

Oatlands College, Mount Merrion , Co. Dublin

- Christian Brothers all boys school with 567 students
- 1st Year Mixed ability, 24 students overall who previously completed a UOL inspired by Sonia Delaunay
- 1 V-Art C is the class group
- One class a week first thing on a Thursday
- 8:40 - 9:20
- None of these students have formally diagnosed AEN



Aim of Unit of Learning

Aim of Unit of Learning Students will create logotypes using the theme of changing landscapes. Through visual research as well as examining the effects of climate changes on Ireland, students will identify a word that will be used to create their logotype. Students will be exposed to various support study artists such as Judy Chicago and Peter Max and this will develop their understanding of the graphic arts process. Students will engage with composition, colour, line and proportion.



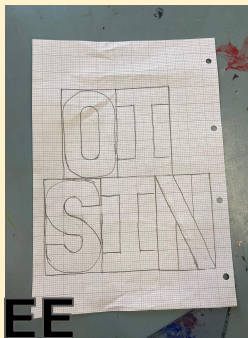
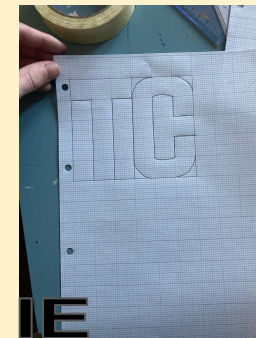
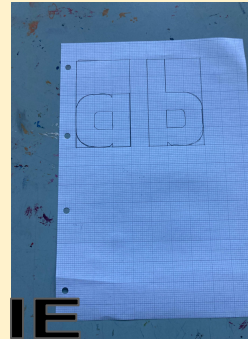
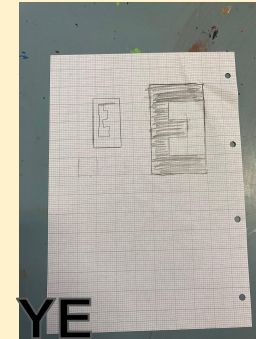
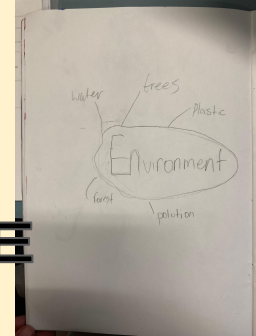
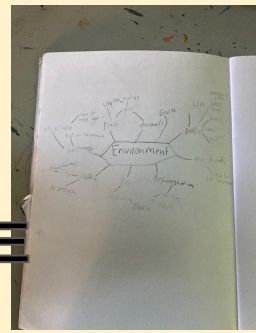
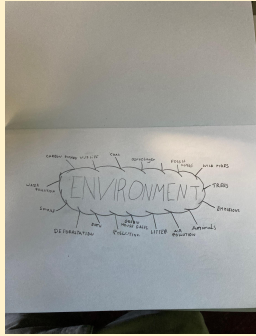
Class 1/7

Learning Intentions

- **Dissect** the work of Robert Rauschenberg for the first Earth Day focusing on AEDP terms and reflecting on his design process
- **Modify** their observed typography demonstration to explore different typography styles so as to allow self expression of design interest
- **Identify** through completion of a mind map, terminology that would be used by students to complete a logotype design that respond to the theme of 'changed landscapes'

Success criteria (Stage 2 ONLY)

- Students can outline how Robert Rauschenberg incorporates typography in his compositions
- Students can create mind maps that respond to the theme of changed landscapes
- Students can apply their observed typography demonstration so as to develop a typography design that relates to the theme



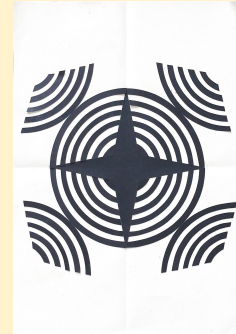
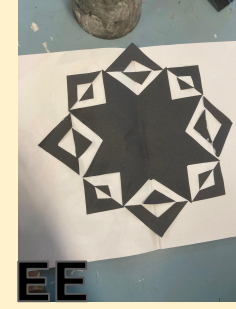
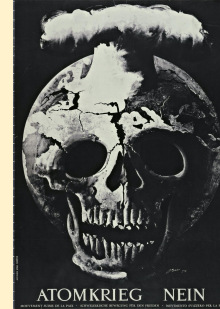
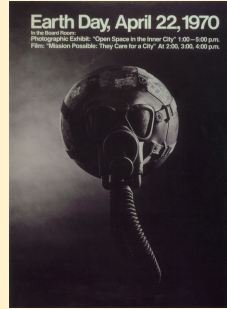
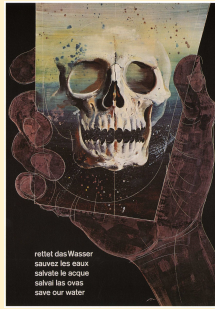
Class 2/7

Learning Intentions

- **Reflect on** the work of Hans Erni and Robert Leydenfrost + Don Brewster using their AEDP terms and by linking their appraisals of the work to their environmental theme
- **Create** a notan design, focusing on integration elements of their typography design work as completed in their previous class, as well as through a focus on their theme work
- **Develop** following their Notan creation in this class, a range of possibilities that could be explored focusing on exploring an environmental message in their logotype

Success criteria (Stage 2 ONLY)

- Students can appraise the meaning of the work of the observed support study artists
- Students can produce a notan that should offer them reflection on the development of their design work
- Students can identify how notan and their completed typography can be integrated together



Class 3/7

Learning Content for Pupils and Learning Intentions

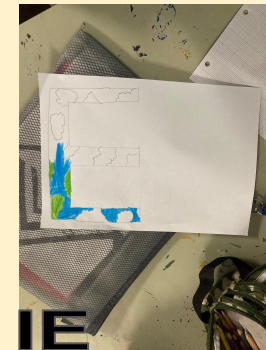
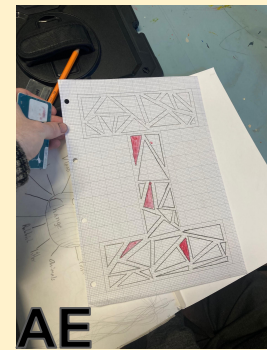
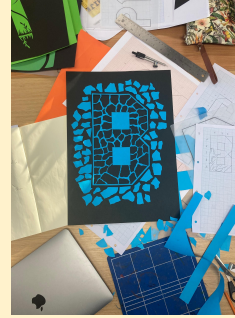
- Students will learn through a presentation about how the environmental cause has been supported in art and design mediums in the last fifty years focusing on the use of colour
- Key focus on the artists Peter Max and his various posters created for Earth Day. Peter Max's work offers an exploration of the bright, bold and colourful palette and how it was used to raise awareness.
- Demonstration on integrating notan work with their previous typography
- Outlining possibilities colour has when used in design work and how it interacts with other elements of design

Support Studies

Colour: Peter Max

Learning Intentions

- **Elaborate** on the use of colour in Peter Max's design work for Earth Day and reflect on how colour can be used in their design
- **Introduce** colour to their previously researched typography and notan design to allow for further integration of AEDP in their work
- **Respond** through continued interaction with theme of this UoL through sketchbook work which will allow students time to consider possible design for their final logotype



Class 4/7

Learning Content for Pupils and Learning Intentions

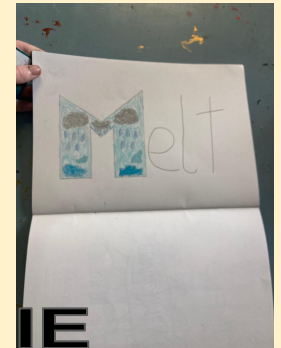
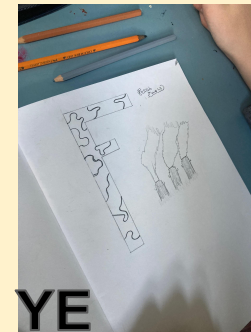
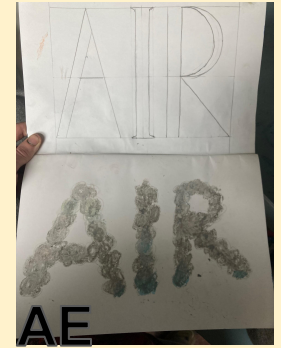
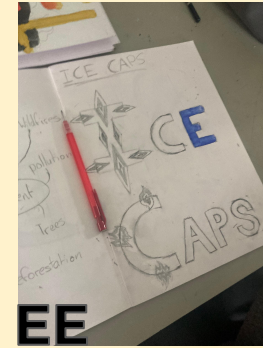
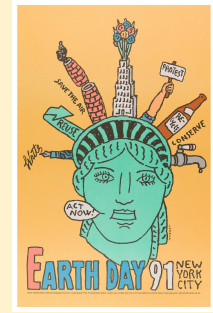
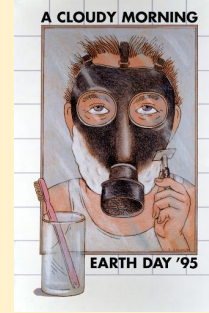
- Students will learn through a presentation about how the environmental cause has been supported in art and design mediums in the last fifty years focusing on composition
- Key focus on the artist Seymour Chwast and his posters for various earth days in the 1990s. Chwast's work highlight the need for human action to intervene against climate change and the dangers of pollution on society
- Demonstration on integrating primary source object drawings into typography notan
- Continued development of preliminary sketching from primary sources connected to their word and design work towards the completion of this project

Support Studies

Composition: Seymour Chwast

Learning Intentions

- **Reflect** on the meaning of Chwast's work focusing on how his composition convey emotive feelings and messages
- **Explore** marking out their composition for their logotype design so that they can reflect their acquired AEDP in a realised and clear manner
- **Support** their continued design work for their notan by reflecting on the previous class work as well as continued exploration of the theme through support study artists and individual avenues of research



Class 5/7

Learning Content for Pupils and Learning Intentions

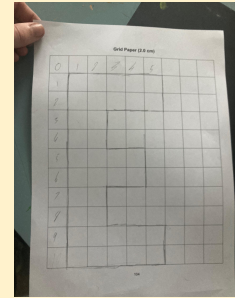
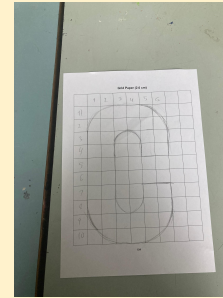
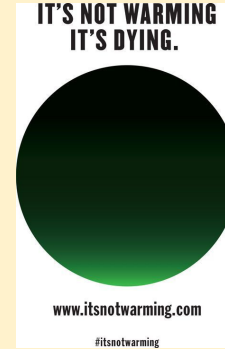
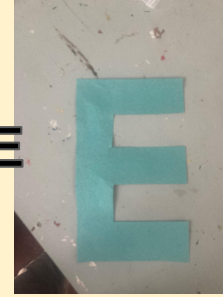
- Students will learn through a presentation about how the environmental cause has been supported in art and design mediums in the last fifty years focusing on design and environmentalism
- Key focus on the designer Milton Glaser and his poster for the Environmental Action Coalition In 1970. This work demonstrates several key AEDP such as pattern, form and colour amongst others
- Demonstration on transferring letter using tracing paper and creating notan from typography letter
- Creation of resolved preliminary composition work that allows students to begin working on their final piece

Support Studies

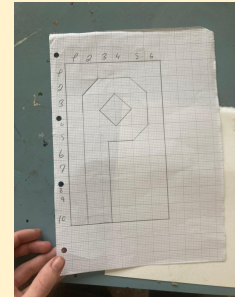
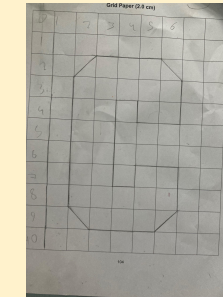
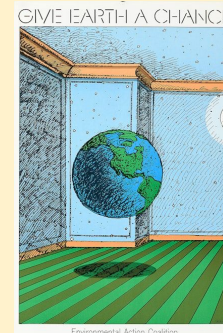
Design: Milton Glaser

Learning Intentions

- **Appraise** Milton Glaser design work for Environmental Action Coalition in 1970 focusing on the message his work conveys and the AEDP present in it
- **Create** letter using method previously used, transfer it onto the paper and finally produce the notan design
- **Determine** any design changes that need to be made through reflection on the observed demonstrations throughout this UoL so as to identify how they can progress forward to the best possible resolution



IE



Class 6/7

Learning Content for Pupils and Learning Intentions

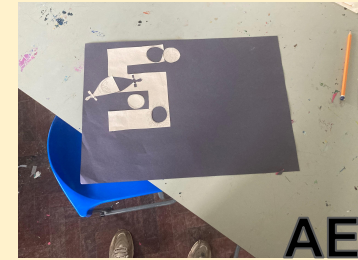
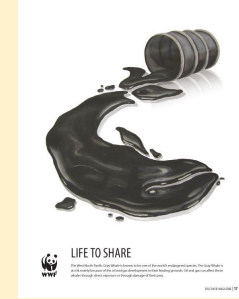
- Students will learn through a presentation about how the environmental cause has been supported in art and design mediums in the last fifty years focusing on earth art
- Key focus on the organisation WWF and their environmental posters throughout the organisation's existence. Student's should focus on how the designers capture evocative messages through their use of recognisable elements such as endangered animals
- Demonstration on using created typography to create their notan
- Continued working on resolving the final logotype which features typography that responds to the environmental issue of their choosing

Support Studies

Imagery: WWF Posters

Learning Intentions

- **Discuss** as a class group the work of WWF and comment on how their work raises a sense of environmental awareness in the general public
- **Combine** their previously completed design work and preparatory sketches into completion through the working on their resolved logotype
- **Interpret** their own responses to this design brief through reflecting on what has stimulated ideas for them in this project so that in the future they could further explore these avenues



Class 7/7

Learning Content for Pupils and Learning Intentions

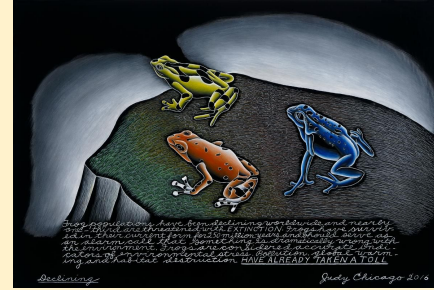
- Students will learn through a presentation about how the environmental cause has been supported in art and design mediums in the last fifty years focusing on a fine art application
- Key focus on the artist Judy Chicago and her series of work *The End: A meditation on Death and Extinction*. This work highlights the destruction of entire species due to man made environmental loss
- Demonstration on glueing down composition elements of logotype onto black paper
- Reflecting on the design process and a student lead evaluation of work

Support Studies

Art activism: Judy Chicago

Learning Intentions

- **Analyse** the work of Judy Chicago focusing on her use of colour and how she conveys emotive messages through her art
- **Formulate** their resolved work through combining their created design elements into one large balanced composition
- **Consider** the success and stumbling blocks with this design brief, reflecting through a student evaluation of their own work



Reflection on SP experiences



General Reflection: Happy with my overall experience in Oatlands. Interesting environment being in a school that art is not really a central focus, would like to go to a completely different type of school next year. Found the art room quite difficult and some of the timetabling with year groups was not great (1 first year class a week). Cooperating teacher was great in general very easy to talk to and offered good help. Would also like to go to a school with better resources as I feel some UoL ideas I had weren't possible in the environment

Areas for improvement: Better time management with senior cycle classes. Engaging students with primary sources an junior cycle level. Managing students work in the classroom environment. Allocating time for assessment of work and writing better success criteria. Keeping the theme developed throughout a UoL

