

## Linking Junior Cycle Visual Art with Level 2 Learning Programmes

| Priority Learning Units  | Elements of PLU's   | Level 2 Learning Outcomes  | Linking Curriculum Specification for Visual Art: Suggested Links to Learning Outcomes                          |
|--|---|--|--|
| Communication and literacy   | Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener        | 1.3 Follow a series of spoken instructions under supervision   | 1.7 examine the method of a number of artists and the artwork they created                                     |
|  |   | 1.4 Express personal opinions, facts and feelings appropriately  | 1.6 use drawings to communicate their personal outlook or understanding  |
|  |   | 1.5 Participate in practical, formal and informal communications   | 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge                         |
|  | Using non-verbal behaviour to get the message across  | 1.7 Identify a range of non-verbal communications methods  | 1.8 discuss examples of historical and contemporary visual art   |
|  |   | 1.11 Follow the sequence of non-verbal instructions or directions for a frequent activity  | 1.10 identify the use of art elements and design principles within an artwork                                  |
|  | Reading to obtain basic information   | 1.14 Interpret different forms of writing and text, including social signs and symbols   | 2.8 interpret the narrative, symbols and functions used in craftwork from their own and other world cultures   |
|  | Using expressive arts to communicate  | 1.22 Participate in a performance or a presentation  | 3.2 use critical and visual language to explain their own designs and those of others                          |
|  |   | 1.23 Create a range of images using a variety of materials   | 1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them |
|  |   | 1.24 Produce a piece of work for display   | 2.14 use media to create craftwork   |
|  |   | 1.26 Use drama or dance to explore real and imaginary situations   | 1.5 interpret the world and communicate ideas through visual means   |
|  | Using suitable technologies for a range of purposes   | 1.29 Use technology to communicate in an activity with others  | 3.14 utilise media in their own design work based on a design brief  |
|  |   | 1.34 Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely | 3.5 experiment with design ideas through research and analytical drawing                                       |
| 1.36 Find information for a project on the web.  |   | 2.7 identify the historical or contemporary skills and materials used in craft works from a number of different crafts                   |  |
| Numeracy   | Developing an awareness of length and distance  | 2.25 Use a ruler to draw and measure different lengths of lines  | 2.4 show they can use their drawings to observe, record and analyse  |
|  |   | 2.26 Estimate the length of common objects   | 3.11 examine their own and others' design work through the use of art elements and design principles           |
|  | Developing spatial awareness  | 2.32 Use appropriate vocabulary to describe direction.   | 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge                         |
|  |   | 2.37 Move a range of objects in given directions   | 1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them |
|  | Using shapes  | 2.44 Name common 2D and 3D shapes in everyday life   | 3.1 use critical and visual language to describe diverse design work   |
|  |   | 2.45 Divide a line into two equal segments without measuring,  | 1.12 apply their understanding of the art elements and design principles to make an artwork                    |
| 2.47 List the properties of common 2D shapes and 3D forms                                  | 2.10 describe art elements and design principles as they are used across a number of different crafts |  |  |
| Personal care  | Developing good daily personal care   | 3.1 Identify essential daily personal care practices   | 1.14 use media to create their own artwork   |
|  | Knowing how to stay safe  | 3.27 Identify key safety risks in the workplace/home/community   | 2.14 use media to create craftwork   |
|  |   | 3.29 Name daily practices that promote personal safety,  | 2.14 use media to create craftwork   |
|  |   | 3.30 Describe appropriate response when a risk is identified   | 1.14 use media to create their own artwork   |
|  | Making personal decisions   | 3.42 Describe how values are linked to making decisions in a range of scenarios  | 1.6 use drawings to communicate their personal outlook or understanding  |
| 3.43 Make a list of what and who can influence decision-making                             |   | 3.5 experiment with design ideas through research and analytical drawing   |  |
| 3.45 Explore the consequences of decisions made, both while implementing and on conclusion | 3.15 justify design concepts and the use of media in their own or others' work                        |  |  |
| Living in the community  | Developing good relationship  | 4.6 Participate co-operatively in a group situation  | 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge                         |
|  |   | 4.7 Recognise the importance of respect in relationships   | 3.12 assess their own and others' design work using their knowledge of art elements and design principles      |
|  | Resolving conflict  | 4.10 Demonstrate an ability to negotiate with peers  | 1.14 use media to create their own artwork   |
| Using local facilities   | 4.17 Participate in a school-based community project and record their participation                   | 1.8 discuss examples of historical and contemporary visual art   |  |
| Preparing for work   | Being able to set goals for learning  | 5.1 Set learning goals   | 3.6 design a final work based on their drawings  |
|  |   | 5.3 Implement the plan   | 1.12 apply their understanding of the art elements and design principles to make an artwork                    |
|  |   | 5.4 Express opinion on how performance could be improved   | 2.3 reflect on their own, or another's, craftwork through the use of critical and visual language              |
|  | Developing an awareness of health and safety using equipment  | 5.18 Use all tools and equipment correctly and safely in a range of practical classes  | 2.14 use media to create craftwork   |
|  |   | 5.20 Store all tools, materials and equipment safely   | 1.14 use media to create their own artwork   |
|  |   | 5.21 List the different procedures for self-protection at work   | 2.14 use media to create craftwork   |
|  | Taking part in a work related activity  | E1 Gather background information to help plan and participate in the activity  | 3.11 examine their own and others' design work through the use of art elements and design principles           |
|  |   | E2 Sequence a number of steps to be taken to successfully complete the activity  | 3.2 use critical and visual language to explain their own designs and those of others                          |
|  |   | E4 Use key words associated with the activity correctly  | 2.1 identify and use the critical and visual language associated with more than one type of craft              |
|  |   | E7 Participate in the activity   | 1.6 use drawings to communicate their personal outlook or understanding  |
| E8 Review the activity to evaluate its success   |   | 3.12 assess their own and others' design work using their knowledge of art elements and design principles                                |  |

\* Links are described as 'possible' as Visual Art teachers and subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.