

1933

Methods of Teaching Drawing (Stage 1): Technical School Examinations 1933

Department of Education: Technical Instruction Branch

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BRAINSE AN CHEARD-OIDEACHAIS.
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SPECIAL EXAMINATIONS FOR TEACHERS'
CERTIFICATES.
1933.

METHODS OF TEACHING DRAWING.
(STAGE I.)

Friday, May 19th—7 to 9 p.m.

Examiner—SAMUEL MACCANN, ESQ., A.R.C.A. (Lond.).

Co-Examiner—P. O'SULLIVAN, ESQ., A.R.C.A. (Lond.).

GENERAL INSTRUCTIONS.

You are carefully to enter on the Answer Book and Envelope supplied your Examination Number and the subject of examination, but you are not to write your name on either. No credit will be given for any Answer Book upon which your name is written, or upon which your Examination Number is not written.

You must not have with you any book, notes, or scribbling-paper.

You are not allowed to write or make any marks upon your paper of questions.

You must not, under any circumstances whatever, speak to or communicate with another candidate; and no explanation of the subject of the examination may be asked for or given.

You must remain seated until your answer-book has been taken up, and then leave the examination-room quietly. You will not be permitted to leave before the expiration of twenty minutes from the commencement of the examination, and will not be re-admitted after having once left the room.

If you break any of these rules, or use any unfair means, you are liable to be dismissed from the examination, and your examination may be cancelled by the Department.

Two hours are allowed for this paper. Answer-books, unless previously given up, will be collected at 9 p.m.

INSTRUCTIONS

Read the General Instructions on page 1.

- (a) All the questions may be attempted.
- (b) Equal value is attached to each question.
- (c) Answers must be written in **ink**; sketches may be made in **pencil**.
- (d) It should be clearly understood that the examination is intended to test the capacity of the teacher to teach Drawing, and to illustrate lessons by drawing.
- (e) Highly finished drawings are not expected, but the sketches should adequately express the ideas they are intended to convey.
- (f) Write the numbers of the questions distinctly before the answers.
- (g) The sheet of diagrams and the sheet of paper supplied for sketches, whether used or not, must be enclosed in the envelope along with your written answers.

1. Discuss the merits or otherwise of the following methods of correcting drawings:—

- (a) by lines and marks on top of the student's work, with a dark or coloured pencil.
- (b) by making a small diagrammatic and explanatory drawing in the margin of the student's paper.
- (c) by allowing the students to point out mistakes in each other's drawings.

2. Assuming you have a class at object-drawing and the object consists of a common watering can, show, by means of sketches, as you would on the blackboard, the correct methods of the construction and placing of the handles and spout. Illustrate by sketches some of the errors you would expect to find in the class work.

3. Difficulty is sometimes experienced by students in understanding the principles which underlie the construction of "all-over" patterns. How can this be overcome?

A simple border pattern is shown (Fig. 1). Show by sketches how a class might adapt the repeat as a unit for an "all-over" pattern.

4. The diagram (Fig. 2), represents a drawing submitted for correction. Show by marks and lines upon the diagram, how the errors should be rectified. With brief notes and sketches, such as you would draw on the blackboard, indicate the methods you would adopt to counteract similar faults found to be general in a class

5. Illustrate how a class might adapt the strapwork ornament shown in Fig. 3, in a design to occupy (a) a square panel $4\frac{1}{2}$ inches side, (b) a regular octagon 4 inches side.

(Only half the design need be shown in each case.)

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FIG. 1.

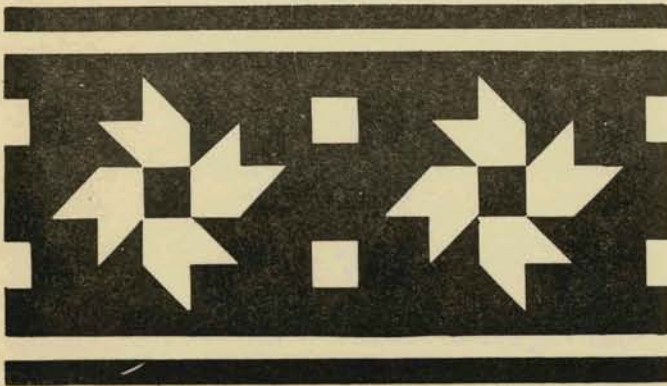


FIG. 2.

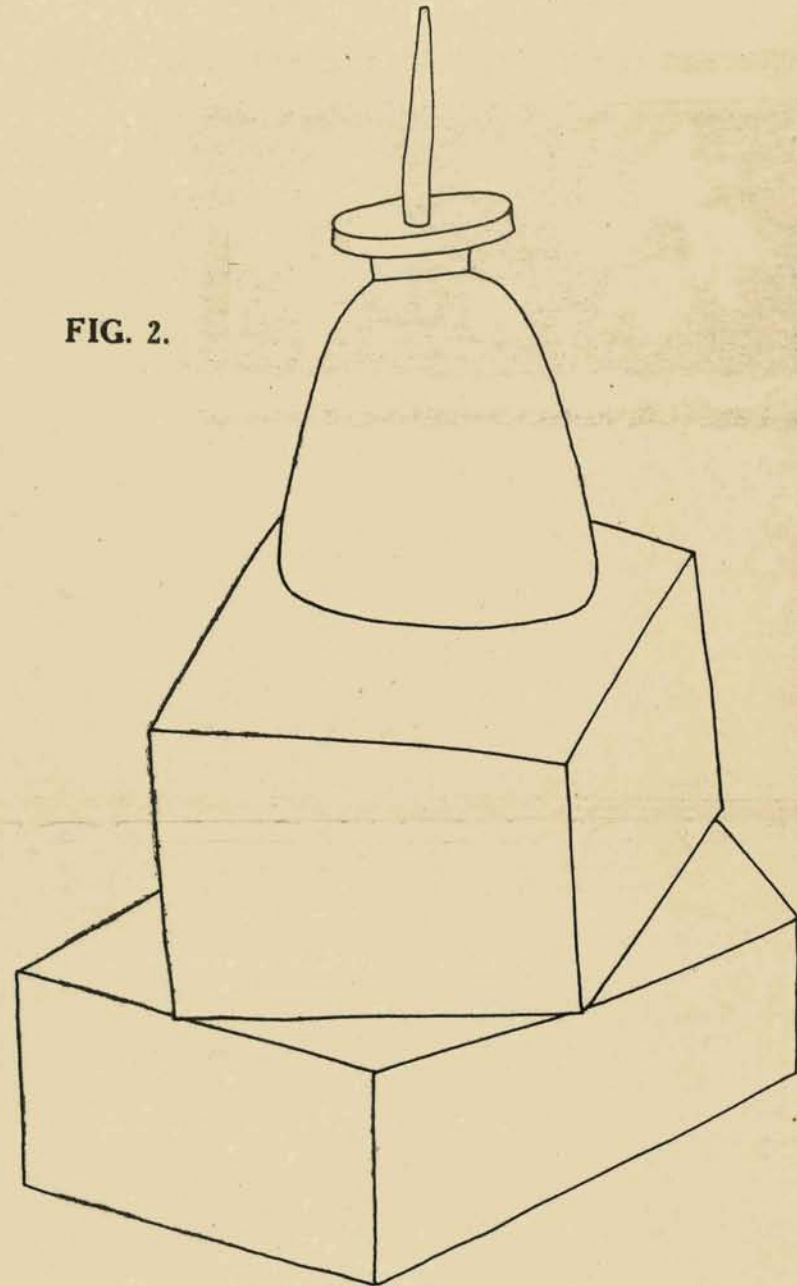


FIG. 3.

