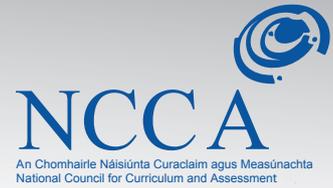




## Transition Unit

### Artykats : A cross curricular Transition Unit linking Art, Wood, and Business



## Area of Study

### **Creativity/Top Up and Tasters/Personal Achievement/ Enterprise**

## Overview

This Transition Unit gives the student the opportunity to be “hands on” in the design, production and marketing of stylized wooden cats. It will engage their creativity through the design and production of the wooden cats. Through the link with Business Studies, students will be introduced to the commercial possibilities of Art and Wood.

## Related learning

- Junior Certificate, Craft and Design
- Junior Certificate Materials Technology Wood
- Leaving Cert Art, Craft and Design
- Leaving Cert Construction Studies
- Community links - Selling the finished pieces and fundraising for school
- Leaving Certificate Business

## Outline of the unit

This unit runs for half a year. The Art and Wood classes run simultaneously and both are timetabled for a double period. After 7 weeks the classes swap. This allows students to experience all aspects of the process from design to production to sales and marketing.

For the first double class all students (from both classes) will be brought together, and introduced to the transition unit by the Art and Woodwork teachers. The aims will be clearly defined to them and they will have a chance to agree roles and responsibilities. The Business teacher might also give an input to help the students being to think about ways of setting up the Mini Company and selling their finished products. 3 completed designs will be shown to the students to inspire their ideas (see images in appendix).

The activities undertaken in the Art and Woodwork classes and the Mini Company are outlined below separately.

## Outline of the unit

### Art classes

Research begins, looking at examples of stylised cats and how cats have been depicted throughout history.

Students will trace their chosen template onto an A2 sheet. There is also an opportunity here for a student to develop a template themselves.

Students then begin to design their cat, based on research gathered.

Students will then transfer their design onto the cut out wooden cat.

When completed the finished pieces are varnished. Any additional materials are also added at this stage.

When the classes swap over this process is repeated with the second group of students.

### Woodwork classes

Preparing for production

While the Art department are developing the design/s, the students taking the wood module will familiarise themselves with template work by undertaking a simple project using a template, i.e. key ring holder in the shape of a key. Each student will work to his/her own template design.

The students will design their own template and transfer the design, cut the shape, drill necessary holes, sandpaper and finish the project.

### Production

When the design of the cats is complete, the students will take the design and transfer it onto 6mm MDF.

Three students will cut the design on the scroll saw.

Three students will be responsible for the cleaning of the saw marks from the cats.

Three students will be responsible for the cleaning of the cats with 80 grit sandpaper.

Three students will be responsible for the cleaning of the cats with 100 grit sandpaper.

Three students will be responsible for the cleaning of the cats with 120 grit sandpaper.

Three students will be responsible for facial adornments.

## Breakdown of the unit (how timetabled)

One double class of Woodwork and one double class of Art running simultaneously for ½ year

Class contact time	34 hrs
Independent research	5 hrs
Marketing and sale of the product	6 hrs
Total	45 hrs

## Aims

*This transition unit aims to:*

- develop an appreciation of art and design
- develop students' practical skills in Art, Wood and Business
- develop students' teamwork, communication and entrepreneurial skills.

## Learning Outcomes

*On completion of this unit students should be able to:*

### **Art classes**

- research images of cats through Art and Design History
- trace a template onto an A2 sheet
- design a stylised cat which is suitable for the template
- transfer the design onto the material
- paint the design
- varnish and complete the piece

### **Woodwork Classes**

- demonstrate an ability to use machinery with due regard to health and safety
- mark template to board material and keep waste to a minimum
- use a scroll saw to cut out a stylised cat
- use a variety of sandpapers to achieve a high quality finish
- use hand and power tools to carry out additional work

## Business Component

- set up a Mini Company
- write a business plan
- design a logo
- engage in Marketing of their products
- sell the finished products

## Key skills

## How evidenced

information processing critical and creative thinking	Researching the theme of cats in Art. Identifying a suitable design. Analysing and interpreting Art as a visual language. Viewing, analysing and comparing completed wooden cats.
communicating	Designing a suitable logo Agreeing how to work together in the wood-work and Art room during the processing stage. Expressing opinions and discussing marketing possibilities. Selling the product in the Community
working with others	Working in pairs and/or larger groups for the marketing and selling of the finished pieces. Agreeing an action plan for marketing and sale of Cats.
being personally effective	Taking a responsible role in completing their own piece of work Developing a Business Plan Marketing and selling the finished pieces in a confident manner. Evaluating their own work and providing constructive feedback to each other.

## Learning approaches

Activity based learning  
Cross-curricular learning – wood, art, business

## Assessment approaches

Their completed individual design is the main item for assessment. The teacher and students would together assess the finished products and so allow an opportunity for student self-assessment.

In addition the class would be invited to assess their overall participation in the Transition Unit using a questionnaire. See appendix 1.

## Evaluation methods

Students will complete an end of unit evaluation sheet at the end of 13 weeks. See appendix 2.

Transition Unit will be evaluated by the teachers involved at the end of each 13 week session.

## Resources

### INFORMATION TECHNOLOGY (Art)

*Go to Google Images. Type in "Drawings of Cats" or "Images of Cats". This will provide several images of cats in Art.*

### Books

*How to Draw Cats by Barbara Soloff*  
*Cats and how to draw them, by Melvyn Petterson*  
*The Cat in Art, by Stefano Zuffi*  
*The Cat in History, Legend and Art, by Anne Marks.*

### INFORMATION TECHNOLOGY (Wood)

*Go to Google. Type in separately*  
*finishing Wood*  
*scroll Saw Work*  
*safely working with Wood*  
*Material accessed will provide information on the above activities.*  
*Materials (Technology Wood) by John Culloty*  
*Wood Technology for the Junior Certificate by Bill Gaughran (General Editor)*

### Books

*Wood (Materials Technology) by Michael Cross*  
*Materials (Technology Wood) by John Culloty*  
*Wood Technology for the Junior Certificate by Bill Gaughran (General Editor)*

## Appendix 1

### Self – assessment

If asked to award marks for my participation in Artykats I would award the following  
(Out of ten)

Teamwork – Did I work well as part of a team? Did I do a fair share of work?

\_\_\_\_\_

Individual work – Did I work well on my own and take responsibility for my own learning?

\_\_\_\_\_

Level of work – Did I put a good effort into this project?

\_\_\_\_\_

Did I show consideration for other students and help them along the way?

\_\_\_\_\_

Did I learn any new skills?

\_\_\_\_\_

Please describe any skills that you developed

## Appendix 2

### Student's Evaluation of Transition Unit

Title of transition unit \_\_\_\_\_

Please complete the following sentences

The thing I most enjoyed about this transition unit was....

The most interesting thing I learned was....

This will be useful because...

The thing I least enjoyed about this transition unit was...

The things I found most difficult were...

If this transition unit was being taught to another group of students what changes, if any, would you suggest to make it better?