

Oatlands College, Mount Merrion , Co. Dublin

- Christian Brothers all boys school with 567 students
- 2nd Year Mixed ability, 20 students overall who previously completed a UOL on puppets
- 2 x ADHD
- 2 x Dyspraxia
- 1 x Severe Specific Learning Difficulty
- 1 x Anorexia
- 1 x Specific Learning Difficulty
- 1 x Specific Speech and Language Difficulty
- 1 x Sensory Processing Difficulty
- 1 x Autism Spectrum Disorder = task instructions to be communicated in written format, also requires access to quiet spaces at school as needed and advance notice and adjustment for any planned loud noise in the school environment e.g. planned fire drills



Aim of Unit of Learning, Theme development and Learning Outcomes

Students will create lino prints using the theme of submerged. Through drawing aquatic material specifically focusing on fish, students will develop a composition that can be transferred onto their lino prints. Students will be exposed to various ss artists and this will develop their understanding of the print process. Students will collaboratively work together to create a fish shop mural with their two colour prints which should introduce them to line, composition and colour

Submerged ; each student will create a visual lino print capturing an underwater scene that will come together as a class group as an aquarium. Inspired by artists who have used fish in their work including Winslow Homer and Ithell Colquhoun students will respond through selecting, sketching, observing, composing , cutting and printing. The theme will act as an initial starting point to create a personalised response in a two colour lino print. Over the process of this UOL students will be able to develop their initial sketches into their resolved prints and will use their observational drawing skills when drawing the seaweed.

Critical and Visual Language

- 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge
- 1.2 respond to an artwork using critical and visual language

Drawing

- 1.6 use drawings to communicate their personal outlook or understanding

Visual Culture and appreciation

- 1.7 examine the method of a number of artists and the artwork they created
- 1.8 discuss examples of historical and contemporary visual art

Art Elements and Design Principles (AEDP)

- 1.10 identify the use of art elements and design principles within an artwork
- 1.11 consider the use of the art elements and design principles in their own artwork

Media

- 1.14 use media to create their own artwork

Class 1/11 6th November 2023 (40 mins)

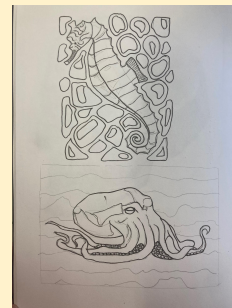
Learning Intentions

- **Discuss** how artists have used fish as a source of inspiration in art history
- **Examine** the process of creating a lino print from creating a composition, transferring an image, cutting and finally printing
- **Recognise** the use of AEDP in the support studies artists works and how they can incorporate these into their own work

Success criteria

- Students can understand the linocut process and the process that is followed
- Students can visualise previous examples of previous use of fish in support studies work
- Students can analyse AEDP seen in visual aids and support study art works

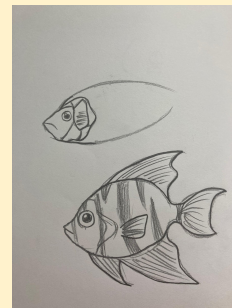
EE



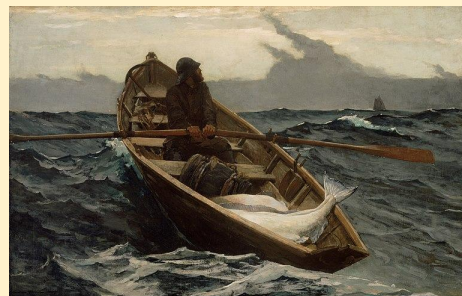
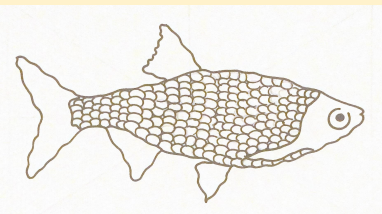
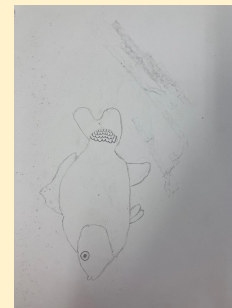
AE



IE



YE



EE

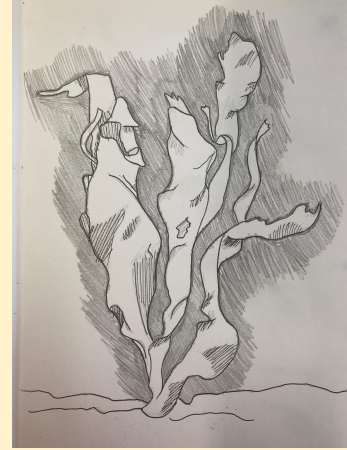
Class 2/11 7th November 2023

Learning Intentions

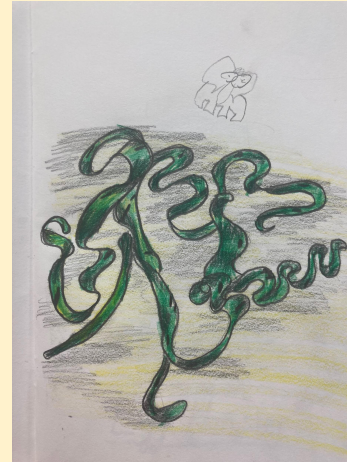
- **Identify** a fish that they would like to create a lino print based on focusing on how they can capture line in this drawing
- **Develop** a composition that will be transferred onto the lino that is influenced by their primary drawings
- **Evaluate** their seaweed drawings while using AEDP and reflect on the nature of observational drawing

Success criteria

- Students can create primary source drawing of seaweed
- Students can begin to create the composition that will be transferred onto the lino
- Students can understand the timeframe for completing their composition

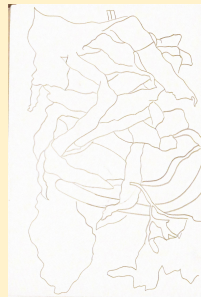
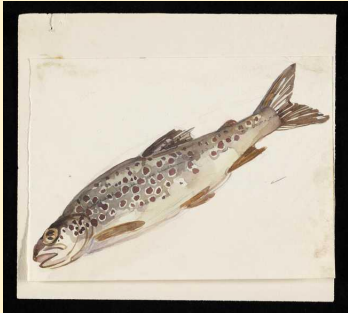
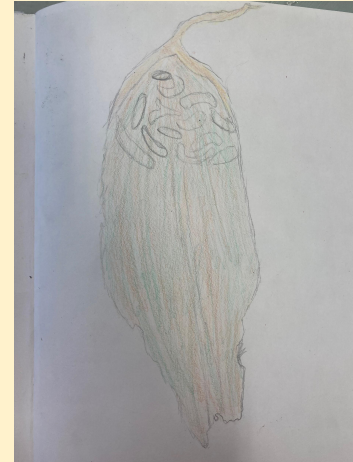


AE



IE

YE



EE

AE

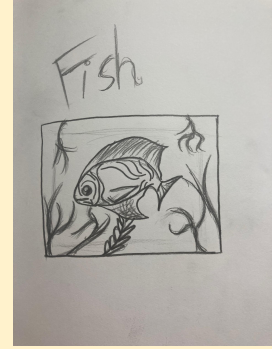
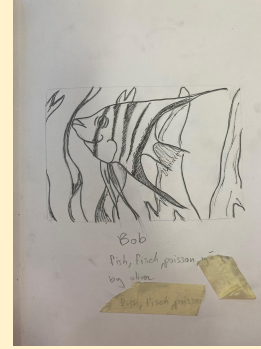
Class 5/11 21st November 2023 (40 mins)

Learning Intentions

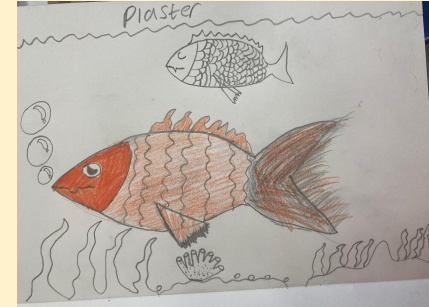
- **Visualise** what they have to do complete their print in regards to cutting
- **Understand** what a relief print is and what steps are involved in creating one
- **Evaluate** their own ability to use the cutter and what could be improved if necessary

Success criteria

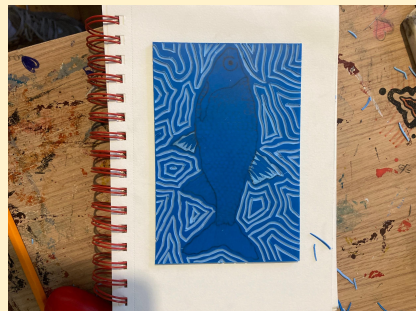
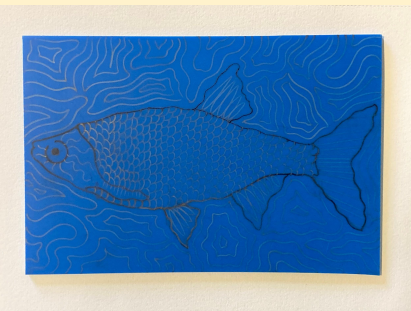
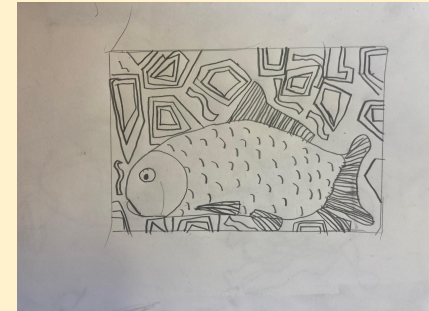
- Students can describe the remaining process involved in creating their prints
- Students can outline what a relief print is through analysing their lino prints
- Students can safely use the cutter and set up a workstation with cutting boards



IE



YE



Class 7/11 28th November 2023 (40 mins)

Learning Intentions

- **Produce** a resolved one colour lino print of their composition to show that they can apply the observed demonstrations from last class
- **Critique** how their print has resolved itself focusing on technical corrections they need to make
- **Select** the AEDP that they seen in their own work and discuss how they're working together

Success criteria

- Students will have created their first prints in one colour of their choosing
- Students will be able to identify any issues they are having with the printing process and can resolve them
- Students can recognise the AEDP used in their work and the work of others



EE



AE



IE



YE



EE

Class 9/11 5th December 2023 (40 mins)

Learning Intentions

- **Discuss** the print process and how their work has moved from their original sketches
- **Critique** their own work in a constructive way focusing on AEDP terms
- **Recognise** what they would do differently if they were to do another relief print project considering their outcomes with this project

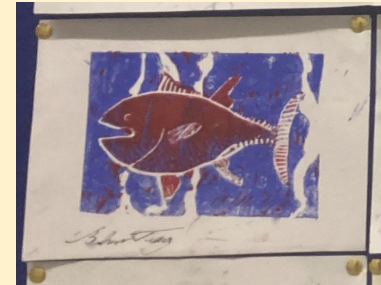
Success criteria

- Students can print their second layer over their original print
- Students can reflect on their work in a constructive way
- Students can evaluate how successful their work has been and what they would do differently the next time

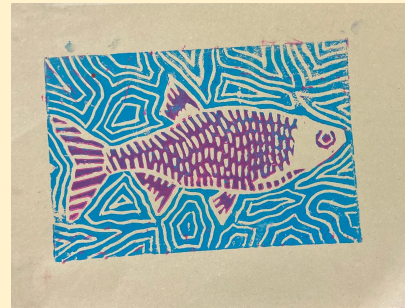
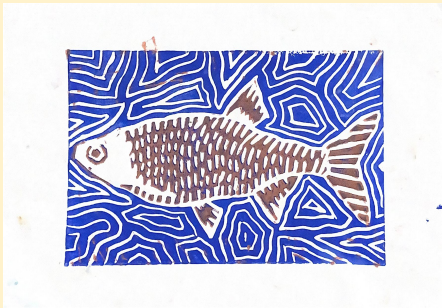
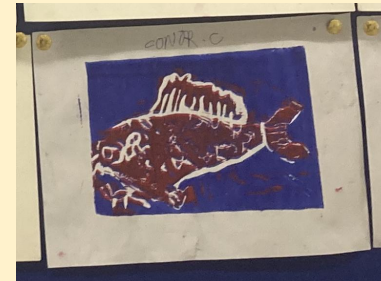


AE

IE



YE



Class 10/11 11th December 2023 (40 mins)

Learning Intentions

- **Compose** the fish shop mural on the wall outside the classroom focusing on how students lino colours interact with each other
- **Analyse** how the collective mural looks focusing on AEDP terms
- **Recognise** AEDP present in their own as well as in the work of others

Success criteria

- Students can finish printing their two tone lino prints
- Students have hung up their work outside the classroom to create a mural
- Students can evaluate their work reflecting on the printing process

AE



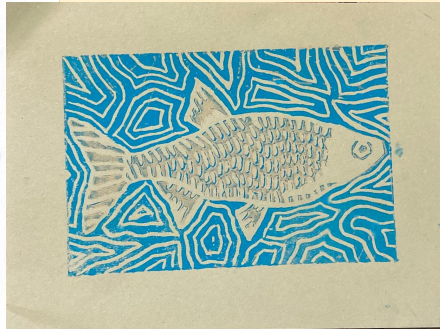
IE



YE



EE



Class 11/11 12th December 2023 (40 mins)

Learning Intentions

- **Identify** what a gyotaku print is looking through the historical and cultural background
- **Analyse** how they can use sea material when creating monoprints and why this could be a good idea
- **Recognise** AEDP present in their monoprints and compare/contrast that with their lino prints

Success criteria (Stage 2 ONLY)

- Students can reflect on their experiences with this project
- Students can create a monoprint using natural materials
- Students can discuss what a gyotaku print is



Personal Reflections

What was the most positive/challenging aspects of delivering your UoL?

- I found the group was well engaged with the project from the start to the end so I think the UOL theme was well pitched to them and it was an accessible theme for all of them
- One of the most challenging aspects was having students racing through their work to be finished first. I think in the minds of these students it was better for them to be done quickly than have more resolved work. I feel some of them missed out on taking time to reflect on their work which would have allowed them time to respond to what they had just learned

What advice have you taken on board and implemented post the feedback you received during your SP review.

- One of the things from my SP review was continuing the theme throughout and a deeper embedding of this in terms of the learning content. I tried to achieve this by continuing to bring in sea related imagery such as the gyotaku prints from Japan and by bringing in the seaweed for them to print with at the end

What do you want to achieve on your next SP block?

- I think reflecting on this I should have had more support study artists especially having some that related to print. I think the visual study artists helped relate the theme to the students and give them a framework to work with but I should have better engaged them with print artists as well.

