



Eimear Rourke - SP Assessment
Presentation

5th Yr - VS Impressionism

All girls
19 students
Mixed Ability students
General Learning Needs - 0
Students Medical - 0 students

5th Yr - VS Impressionism

Cognitive – Psychomotor - Affective

Research strand -

1.1 /3 Use **critical and visual language** to describe an artwork **(C)**

1.4 /3 Engage with a recognised artist or work of art **(P)**

Respond strand -

3.5 /3 Respond to a selection of drawings, studies and realised work **(P)**

3.5 /6 Justify their research, process, decision making and realised work **(C) (P) (A)**

Create Strand -

2.1 /2 Interpret primary sources including the the natural and built environment and the human figure as a source of inspiration **(A)**

2.2 /3 Translate their experience of Visual Studies into their practical work **(A) (C)**

3.14 Communicate the meaning and context of chosen work **(A)**

Aim of Unit of Learning

To facilitate learners **researching and exploring** skills while using **paint** through the theme of “**Impressionism**” with the focus on **Value, Colour, Balance and Composition**.

Layers of Learning

Literacy (Keywords, Terminology)

Linguistic (expressing ideas through words)

Science (Light & Colour Theory)

Social History (History of France between 1860's - 1890's)

Lesson 1 (S) - VS Impressionism

Learning Intentions

Know - **Justify** the art movement impressionism, who was involved and when it was active at its high

Understand - How materials such as french easels and oil paint in tubes changed how these artists worked, what subject matter they painted and who painted

Be able to - **Observe** everyday life and Claude Monet's Rouen Cathedral painting series as inspiration for 3 photographs all of the same subject matter but all different lightings (Dawn, Midday, Dusk)

Assessment

Mind Maps -

- Looking at mind maps and seeing if all key information is present
- List of points to be successful

VA



Success Criteria

All must -

- **construct** a mind map of all key information of the impressionist movement
- **Identify** at least 2 impressionism artists and their work

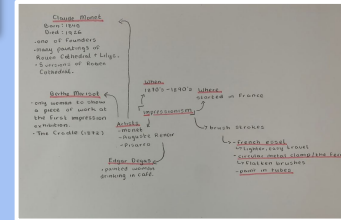
Some will -

- **Respond** to piece of work from an artist and shared their opinion using critical language

Few may -

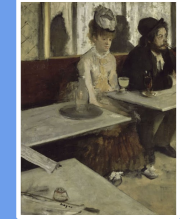
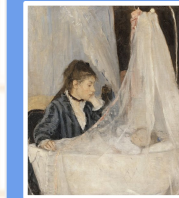
- **Question** different techniques, colour and composition within a piece of artwork
- Communicate if they were the artist what would they do and how would they do it

SW

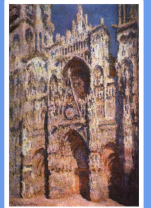


SS

Edgar Degas



Berthe Morisot



Claude Monet

Lesson 2 (S) VS - Emphasis on Light

Learning Intentions

Know - how to **Identify** what the emphasis on light is within a piece of artwork

Understand - how Monet and Pissarro captured light within their work through Value, Tone and Composition

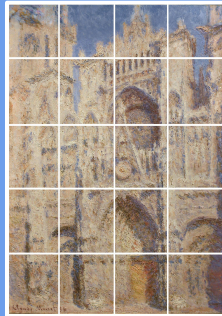
Be able to - **Apply** paint to a sectioned square of a Monet's painting while looking at Value, Tone and Colour

Assessment

Pause Point -

- Paused Activity
- Held up a students work that was on the right track to show students what they should be working towards

VA



Success Criteria

All must -

- **Identify** a light source/direction within a painting
- **Know** 2 artists and their work that focuses on the emphasis of light
- **Paint** a square section of Monet's Rouen Cathedral focusing on Value, Tone and Colour

Some will -

- **Consider** using Lighter toned paint to show light and darker toned paint to show shadows

Few may -

- **Share** their opinion on the emphasis of light within a painting using critical language

SW



Group Work



SS

Claude Monet & Camille Pissarro



Rouen Cathedral: The Portal (Sunlight)

Artist: Claude Monet
Dimensions: 99.7 cm x 66 cm
Created: 1894
Medium: Oil Paint
Subject: Cathédrale
Notre-Dame de Rouen
Locations: New York (since 1915), Newport (1895-1915), Paris (1895-1895)



Entrée du village de Voisins

Artist: Camille Pissarro
Dimensions: 98.7 cm x 66 cm
Created: 1873
Medium: Oil Paint
Genre: Pastoral
Locations: Musée d'Orsay

Lesson 3 (S) VS - Colour

Learning Intentions

Know - Explain what colour theory is

Understand - how to discuss & describe how the impressionist used colour theory within their work to look at Light, Tone and Atmosphere

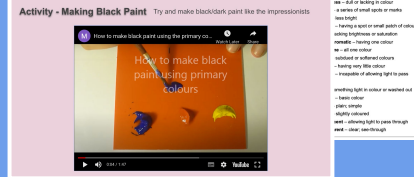
Be able to - Apply & mix primary colour paint to create a black tone paint inspired by the Impressionists

Assessment

Group Discussion -

- Group discussion about Colour Theory
- Using Colour word bank Identify, Describe and discuss an artwork using critical language

VA



Video on paint mixing - Black

Success Criteria

All must -

- Experiment with primary colours and try and create a black paint
- Produce a sample of black paint
- Apply colour mixing to their 1/3 paintings inspired by Monet's Rouen Cathedral paintings

Some will -

- List the different colours within a painting
- Describe colour using the Colour Word Bank provided

Few may -

- Critique how Monet, Degas and Morisot used colour in their work
- Discuss how colours can focus on Light, Tone and Atmosphere
- Apply colour to their work

SW



SS

Edgar Degas



Berthe Morisot



Claude Monet



Lesson 4 (S) VS - Women Impressionists

Learning Intentions

Know - **Identify** at least two Women impressionists and their work

Understand - **Justify** how Berthe Morisot and Mary Cassatt looked at subject matter of portraits and everyday life through balance and composition

Be able to - **Photograph** portraits of each other focusing on the element of Balance and **annotate** balance through thumbnail sketching

Success Criteria

All must -

- **Identify** two women impressionist artist and their work
- **Complete** the giving worksheet on Women Impressionists
- **Justify** what the art element of balance is
- **Photograph** three different portrait compositions focusing on the element of balance

Some will -

- **Identify** balance within an impressionist painting
- **Respond** to Berthe Morisot and Mary Cassatt's work using critical language

Few may -

- **Compare and Contrast** how balance is still used within many art forms such as Photography
- **Share** their opinion on the element of balance and how the impressionists used it within their work

Assessment

Group Discussion-

- Taped work up on walls
- Students and teacher discussed what we did today
- Higher order and lower Order Questioning

VA



SW



SS

Berthe Morisot



Berthe Morisot became a successful artist but her family did not encourage her to paint professionally.
Born - January 14, 1841, Bourges, France
Died - March 2, 1895, Paris, France
Spouse - Eugène Moret (m. 1874-1892)
Children - Julie Moret

Mary Cassatt



American artist Mary Cassatt joined the Impressionists for some of their later exhibitions in Paris.
In the United States she wasn't allowed to paint from live models because she was a woman.
Born - May 22, 1844, Allegheny, Pennsylvania
Died - June 14, 1926, Château de Bouffron, France
Spouse - Never Married
Children - No Children

Lesson 5 (S) VS - Male Vs Female Gaze

Learning Intentions

Know - Identify & describe Male Vs Female Gaze within Impressionists paintings

Understand - How women were separated through a painting, how women painters and male painters painted women differently and how women and male painters painted families and children differently

Be able to - Debate their opinions on the topic of Male Vs Female Gaze within Impressionists paintings

Assessment

Pause Point -

- Mind maps - key information

Group Discussion -

- Discuss topic at hand
- Students showing knowledge of the topic

VA



Comparing Berthe Morisot's View of Paris from the Trocadero (1872) and Edgar Degas' The Orchestra at the Opera (1870)



Success Criteria

All must -

- Identify & recall impressionism artists that the Male Vs Female Gaze is a big factor within their work

- Compile their own notes of today's lesson through the form of a mindmap

Some will -

- Critique & respond to Berthe Morisot and Edgar Degas' work using critical language

Few may -

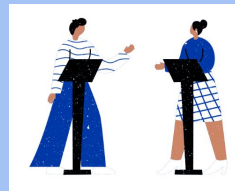
- Compare & Contrast 2 different Impressionist painters on the topic of Male Vs Female Gaze

- Share their opinion on an impressionism artwork under the theme of Male Vs Female Gaze

SW

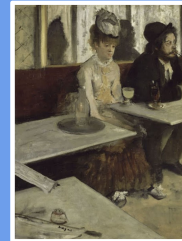
Lesson 5 - was not completed as students were at a school talk

Group Discussion/ Debate

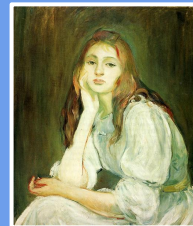


SS

Edgar Degas



Berthe Morisot



UoL Reflection

While creating and planning an UoL I found the **success criteria** to be the most difficult part.

I believe that I have got better but I can improve further with practice.

I would also like to improve for my next placement making **clear and strong learning intentions** as they lead to a successful class.

I found that always **including my questions** and key information in my UoL's to be very helpful as it made sure that the questions I would have been asking in class would be productive and with reason.

Overall, I have still so much to learn in the future with creating and planning Units of Learning. I had so much fun designing different lessons for my students.

3rd Yr Placement Reflection

My overall reflection on my 3rd Yr School Placement in Our Lady's College Drogheda was a very good and exciting experience.

My host teachers Jenny Carolan and Aine Curran were honestly the best host teachers and helped me along the way through everything.

My biggest of thanks to them.

After this Placement I believe that the area where I would like to improve on would be to work on **Time Management**. I found that I would either over or underestimate how long it would take students to do an activity.

Overall, my 3rd Year school placement has been great experience. I have made many new memories and I feel that I have learned and gained many new skills.