




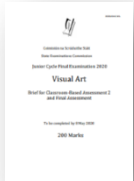
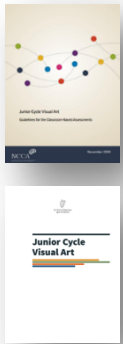
# Classroom-Based Assessment 2

## 'Communicate and Reflect'

### Phase 1 of Year 3

An tSraith Shóisearach do Mhúinteoirí

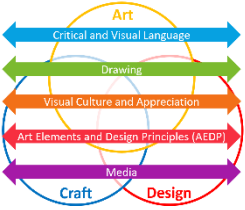




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	At a glance	Resources
<p><b>Overview of Year 3</b></p>	<p>It is intended that Visual Art students will spend third year carrying out a project. This project is to be carried out in <b>two phases</b> during the year.</p> <p><b>Phase 1</b> Classroom-Based Assessment 2 '<i>Communicate and Reflect</i>' which is carried out in their Visual Art Sketchpad. The work for this phase is not assessed by the State Examinations Commission.</p> <p><b>Phase 2</b> Final Assessment – the State Examinations Commission will issue students with a workbook to help them complete the second phase of their project.</p> <p>The Brief for CBA 2 and Final Assessment and accompanying circular will be published annually by the SEC on <a href="http://www.examinations.ie">www.examinations.ie</a></p>	
<p><b>What?</b></p>	<p><b>Phase 1</b> Classroom-Based Assessment 2 '<i>Communicate and Reflect</i>' ... 'allows the time to research; to experiment; to develop the ideas, skills and techniques in a space and time that is not pressurised and lets students learn from any mistakes they might make.'</p> <p><i>Page 26 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments</i></p>	
<p><b>When?</b></p>	<p>The window for CBA 2 '<i>Communicate and Reflect</i>' will be in term 1 of year 3 CBA 2 dates will be published annually by NCCA on <a href="http://www.curriculumonline.ie">www.curriculumonline.ie</a></p>	
<p><b>How long?</b></p>	<p>Visual Art departments have autonomy with their students to decide the start date, duration and finish date of CBA 2 in the window indicated above.</p>	
<p><b>Themes</b></p>	<p>The brief, which will of necessity serve as the brief for Classroom-Based Assessment 2 and Final Assessment, will be made available annually by the SEC to students at the beginning of their third year of Junior Cycle</p> <p><b>Please note:</b> Themes change annually and are not linked to CBA 1 themes</p>	
<p><b>Learning Outcomes to be developed during CBA 2</b></p>	<p>Visual Art departments may select a range of learning outcomes to be developed with their students in CBA 2 '<i>Communicate and Reflect</i>'</p> <p><u>See Junior Cycle Visual Art Guidelines for Classroom-Based Assessments (Page 28 -29) for the main learning outcomes to be assessed through '<i>Communicate and Reflect</i>'</u></p> <p><b>Note:</b> While the learning outcomes associated with each strand are set out separately in the specification, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience of art, craft and design. <i>Page 10 Visual Art Specification</i> Ensure your students have addressed the <b>elements of Visual Art</b> (<i>critical and visual language, drawing, visual culture and appreciation, the art elements and design principles and media</i>)</p>	

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<p><b>Strands and Elements of Visual Art</b></p>	<p>The three strands are Art, Craft and Design.</p> <p>The elements of Visual Art (<i>critical and visual language, drawing, visual culture and appreciation, the art elements and design principles and media</i>)</p> <p>Visual Art departments have the autonomy to interpret the strands, elements and learning outcomes to develop learning experiences for Classroom-Based Assessments to suit their students and context.</p> <p>Students will research, experiment, develop ideas, skills and techniques primarily in two strands for Phase 1 (CBA 2)</p> <p><b>Note:</b> There is no list of disciplines or areas of practice.</p>	
<p><b>Planning CBA 2</b></p>	<p>Subject department/teacher planning should support the successful implementation of the Visual Art specification.</p> <p>Planning follows on from an understanding of, and confidence in using, a learning outcomes approach.</p> <p>Successful planning will align teaching strategies and assessment methodologies with the learning outcomes set out in the specification.</p>	
<p><b>Individual</b></p>	<p>Classroom-Based Assessment 2 is completed by students on an <b>individual</b> basis</p>	
<p><b>As part of Classroom-Based Assessment 2, students will:</b></p>	<ul style="list-style-type: none"> <li>• Interpret the theme/s</li> <li>• Indicate the two Visual Art strands through which they will primarily generate their realised works.</li> <li>• Research and explore their initial ideas</li> <li>• Engage with the elements of Visual Art (<i>critical and visual language, drawing, visual culture and appreciation, the art elements and design principles and media</i>)</li> <li>• Record all their work and annotations in their Visual Art sketchpad</li> <li>• Curate and present their initial ideas to their teacher and peers</li> <li>• Record and reflect on the feedback received from their teacher and peers</li> </ul> <p><b>Note:</b> The focus in CBA 2 is for students to research, explore and present their experimentations, developing ideas, skills and techniques in a space and time that is not pressurised. Through reflection students can learn from any mistakes they might make in their Visual Art sketchpad.</p> <p>Students do not realise artefacts in CBA 2</p> <p><i>'It is essential that students use primary sources appropriate to their chosen theme as stimulus'</i></p> <p>Page 27 of <i>Junior Cycle Visual Art Guidelines for Classroom Based Assessments</i></p>	
<p><b>Features of quality for CBA 2 'Communicate and Reflect'</b></p>	<p>At the end of the CBA 2 process, teachers will use the <b>features of quality for CBA2 'Communicate and Reflect'</b> to provisionally award a descriptor to the work.</p>	 <p>↑ CBA 2 Features of Quality</p>




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<b>Subject Learning and Assessment Review meeting (SLAR)</b>	<p>A SLAR meeting needs a minimum of two teachers of Visual Art in attendance. Each teacher will bring a range of work to discuss at the SLAR meeting. (In the case of 3-dimensional work photographs may suffice.)</p> <p>Further information on the SLAR process is available on our website <a href="http://www.jct.ie">www.jct.ie</a></p>	
<b>Feedback</b>	<p>Students will be informed of the descriptor they have been awarded once the SLAR meeting has taken place...Feedback on the strengths of students' work, and on areas for improvement can be used to support their future learning as well as the work they will undertake as part of the state certified final assessment</p>	 <p>NCCA resource on Formative Feedback <a href="http://www.ncca.ie">www.ncca.ie</a></p>
<b>Reporting on CBA 2</b>	<p>The descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).</p>	 <p>Sample of a JCPA</p>