

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

Resource Booklet

Visual Art

*Jan. – Mar. Cluster
2018*



www.jct.ie

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Today's Learning Intentions

1. To familiarise ourselves with the new language
2. Consider the aim, strands and elements in the Visual Art specification
3. To explore Visual Art processes
4. Develop our understanding of learning outcomes and assessment practices in the art classroom
5. To consider aspects of Classroom Based Assessment 1.



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

SOMETIMES FAIL



POSITIVE
LEARNING
EXPERIENCE

STUDENT'S UNDERSTANDING



RICH DIVERSE ROLES

HISTORICAL AND CONTEMPORARY
SOCIETIES AND CULTURES



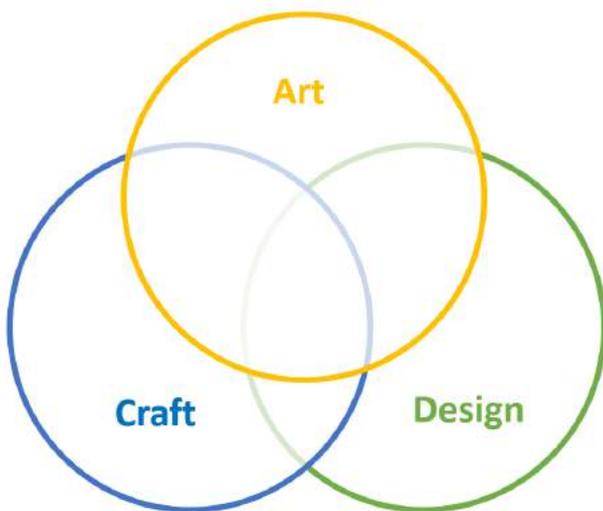
JUNIOR CYCLE
VISUAL ART

Links between Visual Art and the statements of learning

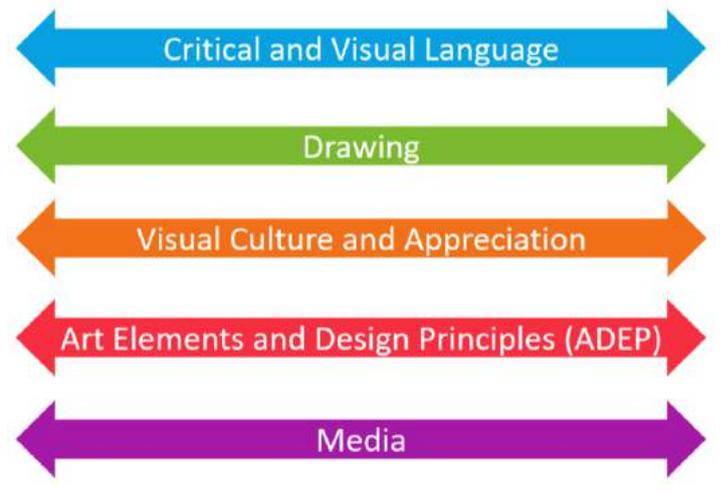
The statement	Examples of relevant learning
SOL 3: The student creates, appreciates and critically interprets a wide range of texts ¹ .	Students will demonstrate their knowledge and understanding of visual culture to create and critique their role in the development of their own or others' work in art, 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.

¹ 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.

Strands



Elements



Visual 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 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.

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.

The Five Elements

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

**Critical and
Visual Language**

**Art Elements and
Design Principles**

Drawing

Media

**Visual Culture and
Appreciation**



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

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?

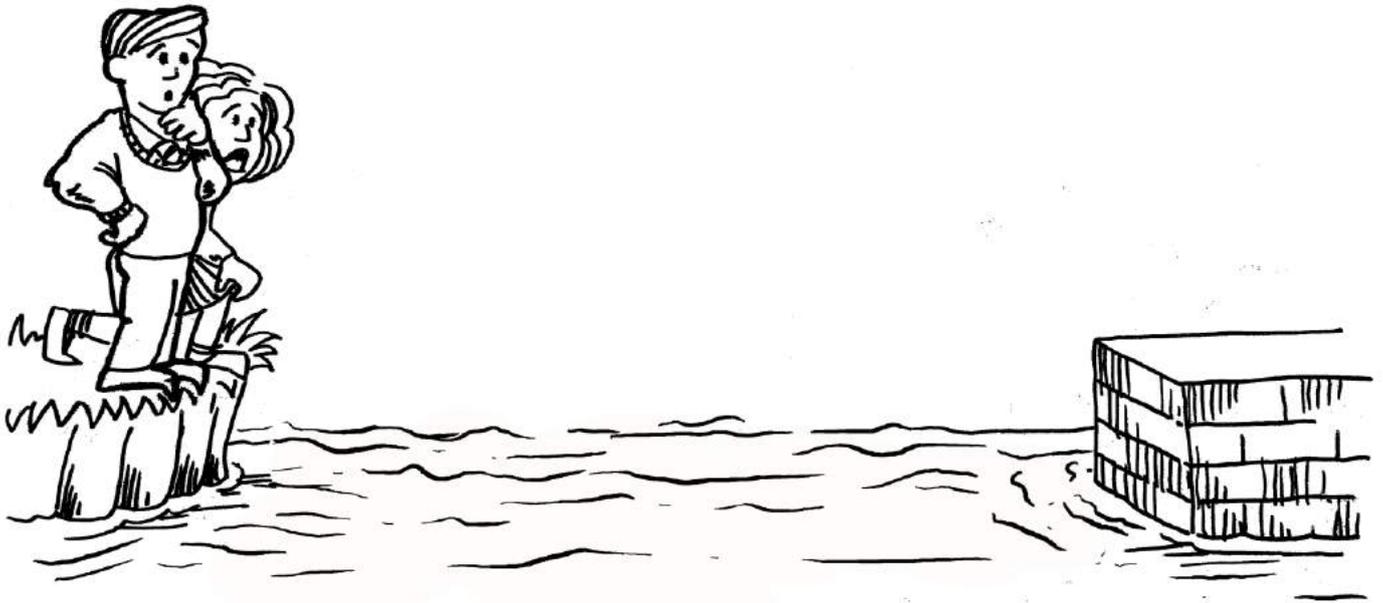


Notes on Success Criteria

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



Knowledge

Skills

Values

Learning Intentions

Success Criteria

Effective Feedback

Questioning
& Discussion

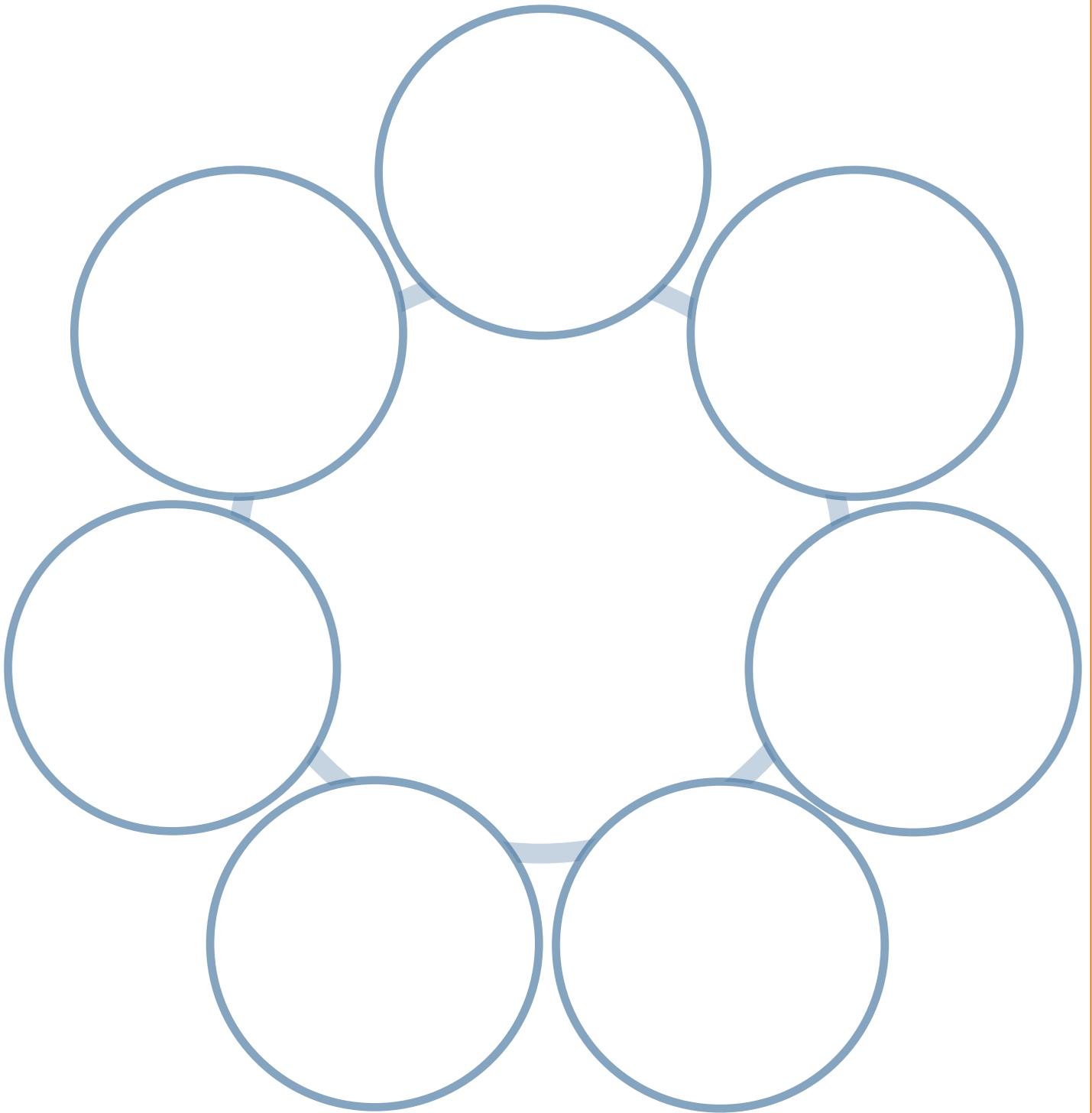
Student
Reflection

Peer
to
Peer



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 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.

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

What resonates for you as an art educator?

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.'

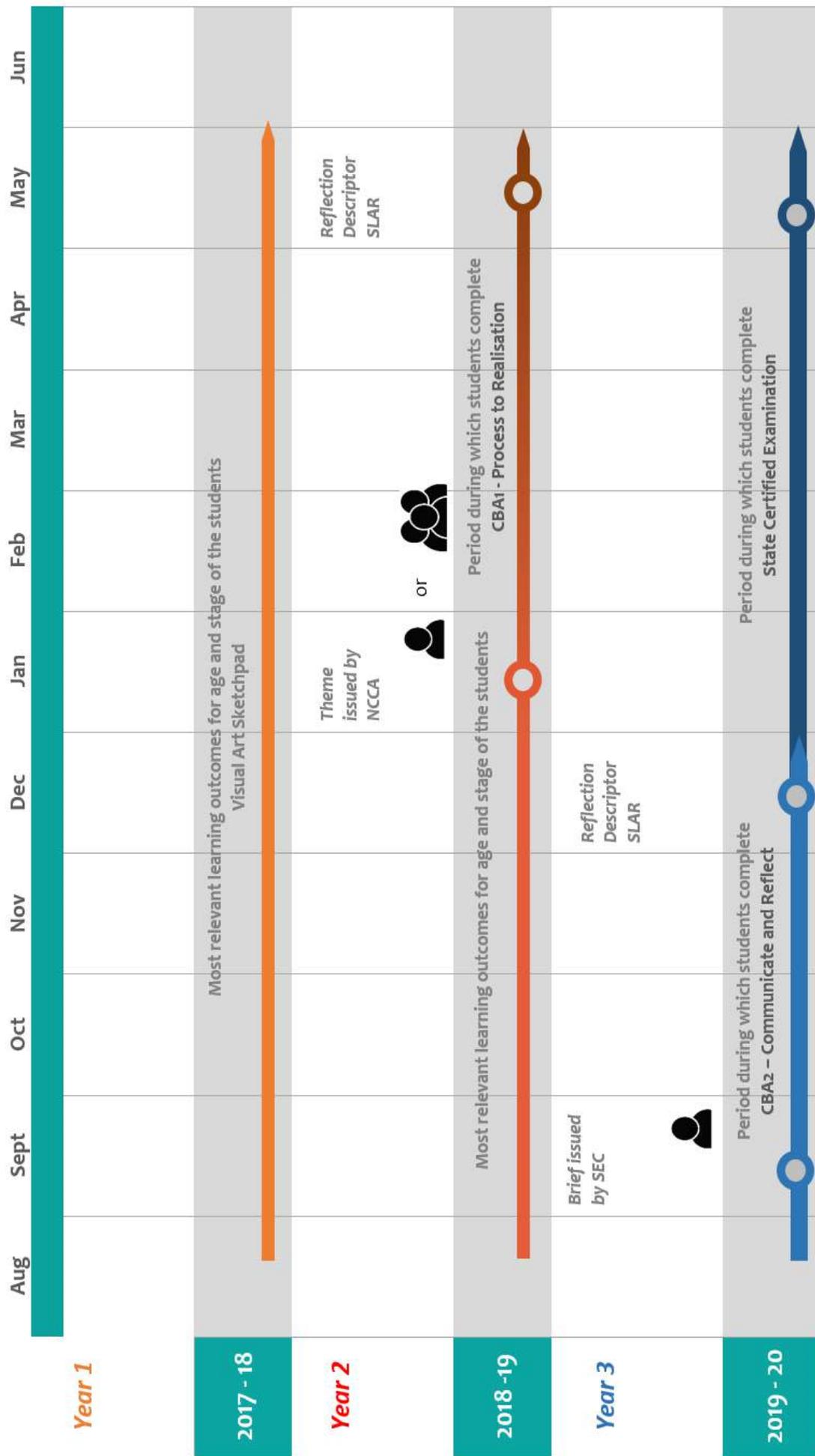
A student's Visual Art sketchpad will be used by them to

- 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.

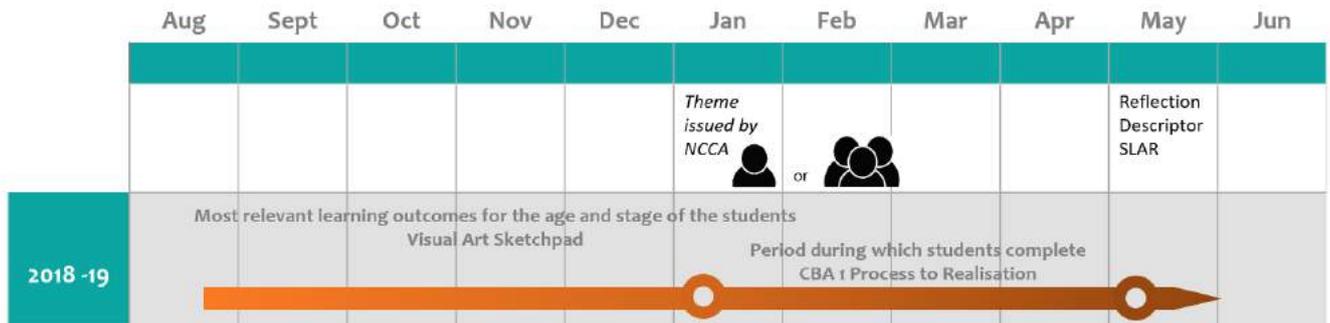
What format might the Visual Art Sketchpad take?

Physical Format	Digital Format

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

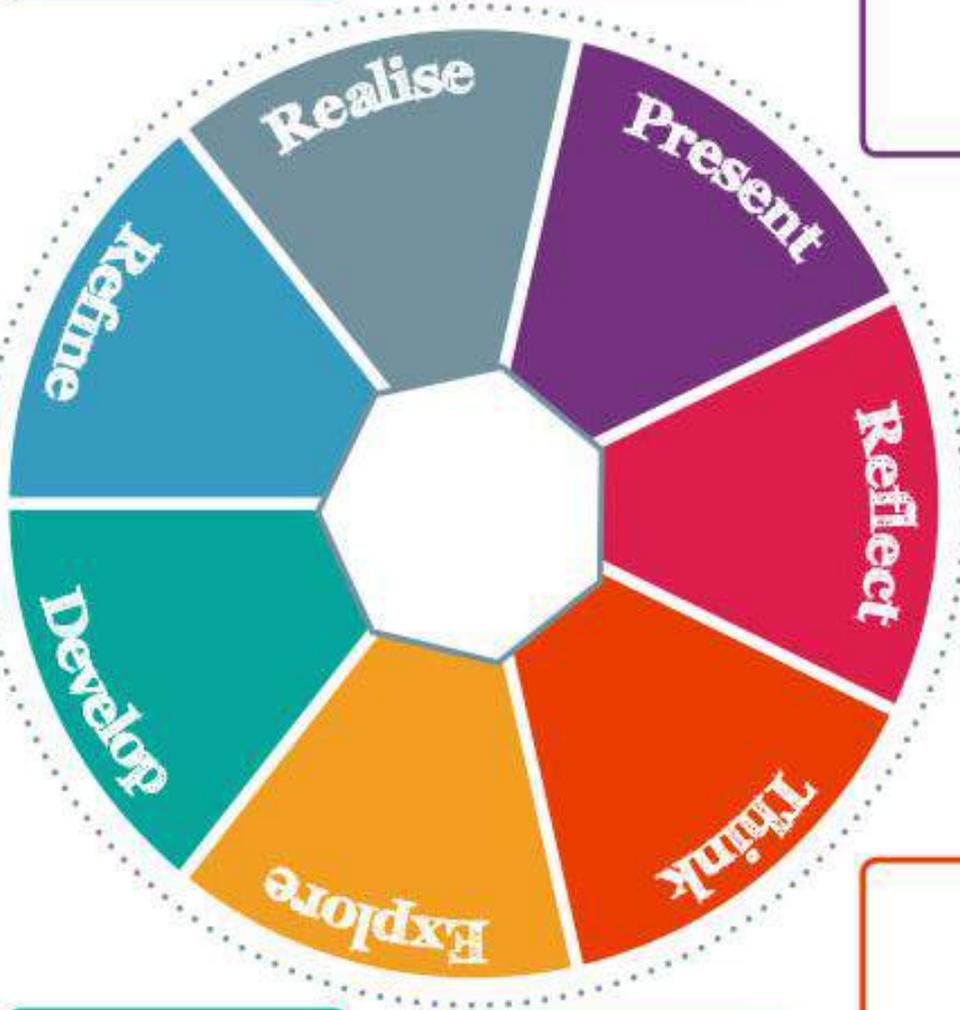
Learning Outcomes for Classroom-Based Assessment 1

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:

- Ensure greater consistency
- provide better feedback
- ensure greater alignment
- assure parents.

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.

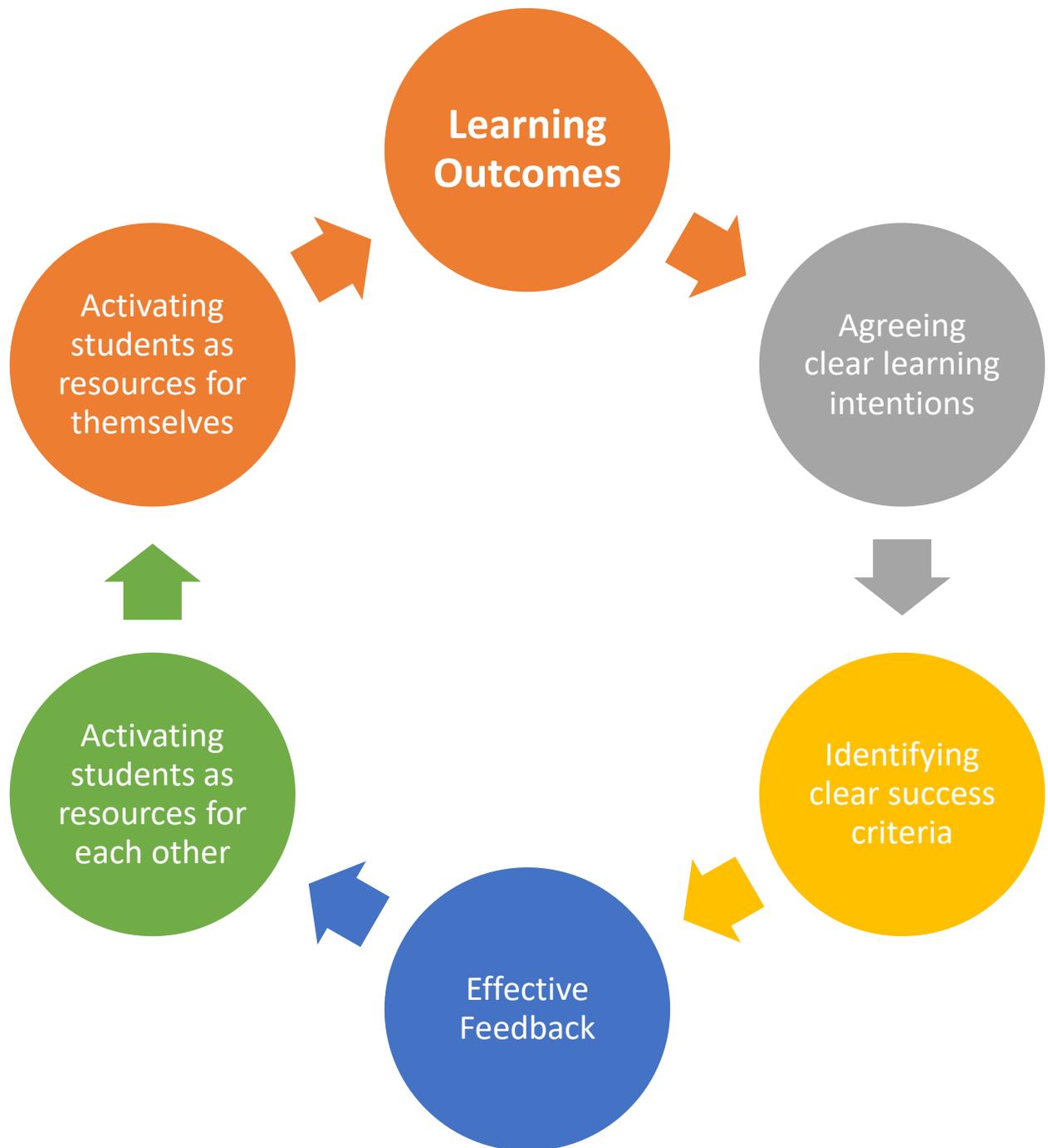
Each meeting will:

- 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.





New 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	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.
Formative Assessment	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.
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	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.
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.

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 craftsperson.
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
Analyse	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
Annotate	add brief notes or sketches of explanation to a diagram or graph
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appraise	evaluate, judge or consider a piece of work
Appreciate	recognise the meaning of, have a practical understanding of
Brief description/ explanation	give a short statement of only the main points
Argue	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
Calculate	obtain a numerical answer showing the relevant stages in the working
Classify	group things based on common characteristics
Comment	give an opinion based on a given statement or the result of a calculation
Compare	give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
Consider	describe patterns in artefacts; use knowledge and understanding to interpret patterns
Construct	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
Contrast	detect correspondences between two ideas or artworks or the amount of difference between
Convert	change to another form, for example, use a drawing from which to create a three-dimensional structure
Critique	state, giving reasons, the positive and negative aspects of, for example, an idea, artefact or artistic process
Deduce	reach a conclusion from the information given
Define	give the precise meaning of a word, phrase, concept
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Derive	arrive at a final statement through a process of logical deduction

Action verbs	Students should be able to
Describe	develop a detailed picture or image of, for example a structure or process, using drawing, sketches or diagrams; produce a plan, simulation or model
Determine	obtain the only possible answer by calculation, substituting measured or known values of other quantities into a standard formula
Discuss	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
Distinguish	make the differences between two or more concepts or items clear
Estimate	give a reasoned order of magnitude statement or calculation of a quantity
Evaluate (information)	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
Evaluate (ethical judgement)	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
Explain	give a detailed account including reasons or causes
Examine	consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction
Find	'find': a general term that may variously be interpreted as calculate, measure, determine, etc.
Formulate	express the relevant concept(s) or argument(s) precisely and systematically
Group	identify objects according to characteristics
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Illustrate	use drawings or examples to describe something
Infer	use the results of an investigation based on a premise; read beyond what has been literally expressed
Investigate	analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Justify	give valid reasons or evidence to support an answer or conclusion
List	provide a number of points, with no elaboration
Measure	quantify changes in systems by reading a measuring tool
Model	generate a representation or scale replica of an artwork as a plan for a real-world creation
Outline	give the main points; restrict to essentials

Action verbs	Students should be able to
Predict	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
Prove	use a sequence of logical steps to obtain the required result in a formal way
Provide evidence	provide data, work and documentation that support inferences or conclusions
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Recall	remember or recognise from prior learning experiences
Relate	associate, giving reasons
Sketch	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
Solve	find an answer through reasoning
State	provide a concise statement with little or no supporting argument
Suggest	propose a solution, hypothesis or other possible answer
Synthesise	combine different ideas in order to create new understanding
Understand	have and apply a well-organised body of knowledge
Use	apply knowledge, skills or rules to put them into practice
Verify	give evidence to support the truth of a statement



Notes

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