

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

Resource Booklet

Visual Art

2018-2019



www.jct.ie

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Today's Learning Intentions

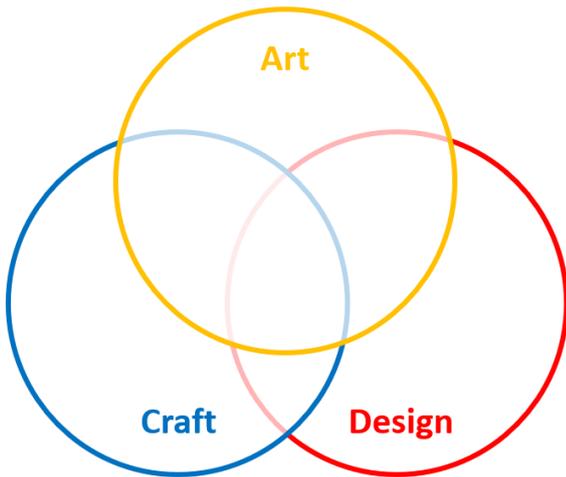
Consider the language and practice of reflection in Visual Art

Further develop our understanding of Classroom-Based Assessment 1 (CBA1)

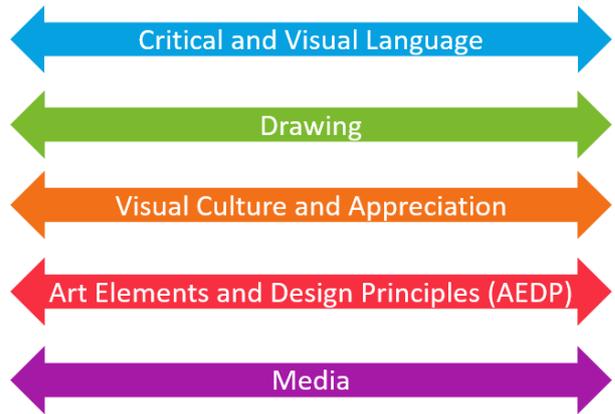
Consider the purpose and value of the Subject Learning and Assessment Review (SLAR)

Explore the value and purpose of assessment for teaching and learning.

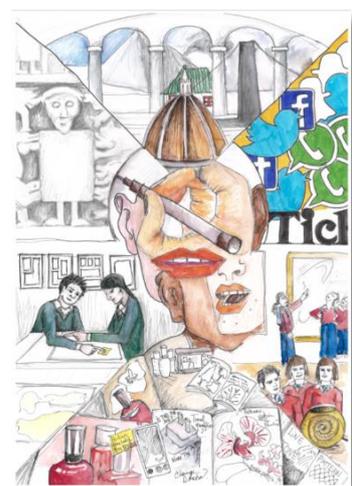
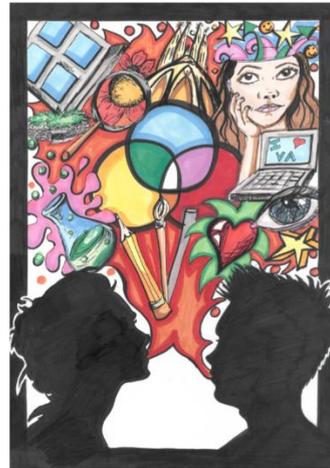
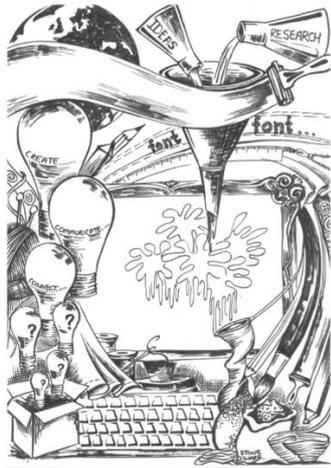
Strands



Visual Art Elements



Visual Interpretations of the Elements of Visual Art



Minimum requirement of 200 hours over 3 years

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.

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

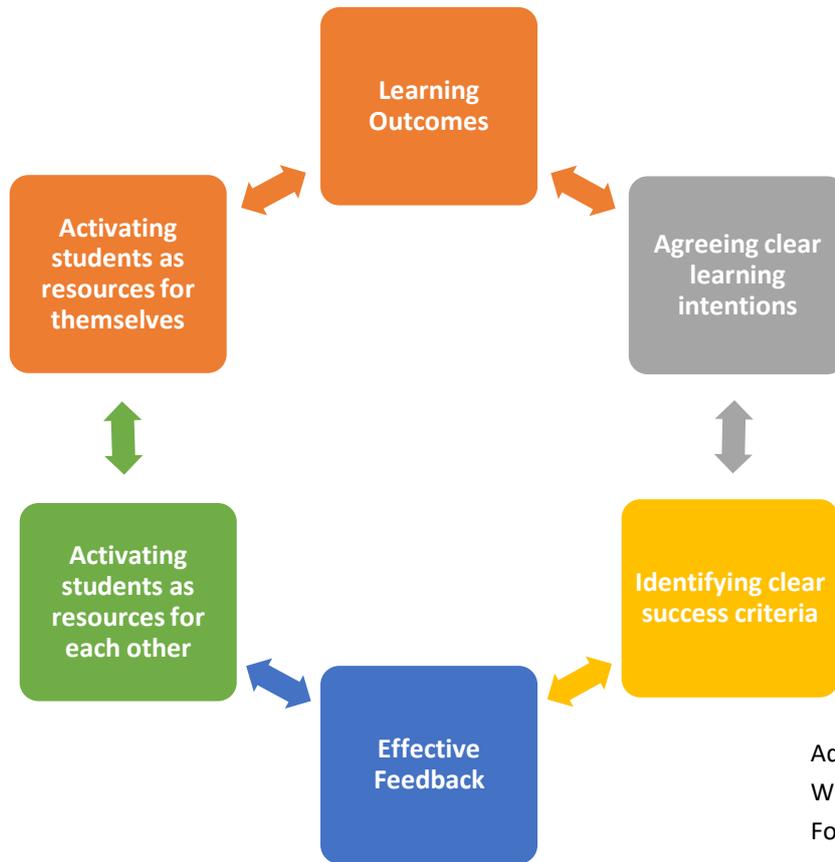
Elements	Learning outcomes	
	Students should be able to:	
Critical and visual language	3.1	use critical and visual language to describe diverse design work
	3.2	use critical and visual language to explain their own designs and those of others
	3.3	respond to and critique works of design using appropriate visual language
Drawing	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
Visual culture and appreciation	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
Art elements and design principles (AEDP)	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
Media	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

Useful Terminology

Specification	A subject or short course specification details the intended learning outcomes, and how they can be achieved and demonstrated. The specification outlines how the learning in any subject or short course is linked to particular statements of learning and key skills.
Classroom-Based Assessment (CBA)	Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification.
Formative Assessment	Assessment for learning is <i>“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”</i> Assessment Reform Group 2002.
Summative Assessment	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.
Features of Quality	Teachers use the Features of Quality to decide the level of achievement in each Classroom-Based Assessment. They are the criteria that will be used to assess the student work as best fitting one of four Descriptors.
Descriptors	There are four level descriptors of achievement in each Classroom-Based Assessment: Exceptional, Above expectations, In line with expectations and Yet to meet expectations.
Subject Learning & Assessment Review meeting SLAR	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.
Junior Cycle Profile of Achievement JCPA	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.
Learning Outcome	Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.
Learning Intention	Is a statement by the teacher, that describes clearly what the teacher wants the students to know, understand and be able to do as a result of learning and teaching activities.
Success Criteria	Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

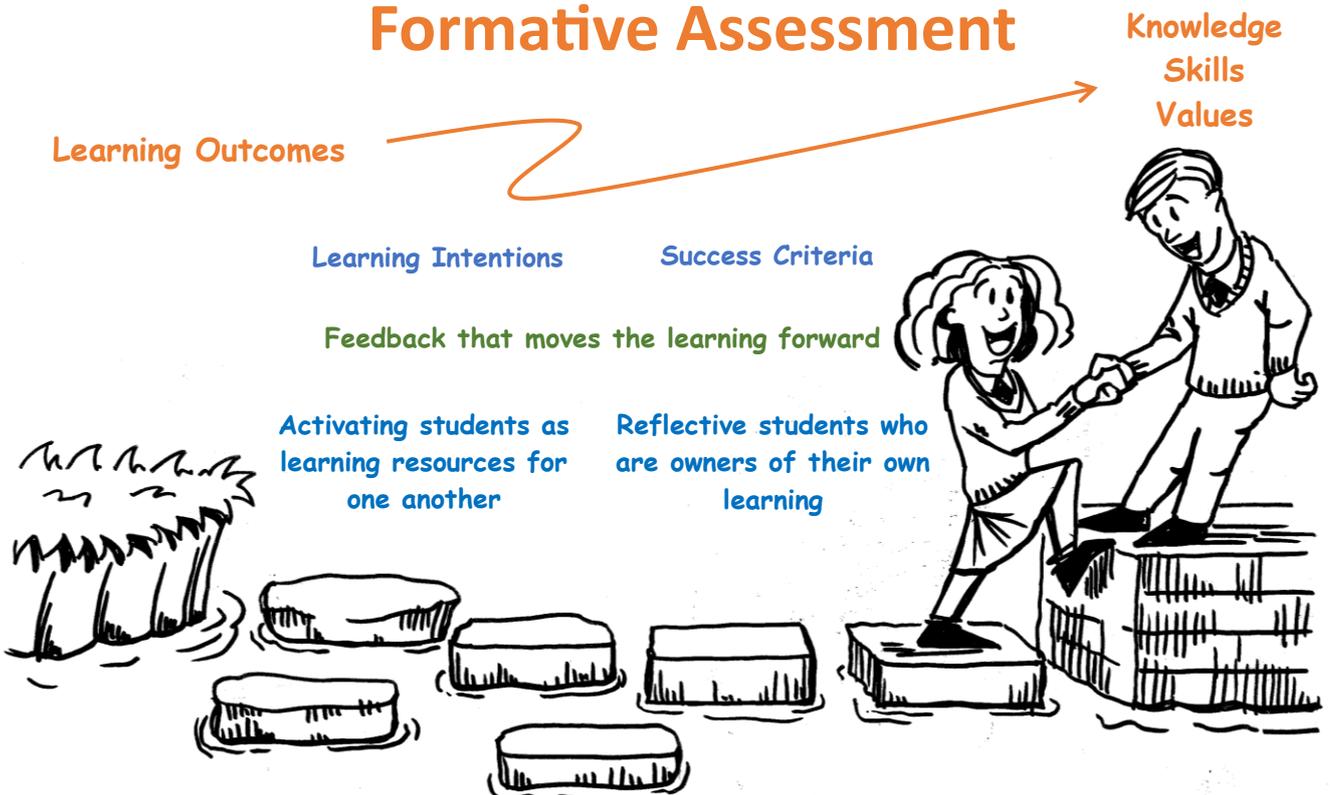
Formative Assessment

“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).



Adapted from: Dylan William (2011) Embedded Formative Assessment

Formative Assessment



Activity - Reflection in Visual Art

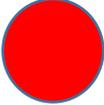
What does reflection look like in the Visual Art classroom?

What does reflection look like in a Visual Art sketchpad?

Supporting Student Reflection in Visual Art

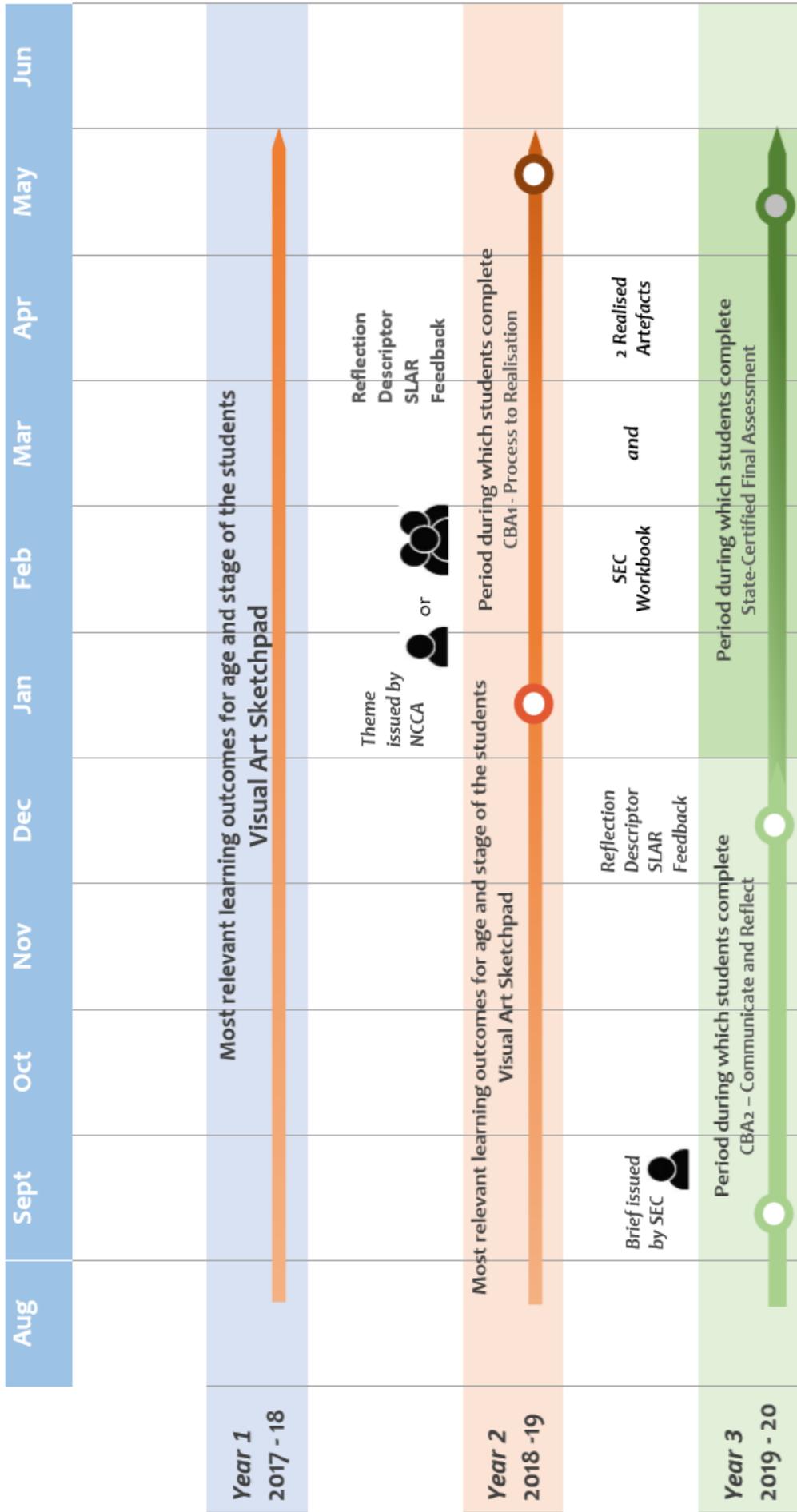
How am I doing?

Reflect on how you have developed your classroom practice in student reflection skills

<i>Traffic light your responses to the statements below using this code:</i>	Always 	Sometimes 	Never 
I provide opportunities for students to develop their thoughts visually			
I encourage students to value their mistakes as an important part of their process			
I support students to brainstorm individually			
I support students to brainstorm collaboratively in a group			
I encourage students to think about not only what they have learned but how they learned it			
I facilitate students to develop their own ideas and to visually explore a variety of possibilities			
I provide opportunities for students to self-assess as part of their reflective process			
I allow time for students to reflect on feedback they have received from me and their peers			
Next steps			

Notes

Junior Cycle Visual Art Timeline 2017 - 2020



CBA – Classroom Based Assessment

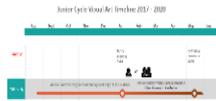
SLAR – Subject Learning and Assessment Review Meeting

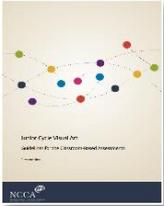
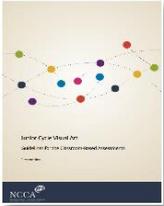
NCCA – National Council for Curriculum and Assessment

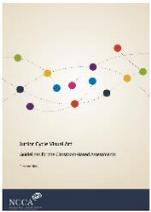
SEC – State Examinations Commission

Classroom-Based Assessment 1

Process to Realisation

	At a Glance 2018-2019	Resources
What?	<p>Classroom Based-Assessment 1 (CBA 1) 'From Process to Realisation' gives students' an opportunity to experience an approach that reflects that of a practising artist/craftsperson/designer.'</p> <p><u>Page 13 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments</u></p>	
When?	<p>The window for CBA 1 'From Process to Realisation' 2019, is between 7th January and 20th May 2019.</p> <p>Please note: This window refers to the 2019 cohort of students. Future CBA 1 dates will be published annually by NCCA on www.curriculumonline.ie</p>	
How long?	<p>You have autonomy with your students to decide the start date, finish date and duration of CBA 1 during the above window.</p>	
Themes	<p>Themes will be published by the NCCA on the 7th January 2019 on www.curriculumonline.ie</p> <p>Themes will not be posted to schools. Please note: Themes will change annually.</p>	
Learning Outcomes	<p>You may select a range of learning outcomes to be developed with your students in CBA 1 'From Process to Realisation'.</p> <p><u>See Junior Cycle Visual Art Guidelines for Classroom-Based Assessments (Page 15)</u></p> <p>Please note: You are free to select learning outcomes from across the three strands. Ensure that you have addressed the elements of Visual Art.</p>	
Strands	<p>The strands are Art, Craft and Design.</p> <p>There are no discipline lists. You have the professional autonomy to interpret the learning outcomes to develop a Classroom-Based Assessment to suit your students' needs and context.</p> <p>In CBA 1 'From Process to Realisation' students will realise one artefact.</p>	
Three-dimensional artefacts	<p>Students must realise a minimum of one artefact in three-dimensions in either CBA 1 in Year 2 or for the State Certified Examination in Year 3.</p>	

<p>Planning</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>Individual or Group</p>  	<p>Students can choose to complete CBA 1 either individually or as part of a group.</p> <p>‘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, so that each student can make a meaningful contribution and to better facilitate the distribution of the work and the sharing of responsibilities...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.’</p> <p><u>Page 13 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments</u></p>	
<p>Deciding on the level of achievement</p>	<p>Features of Quality are the criteria used to assess the student work as best fitting the descriptors.</p> <p><u>You will find the CBA 1 Features of Quality on page 21 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments.</u></p>	
<p>Descriptors</p>	<p>Exceptional Above expectations In line with expectations Yet to meet expectations</p> <p><u>Page 21 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments</u></p>	
<p>Subject Learning and Assessment Review meeting (SLAR)</p>	<p>A Subject Learning and Assessment Review meeting is where teachers will ‘share and discuss samples of their assessment of students’ work and build common understanding about the quality of student learning’.</p> <p>The Framework for Junior Cycle (2015) Page 8 More information on SLAR meetings see: www.NCCA.ie</p>	
<p>When does a Visual Art SLAR meeting happen?</p>	<p>A SLAR meeting should take place as near as possible to the completion of the Classroom-Based Assessments ‘to facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes.’</p> <p><u>Page 11 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments</u></p>	

<p>Who attends a SLAR?</p>	<p>A Visual Art SLAR meeting needs a minimum of two qualified Art teachers in attendance.</p> <p>Each teacher will bring along a range of work to discuss at the SLAR meeting. There is further information on the SLAR process on our website, www.jct.ie.</p>	
<p>Feedback</p>	<p>Students should be informed of the descriptor they have been awarded and given feedback once the SLAR meeting has taken place.</p> <p>NCCA resource on Feedback www.ncca.ie</p>	
<p>Reporting</p>	<p>Following CBA 1 the descriptors awarded will be reported through your school's reporting procedures and the Junior Cycle Profile of Achievement (JCPA).</p>	
<p>Timetabling</p>	<p>The Framework for Junior Cycle 2015 assigns 200 hours to Junior Cycle Visual Art across three years.</p> <p>As is established practice, schools continue to have autonomy to plan their timetables, subject to meeting that minimum requirement.</p> <p>As the context varies in schools (for example the length of class time, half days etc), you can expect that timetables will differ across the school system.</p> <p><u>See: Circular Letter 0015 /2017</u></p>	
<p>As part of Classroom-Based Assessment 1, students will:</p>	<ul style="list-style-type: none"> • Choose their initial theme and appropriate primary sources • Research and explore their ideas • Consider 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 elements of Visual Art throughout their work • Complete their realised work • Reflect on their decisions, process and realised work 	

Dates for the completion of CBA 1 for From Process to Realisation 2019

<p>Period during which students complete From Process to Realisation</p>	<p>Monday 7th January 2019 to Monday 20th May 2019</p> <p>Themes issued by NCCA on 7th January</p>
<p>Latest date for the award of provisional descriptors by the teacher</p>	<p>22nd May 2019</p>
<p>Latest date for the Subject Learning and Assessment Review and for award of final descriptors by the teacher</p>	<p>27th May 2019</p>

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

Activity - Planning for Classroom-Based Assessment 1

Which learning outcomes would you consider using to support student learning during CBA 1 *From Process to Realisation*

Element	Art/Craft/Design Learning Outcomes	What students will learn
Critical and Visual Language		
Drawing		
Visual Culture and Appreciation		
Art Elements and Design Principles (AEDP)		
Media		

The Elements of Visual Art

<p>Critical and visual language</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>Drawing</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>Visual culture and appreciation</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>Art elements and design principles</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>Media</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>

Features of Quality for Classroom-Based Assessment 1

Features of Quality

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** 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:

Visual Art CBA 1 – From Process to Realisation

Descriptor	Features of Quality
<p>Exceptional</p> <p>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.</p>	<p>Exceptional</p> <ul style="list-style-type: none"> • The work submitted demonstrates a very good understanding and use of the 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 the work
<p>Above expectations</p> <p>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.</p>	<p>Above expectations</p> <ul style="list-style-type: none"> • The work submitted demonstrates a good understanding and use of the 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 the work
<p>In line with expectations</p> <p>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.</p>	<p>In line with expectations</p> <ul style="list-style-type: none"> • The work submitted demonstrates a fair understanding and use of the elements of Visual Art • The quality of development in terms of ideas and skills is fair • Evidence of engagement with the artistic process is demonstrated at a fair level throughout the work
<p>Yet to meet expectations</p> <p>A piece of work that falls some way 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.</p>	<p>Yet to meet expectations</p> <ul style="list-style-type: none"> • The work submitted demonstrates a limited understanding and use of the elements of Visual Art • The quality of development in terms of ideas and skills is limited • Evidence of engagement with the artistic process is demonstrated at a limited level throughout the work

Reflecting on the SLAR Process

How might a SLAR experience develop teacher learning?			
How might a SLAR experience develop student learning?			
How do the Features of Quality support a shared understanding of standards?			
	<p><i>Your personal notes while watching the SLAR video</i></p>	<p><i>Notes from sharing with colleagues</i></p>	<p><i>Notes from Fishbowl Exercise</i></p>

Activity - Visual Art SLAR Meeting

What might help the meeting?

What might hinder?

Notes

Preparing for the Subject Learning and Assessment Review

A Subject Learning and Assessment Review meeting is where teachers will 'share and discuss samples of their assessment of students' work and build common understanding about the quality of student learning'.

An overview of the review process

The review process is centred on teachers discussing student work at structured meetings. It will play an important role in helping teachers to develop an understanding of standards and expectations by enabling them to reflect on the evidence of students' work and to share the learning and teaching strategies supporting that work.

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
- and to assure parents and others that students are receiving appropriate recognition of their achievement in line with standards and expectations.

Before the SLAR Meeting



Teachers will

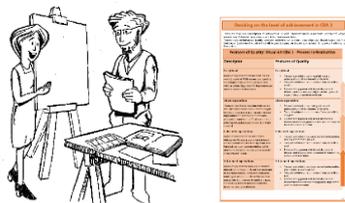
Assess student work based on the Features of Quality.
Review relevant NCCA annotated examples as necessary. (www.curriculumonline.ie)
Record the descriptor and any other relevant points that may be useful to refer to during the SLAR meeting.
Identify one example, where possible, for each descriptor, to be used in the SLAR meeting.
Submit details of samples of work for discussion to the facilitator before the SLAR meeting.



Facilitators will

Correspond with teachers to arrange date and time for the SLAR meeting.
Develop a running order for the SLAR meeting.

During the SLAR Meeting



Teachers will

- Introduce one sample at "Yet to Meet Expectations" level.
- Collaboratively review the piece of work.
- Make note of the implications of decisions made during the meeting for the rest of the student work that they have assessed.
- Focus on a 'best fit' approach which allows teachers to agree the descriptors that on-balance is most appropriate for the work being discussed.
- Repeat the process, in turn, for a sample at each of the other descriptors.



Facilitators will

- Open the meeting with a focus on consistency of judgement and a common understanding about the quality of student learning.
- Highlight the value of the meeting in providing feedback to students.
- Lead the general discussion of samples of work and Descriptors and note any decisions made.
- Look to establish consensus but focus on the development of professional knowledge and skills.

After the SLAR Meeting



Teachers will

Consider the assessment of their students' work based on the SLAR meeting.
Report their final descriptors for each student.
Give students feedback that focuses them on going forward with their work.



Facilitators will

Complete and submit the Facilitator's Report to the Principal.
Reflect on what worked well or what could be improved upon in the next SLAR meeting.

Facilitator's Report

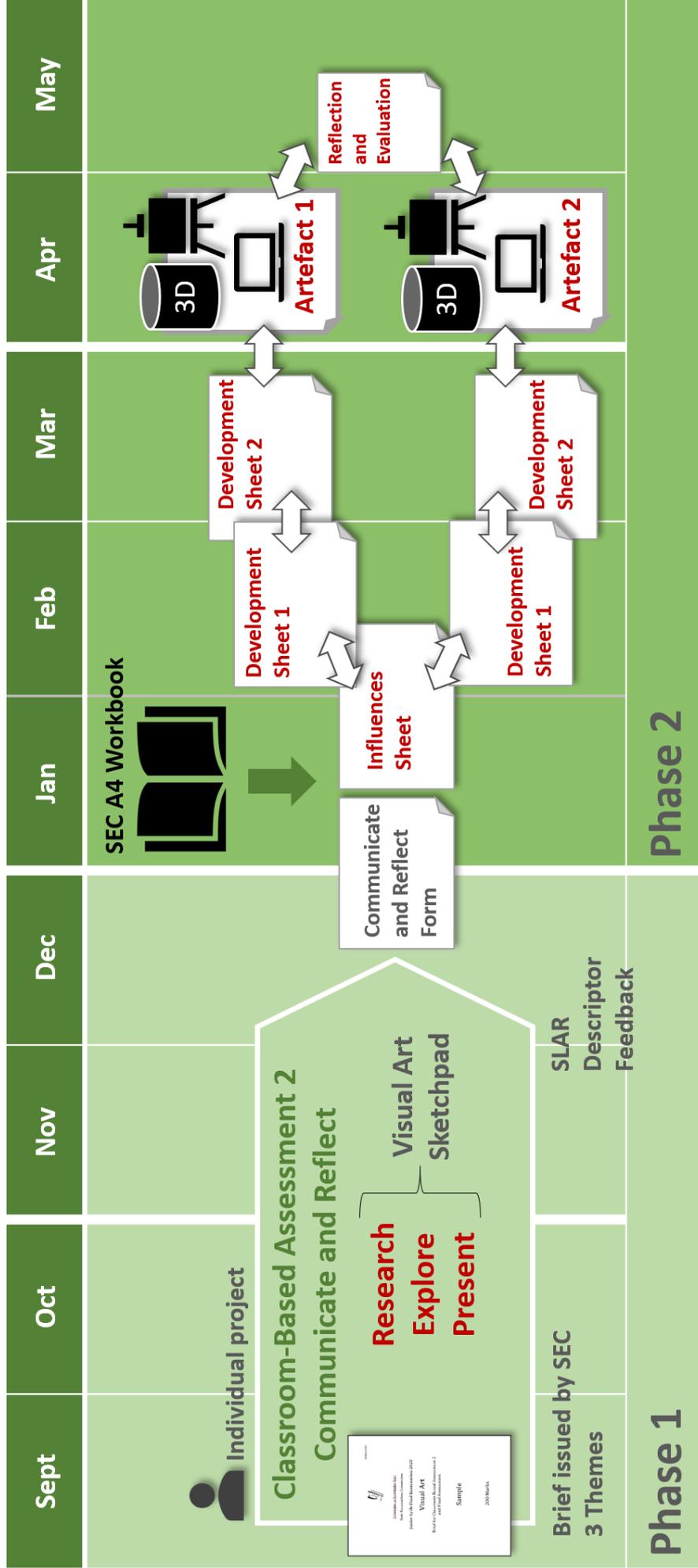
Subject:	Date/time
Attendance	
Key decisions taken	
Points of note for future review meetings	
Any further outcomes?	
Facilitator	
Date	

CBA 1 Checklist

Are you familiar with the key learning outcomes for CBA 1?	
Are you aware of the importance of the elements of Visual Art?	
Do you know that students will choose one of three themes for CBA 1?	
Do you have ideas about how you with your students will approach CBA 1?	
Do you know that in ' <i>From Process to Realisation</i> ' students will realise one artefact?	
Do you understand how the Features of Quality will affect how you and your students would approach the CBA?	
Are you aware that teachers will assess the CBA 1 and attend a SLAR meeting?	

Notes

3rd Year Brief for Classroom-Based Assessment 2 and Final Assessment



Brief will be issued on 9th September 2019 and posted online on www.examinations.ie

Classroom-Based Assessment 2

The work involved in preparing for the second Classroom-Based Assessment Communicate and Reflect will be completed within a three-month period. In Classroom-Based Assessment 2, students will curate and present the research and experimental work they have created based on their chosen theme and the two remaining strands of the specification. Students will also record the feedback they receive. They will use this to reflect on the direction their work has taken to date as well as the possible direction/s their work may take for the state-certified final assessment.

1. Research

Classroom-Based Assessment 2 is completed by students on an individual basis. Students should discuss the theme that most interests them with their teacher, peers and/or others. They should make note of their chosen theme and strands, the start date and the finishing date in the next available page of their Visual Art sketchpad as this will aid them in planning for the work ahead. This page will become the first page of their work for this Classroom-Based Assessment. Students must use primary sources as stimulus. Students must record their ideas and decisions in their Visual Art sketchpad. Students should research material to assist them with their work in the Classroom-Based Assessment. While students should reflect on possible solutions or similar approaches by other artists, craftspeople, designers or architects the work should be the student's own response.

2. Exploratory work

Students should research and formulate some early ideas, which will indicate the direction their exploratory and experimental work will take. The approach must include the use of primary source stimuli as well as allow the students to incorporate the elements of Visual Art across their experimental work. Students must include their own, personal responses in their Visual Art sketchpad including significant observations or decisions they make during this time.

3. Presentation

Students will have created a body of work containing their research and exploration for Classroom Based Assessment 2. The students will curate this work and communicate their approaches, thoughts and techniques to their peers and teacher. The students may present using items such as observational drawings, photographs, working drawings, blueprints, plans for artefacts, storyboards, and artefacts. The nature and scope of the work the students present should be sufficient to communicate the general direction the work may take for the state-certified examination. The student will do this by displaying their initial research and exploratory work, discussing it and the possible directions it might take. The purpose of this is to allow the students to gather feedback. The student's reflections and feedback should be recorded throughout their Visual Art sketchpad and on their Communicate and Reflect Form.

Evidence of learning

When the student's research, exploratory and experimental work contained within their Visual Art sketchpad is viewed in combination with their presentation and reflection on their feedback the following should be visible:

- The curated body of work, incorporating the elements of Visual Art
- Completed Communicate and Reflect Form.

Learning Outcomes for Classroom-Based Assessment 2

In each strand, the main learning outcomes to be assessed through *Communicate and Reflect* are:

	ART		CRAFT		DESIGN	
Critical and Visual Language	1.3	critique an artwork using critical and visual language	2.3	reflect on their own, or another's, craftwork through the use of critical and visual language	3.3	respond to and critique works of design using appropriate visual language
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	2.5	develop their ideas for craftwork through drawing	3.5	experiment with design ideas through research and analytical drawing
Visual Culture and Appreciation	1.8	discuss examples of historical and contemporary visual art	2.8	interpret the narrative, symbols and functions used in craftwork from their own and other world cultures	3.8	discuss historical and contemporary design practices
Art Elements and Design Principles (AEDP)	1.11	consider the use of the art elements and design principles in their own artwork	2.11	research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures	3.11	examine their own and others' design work through the use of art elements and design principles
Media	1.15	critique the choice of media in their own or others' artwork	2.15	justify the choice of media in their own or others' craftwork	3.15	justify design concepts and the use of media in their own or others' work

Activity - Planning for Classroom-Based Assessment 2

Which learning outcomes would you consider using to support student learning during CBA 2 *Communicate and Reflect*

Element	Art/Craft/Design Learning Outcomes	What students will learn
Critical and Visual Language		
Drawing		
Visual Culture and Appreciation		
Art Elements and Design Principles (AEDP)		
Media		

Features of Quality for Classroom-Based Assessment 2

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**, 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:

Visual Art CBA 2– *Communicate and Reflect*¹

Descriptor	Features of Quality
<p>Exceptional</p> <p>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.</p>	<p>Exceptional</p> <ul style="list-style-type: none"> • The work demonstrates a very good interpretation of the chosen theme/s through drawing and experimentation • The research presented is purposeful, personal and sustained • The work submitted demonstrates a very good understanding and use of the elements of Visual Art • Reflection is very good and demonstrates a very good understanding of how the work will be further developed
<p>Above expectations</p> <p>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.</p>	<p>Above expectations</p> <ul style="list-style-type: none"> • The work demonstrates a good interpretation of the chosen theme/s through drawing and experimentation • The research presented is purposeful and personal • The work submitted demonstrates a good understanding and use of the elements of Visual Art • Reflection is good and demonstrates a good understanding of how the work will be further developed
<p>In line with expectations</p> <p>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.</p>	<p>In line with expectations</p> <ul style="list-style-type: none"> • The work demonstrates a fair interpretation of the chosen theme/s through drawing and experimentation • The research presented is purposeful • The work submitted demonstrates a fair understanding and use of the elements of Visual Art • Reflection is fair and demonstrates a fair understanding of how the work will be further developed
<p>Yet to meet expectations</p> <p>A piece of work that falls some way 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.</p>	<p>Yet to meet expectations</p> <ul style="list-style-type: none"> • The work demonstrates a limited interpretation of the chosen theme/s through drawing and experimentation • The research presented is limited • The work submitted demonstrates a limited understanding and use of the elements of Visual Art • Reflection is limited and demonstrates a limited understanding of how the work will be further developed

CBA 2 Features of Quality - 08/11/2018

¹ These Features of Quality are Draft and, as such, may be revised following their use with authentic pieces of student work. The revised FoQs will be published in an updated edition of this document in Spring 2020

In Brief - Classroom-Based Assessment 2

Communicate and Reflect

A brief issued by the SEC will specify the themes for Classroom-Based Assessment 2 and the State-Certified Final Assessment. The brief, which will of necessity serve as the brief for CBA 2, will be made available annually by the SEC to students at the beginning of their third year of junior cycle.

As part of Classroom-Based Assessment 2, students will:

- Interpret the theme/s
- Indicate the two Visual Art strands through which they will primarily generate their realised works
- Research and explore their initial ideas
- Engage with the elements of Visual Art
- Record all their work and annotations in their Visual Art sketchpad
- Curate and present their initial ideas to their teacher and peers
- Record and reflect on the feedback received from their teacher and peers

Students must research and explore three-dimensional work in CBA 2 if they did not explore three-dimensional work in CBA 1. The exploratory work must be based on one of the given themes and explored using primary sources. The exploratory work may or may not influence the direction the student’s work may take for the state-certified final assessment but should include a range of approaches that the student could take. Any plans for the completed or realised works may be contained in the Communicate and Reflect Form and allow for further development of work for the state-certified final assessment.

- Students must complete CBA 2 individually
- Students will curate the material from their Visual Art sketchpad to share, present, or discuss their initial thoughts, ideas and experiments demonstrating how these might shape their work for the state-certified final assessment.
- Students should record the feedback they receive from their teacher and/or peers as part of this process.

Dates for the completion of Classroom Based Assessment 2

Communicate and Reflect 2019

Period during which students spend three months researching, experimenting and generating work for <i>Communicate and Reflect</i> and the final date by which all presentation and reflections must be completed	Monday, 9th September 2019 to Friday, 6 th December 2019 All presentations and reflections should be completed by Friday, 6th December, 2019
Latest date for the award of descriptors by the teacher	By Wednesday, 18th December, 2019
Latest date for the Subject Learning and Assessment Review	By Friday, 20th December, 2019

Activity - Classroom-Based Assessment 2

Research

Explore

Present

Reflect

Let's look at the 3rd Year Brief...

What have you noticed? What aspects are familiar or new?

What are the differences between a classroom-based assessment and a state-certified final assessment?

Classroom-Based Assessment

State-Certified final assessment

Understanding Visual Art Processes

A fundamental part of the aim 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.

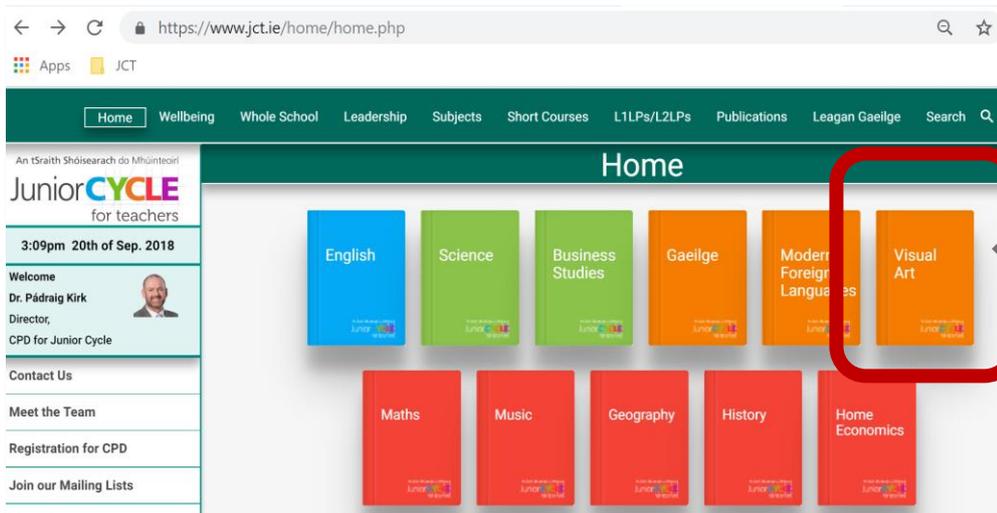


Visual Art Year Department Plan

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					

Guide to Visual Art Resources at www.jct.ie



Visit jct.ie where you will find the page for Visual Art.

When you click on the visual Art page you will find the resource pages below.

Navigating our Visual Art web pages

The table below outlines what is to be found in each page. When new workshops are delivered, new resources will be uploaded to these pages. You can also find details of elective workshops through the news page and by following us on twitter @jctVisualArt. You can subscribe to our mailing list which is found on our home page



Key Documents

- Framework for Junior Cycle 2015
- Visual Art Specification
- Assessment Guidelines
- Visual Art Information Leaflet

Key Documents



News

- Latest News
- Twitter Feed
- Newsletters

News/Events



CPD Workshops / Elective workshops

- Presentations
- Resource booklets
- Workshop materials
- Videos and Webinars

CPD Workshops



Planning/Planning Resources

- General resources for department planning
- Department planning screencasts

Planning



Assessment

- Learning Outcomes for CBA
- Features of Quality for CBA

Assessment



Resources

- Posters
- Videos
- Screencasts
- Webinars

Resources

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**

for teachers



Contact Details:

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Monaghan Education Centre,
Armagh Road,
Monaghan.

Directors Office:

LMETB,
Chapel Street,
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