

1934

Methods of Teaching Drawing (Stage 2): Technical School Examinations 1934

Department of Education: Technical Instruction Branch

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(Department of Education.)

BRAINSE AN CHEÁRD-OIDEACHAIS.

(Technical Instruction Branch.)

**SPECIAL EXAMINATIONS FOR TEACHERS'
CERTIFICATES.**

1934.

METHODS OF TEACHING DRAWING.

(STAGE II.)

Friday, May 11th—7 to 9.30 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 in your place 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 beginning 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 and a half are allowed for this paper. Answer-books, unless previously given up, will be collected at 9.30 p.m.

INSTRUCTIONS.

Read the General Instructions on page 1.

- (a) All the questions may be attempted.
- (b) Equal values are attached to the questions.
- (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 paper supplied for sketches, whether used or not, must be enclosed in the envelope along with your written answers.

1. Give an outline of a lesson on the drawing from observation of an elliptical shaped object such as a soup tureen, a tin bath, an oven pot, etc. Preface your outline with a note of what the pupils are expected to have done previously in object drawing leading up to the lesson, and give the sketches you might put on the blackboard in discussing the object you select, its drawing and construction.

2. Assume that a class has acquired sufficient knowledge of plane geometry to commence the study of solid geometry (plans and elevation). With brief notes, and explanatory sketches as blackboard illustrations, explain, as you would to the class, the principles involved. Give graduated examples of the first four lessons and state the methods you would adopt to explain clearly the use of a new XY line.

3. Make three sketches of any flower and leaf as studied from nature or from an illustration, using three different interpretations or treatments, and state for what purpose in design each of the various treatments might be used.

4. State what you consider to be the aim, educational value and utility, of placing drawing and art on the curriculum of secondary schools. In what respect does such a training influence the life of a pupil who passes through these schools?

Name the individual subjects you would suggest as comprising a general course of drawing and art suitable for a secondary school, and explain how they would assist towards attaining the end in view.

5. Assuming that you have a class at drawing, and that the subject of instruction is Lettering, with brief notes and sketches such as you would put on the blackboard, indicate how you would teach the subject and at the same time retain the interest of the students.

Give sketches of three examples of both Roman and Gaelic capitals, making the height of the letters two inches.