

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

Resource Booklet

## Visual Art

*Nov. – Dec. Cluster*

*2017*



[www.jct.ie](http://www.jct.ie)

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## Today's Learning Intentions

1. To explore visual art processes
2. To familiarise ourselves with the new language
3. To develop our understanding of learning outcomes and assessment practices in the art classroom
4. To consider Classroom Based Assessment 1.

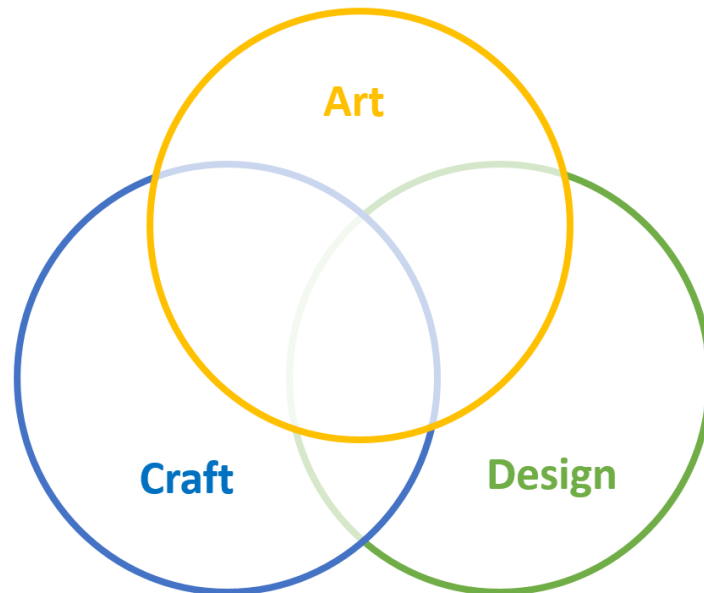


# Glossary of Terms

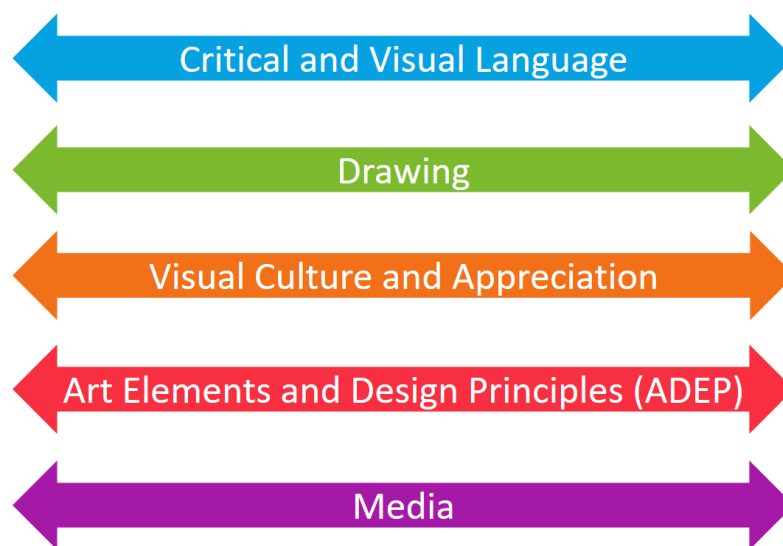
<p><b>Formative Assessment</b></p>	<p>Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development.</p>
<p><b>Summative Assessment</b></p>	<p>Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.</p>
<p><b>Classroom-Based Assessment: CBA</b></p>	<p>Assessments in subjects and short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal examination. Classroom-Based Assessments, facilitated by the classroom teacher, are undertaken by students in a defined time period, within class contact time and to a national timetable.</p>
<p><b>Features of Quality</b></p>	<p>Features of quality are the statements in the short course/subject specifications that support teachers in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.</p>
<p><b>Subject Learning &amp; Assessment Review meeting SLAR</b></p>	<p>Following the completion of a Classroom-Based Assessment, teachers will engage in review meetings, where they will share and discuss samples of their assessments of student work and build common understanding about the quality of student learning.</p>
<p><b>Junior Cycle Profile of Achievement JCPA</b></p>	<p>The JCPA is the award that students will receive at the end of their junior cycle. The award will reward achievement across all areas of learning and assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades, which include results from the final examinations and the Assessment Tasks.</p>

# Recap on CPD Day 1

## The Strands



## The five Elements



## Learning Outcomes

Are statements in curriculum specifications to describe the understanding skills and values students should be able to do after a period of learning.

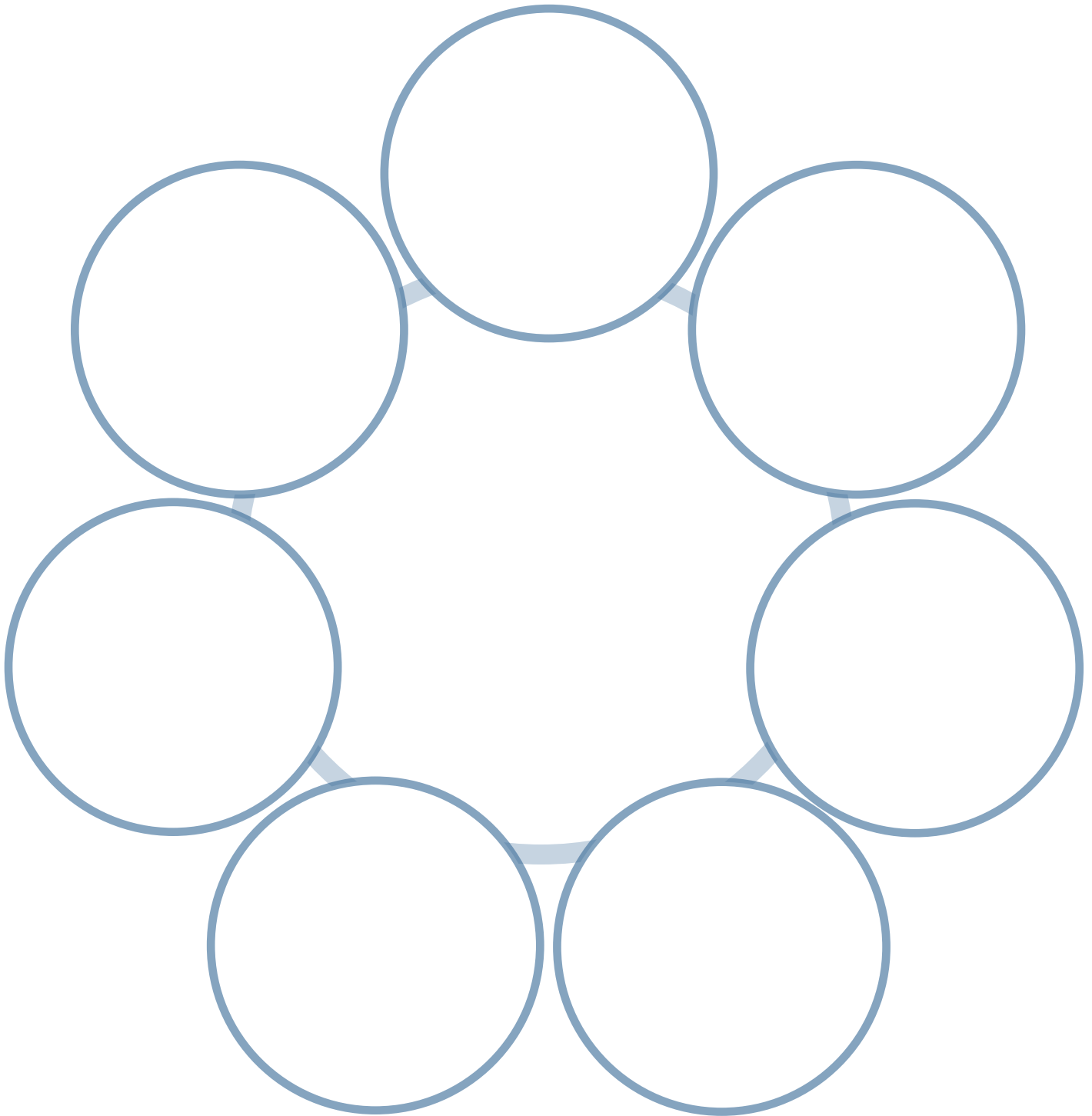
- They are to be completed over the three years of Junior Cycle.
- The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves, nor does it suggest an order to which the learning outcomes should be developed in class.

# The Five Elements

<p><b>Critical and visual language</b></p>	<p>Critical and visual language is used by students to discuss, understand and assess an artistic work, whether it is their own or another's. It allows students to explore imagery more fully and in a more thoughtful way. Students can use critical and visual language to communicate their ideas to their teacher, other students or the wider community. The ability for the student to use it builds a higher level of competence and confidence when they respond to and engage with the visual culture of the contemporary or historical world and natural and built environments.</p>
<p><b>Drawing</b></p>	<p>Drawing is the fundamental language integral to all of the activities undertaken by students in the three strands of art, craft and design. It is essential for enquiry, expression, documenting and communicating visual information. Drawing from observation, including primary sources and life drawing and experimental and imaginative drawing, as well as developing ideas through 2-D, 3-D or digital methods are important for students to experience. Drawing is also an art form itself. Students need to experience and develop their drawing skills over the three years of junior cycle.</p>
<p><b>Visual culture and appreciation</b></p>	<p>Visual culture and appreciation recognises that the modern world has become a more visual place encompassing a wide range of visual stimuli such as architecture and urban design to advertising, new media, the internet, fine art, craft, design, photography, fashion and more. Non-text-based cues and images are visually read at a much faster rate than text-based messages. At times, bombarded with images, students need to understand and decode these visual messages, as well as the visual culture of other societies too. This knowledge and understanding needs to be communicated using language familiar to the students but also the critical and visual language associated with the three strands of art, craft and design.</p>
<p><b>Art elements and design principles</b></p>	<p>Art elements and design principles (AEDP) are the building blocks of any work of art a student will create. Their application in 2-D, 3-D or digital works can be analysed by considering their use either collectively or individually. The art elements include the dot, colour, line, shape, tone, texture and pattern. The principles of design include balance, tension, symmetry, harmony, light, space, scale and contrast</p>
<p><b>Media</b></p>	<p>Media choice and use is an important element that cross-cuts the three strands of art, craft and design. Media are the means to interact, create, connect and communicate with others. In the work, which students undertake to create, they can use traditional tools and methods or new, contemporary or digital means. Media also encompasses the knowledge of techniques or processes too.</p>

# Visual Art Process Notes

What did the artist identify as being important in his journey from initial idea to realisation?



# Understanding Visual Art Processes

A fundamental part of the aims of the Visual Art specification is that “students will experience the authentic visual art processes of imagining, investigating, experimenting, making, displaying and evaluating.” Four important and interlinked aspects of achieving this are working with primary sources, the development of ideas, the development of skills and the use of the Visual Art sketchpad.

This creative process begins with students responding to a stimulus.

## **Primary Sources:**

Primary sources are sources, physical or conceptual, that are viewed in their original state and are not filtered through another person’s interpretation of them.

The use of primary sources is integral to the production of artwork by students and is an essential approach to creative art making. Primary sources provide opportunities for students to engage with the world around them and therefore help them to take ownership of their work and make it more personal. Students should choose primary sources appropriate to the theme they have selected, from which to develop their work.

## **Development of Ideas:**

A fundamental part of being creative in any discipline, as stated in Statement of Learning 23 in the Framework for Junior Cycle, is that “the student brings an idea from conception to realisation.” If students are to build the capacity to successfully develop ideas, teachers need to focus on strategies to help them do this. For example, students may develop an idea thematically, through historical and/or contemporary aspects, philosophical aspects and addressing issues relating to it in different media.

## **Development of Skills:**

Students should be able to express their ideas in visual form, which means that they need to acquire the skills necessary to refine and express their ideas. In acquiring these skills, students will also develop an understanding of the potential and limitations of the media and techniques they use.

## **Visual Art Sketchpad:**

The Visual Art sketchpad is a collection of ideas, processes and work, in physical or digital form or a combination of both. It is essentially the student’s own personal record of the creative journey; the format of which will be decided by the student in collaboration with their teacher. Throughout these guidelines, the Visual Art sketchpad will be referred to as a single document which may be taken to include one or a number of sketchpads. The number of entries in a Visual Art sketchpad may vary but nonetheless present all the necessary preparatory and developmental work.

*(NCCA Guidelines for the Classroom Based Assessment – Junior Cycle Visual Art, page 6/7)*

What resonates for you as an art educator?

# Visual Art Learning Outcomes

## Strand 1 Art

**Art** or fine art, is the expression of creative skill in a visual form. It emphasises ideas, feelings and visual qualities through imaginative and/or technical skill. Apart from the creation of artworks, fine art also encompasses the study of art through appreciation and critical discussion.

<b>Elements</b>	Learning outcomes Students should be able to	
<b>Critical and visual language</b>	1.1	analyse their work, or that of another, using appropriate vocabulary and knowledge
	1.2	respond to an artwork using critical and visual language
	1.3	critique an artwork using critical and visual language
<b>Drawing</b>	1.4	demonstrate how they use drawing to observe, record and analyse the human figure and the world around them
	1.5	interpret the world and communicate ideas through visual means
	1.6	use drawings to communicate their personal outlook or understanding
<b>Visual culture and appreciation</b>	1.7	examine the method of a number of artists and the artwork they created
	1.8	discuss examples of historical and contemporary visual art
	1.9	debate the value that they and society place on an artwork
<b>Art elements and design principles (AEDP)</b>	1.10	identify the use of art elements and design principles within an artwork
	1.11	consider the use of the art elements and design principles in their own artwork
	1.12	apply their understanding of the art elements and design principles to make an artwork
<b>Media</b>	1.13	identify media which are used to create artwork
	1.14	use media to create their own artwork
	1.15	critique the choice of media in their own or others' artwork



## Strand 2 Craft

**Craft** is the application of a range of particular artistic skills and knowledge to produce artefacts of aesthetic worth. With an emphasis on processes and materials, the artefacts created may represent either traditional crafts or a more individual approach by the craftsperson.

Elements	Learning outcomes	
	Students should be able to	
<b>Critical and visual language</b>	2.1	identify and use the critical and visual language associated with more than one type of craft
	2.2	interrogate and communicate ideas about different crafts using critical and visual language
	2.3	reflect on their own, or another's, craftwork through the use of critical and visual language
<b>Drawing</b>	2.4	show they can use their drawings to observe, record and analyse
	2.5	develop their ideas for craftwork through drawing
	2.6	investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making
<b>Visual culture and appreciation</b>	2.7	identify the historical or contemporary skills and materials used in craft works from a number of different crafts
	2.8	interpret the narrative, symbols and functions used in craftwork from their own and other world cultures
	2.9	assess the visual culture references that are incorporated into craftwork/s
<b>Art elements and design principles (AEDP)</b>	2.10	describe art elements and design principles as they are used across a number of different crafts
	2.11	research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures
	2.12	justify the choice of art elements and design principles in their own or others' craftwork
<b>Media</b>	2.13	identify the role of media in the development of craftwork
	2.14	use media to create craftwork
	2.15	justify the choice of media in their own or others' craftwork

## Strand 3 Design

Design is the process of planning, problem-solving and creating. It can be a response to a brief, a need or a situation. Emphasising the process of planning, problem-solving and completion, with drawing as a means of thinking, formal visual elements and imagery are used to communicate messages and ideas.

Elements	Learning outcomes Students should be able to	
<b>Critical and visual language</b>	3.1	use critical and visual language to describe diverse design work
	3.2	use critical and visual language to explain their own designs and those of others
	3.3	respond to and critique works of design using appropriate visual language
<b>Drawing</b>	3.4	interpret a design brief and represent this through their drawings
	3.5	experiment with design ideas through research and analytical drawing
	3.6	design a final work based on their drawings
<b>Visual culture and appreciation</b>	3.7	describe examples of historical and contemporary design
	3.8	discuss historical and contemporary design practices
	3.9	justify the design concepts made by historical and contemporary designers
<b>Art elements and design principles (AEDP)</b>	3.10	explain the use of art elements and design principles in examples of design work
	3.11	examine their own and others' design work through the use of art elements and design principles
	3.12	assess their own and others' design work using their knowledge of art elements and design principles
<b>Media</b>	3.13	describe the use of media in examples of design work
	3.14	utilise media in their own design work based on a design brief
	3.15	justify design concepts and the use of media in their own or others' work

# Focus on Learning

Use this space to write the **two** Learning Outcomes identified?



Use this space to write what you think the teacher intended the students to learn?

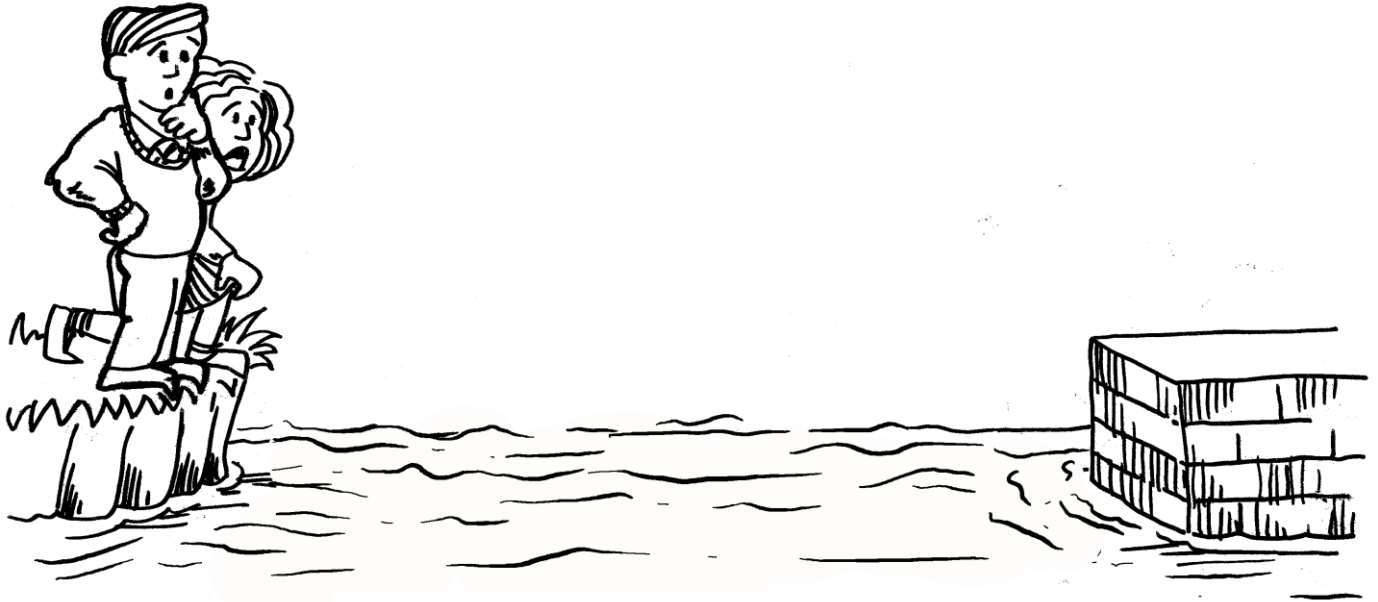


Notes on Success Criteria

# Formative Assessment

Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning... What makes formative assessment formative is that it is immediately used to make adjustments so as to form new learning.

*(Shepard, 2008, p. 281)*



Closing the Learning Gap

Learning Outcomes



KnowledgeS  
Skills  
Values

Learning Intentions

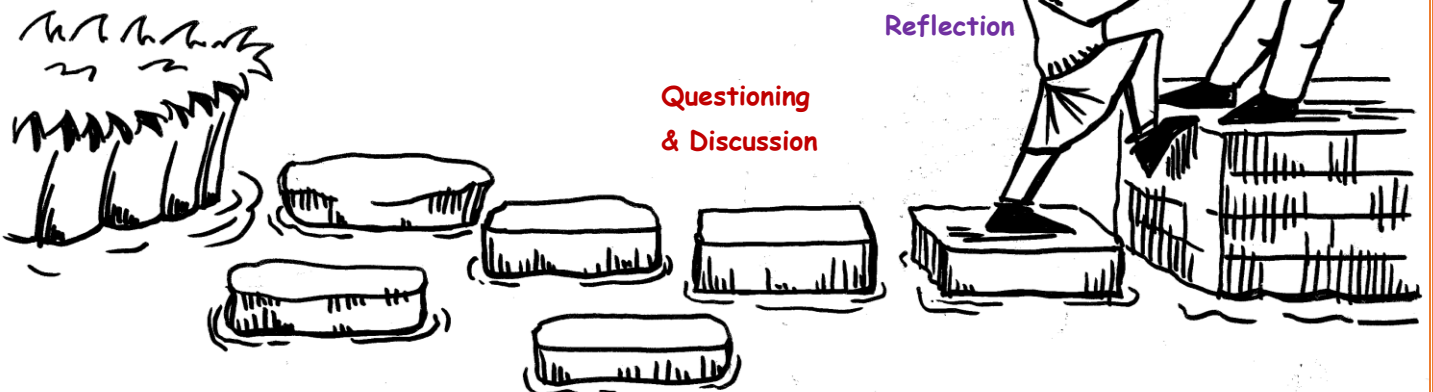
Success Criteria

Effective  
Feedback

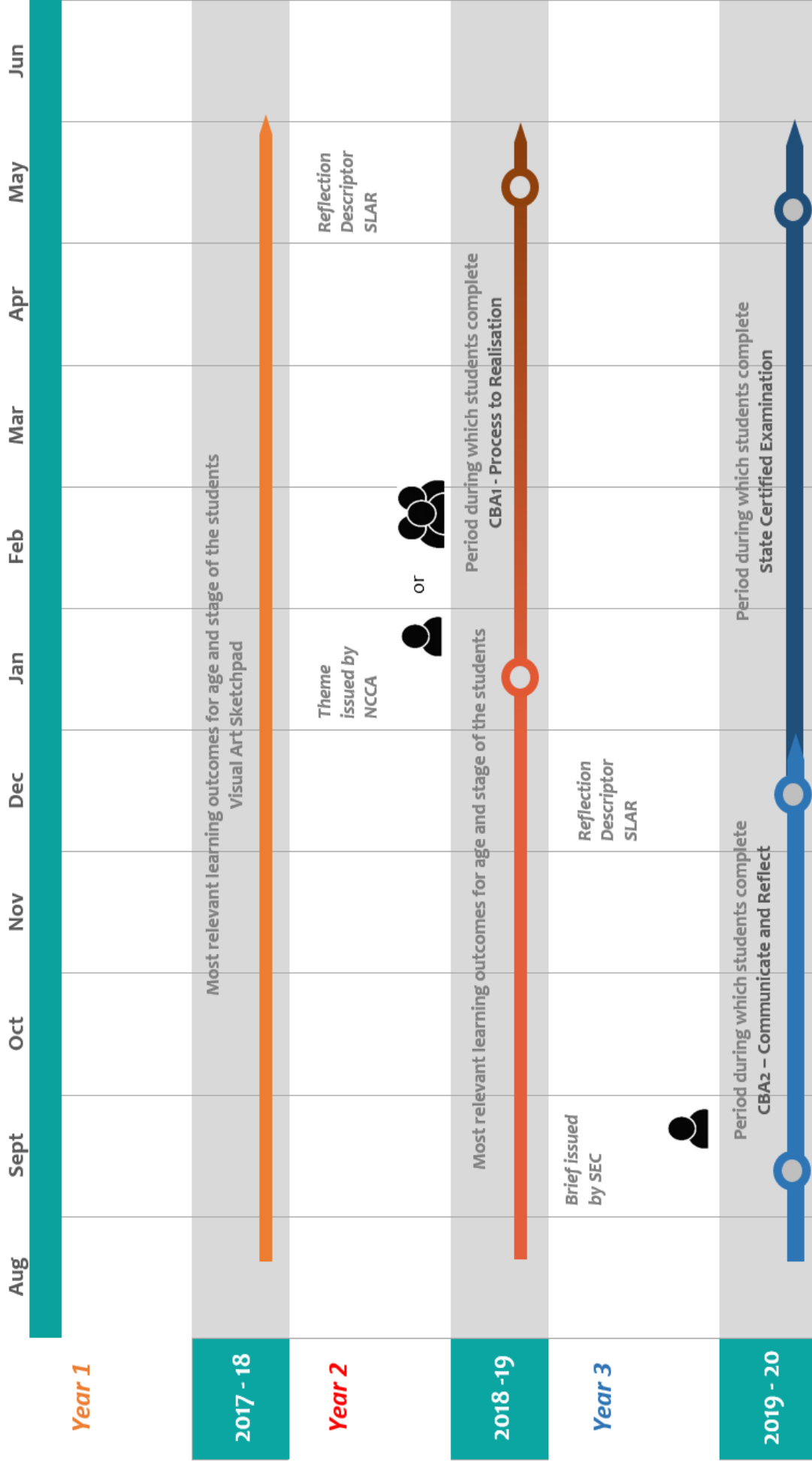
Student  
Reflection

Questioning  
& Discussion

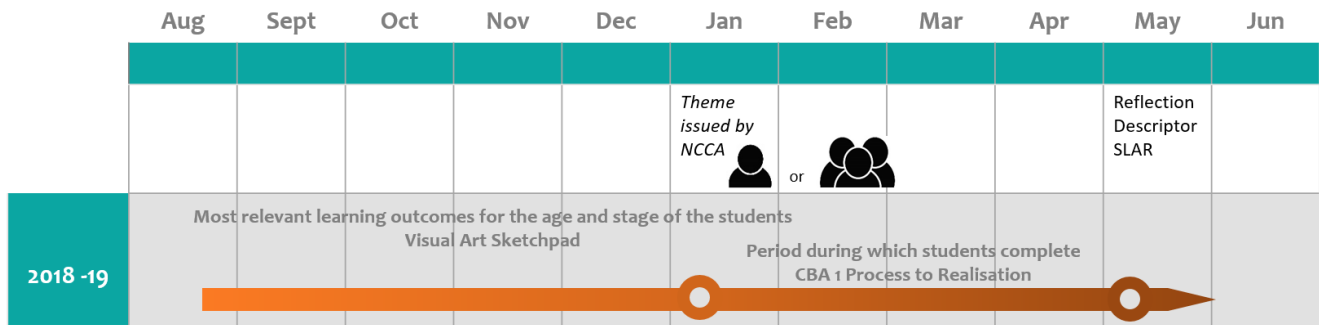
Peer  
to  
Peer



# Junior Cycle Visual Art Timeline 2017 - 2020



## Classroom Based Assessment 1 *From Process to Realisation*



- *From Process to Realisation* gives students an opportunity to experience an approach that reflects that of a practising artist/craftsperson/designer.
- Students may complete this first Classroom-Based Assessment either individually or as part of a group. If students choose to work in a group then it is important that the group be kept to a manageable size, three students at most. They must also enable contributions from each student so that, when the work is being assessed, the students have been able to meet the criteria as set out in the Features of Quality.
- Students are given three themes from which they choose one. **Note that the themes listed below are samples.** The themes for Classroom-Based Assessment 1 will change annually and be available on <http://www.curriculumonline.ie>.
- It is essential that students use primary sources appropriate to their chosen theme as stimuli.
- One strand in either Classroom-Based Assessment must be realised through three-dimensional work.

### Themes (students choose one theme from the list below)

1. Hidden treasures
2. Light and shade
3. My viewpoint

### Visual Art Strands (students choose one strand from the list below)

- i. Art
- ii. Craft
- iii. Design

### As part of Classroom-Based Assessment 1, students will:

- Choose their initial theme and appropriate primary sources
- Research their initial ideas
- Decide on the Visual Art strand through which they will generate their realised work
- Further develop their ideas for their realised work
- Record all work and annotations in their Visual Art sketchpad
- Incorporate the five elements of Visual Art throughout their work
- Complete their realised work
- Reflect on their decisions, process and realised work

# Learning Outcomes for Classroom-Based Assessment 1

In each strand, the main learning outcomes to be assessed through *From Process to Realisation* are:

	ART		CRAFT		DESIGN	
Critical and Visual Language	1.1	analyse their work, or that of another, using appropriate vocabulary and knowledge	2.3	reflect on their own, or another's, craftwork through the use of critical and visual language	3.2	use critical and visual language to explain their own designs and those of others
Drawing	1.4	demonstrate how they use drawing to observe, record and analyse the human figure and the world around them	2.4	show they can use their drawings to observe, record and analyse	3.4	interpret a design brief and represent this through their drawings
	1.6	use drawings to communicate their personal outlook or understanding	2.6	investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making	3.6	design a final work based on their drawings
Visual Culture and Appreciation	1.7	examine the method of a number of artists and the artwork they created	2.7	Identify the historical or contemporary skills and materials used in craft works from a number of different crafts	3.7	Describe examples of historical and contemporary design
Art Elements and Design Principles (AEDP)	1.12	apply their understanding of the art elements and design principles to make an artwork	2.10	describe art elements and design principles as they are used across a number of different crafts	3.11	examine their own and others' design work through the use of art elements and design principles
Media	1.14	use media to create their own artwork	2.14	use media to create craftwork	3.14	utilise media in their own design work based on a design brief



What learning outcomes could support each stage of the artistic process?



Empty rectangular box for notes related to the 'Realise' stage.

Empty rectangular box for notes related to the 'Present' stage.

Empty rectangular box for notes related to the 'Reflect' stage.

Empty rectangular box for notes related to the 'Think' stage.

Empty rectangular box for notes related to the 'Explore' stage.

Empty rectangular box for notes related to the 'Develop' stage.

Empty rectangular box for notes related to the 'Refine' stage.



# Deciding on the Level of Achievement`

## in Classroom-Based Assessments

There are four level descriptors of achievement in each Classroom-Based Assessment: *Exceptional*, *Above expectations*, *In line with expectations*, and *Yet to meet expectations*.

Teachers use the Features of Quality, set out on the next page, to decide the level of achievement in each Classroom-Based Assessment. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

### The Four Descriptors



#### Exceptional

A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

#### **Above expectations**

A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.

#### **In line with expectations**

A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

#### **Yet to meet expectations**

A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

# Features of Quality for Classroom-Based Assessment 1

Key Features of Quality in support of student and teacher judgement in **From Process to Realisation** are described here. The Features of Quality are the criteria used to assess the student work as best fitting the Descriptors.

## Features of Quality *From Process to Realisation*

### Exceptional

- The work submitted shows an excellent use and understanding of all five elements of Visual Art
- The quality of development in terms of ideas and skills is excellent
- Evidence of engagement with the artistic process is demonstrated at a consistently high level throughout all stages of the work and in the reflection

### Above expectations

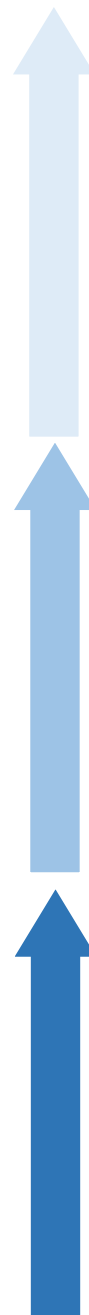
- The work submitted shows a very good use and understanding of all five elements of Visual Art
- The quality of development in terms of ideas and skills is very good
- Evidence of engagement with the artistic process is demonstrated at a very good level throughout all stages of the work and in the reflection

### In line with expectations

- The work submitted shows a good use and understanding of all five elements of Visual Art
- The quality of development in terms of ideas and skills is good
- Evidence of engagement with the artistic process is demonstrated at a good level throughout all stages of the work and in the reflection
- 

### Yet to meet expectations

- The work submitted shows a basic use and understanding of all five elements of Visual Art
- The quality of development in terms of ideas and skills is basic
- Evidence of engagement with the artistic process is demonstrated at a basic level throughout all stages of the work and in the reflection



# Subject Learning and Assessment Review Meetings

Subject Learning and Assessment Review meetings enable teachers to collaboratively reach consistency in their judgments of student work against common, externally set Features of Quality. Greater understanding of standards and expectations will develop over time as teachers come together in professional discussion to reflect on the quality of their own students' work, informed by the subject specification, assessment guidelines and other support material including annotated examples of students' work provided by the NCCA.

## An overview of the review process

The review process is centred on teachers discussing student work at structured meetings.

The **objectives** of the review process are to achieve:

- greater consistency of teachers' judgement
- better feedback to students
- greater alignment of judgements with expected standards
- to assure parents and others that students are receiving appropriate recognition of their achievements in line with standards and expectations.

## Specific details about the subject learning and assessment review meeting

The time for review meetings will be provided for in the school calendar from the allocated 22 hours of professional time for each full-time teacher each year. One teacher of each subject will be allocated two additional hours by school management to coordinate each review meeting. This role will normally be rotated among the relevant teachers.

Each meeting will:

- be subject specific
- be approximately two hours long
- take place at a time as near as possible to the completion of the Classroom-Based Assessment
- involve the review of student work related to a specific Classroom-Based Assessment.

While this process can be organised more easily within a school where there is more than one art teacher, in a school with one art teacher, it is recommended that the Art teacher discuss the assessment arrangements with their school facilitator/management with a view to contacting and coordinating with teachers from nearby schools.

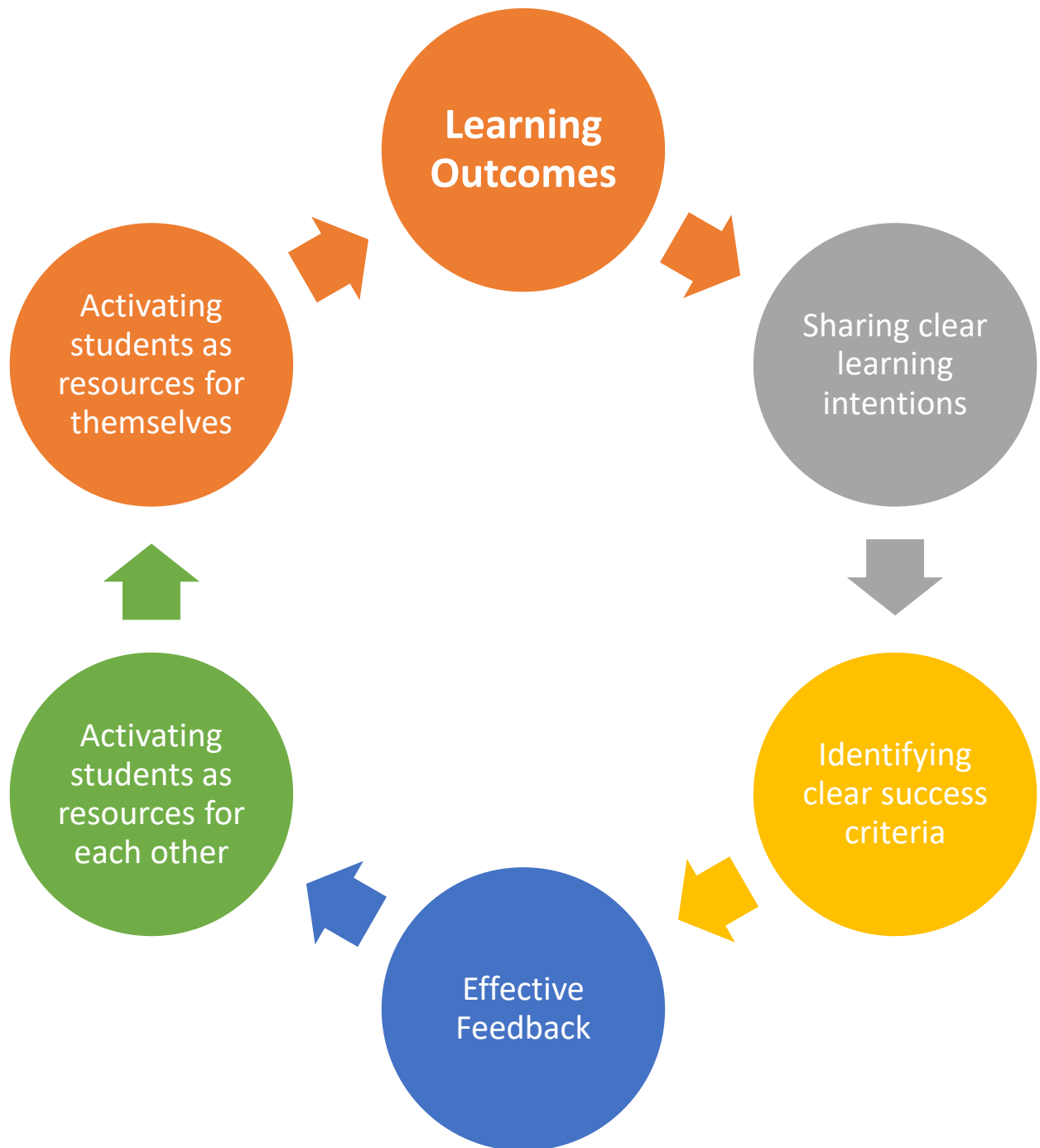


## Visual Art Year Department Plan

SAMPLE ONLY

Year Group					
Term	Stimulus/Theme	Learning Outcomes	What students will learn	How I/we will know what they know	Resources

Teacher/Department Reflection



# Notes



# Notes

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers



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