

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

Resource Booklet

## Visual Art

Day 1



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

# Contents

Page:	Contents:	Page:	Contents:
2.	Contents and Learning Intentions	10.	Visual Art Pad
3.	Aim of Junior Cycle Visual Art	11.	Activity: Visual Art Pad
4.	Notes	12, 13, 14	Learning Outcomes
5.	Statements of learning relating to Visual Art	15, 16	Glossary of Visual Art Terms
6.	New Terminology	17,18, 19	Glossary of Action Verbs
7,	Activity: 5 Elements	20, 21.	Notes
9.	Activity: Elements Ranking	22	Contact details

## Today's Learning Intentions

1. Consider the aim of Junior Cycle Visual Art
2. Explore Junior Cycle Visual Art strands and elements
3. Explore learning outcomes in the Visual Art
4. Consider Visual Art sketchpads
5. To familiarise ourselves with the new language.



# Aim of Junior Cycle Visual Art

Visual Art at junior cycle aims to provide the student with a set of personal attitudes and qualities as well as skills and processes and a sense of the aesthetic.

Through practical engagement in the areas of art, craft and design students will develop self-confidence, inquisitiveness, imagination, and creativity. They will also develop authentic, real-world problem-solving capacities and the capacity to work over time, as an individual and in groups, on the design and execution of artistic and aesthetic tasks.

Within the safe space of the art class, students will experience the authentic visual art processes of imagining, investigating, experimenting, making, displaying and evaluating. They will sometimes fail, and learn that failure can often be a hugely positive learning experience. Students will develop the knowledge, skills and understanding necessary to produce and to engage with authentic and original art, craft and design work. In so doing, they will begin to develop the visual literacy, critical skills and language necessary to engage with contemporary culture. This will further contribute to the students' understanding of the rich and diverse roles of art, craft and design in historical and contemporary societies and cultures.

## AIM-VISUAL ART

PERSONAL  
ATTITUDES  
QUALITIES  
SKILLS  
AESTHETIC



## KNOWLEDGE, SKILLS AND UNDERSTANDING



ORIGINAL ART, CRAFT AND DESIGN

## PRACTICAL ENGAGEMENT

SELF-CONFIDENCE  
INQUISITIVENESS  
IMAGINATION  
CREATIVITY  
PROBLEM  
SOLVING  
INDIVIDUAL  
GROUPS



ARTISTIC AND AESTHETIC TASKS

## VISUAL LITERACY



CRITICAL SKILLS  
AND LANGUAGE

CONTEMPORARY  
CULTURE

## VISUAL ART PROCESSES

IMAGINING  
INVESTIGATING  
EXPERIMENTING



MAKING, DISPLAYING, EVALUATING

## STUDENT'S UNDERSTANDING



RICH DIVERSE ROLES

HISTORICAL AND CONTEMPORARY  
SOCIETIES AND CULTURES

## SOMETIMES FAIL



POSITIVE  
LEARNING  
EXPERIENCE



JUNIOR CYCLE  
VISUAL ART

## Notes and Reflections



## Statements of Learning related to Visual Art

The tables on the following pages show how Visual Art is linked to central features of learning and teaching outlined in the Framework for Junior Cycle (DES, 2015).

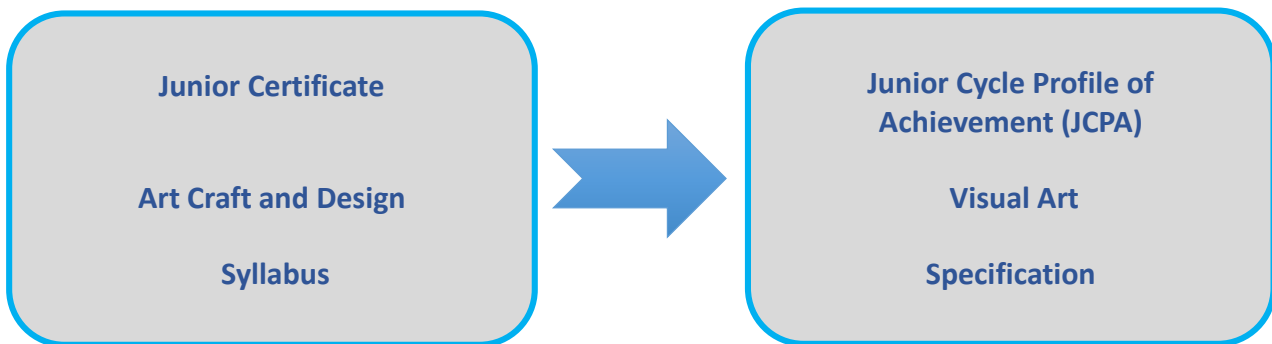
Links between junior cycle Visual Art and the statements of learning

Statements of Learning	
The statement	Examples of relevant learning
SOL 3: The student creates, appreciates and critically interprets a wide range of texts <sup>1</sup> .	Students will demonstrate their knowledge and understanding of visual culture to create and critique their role in the development of their own or others' work in art, craft or design.
SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.	Students will create finished pieces of art, craft and design work capturing and presenting the processes and decisions they made through using their Visual Art sketchpad.
SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.	Students, through their own creative ideas and work, will demonstrate that their Visual Art work can be used to reflect the needs, hopes and ideals of their wider communities or society as a whole.
SOL 20: The student uses appropriate technologies in meeting a design challenge.	Students will decide on and be able to justify their use of appropriate traditional or modern technologies or new media in their work, based on their learning experiences.
SOL 21: The student applies practical skills as she/he develops models and products using a variety of materials and technologies.	Students will demonstrate the acquisition and development of their own, personal artistic skills through their drawings, processes and finished pieces of work in art, craft and design.
SOL 23: The student brings an idea from conception to realisation.	Students demonstrate that they understand and can apply different processes and methods in creating artworks, craft pieces and finished design solutions.

<sup>1</sup> The definition of texts includes all products of art, craft, or design as well as oral language, written texts, audio, music, tactile, electronic and digital.

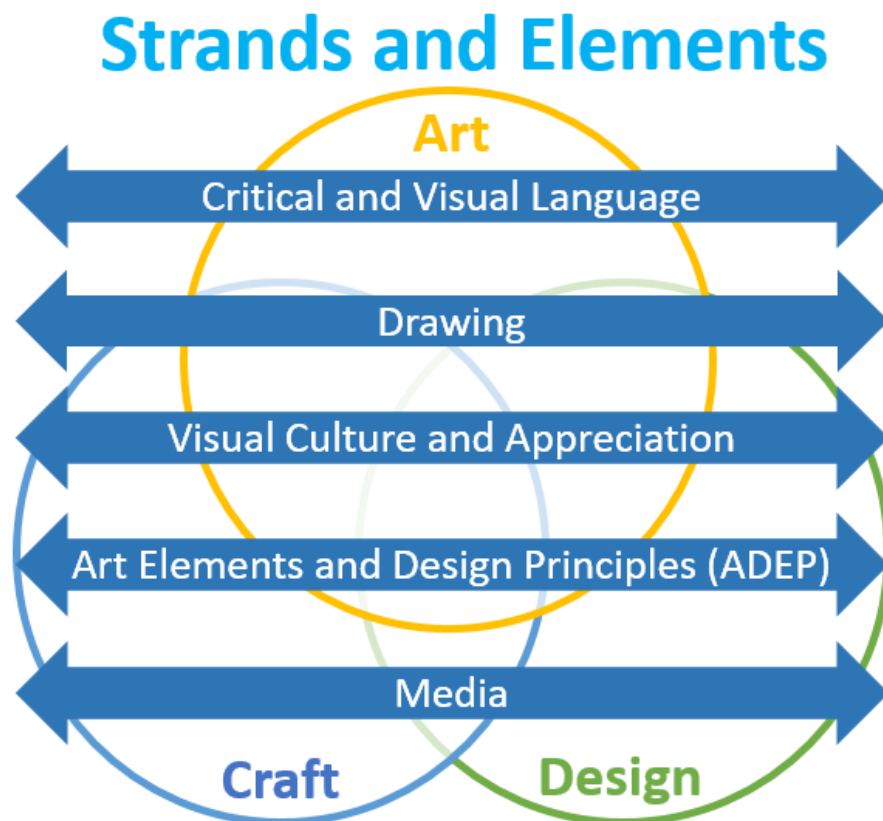
# New Terminology

<b>Specification</b>	<p>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.</p>
<b>Classroom-Based Assessment: CBA</b>	<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>
<b>Subject Learning and Assessment Review meeting SLAR</b>	<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>
<b>Junior Cycle Profile of Achievement JCPA</b>	<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>



# Strands and Elements

Visual Art		
<p><b>Art</b>, 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.</p>	<p><b>Craft</b> 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 craftsman.</p>	<p><b>Design</b> 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.</p>



# Focus on the Five Elements

Describe your element using images and less than 8 words

**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.

**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.

**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.

**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

**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.





# 5 Elements Ranking Exercise

## Critical and Visual Language

1 2 3 4 5

## Drawing

1 2 3 4 5

## Visual Culture and Appreciation

1 2 3 4 5

## Art Elements and Design Principles

1 2 3 4 5

## Media

1 2 3 4 5

Circle where are you in your own confidence and competence in understanding of all five elements?

1 = Unsure 5 = Sure



# 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). While it is essentially **the student’s own personal record** of the creative journey, the format (physical and/or digital) of the Visual Art sketchpad will be decided by the student in collaboration with their teacher.’

A student’s Visual Art sketchpad will be used by them to

- record their approaches to all of the work they will undertake as part of their junior cycle Visual Art course
- capture their ideas, creativity, experiments and explorations and even realised work
- hold relevant information they will collect to help contextualise work they are doing, whether it is through researching the work of artists, craftspeople and designers or through photographs, sketches, written notes or digitally
- document their journey through ongoing classroom artwork, finished artworks as well as the Classroom-Based Assessments
- act as the personal and professional collection of their thoughts, ideas, research and work
- develop a sense of ownership of their own learning.

# Visual Art Sketchpad

Drawing

Art Elements and Design Principles

Critical and Visual Language

Media

Visual Culture and Appreciation



## 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	
	1.3	respond to an artwork using critical and visual language 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

# Glossary of Visual Art terms

This glossary has been added to explain the meaning of Visual Art terms.

Term	Interpretation
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.
Craft	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 craftsman.
Design	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.
Visual Art sketchpad	A physical collection of ideas, processes and work, in physical or digital form (or a combination of both).
Explorations	The capturing or recording of the active processes that are involved in the inquiry, experimentation, creation and realisation of a work.
Art elements	The building blocks of any work and include, for example, the dot, colour, line, shape, tone, texture and pattern.
Design principles	The building blocks of any work and include, for example, balance, tension, harmony, light, space, scale and contrast.
Visual literacy	The ability of students to use their knowledge, skills and values to understand, decode and create a range of visual stimuli.
Drawing	Can be expressive or analytical, but is the fundamental language integral to all of the activities undertaken by students in the three strands of art, craft and design.
Visual culture	Is concerned with the historical and/or contemporary visual culture that gives an artefact its context or informs it.
Technology	As used by students in creating visual art works, technology can be either traditional, contemporary or digital.

Media	<p>The means to interact, create, connect and communicate with others.</p> <p><i>Traditional media</i> encompasses the methods and materials used in the past to create work.</p> <p><i>Contemporary media</i> encompasses the methods and materials used in today's world to create work.</p> <p><i>New media</i> encompasses any new or emerging methods or materials that could be used to produce work.</p> <p><i>Digital media</i> encompasses the electronic methods and materials that are used to produce work.</p>
Process	Incorporates the initial ideas, experimentation and developmental work a student becomes involved with as they create a realised artwork.
Scenario	Provides a broad outline that students can use and adapt for inspiration when deciding and planning the direction their work may take.
Visual language	Used by students to discuss, understand and assess an artistic work allowing them to explore the imagery in a more thoughtful way.
Artist	For the purpose of the specification, the term 'artist' can also be taken to mean artist/craftsperson/designer/architect.
Artwork	For the purpose of the specification, the term 'artwork' can also be taken to mean work produced by an artist/craftsperson/designer/architect.
Problem identification	Students, whether working on a scenario or task, identify the issue/s or ideas they wish to pursue in their work.
Problem-solving	The approach students decide to use, whether working on a scenario or task, to both develop their initial ideas and complete a realised work.
Critical language	Language in which students can critique and assess their own or another's work.
Primary source	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.
Work	Anything that is produced through a creative process and can range from initial sketches to more completed or fully-realised pieces.
Aesthetic	The appreciation of a work of art, craft or design for its beauty or appeal through its appearance and may include an appreciation of the underlying principles the work is based on.



# Glossary of Action Verbs

## Appendix D: Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Action verbs	Students should be able to
<b>Analyse</b>	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
<b>Annotate</b>	add brief notes or sketches of explanation to a diagram or graph
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appraise</b>	evaluate, judge or consider a piece of work
<b>Appreciate</b>	recognise the meaning of, have a practical understanding of
<b>Brief description/ explanation</b>	give a short statement of only the main points
<b>Argue</b>	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
<b>Calculate</b>	obtain a numerical answer showing the relevant stages in the working
<b>Classify</b>	group things based on common characteristics
<b>Comment</b>	give an opinion based on a given statement or the result of a calculation
<b>Compare</b>	give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
<b>Consider</b>	describe patterns in artefacts; use knowledge and understanding to interpret patterns
<b>Construct</b>	develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information or to build or form from different elements
<b>Contrast</b>	detect correspondences between two ideas or artworks or the amount of difference between
<b>Convert</b>	change to another form, for example, use a drawing from which to create a three-dimensional structure
<b>Critique</b>	state, giving reasons, the positive and negative aspects of, for example, an idea, artefact or artistic process
<b>Deduce</b>	reach a conclusion from the information given
<b>Define</b>	give the precise meaning of a word, phrase, concept

<b>Action verbs</b>	Students should be able to
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Derive</b>	arrive at a final statement through a process of logical deduction
<b>Describe</b>	develop a detailed picture or image of, for example a structure or process, using drawing, sketches or diagrams; produce a plan, simulation or model
<b>Determine</b>	obtain the only possible answer by calculation, substituting measured or known values of other quantities into a standard formula
<b>Discuss</b>	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
<b>Distinguish</b>	make the differences between two or more concepts or items clear
<b>Estimate</b>	give a reasoned order of magnitude statement or calculation of a quantity
<b>Evaluate (information)</b>	collect and examine information to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of information in conclusions; make judgments about the ideas, solutions or methods
<b>Evaluate (ethical judgement)</b>	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
<b>Explain</b>	give a detailed account including reasons or causes
<b>Examine</b>	consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction
<b>Find</b>	'find': a general term that may variously be interpreted as calculate, measure, determine, etc.
<b>Formulate</b>	express the relevant concept(s) or argument(s) precisely and systematically
<b>Group</b>	identify objects according to characteristics
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
<b>Illustrate</b>	use drawings or examples to describe something
<b>Infer</b>	use the results of an investigation based on a premise; read beyond what has been literally expressed
<b>Investigate</b>	analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions
<b>Interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information
<b>Justify</b>	give valid reasons or evidence to support an answer or conclusion
<b>List</b>	provide a number of points, with no elaboration
<b>Measure</b>	quantify changes in systems by reading a measuring tool

<b>Action verbs</b>	Students should be able to
<b>Model</b>	generate a representation or scale replica of an artwork as a plan for a real-world creation
<b>Outline</b>	give the main points; restrict to essentials
<b>Predict</b>	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
<b>Prove</b>	use a sequence of logical steps to obtain the required result in a formal way
<b>Provide evidence</b>	provide data, work and documentation that support inferences or conclusions
<b>Recognise</b>	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
<b>Recall</b>	remember or recognise from prior learning experiences
<b>Relate</b>	associate, giving reasons
<b>Sketch</b>	represent by means of a diagram or graph (labelled as appropriate); the sketch should give a general idea of the required shape or relationship, and should include relevant features
<b>Solve</b>	find an answer through reasoning
<b>State</b>	provide a concise statement with little or no supporting argument
<b>Suggest</b>	propose a solution, hypothesis or other possible answer
<b>Synthesise</b>	combine different ideas in order to create new understanding
<b>Understand</b>	have and apply a well-organised body of knowledge
<b>Use</b>	apply knowledge, skills or rules to put them into practice
<b>Verify</b>	give evidence to support the truth of a statement



## Notes

## Notes

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

## Contact Details:

### Administrative Office:

Monaghan Education Centre,  
Armagh Road,  
Monaghan.

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

### Directors Office:

LMETB,  
Chapel Street,  
Dundalk.

### For all queries please contact:

[info@jct.ie](mailto:info@jct.ie)

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

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

Follow us on Twitter:



@JCforTeachers

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

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

[www.schoolself-evaluation.ie](http://www.schoolself-evaluation.ie)

## Our hopes for you on your return to school...

...begin planning using learning outcomes

...encourage students to show evidence of the strands and elements in  
their Visual Art sketchpad.