

1934

Methods of Teaching Drawing (Stage 1): Technical School Examinations 1934

Department of Education: Technical Instruction Branch

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BRAINSE AN CHEARD-OIDEACHAIS.
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SPECIAL EXAMINATION FOR TEACHERS'
CERTIFICATES.
1934.

METHODS OF TEACHING DRAWING.
(STAGE I.)

Monday, May 28th—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. Give six drawings to serve as part of a course of simple exercises in freehand drawing, arranging them in the order in which they should be taken by the class. State briefly your reasons for this arrangement.

Do you advocate the use of photographs, printed charts or diagrams of natural forms and ornament as illustrations for students doing freehand drawing, or are there any other methods by which similar or better results could be attained? Give reasons for your answers.

2. Give the construction lines you would employ in setting out the drawing of the interlaced ornament (Fig. 1), for the guidance of elementary students. Show also, by means of sketches, how the class might adapt portion of this pattern, in a design for a repeating border 4 inches wide.

3. Give a series of diagrammatic sketches, to be used as blackboard illustrations, showing the correct methods of procedure to be adopted when drawing the various attachments usually found on household utensils, e.g. a handle, a spout, etc.

4. The diagram (Fig. 2), represents a student's drawing of a rectangular board and two common saucers resting against a cylindrical jar with a lid. 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. Discuss the merits or otherwise of the following methods of creating and executing designs for surface decoration :—

- (a) With the point (pencil etc.), blocking-out and drawing in outline the various elements and units, and filling them in with colour.
- (b) Working direct with the brush and colour, using the pencil only to indicate the geometrical foundation upon which the pattern is built up.
- (c) With crayons, chalks or pastels on white or coloured papers, to be used only as a preliminary coloured sketch.

Give the names of the various basis of construction of the pattern in design employed in surface enrichment. Explain their differences and illustrate your answer with sketches.

SPECIAL EXAMINATIONS FOR TEACHERS' CERTIFICATES, 1934
METHODS OF TEACHING DRAWING (STAGE 1).

IMPORTANT :—*This 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.*

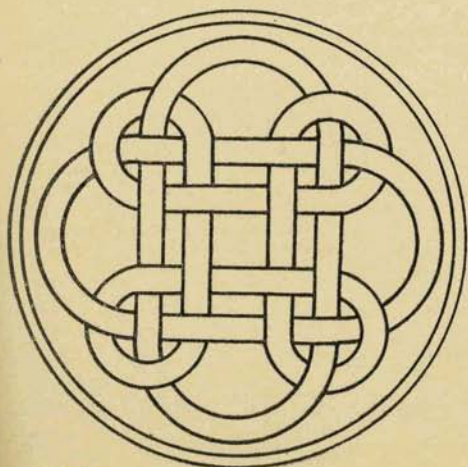


FIG. 1.

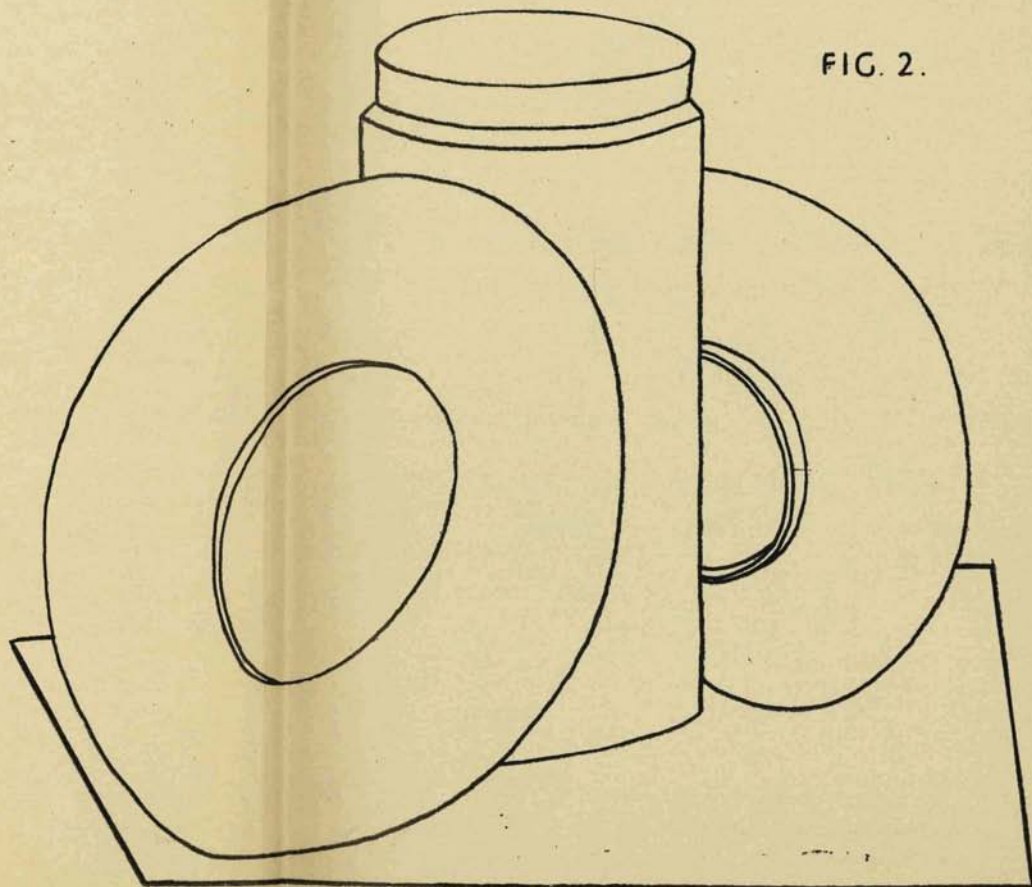


FIG. 2.