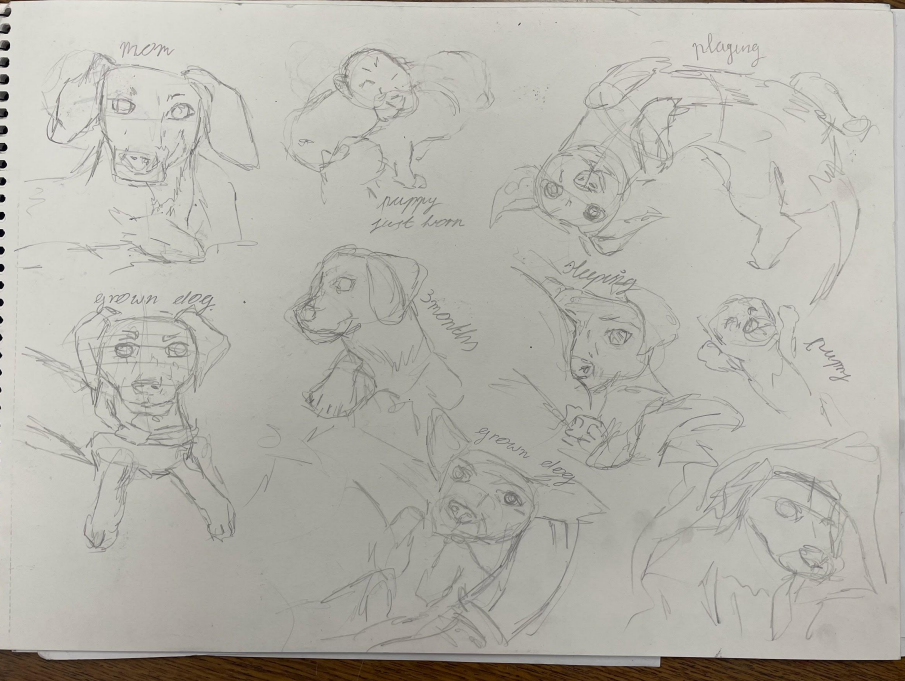
5th Year Cardboard Painting	Excellent	Good	Satisfactory	Need to improve	Your rating	Teacher Rating
<b>1. Design/ Composition:</b> Student applies design principles (such as balance, movement, emphasis, and center of interest) with great skill.	✓					Excellent
<b>2. Colour Choices</b> Choice and application of colour shows an advanced knowledge of colour theory. Colour choice enhances the idea being expressed (Warm and cool colours).	✓					Excellent
<b>3. Planning and Explanation</b> Can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused.			✓			Excellent
<b>4. Drawing</b> Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.		✓				Excellent
<b>5. Sources of Inspiration</b> Primary/Secondary Sources	✓					Excellent
<b>6. Creativity</b> Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.		✓				Excellent
RESULT						Excellent

Wiktoria Reprzyc









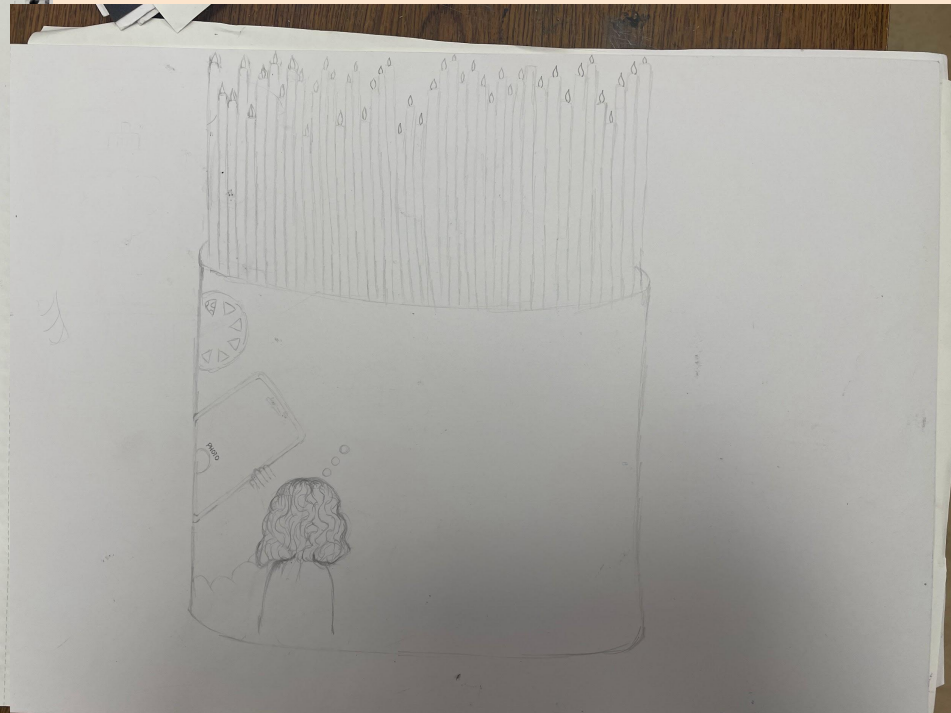
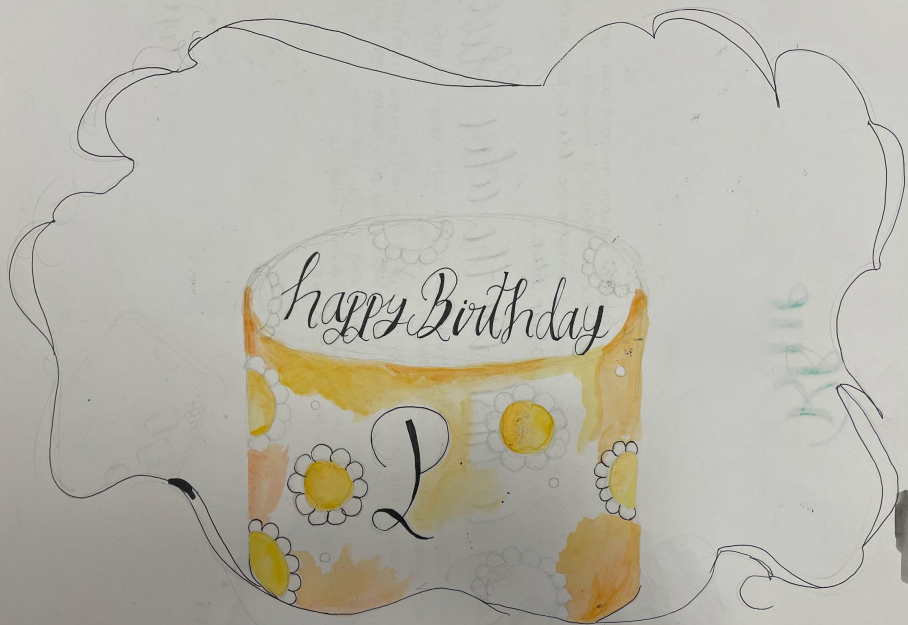


## Example 4

Precious.

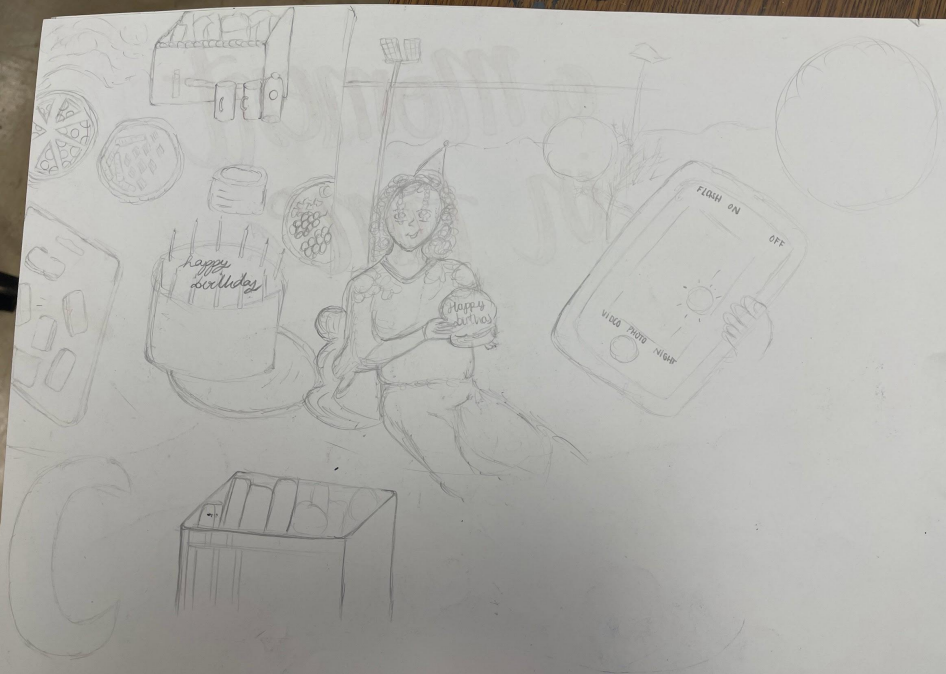
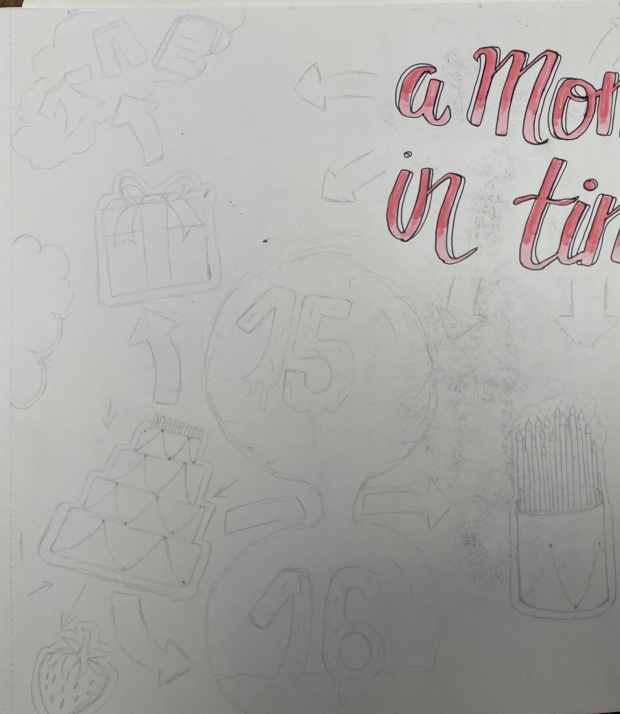
5th Year Cardboard Painting	Excellent	Good	Satisfactory	Need to improve	Your rating	Teacher Rating
<b>1. Design/ Composition:</b> Student applies design principles (such as balance, movement, emphasis, and center of interest) with great skill.			✓			Excellent
<b>2. Colour Choices</b> Choice and application of colour shows an advanced knowledge of colour theory. Colour choice enhances the idea being expressed (Warm and cool colours).		✓				Good
<b>3. Planning and Explanation</b> Can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused.			✓			Good
<b>4. Drawing</b> Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.		✓				Excellent
<b>5. Sources of Inspiration</b> Primary/Secondary Sources		✓				Good
<b>6. Creativity</b> Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	✓					Excellent
<b>RESULT</b>						Excellent







a Moment  
in time



# Example 5

Adrian Dylich

5th Year Cardboard Painting	Excellent	Good	Satisfactory	Need to improve	Your rating	Teacher Rating
<b>1. Design / Composition:</b> Student applies design principles (such as balance, movement, emphasis, and center of interest) with great skill.		✓				Excellent
<b>2. Colour Choices</b> Choice and application of colour shows an advanced knowledge of colour theory. Colour choice enhances the idea being expressed (Warm and cool colours).			✓			Good
<b>3. Planning and Explanation</b> Can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused.		✓				Excellent
<b>4. Drawing</b> Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.		✓				Good
<b>5. Sources of Inspiration</b> Primary/Secondary Sources		✓				Good
<b>6. Creativity</b> Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.		✓				Excellent
RESULT						Excellent







# 2nd Year Calligraphy- Lesson 8

## Aim of Unit of Learning

To create a dinner menu using Calligraphy and watercolours under the theme “An ideal feast” under both design (menu) and craft (calligraphy), focusing on tone, colour and layout.

## Learning Intentions

### Students should be able to....

- Identify the development of writing tools
- Discuss where the purpose and power of writing
- Use calligraphy (Foundational hand/gothic font) to complete their text in their menu's
- Finish off their food paintings in their menu's using watercolours

### Success criteria (Stage 2 ONLY)

- Complete their watercolour paintings of their starters, main course and dessert in their menu's
- Started to add in text using calligraphy using the gothic or foundational font
- Have a knowledge of how and where writing began

## Teaching Content

- History of writing
- Archaeological discoveries in ancient Mesopotamia (Power and purpose of writing)
- The development of a Sumerian script (clay for tablets and reeds for styluses (writing tools).
- How writing began with pictographs
- Students can start to add text to their menu's using a calligraphy pen (foundational hand/Gothic Font)

## AEDP

- Tone (continuing to add in more tone into their watercolour food sketches in their menu's)
- Line ( The use of line when measuring out their spacing before adding in their calligraphy)
- Space (focusing on the space they will use to add in their text, word spacing/letter spacing )
- Colour (Watercolours to add in colour)

## Artistic process

- Watercolour painting (adding colour to the food)
- Calligraphy (foundational/gothic hand)

## Support studies

- Tablet with Proto-cuneiform Inscription, about 3100 B.C., Proto-urban. Clay (writing tools)
- Votive Plaque in the Form of a Beard, about 2600–2340 B.C., Sumerian. Gold (Power and purpose of writing)



## **Introduction**

- **Recap**
- Chester Beatty virtual tour
- Colourful illumination
- Folios, ink, gold and pigments on paper
- Ruzbihan Quran
- The Ibn al-Bawwab Quran

## **Body of lesson**

- History of writing
- Archaeological discoveries in ancient Mesopotamia (Power and purpose of writing)
- The development of a Sumerian script (clay for tablets and reeds for styluses (writing tools).
- How writing began with pictographs
- Students can start to add text to their menu's using a calligraphy pen (foundational hand/Gothic Font)

## **Teacher Activity**

- **PowerPoint presentation- The History of Writing**
- First I will ask all of the students if they know where and how writing started (Oracy)
- Ask higher and lower order questions (Oracy)
- Archaeological discoveries in ancient Mesopotamia (Power and purpose of writing)
- The development of a Sumerian script (clay for tablets and reeds for styluses (writing tools).
- How writing began with pictographs
- pictographs (picture words) drawn into clay with a pointed tool
- hieroglyphic writing.
- I will ask students to take out their notebooks to take note on how writing started (Literacy)
- I will ask students to take down keywords into their glossaries (Literacy)

## **Demonstration Calligraphy Demo**

- I will bring up the students to my table to demonstrate how to write in the 'Gothic' font
- Before the students get started on their calligraphy I will recap with them how to begin again
- Line spacing (Numeracy)
- Nib spacing (Numeracy)
- The students will begin practicing writing their quote in the foundational hand

## **Watercolour painting and using fine liners**

- Using different brush techniques to add texture to the food
- Using a range of pigments to add tone to the food when using watercolours
- When the watercolours dry, recap on how we use fineliners
- Tone- hatching, cross hatching, stippling

## **Support study artist**

- Tablet with Proto-cuneiform Inscription, about 3100 B.C., Proto-urban. Clay (writing tools)
- Votive Plaque in the Form of a Beard, about 2600–2340 B.C., Sumerian. Gold (Power and purpose of writing)

## **Evaluation**

- Ask the students at the end of class to give a written response as to what they learned in today's class based on the history of writing

## **Differentiation**

- Will offer extended time for those who struggle to write in calligraphy
- Will bring up the students who are struggling to write in calligraphy backup to my demo desk and I will go over it again and show them what way they should angle their pen to get the right angle degree

- **What's good about the sticky notes assessment**
- I'm not writing into the students work
- I am marking the students fairly, some have their calligraphy done and some haven't. Therefore, I am not going to give extra marks to those who have their calligraphy done.
- I don't include the calligraphy marks into the grading system if some of the students haven't gotten that far.
- I give students written feedback (positive and constructive feedback)

## Sticky notes- Example 1

## After task Assessment



cibo

Itilario



Composition → 10/10  
 Line → 9/10  
 Colour → 9/10  
 Tone → 8/10  
 Detail → 9/10  
 Calligraphy → 9/10

**54/60**

- \* Excellent composition
- \* V. good use of colour.
- \* Incredible use of detail.
- \* V. neat calligraphy
- \* Well layed out.

### Starters

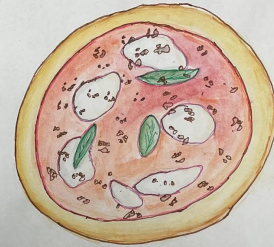
#### Bruchetta



### Mains



#### Tomato Pasta



#### Pizza

### Desserts

#### Gelato



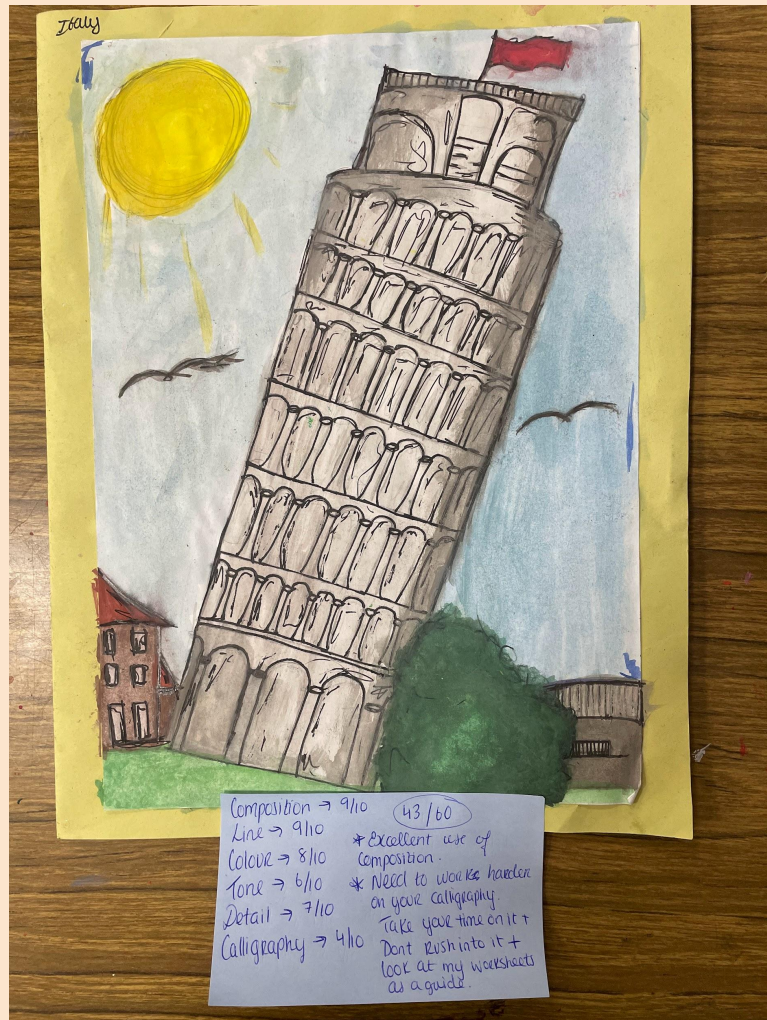
Composition → 10/10  
 Line → 9/10  
 Colour → 9/10  
 Tone → 8/10  
 Detail → 9/10  
 Calligraphy → 9/10

**54/60**

- \* Excellent composition
- \* V. good use of colour.
- \* Incredible use of detail.
- \* V. neat calligraphy
- \* Well layed out.



## Example 2

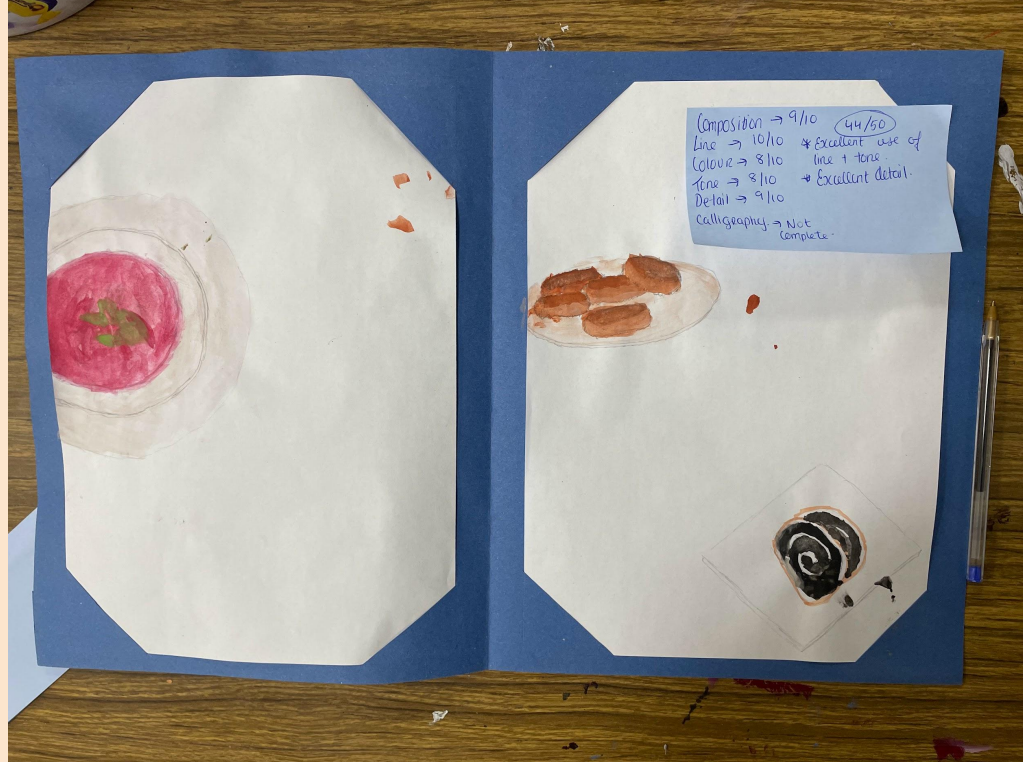




### Example 3



Composition → 9/10 (44/50)  
Line → 10/10 \* Excellent use of  
line + tone.  
Colour → 8/10  
Tone → 8/10 \* Excellent detail.  
Detail → 9/10  
Calligraphy → Not  
Complete.



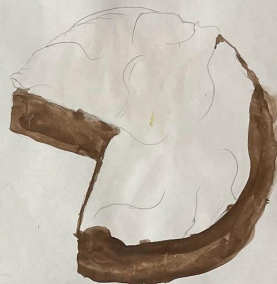
Composition → 9/10 (44/50)  
Line → 10/10 \* Excellent use of  
line + tone.  
Colour → 8/10  
Tone → 8/10 \* Excellent detail.  
Detail → 9/10  
Calligraphy → Not  
Complete.

## Example 4



Starter:  
Boxty +  
Egg.

Crispy  
Roast  
Chicken.



Composition → 7/10

Line → 7/10

Colour → 7/10

Tone → 7/10

Detail → 7/10

Calligraphy → Not  
complete

35/50

\* Excellent use of line.

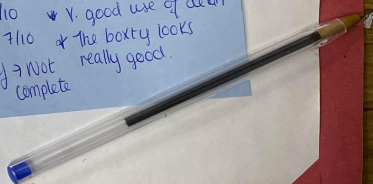
\* Good composition inside

the menu.

\* V. good use of detail.

\* The boxty looks

really good.





## Example 5



Composition → 8/10  
 Line → 8/10  
 Colour → 8/10  
 Tone → 7/10  
 Detail → 7/10  
 Calligraphy → haven't started.

(38/50)  
 \* v. good use of Composition, Line & Colour.  
 \* Need to figure out what way you need to fill in the negative space under the 'Slaetens'.  
 \* You did a great



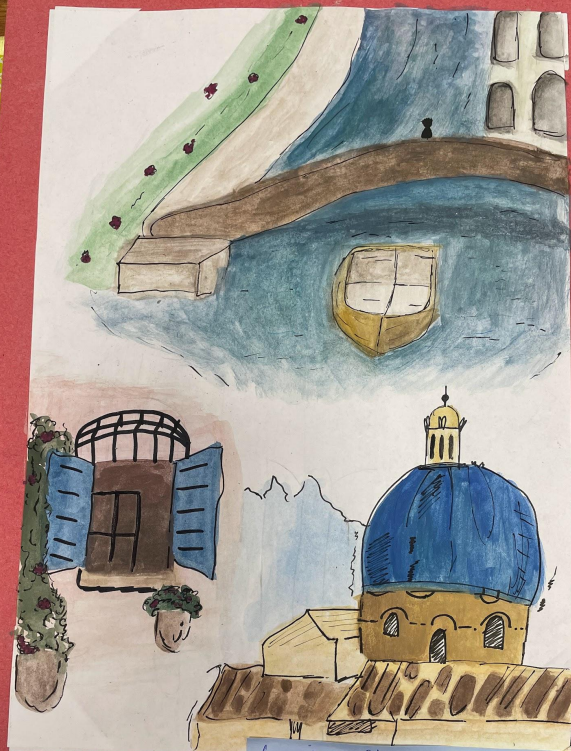
Composition → 8/10  
 Line → 8/10  
 Colour → 8/10  
 Tone → 7/10  
 Detail → 7/10  
 Calligraphy → haven't started.

(38/50)  
 \* v. good use of Composition, Line & Colour.  
 \* Need to figure out what way you need to fill in the negative space under the 'Slaetens'.  
 \* You did a great job on the front page.





## Example 6



Composition → 8/10  
 Line → 9/10  
 Colour → 9/10  
 Tone → 9/10  
 Detail → 10/10  
 Calligraphy → 6/10

**(51/60)**

- Excellent use of detail in the food.
- \* Really love the composition
- \* Good calligraphy but you need to remember to measure the lines + spacing.



Tomato  
Bruschetta



Margherita  
Pizza



Composition → 8/10  
 Line → 9/10  
 Colour → 9/10  
 Tone → 9/10  
 Detail → 10/10  
 Calligraphy → 6/10

**(51/60)**

- Excellent use of detail in the food.
- \* Really love the composition
- \* Good calligraphy but you need to remember to measure the lines + spacing.



# 3rd Year- CBA 2- Lesson 12

## Learning Intentions

### Students should be able to....

- Peer evaluate their peers CBA 2
- Fill in the peer evaluation sheet (traffic lights)
- Give feedback to their peers in the activity sheet
- Analyse and describe the AEDP in their peers work

### Success criteria (Stage 2 ONLY)

- Evaluated their peer's CBA
- Gave good written feedback giving reason to their response
- Filled in the traffic lights (red/green)
- Worked well and consistent in their groups

## Teaching Content

- Finishing their artist research on each theme for graphic/sculpture idea
- Completing brainstorms for each theme
- Peer Evaluation of their other students work
- Peer-evaluating their artist research on each theme for graphic/sculpture idea
- Traffic Light system (Self Evaluation)

## AEDP

- Colour (the medium to create the colour)
- Line (sketching/pencil)
- Tone (lightness/darkness)
- Texture (rough/smooth)
- Shape /form

## Artistic process

- Colouring the traffic lights red, green and amber

## Support studies

- Kim Simonsson
- Victor Douieb

## Introduction:

- Welcome class and take roll.
- **Body of lesson**
- **Follow on from previous lesson- Peer-Evaluating their classmate's CBA 2**
- Students will be given a random CBA from me to evaluate using the traffic light system
- I will group the students into groups of 4
- In these groups I will hand the students out a red and green colouring pencil each
- Making it clear that....
- red=not done
- Green=done
- The students are given worksheets with traffic lights, Success Criteria and comments- peer reflection feedback.
- The students will fill up the sheet with feedback from looking at their peers CBA 2
- Students will look at the following success Criteria
- Brainstormed and completed a visual mindmap on each theme
- Highlighted suitable/possible primary sources in their mindmaps
- Carried out research on works by other artists
- Referred to the art elements in their artist research
- Created drawings from primary sources on the themes
- Experimented with different styles and media in their drawings
- Made notes on their drawings referring to the art elements
- Strong points of this CBA are....
- What could they improve on/So differently
- **SLA.** Get students to discuss in their tables what kind of art element they are more focused on. Use keywords and go over AEDP.
- **Literacy**- students will be self assessing themselves, writing feedback into their notebooks
- **Oracy**- students will be giving their peers feedback on their work to date and help give last minute ideas

Traffic lights  
Peer  
Evaluation  
Mid task  
Assessment

Handwritten notes and drawings on a wooden table. The notes are organized into columns with green circles, likely representing a traffic light system for peer evaluation. The drawings include a colorful illustration of a person's head and neck, and a diagram showing the flow of information from a person to a computer and back.

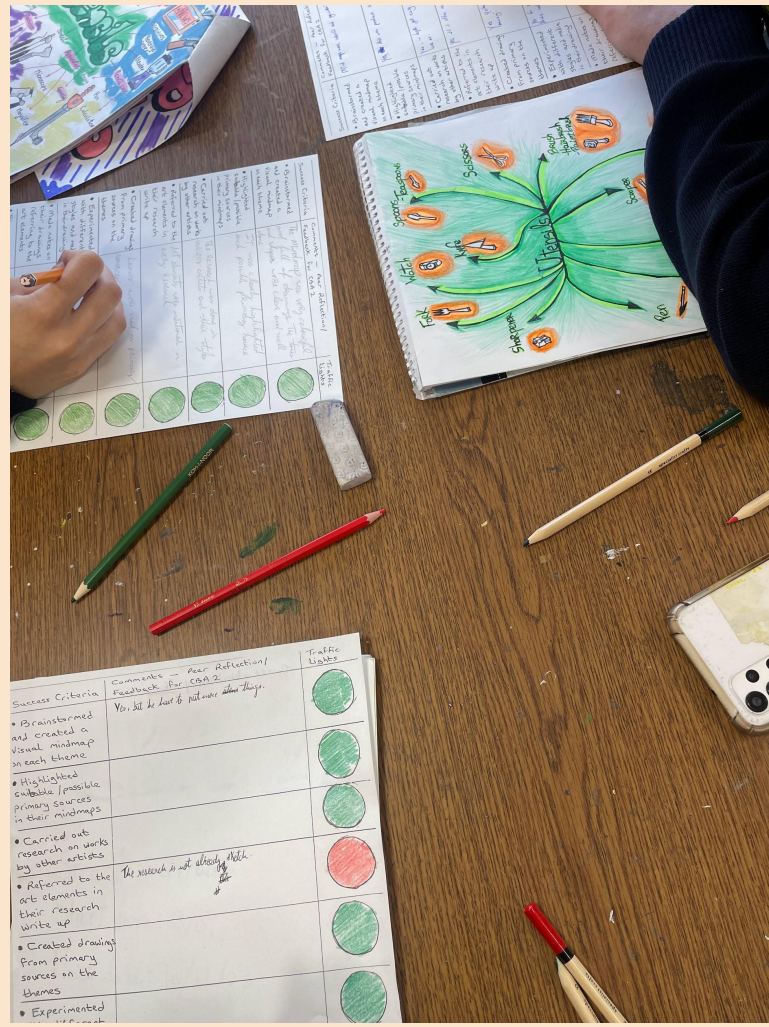
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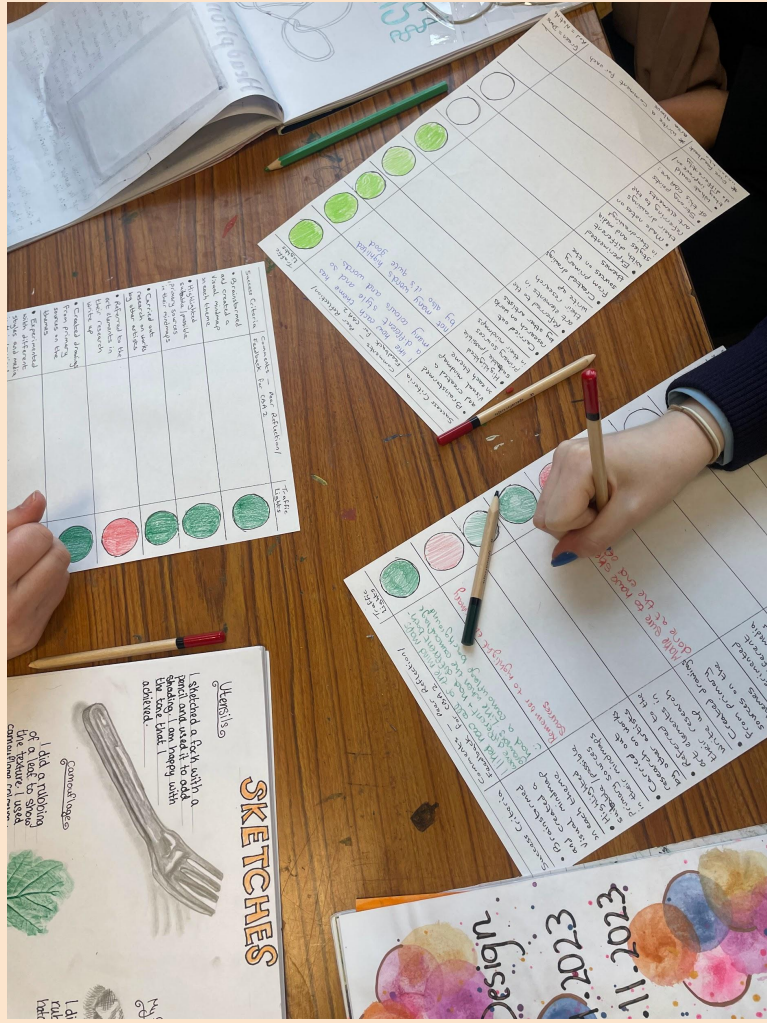
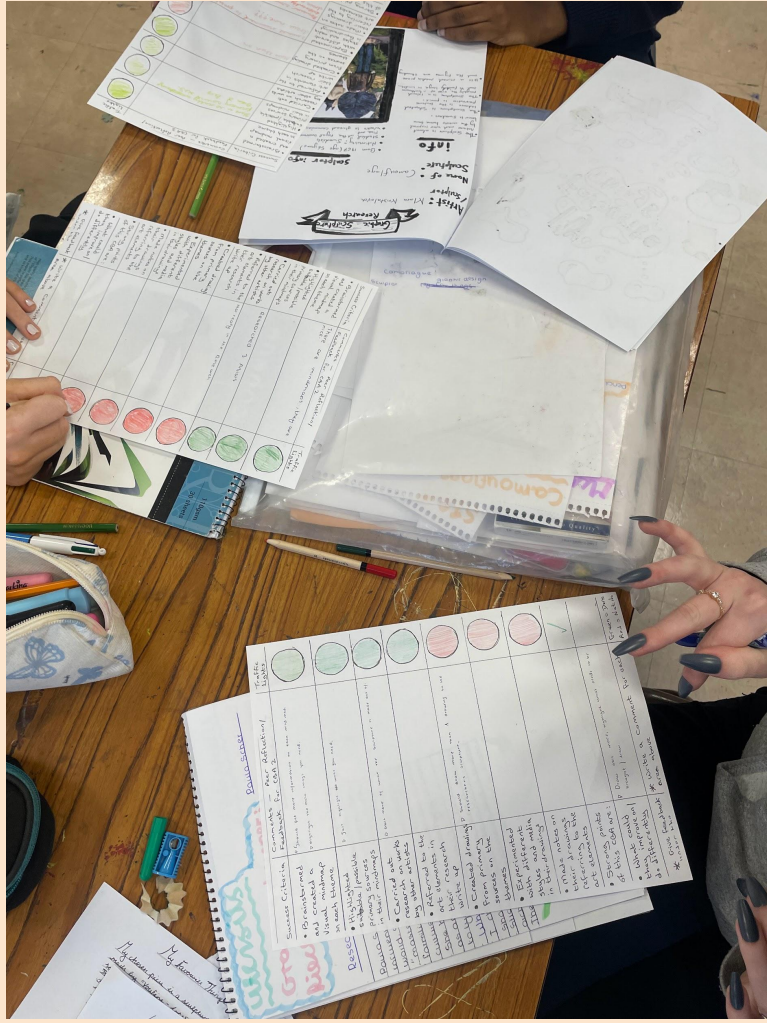
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- **What's good about the Traffic Lights evaluation**
- Students get to grade their peers performance
- The students are given random CBA's, this means that the students are not evaluating their friends work
- The red and green lights immediately signals where they are doing well and where they need to improve
- Giving the students red and green pencils to mark the evaluations made it visually understandable.
- Students automatically know how they have done by a quick glance at their feedback sheets
- After completing this task, the students are prepared for their junior cert project as they now know where they need to focus on more and improve on for next time.

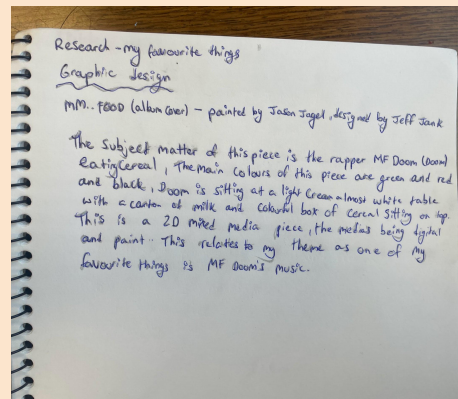
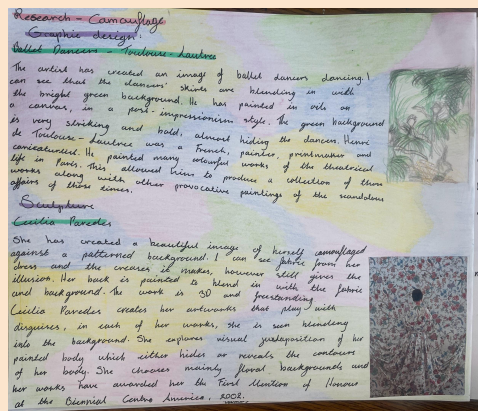
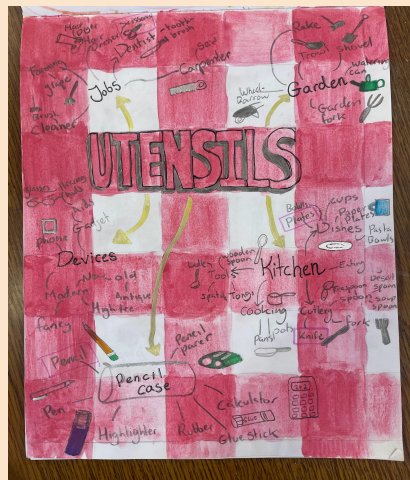
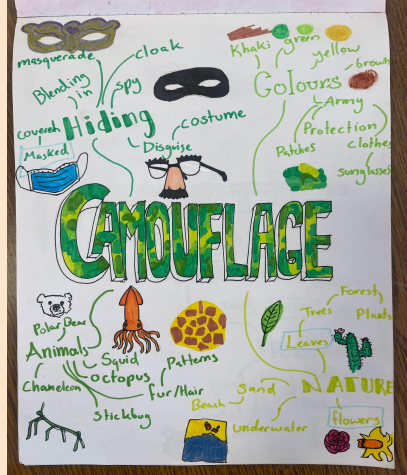
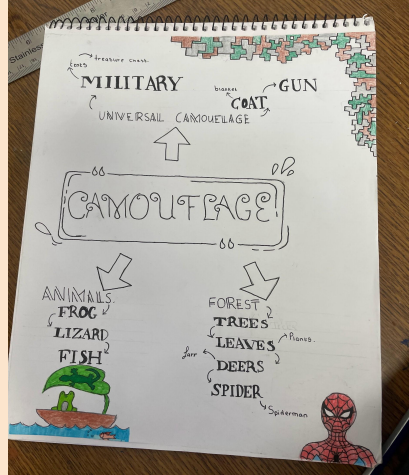
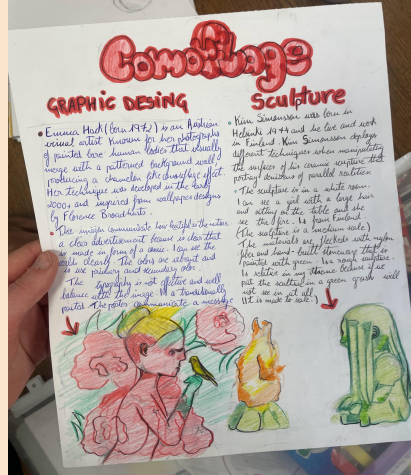
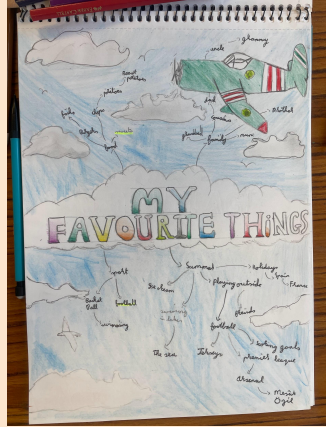




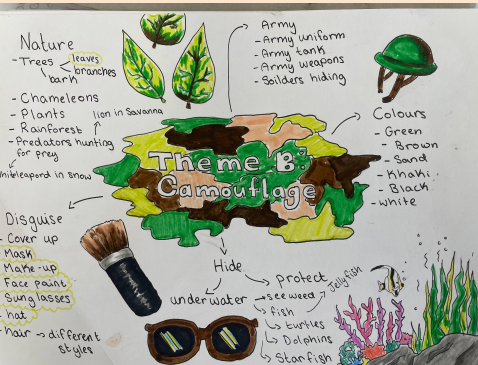
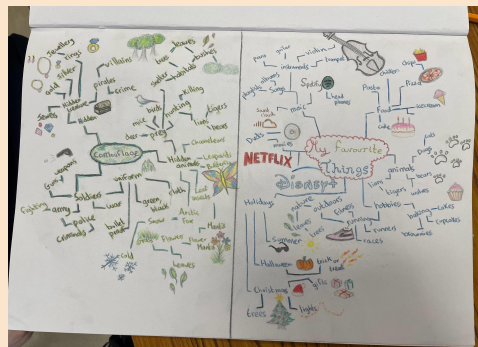
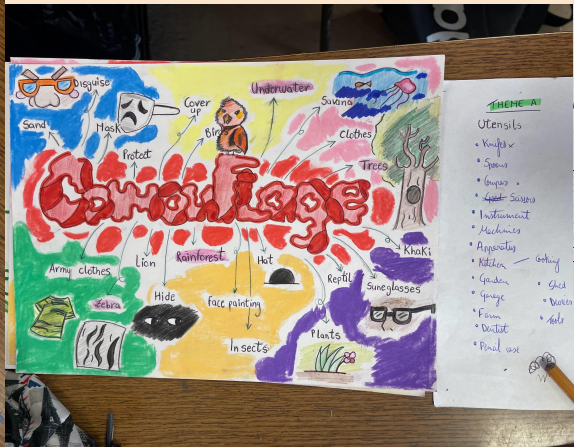
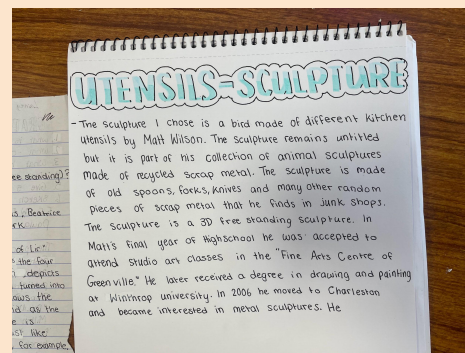
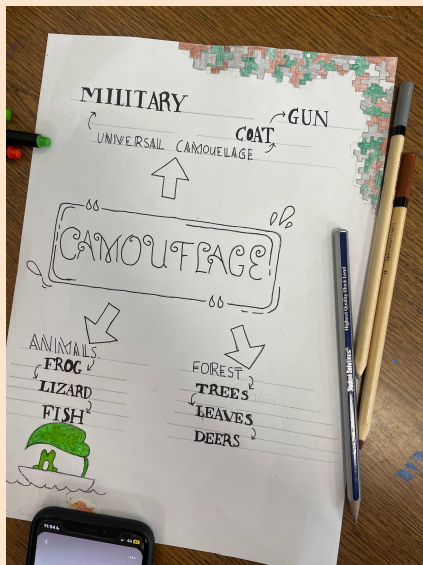
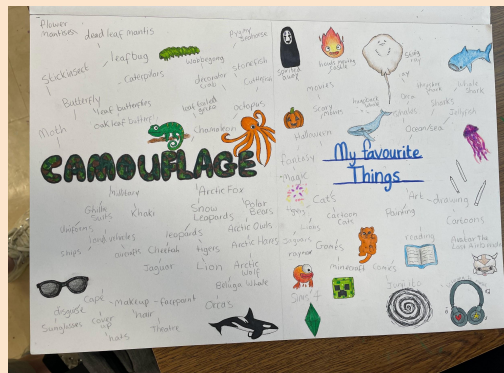
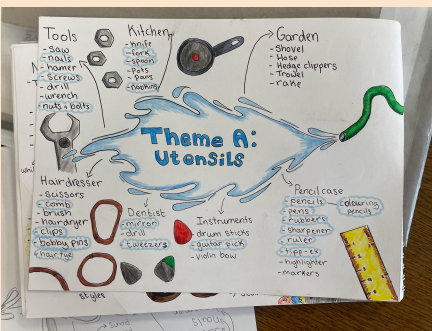














[illegible]

The graphic design I wrote is the "Third American Cello Congress" by Milton Grosser. The poster shows the silhouette of a man playing the cello. It appears to be an advertisement for a cello congress taking place in June 1968. The image has a very good use of contrast and the printing is clear and easy to read. The design has a good balance of warm and cool toned colours, such as the red background and the blue detailing on the glasses. The typography is well balanced and centred and it suits the dotted background. It was originally a digital print but it was then produced by the Mahanawak Paper Company to show off their paper and printing skills. There isn't much texture in the print but dots do make the silhouette seem somewhat 3D. The outline of the man is similar to a silhouette or a paper puppet cutting because it focuses more on the actual shape rather than the details within it, such as the side of the cello and the man's head.



The sculpture I chose is a bird made of different kitchen utensils by Matt Wilson. The sculpture remains unutilized but it is part of his collection of animal sculptures made of recycled scrap metal. The sculpture is made of old spoons, forks, knives and many other random pieces of scrap metal that he finds in junk shops. The sculpture is a 3D free standing sculpture. In Matt's final year of highschool he was accepted to attend studio art classes in the "Fine Arts Centre of Greenville." He later received a degree in drawing and painting at Winthrop university. In 2006 he moved to Charleston and became interested in metal sculptures. He was offered an apprenticeship in welding which fueled the beginning of his artistic career.



The piece I chose to research is "Madame la comtesse Adèle de Toulouse-Lautrec" (Mother of the artist, Countess Adèle de Toulouse-Lautrec). It's an oil painting of the artists mother sitting on a garden bench reading. It has both warm and cool toned colours such as yellow, red, grey and blue. The painting is mostly soft and blurred but the harsh lines on the bench are very eye-catching. It's hard to makeout shape in the painting because of the smudged paint but some shapes stand out such as the triangular shape of her hat and the rectangles in the bench. The painting is very textured and the oil paint makes it appear 3D.



СВА

CBA 2.0

Strand : Ar

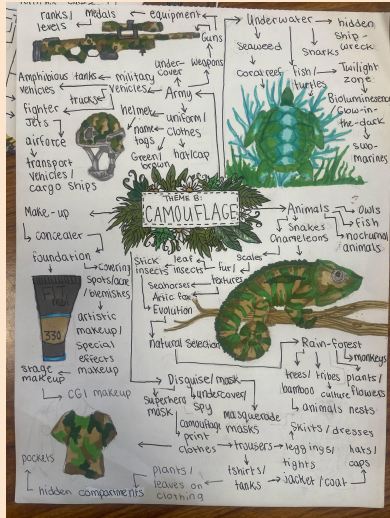
Start date : 15/9/23

Finish date : 10/11/23

CAUTION: AGE RESEARCH  
SCULPTURE

The sculpture I chose to research is the "Camo brown Rhino sculpture" from the French artist and sculptor Victor Doubet. It's a sculpture of a rhino with a camouflage print created to raise our awareness of wildlife around us. There are 27 of these sculptures which were all made in Los Angeles. None of the sculptures in this series are made to scale, they all have dimensions of 15x5x8. It's a free-standing sculpture made of bronze with a camouflage print painted on it.

Most of Victor Doubet's sculptures focus mainly on animals and wildlife due to his previous career in scuba diving. The sculpture is smooth and focuses mainly on design/colour rather than texture.



I'm happy with how this sketch turned out. I think I achieved the tone in this sketch.

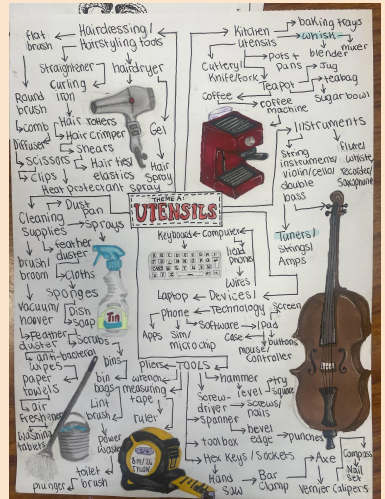


→ I done a rubbing using camouflage colours to show texture

I drew this sketch using pointilism + the element dot.



## THEME AT UTENSILS

















MY FAVOURITE THING  
— SCULPTURE —

The sculpture I chose to research is called "Guibots" by Pablo Picasso. I chose this sculpture because music is one of my favourite things. It's a sculpture of 2 interlocking guitars made of cardboard, paper, string and wire created in 1912 as a gift to Mollie. He later recreated the sculpture using metal. Its located in the MoMA in Wales. It's a free standing sculpture and it's smaller than scale. It has many geometric shapes which emphasise its abstraction and it focuses a lot on using different textures such as cardboard to show depth.


























Success Criteria	Comments — Peer Reflection/ Feedback For CBA 2	Traffic Lights
• Brainstormed and created a visual mindmap on each theme	The mindmap is finish and colorful.	
• Highlighted suitable/possible primary sources in their mindmaps	Yes, is highlighted.	
• Carried out research on works by other artists	No finish	
• Referred to the art elements in their research write up	No finish	
• Created drawings from primary sources on the themes	No finish	
• Experimented with different styles and media in their drawings	No have finish	
• Made notes on their drawings referring to the art elements	No notes	
• Strong points of this CBA are:	The mindmap	
• What could they improve on/ do differently	More thing on the mindmap.	
* Give feedback under the	* Write a comment for each area above	Green = Done Red = Not do








Success Criteria	Comments — Peer Reflection/ Feedback For CBA 2	Traffic Lights
Brainstormed and created a visual mindmap on each theme	I liked how all of the mind maps were different + had different backgrounds. Like when the camouflage had a camouflage background.	
Highlighted suitable/possible primary sources in their mindmaps	Remember to highlight the primary sources	
Carried out research on works by other artists	Had lots of detailed research	
Referred to the art elements in their research write up	Referred alot to the colour of the graphic designs and sculptures	
Created drawings from primary sources on the themes	Make sure to have sketches done at the end of the CBA	
Experimented with different styles and media in their drawings		
Made notes on their drawings referring to the art elements		
Strong points of this CBA are:	A really nice title page, good mind maps + lots of research	
What could they improve on/ do differently	Make sure to highlight primary sources + have sketches at the end.	
* Give feedback under the	* Write a comment for each	Green = Done



Success Criteria	Comments — Peer Reflection/ Feedback for CBA 2	Traffic Lights
• Brainstormed and created a visual mindmap on each theme	There are mindmaps, they are nice and well presented.	
• Highlighted suitable/possible primary sources in their mindmaps		
• Carried out research on works by other artists	Researched 3 Artists	
• Referred to the art elements in their research write up	Not really in the Research	
• Created drawings from primary sources on the themes	Weren't shown at the end	
• Experimented with different styles and media in their drawings	None were mentioned.	
• Made notes on their drawings referring to the art elements	None were mentioned.	
• Strong points of this CBA are:	The mindmaps are really well done and colourful.	
• What could they improve on/ do differently	Mention more elements in the sketches.	
* Give feedback	* Write a comment for each	Green = Done Red = Not Done

Success Criteria	Comments — Peer Reflection/ Feedback for CBA 2	Traffic Lights
• Brainstormed and created a visual mindmap on each theme	Brainstormed & created a visual mindmap	
• Highlighted suitable/possible primary sources in their mindmaps	Has highlighted suitable/possible primary sources in their mindmaps	
• Carried out research on works by other artists	Done research on work by big artists	
• Referred to the art elements in their research write up	Did refer to the art elements in their research write up	
• Created drawings from primary sources on the themes	<del>Created drawings</del> <del>&amp; discussed evidence</del> Recommended to include a drawing of this	
• Experimented with different styles and media in their drawings	I would recommend to do <del>research</del> <sup>research</sup> on 3 with different styles & media in their drawings	
• Made notes on their drawings referring to the art elements	I recommend to make a note on this ↓	
• Strong points of this CBA are:	Drawing is really good	
• What could they improve on/ do differently	Not sure if you had time but if I would recommend to include the art elements drawing from primary sources	
* Give feedback	* Write a comment for each	Green = Done

Success Criteria	Comments — Peer Reflection/ Feedback for CBA 2	Traffic Lights
• Brainstormed and created a visual mindmap on each theme	Each mindmap was very well done with a lot of drawings. Very pretty!	
• Highlighted suitable/possible primary sources in their mindmaps	It had a lot of colour but it wasn't <del>so</del> highlighted	
• Carried out research on works by other artists	The Research was very well made!	
• Referred to the art elements in their research write up	Each drawing had elements of art elements.	
• Created drawings from primary sources on the themes	There wasn't primary source drawings	
• Experimented with different styles and media in their drawings	The drawings were all diverse and amazing!	
• Made notes on their drawings referring to the art elements	The notes were very nice	
• Strong points of this CBA are:	Use of colour and neat handwriting. All drawings were very nice!	
• What could they improve on/ do differently	Just the highlight on the mind maps	
* Give feedback under the	* Write a comment for each area above	Green = Done Red = Not done

Success Criteria	Comments — Peer Reflection/ Feedback for CBA 2	Traffic Lights
• Brainstormed and created a visual mindmap on each theme	He drew a mindmap for each theme.	
• Highlighted suitable/possible primary sources in their mindmaps	Highlighted lots of primary sources in "utensils" and "my favourite things" mindmaps	
• Carried out research on works by other artists	Wrote about Victor Douieb, Milton Glaser and Matt Wilson	
• Referred to the art elements in their research write up	Wrote about colour and tone	
• Created drawings from primary sources on the themes	Drew earphones, a pencil and a leaf using primary sources.	
• Experimented with different styles and media in their drawings	Used tone/pencil, done a rubbing, and used marker	
• Made notes on their drawings referring to the art elements	Talked about texture, shape, line and tone	
• Strong points of this CBA are:	- Lots of colour, especially on the mind maps, good research	
• What could they improve on/ do differently	Spend longer on the sketches and neater handwriting.	
* Give feedback under the	* Write a comment for each area above	Green = Done Red = Not done