



An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**  
for teachers

Ignite the Spark  
Welcome

Image permission courtesy Scottie Burgess



Rialtas na hÉireann  
Government of Ireland

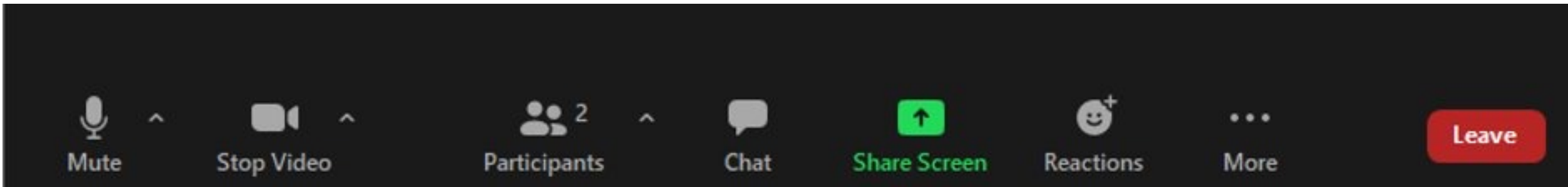


Visual Art 2021



# The control bar

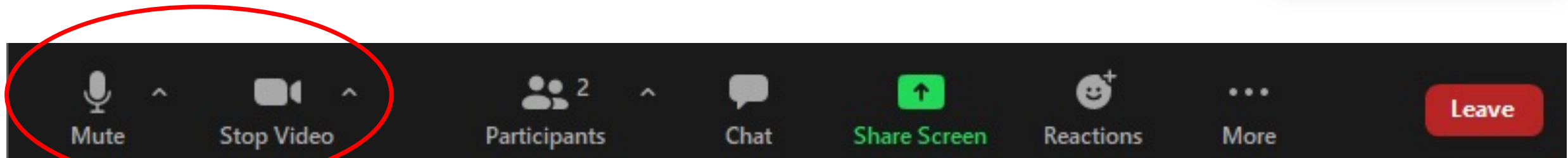
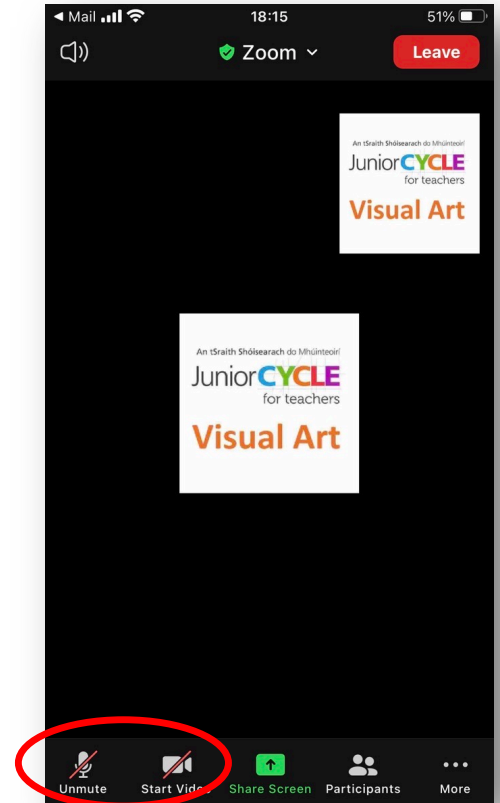
- Look at the bottom of your Zoom screen.
- If you can't see the bar, click/tap the screen.



# How to change your mic and camera



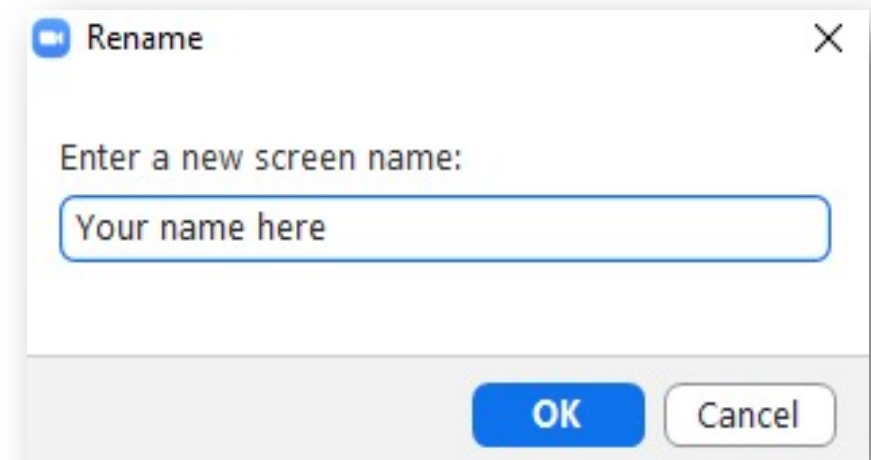
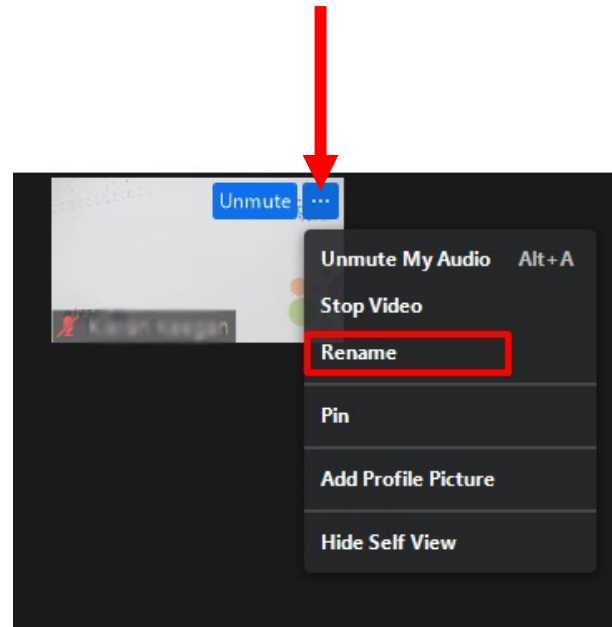
- Look at the **control bar** at the bottom of your screen
- If on mobile/tablet, touch the screen to bring up the buttons
- Click **Mute/Unmute** your mic
- Click **Start video/Stop** video to work your camera



# How to change your name on a laptop



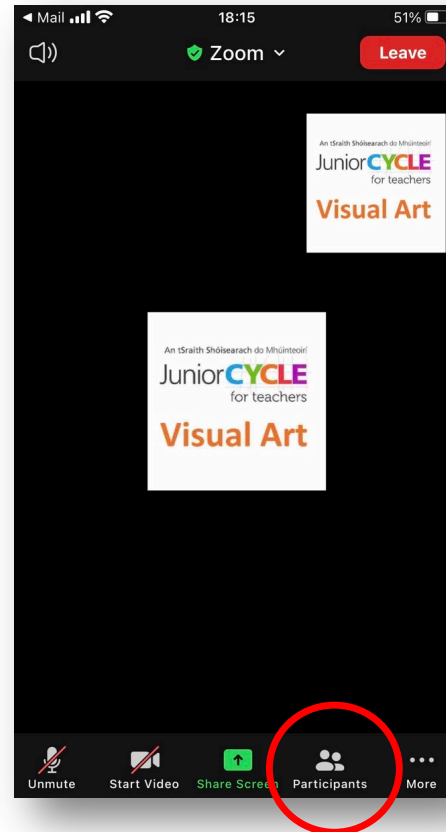
- Click on the three dots beside your name at the top of the screen
- Select **Rename**
- Enter your name



# How to change your name on a phone/tablet



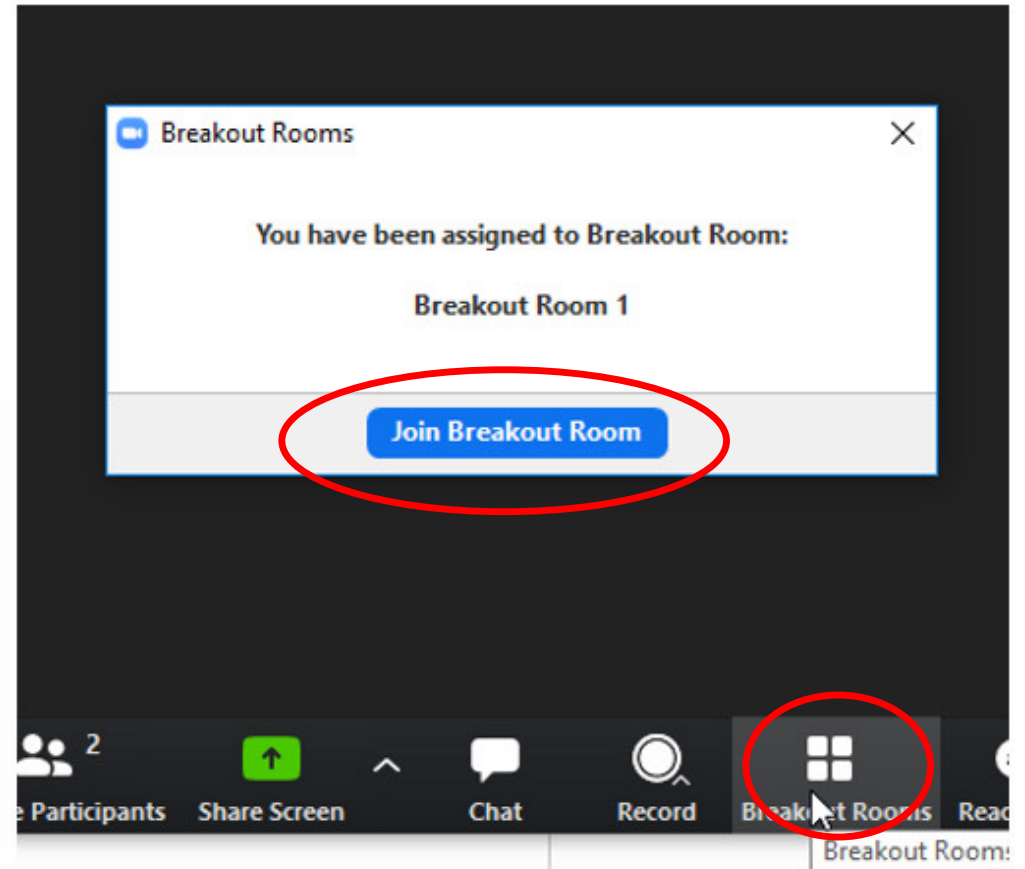
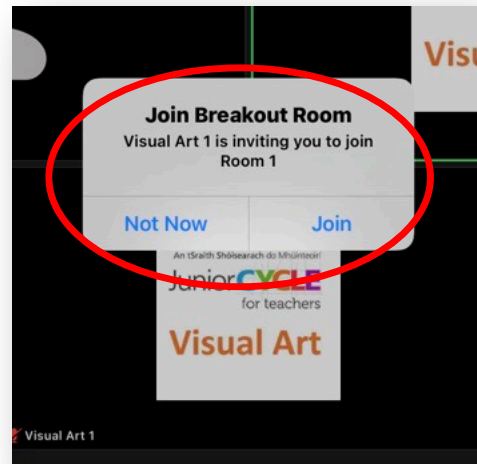
- Click on the **participants** button on the **control bar**
- Select yourself from the list. Look for (me)
- Select **Rename**
- Enter your name



# How to join a breakout room



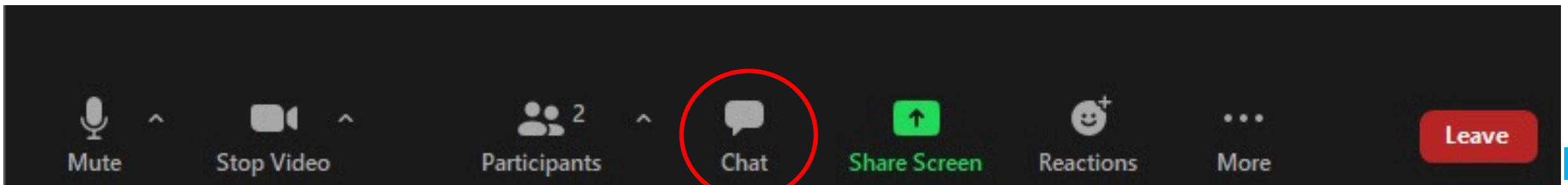
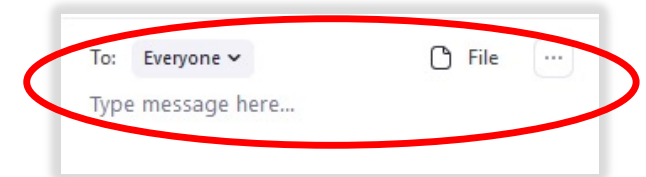
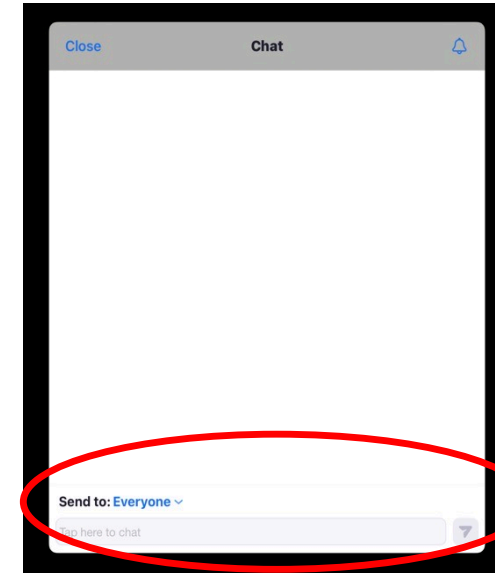
- Look at the **Control bar** on the bottom of the zoom window
- Click on **Join Breakout rooms**



# How to use the chat

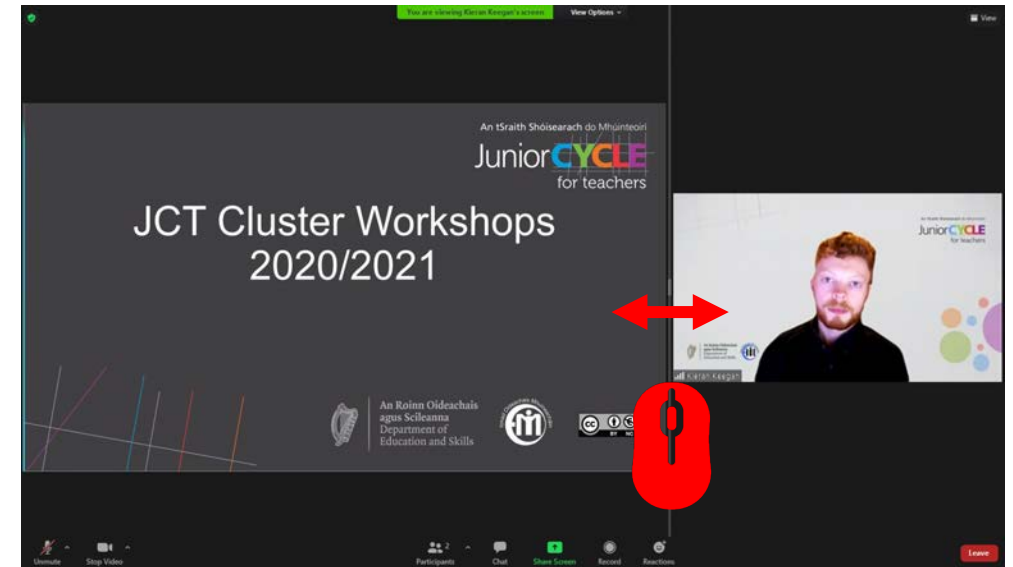
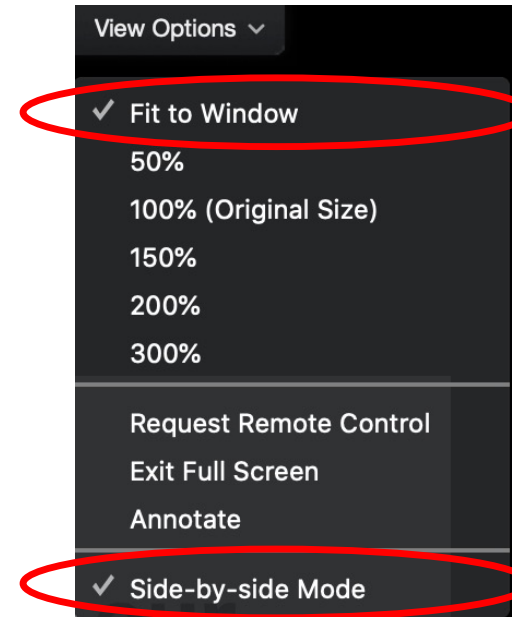


- When the host enables Chat:
- Click the Chat button on the Control Bar
- A chat box will open on the right of your screen
- Type your message and click Enter
- Please don't 'private message' the host when they are sharing their screen as it will be seen by everyone



# How to use Side-By-Side view

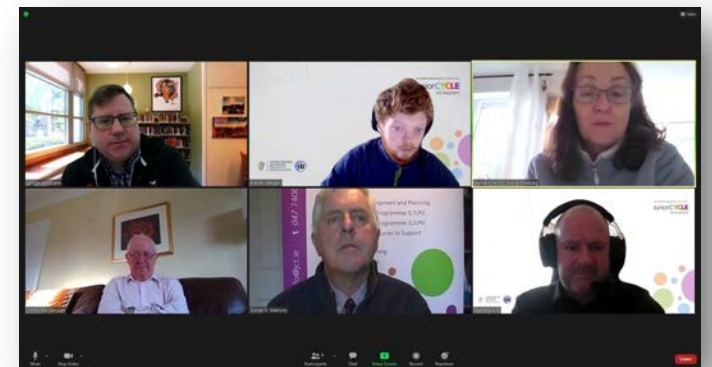
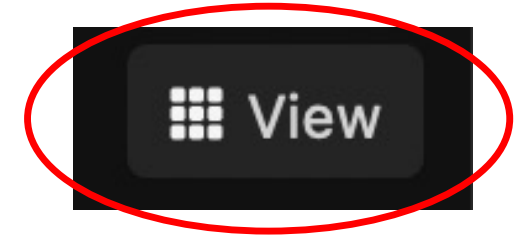
- Side-by-side allows us to see both the content and the host simultaneously.
- Click **View Options** and select Side-by-Side view.
- Click on the centre line to adjust the sizes of each window.





# How to change views

- To switch, click **View** in the top-right corner
- **Speaker view** where the last person to talk is displayed.
- **Gallery view** where up to 25 participants are displayed in a grid.



# How to rejoin the meeting

- If you lose connection / accidentally leave the meeting, don't worry!
- Revisit email inbox for the Zoom link
- Click **Launch Zoom Meetings**
- Enter your name
- Wait to be admitted from the waiting room



# What to do if the host leaves

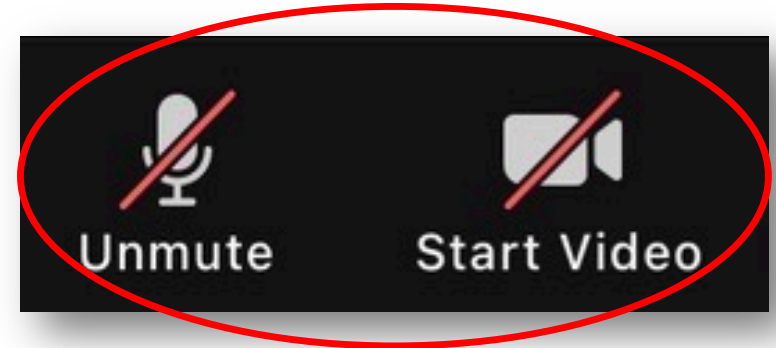
- Don't panic, if I lose connection
- Do nothing, stay on the call
- I'll be back!



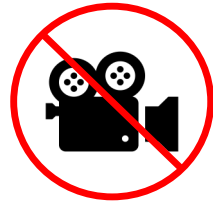
# How we manage break-times



- Please stay in the meeting.
- We will all mute our microphones.
- We will turn off our cameras.
- Enjoy the break!



Please Note:



This workshop **will not** be recorded

To respect the privacy of all participants we would request that you do not record or take screenshots of participants.

# JCT Visual Art journey so far and supports

**2016/2017**

Introduction to the Visual Art Specification

**2017/2018**

Introduction Learning Outcomes Assessment Student Work CBA 1

**2018/2019**

Reflection CBA 1 & CBA 2 SLARs SEC Student Work

**2019/2020**

Visual Culture & Appreciation Learning Outcomes Reflecting on CBA2 & SLARs Student Work

**2020/2021**

Connect & reflect Stimuli as influence for creation Visual Research Ideation & Development

Cluster Day

Online Resources

Webinars

Elective Workshops

Podcasts

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Junior **CYCLE**  
for teachers

**Visual Art 2021**

# Intention for today's workshop

Provide a safe, supportive and experiential space for teachers to further develop their own visual processes

Enhance our creativity and reflective practice.



# Ignite the Spark! Workshop A

## Junior Cycle Visual Art Workshop 2021 Interactive Timeline

### Session One

9.30am - 11.00am



Welcome & Introductions 9.30am



Main Padlet for the Workshop

Click on the link, image or scan the QR code to access the Padlet.



<https://padlet.com/jct2/alw9g2srsj4fe0ht>



Breakout Room Activity



<https://padlet.com/jct2/al2n6sthcmbf9faj>



Discussion & Share



Stretch Break



Introduction to Task

### Session Two

11.20am - 1.00pm



Tea/Coffee Break 11.00 - 11.20am



Individual Task 11.20 - 12.20pm



Discussion & Share 12.20 - 1.00pm



Visual Sharing Space Workshop A  
Password required \*



<https://padlet.com/jct2/11png0oz0fb6vovs>

Click on the link, image or scan the QR code to access the Padlet. \* This Padlet requires a password which will be shared by your facilitator.

### Session Three

2.00pm - 3.30pm



Lunch 1.00 - 2.00pm



Tools & strategies for developing visual research



Breakout Room Activity



<https://padlet.com/jct2/x5v4b0ryyk5110p0>



Discuss & Share

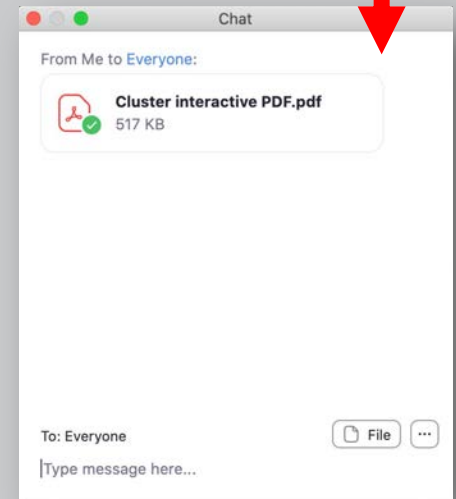


Feedback & Admin



Workshop concludes - 3.30pm

Posted in the  
Chat area







**9.30 - 9.45am**  
 Good Morning: Welcome and Introductions

**10.00 - 10.40am**  
 Breakout Room & Discussion  
 Click on the image above

**11.00 - 11.20am**  
 Tea/Coffee Break

**Virtual Sharing Space**  
 Made with good vibes  
 junior cycle for teachers

**1.00-2.00pm**  
 Lunch Time

**2.40 - 3.30pm**  
 Share and Discuss

**9.45 - 10.00am**  
 Icebreaker

**10.40 - 11.00am**  
 Introduction to Task

**11.20 - 12.20am**  
 Creating Visual Research

**12.20 - 1.00pm**  
 Share and Discuss - Breakout Room

**2.00 - 2.45pm**  
 Tools and strategies for developing ideas in Visual Art

**learning-outcomes-poster-2 PDF document**  
 Learning Outcomes Poster





Which image  
delights you?  
Why?

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for teachers



1. Jubilee Church – Architect Richard Meier
2. Fiona Mulholland
3. Donald Teskey (Painting)
4. Mono Giraud (Headpiece)
5. Nazar Bilyk (Sculpture)
6. Peruvian artist (Dress) Cecilia Paredes

Images permission courtesy of the artists/designers  
Jubilee Church photo copyright by EyeSee

# Session One Intention

To explore the value of responding to a range of stimuli as part of the artistic process.



# Junior Cycle Visual Art Workshop 2021

Timeline of our Day

9.30 - 9.45am  
Good Morning: Welcome and Introductions



10.00 - 10.40am  
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Click on the image above

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learning-outcomes-poster-2 PDF document  
Learning Outcomes Poster





15 minutes



padlet

Junior Cycle for Teachers 2m

### Breakout Room and Discussion Activity One

Cover image & instructions	Stimulus 1	Stimulus 2	Stimulus 3	Stimulus 4	Stimulus 5	Stimulus 6
<p><b>Instructions for Breakout Room</b></p> <p>Click on the link under your assigned room.</p> <p>Look/Listen to the stimulus</p> <p>Discuss the following question:</p> <p>What has influenced this artist/maker/designer?</p> <p>Agree main points to feedback</p> <p>One person to feedback to main group</p>	<p>What has influenced this artist/maker/designer?</p>		<p>What has influenced this artist/maker/designer?</p>	<p>What has influenced this artist/maker/designer?</p>	<p>What has influenced this artist/maker/designer?</p>	

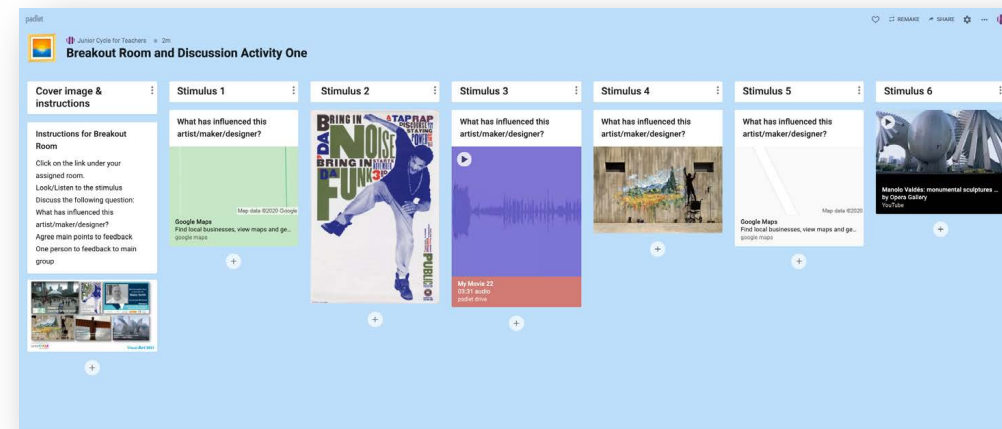
Click on the link in the Chat area

What has influenced this artist/maker/designer?



Introduce yourself

Engage with the resource on Padlet



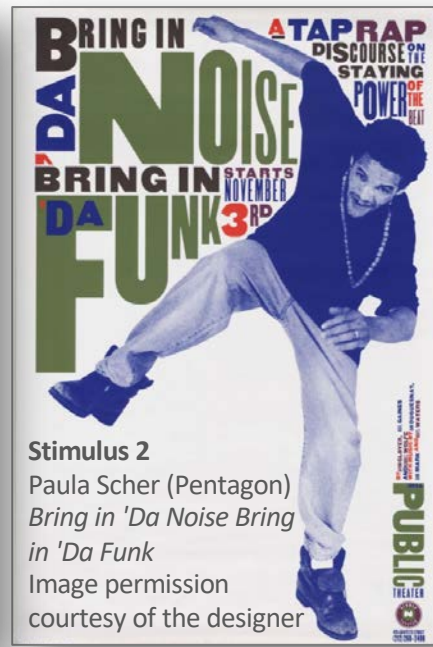
Feel free to share your screen  
in the breakout room

- Discuss the following question:
- **What has influenced this artist/maker/designer?**
- Agree main points to feedback
- One person to feedback to main group





**Stimulus 1**  
*'Cloud Gate'* by Anish Kapoor



**Stimulus 2**  
 Paula Scher (Pentagon)  
*Bring in 'Da Noise Bring in 'Da Funk*  
 Image permission courtesy of the designer



**Stimulus 4**  
*'Strength'* by Pejac  
 Image permission courtesy of the artist



**Stimulus 5**  
*Angel of the North* Anthony Gormley  
 Photograph permission courtesy of Aehso images



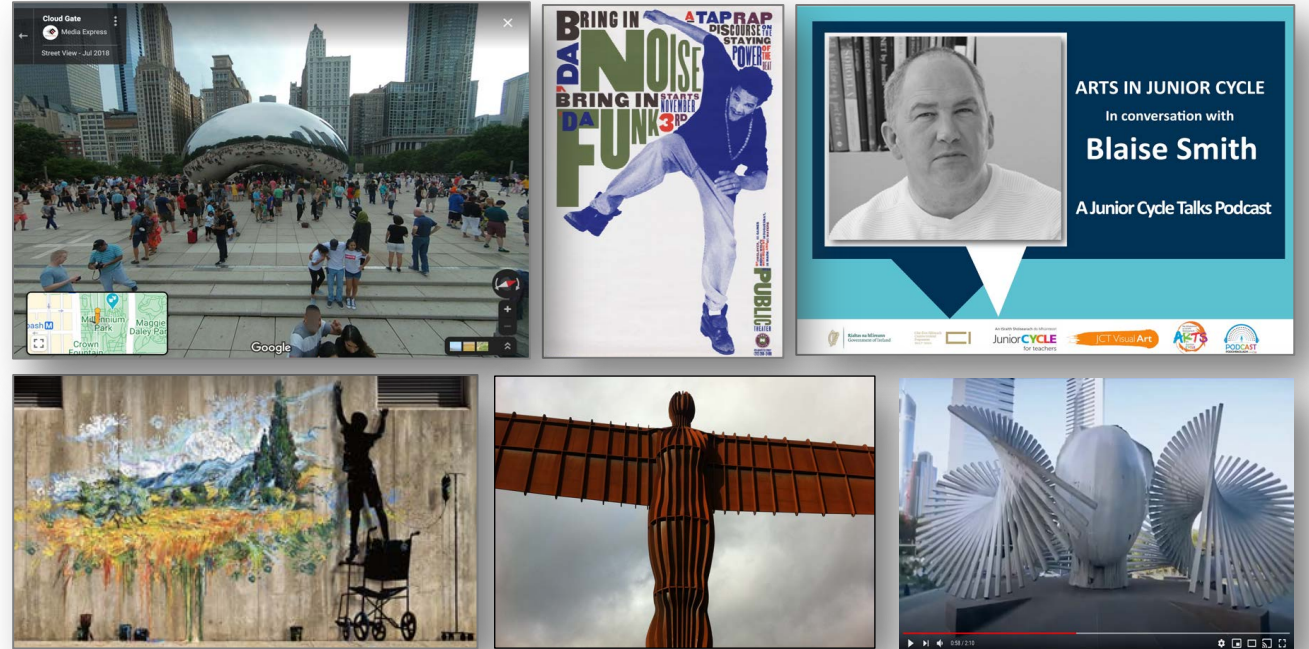
**Stimulus 6**  
 Manolo Valdés: Sculpture in Dubai,  
 courtesy of Opera Gallery



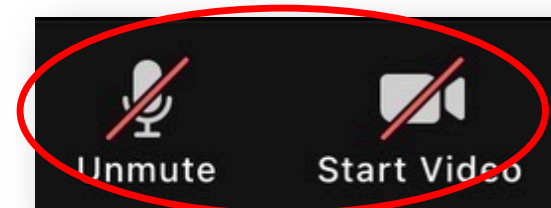
# Silent Reflection

If you were asked to investigate an aspect of one of these pieces further... what would you pick?

Why?



Stretch Break  
Back in 3 mins



Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.

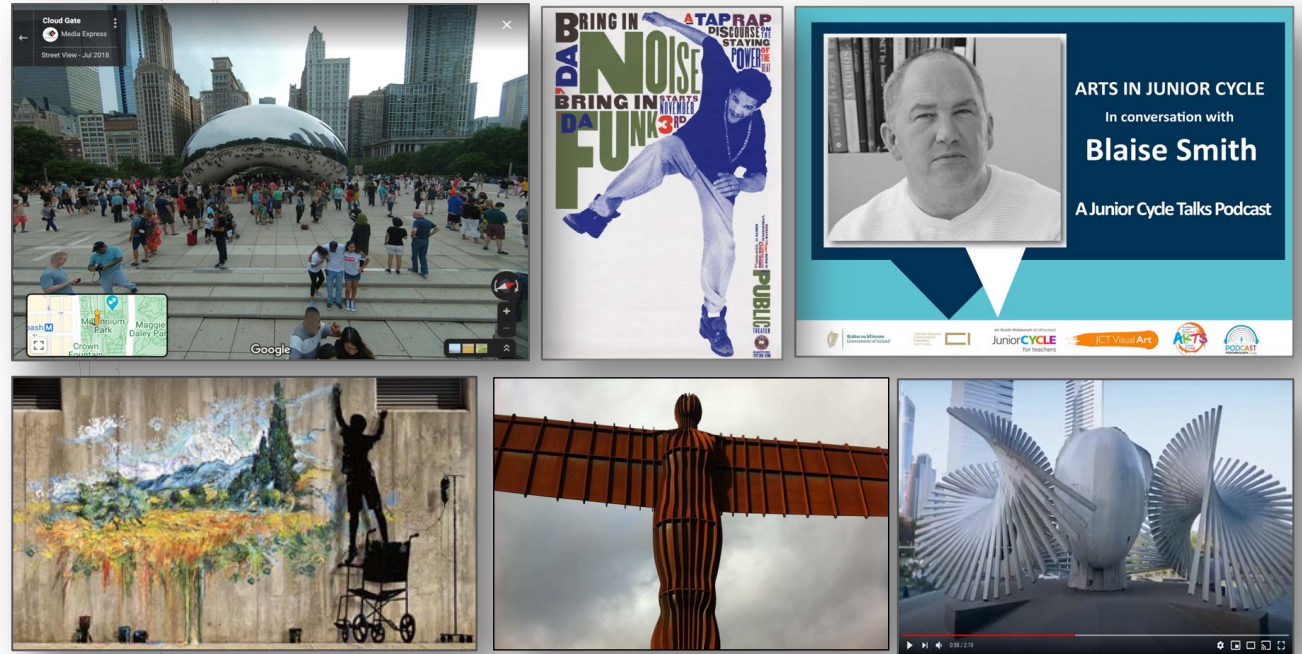
*Adapted from **Mans Search for Meaning** by Viktor Emil Frankl*



# Silent Reflection

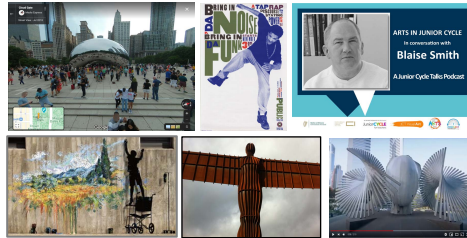
If you were asked to investigate an aspect of one of these pieces further ... what would you pick?

Why?



## Task

Create visual research influenced by the stimuli discussed in Session One using 2D and/or 3D media



## Intention:

Create visual research influenced by an aspect of your chosen stimulus or stimuli

Share our explorations

## What might this look like?

**Influenced by:**

**Visual Research:**

**Share our explorations:**



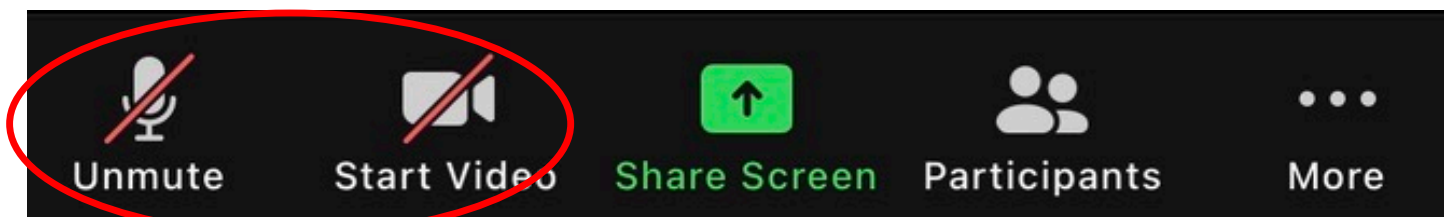
# Tea/Coffee break ...



- Stay logged on to the Zoom meeting
- Mute yourself
- Video off
- 20 minutes for Tea/Coffee break
- Enjoy the visual research activity



...see you at 12.20





15 minutes



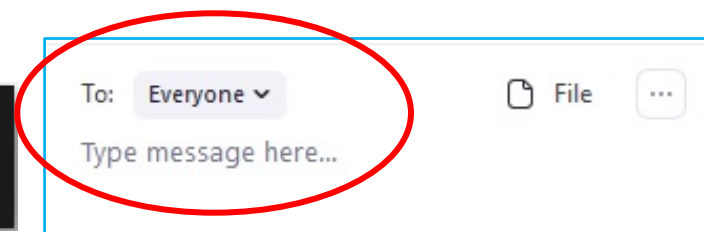
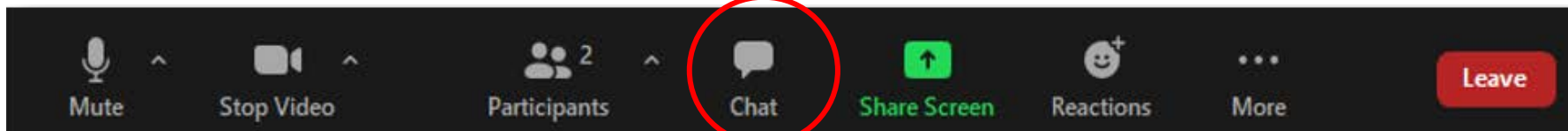
- Share your work with each other (You can upload to the Padlet, share your screen or hold up etc.)
- Discuss the following question:

**How did the stimulus influence your visual research?**

- One person to feedback to main group

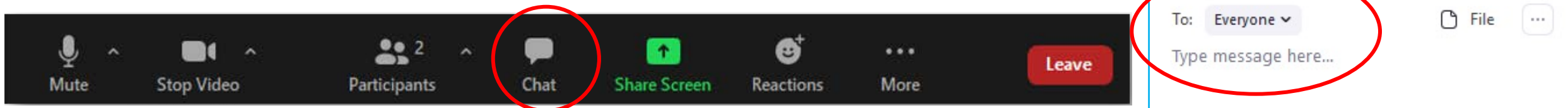
# Choosing Stimuli

What types of stimuli do you use at junior cycle to motivate students in their learning?



# Choosing Stimuli

What factors do you consider when choosing stimuli?





# When choosing appropriate stimuli to motivate student learning I think about...

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Differences in ability & learning needs to ensure inclusivity

Gender of the students

Activating students prior knowledge & learning experiences

Activating students own interests and values

Age and developmental stage of my students



Diverse social and cultural context of my students

Activating the students intrinsic motivation to learn

Adapting for the learning preferences of my students (sensory, auditory, visual ...)

Providing sufficient choice and flexibility

Always

Sometimes

Rarely

If you are interested in something, you will focus on it, and if you focus attention on anything, it is likely that you will become interested in it. Many of the things we find interesting are not so by nature, but because we took the trouble of paying attention to them.

Mihaly Csikszentmihalyi,  
Finding Flow: The Psychology of Engagement with Everyday Life



# Learning Outcomes

Which learning outcomes supported our learning ?

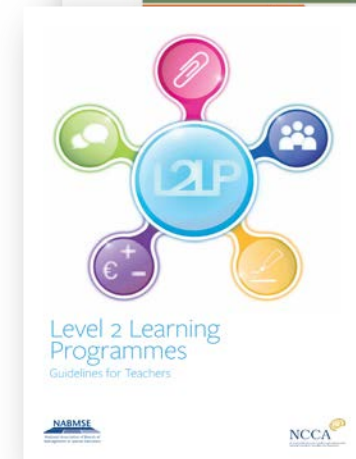
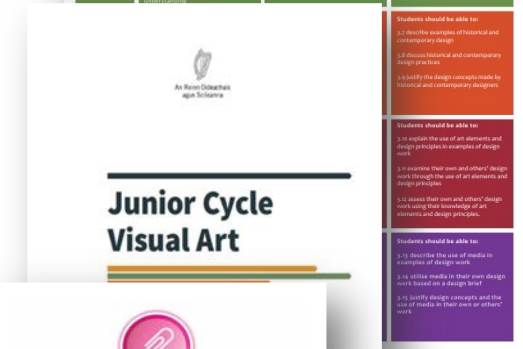
Level 3

- 1.2 respond to an artwork using critical and visual language
- 2.4 show they can use their drawings to observe, record and analyse
- 1.5 interpret the world and communicate ideas through visual means
- 1.6 use drawings to communicate their personal outlook or understanding
- 1.8 discuss examples of historical and contemporary visual art
- 3.3 respond to and critique works of design using appropriate visual language

Level 2

- Element: Using expressive arts to communicate
- 1.23 Create a range of images using a variety of materials

Element	Art Strand	Craft Strand	Design Strand
Critical and Visual Language	Students should be able to: 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge 1.2 respond to an artwork using critical and visual language 1.3 critique an artwork using critical and visual language	Students should be able to: 1.1 identify and use the critical and visual language associated with more than one type of craft 1.2 investigate and communicate ideas about different crafts using critical and visual language 1.3 reflect on their own, or another's, craftwork through the use of critical and visual language	Students should be able to: 1.1 use critical and visual language to describe diverse design work 1.2 use critical and visual language to explain their own designs and those of others 1.3 respond to and critique works of design using appropriate visual language
Drawing	Students should be able to: 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	Students should be able to: 1.4 show they can use their drawings to observe, record and analyse 1.5 develop their ideas for craftwork through drawing 1.6 investigate that observational approach to craftwork through the critical and visual language of drawing and mark-making	Students should be able to: 1.4 develop a design plan and respond to it through their drawing 1.5 experiment with design ideas through research and analytical drawing 1.6 design a final work based on their drawings

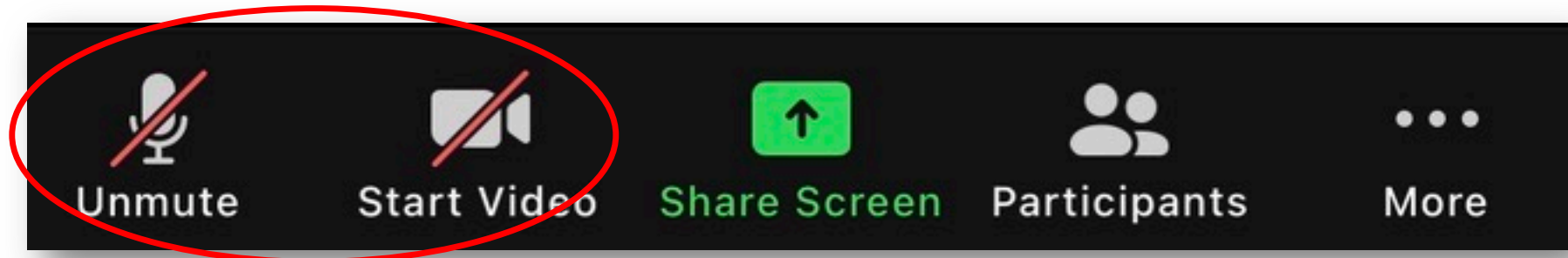


# Lunchtime

- Stay logged on to the Zoom meeting
- Mute yourself
- Video off



See you back at 2.00pm!



# Learning Intention

Explore and apply a range of tools and techniques to support creative thinking



# Junior Cycle Visual Art Workshop 2021

Timeline of our Day

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10.00 - 10.40am  
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Click on the image above

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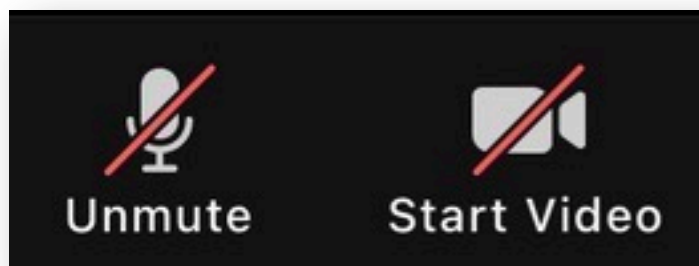
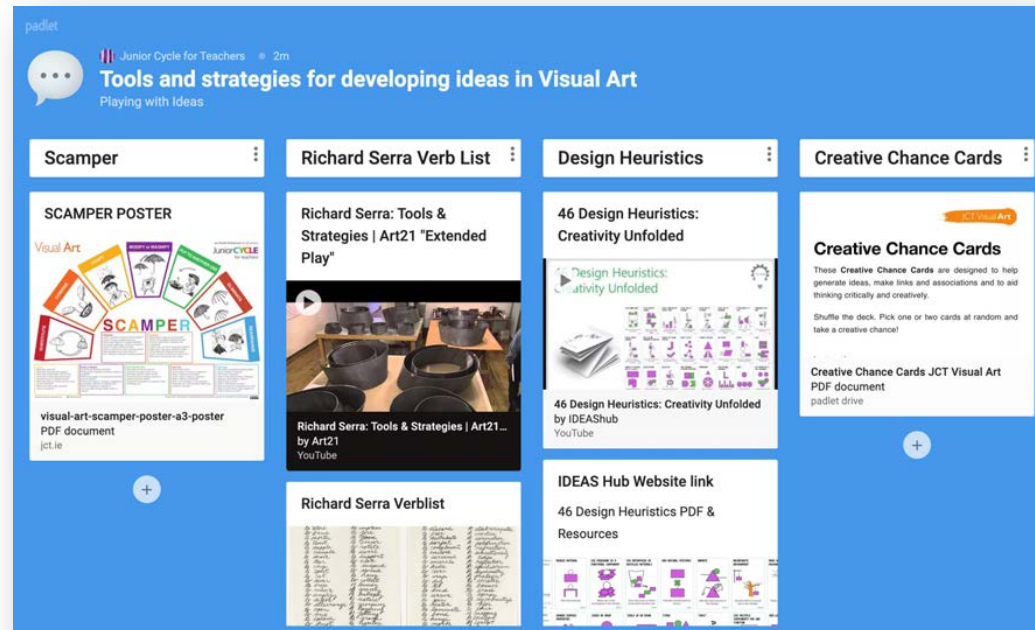
2.00 - 2.45pm  
Tools and strategies for developing ideas in Visual Art

learning-outcomes-poster-2  
PDF document  
jct.ie  
Learning Outcomes Poster



# Developing visual research

Take a few moments to look at your assigned resource (5 mins)



# Developing visual research



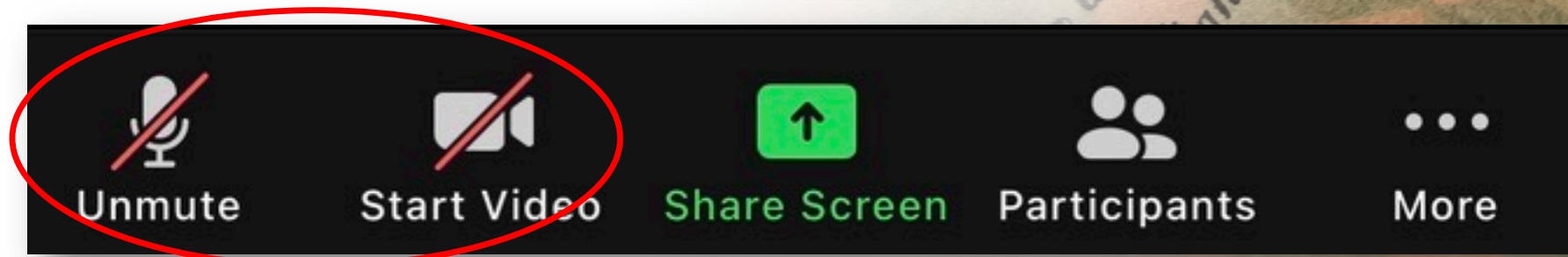
Workshop B Password

**Spring2**

Consider an aspect of the resource and apply to your visual research (20mins)

See you at 2.40pm

Feel free to upload to the Visual Sharing Padlet







10 minutes

Introduce yourself

Discuss the following question:

**When and why would you use a resource like this? (10 mins)**

The screenshot shows a Padlet board with the title "Tools and strategies for developing ideas in Visual Art" and the subtitle "Playing with Ideas". The board contains several resource cards:

- Scamper:** A card titled "SCAMPER POSTER" with a colorful diagram of the SCAMPER acronym and a link to a PDF document.
- Richard Serra Verb List:** A card featuring a video thumbnail of Richard Serra's work and a link to a YouTube video titled "Richard Serra: Tools & Strategies | Art21 'Extended Play'". Below it is a "Richard Serra Verblast" document.
- Design Heuristics:** A card titled "46 Design Heuristics: Creativity Unfolded" with a thumbnail of a grid of icons and a link to a YouTube video.
- Creative Chance Cards:** A card titled "Creative Chance Cards" with a description of the cards and a link to a PDF document.
- IDEAS Hub Website link:** A card with a link to the IDEAS Hub website and a PDF of the 46 Design Heuristics.



Feel free to share your screen  
in the breakout room!

# When and why would you use a resource like this?

Scamper



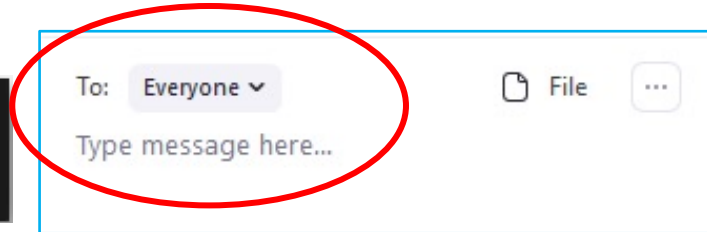
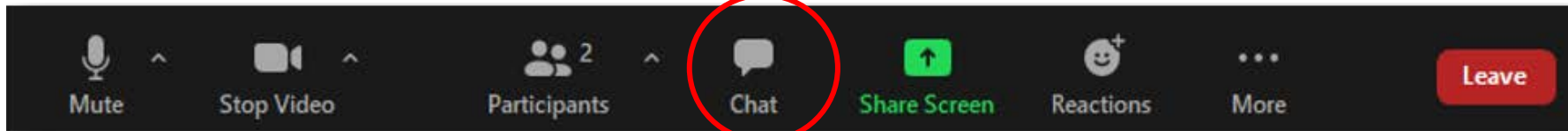
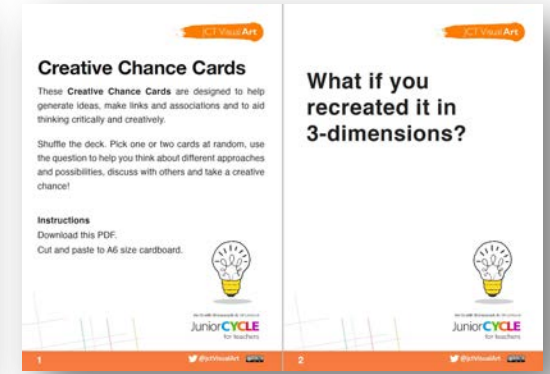
Verb List



Heuristics



Creative Chance Cards



Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.

*Adapted from **Mans Search for Meaning** by Viktor Emil Frankl*



# Intention for today's workshop

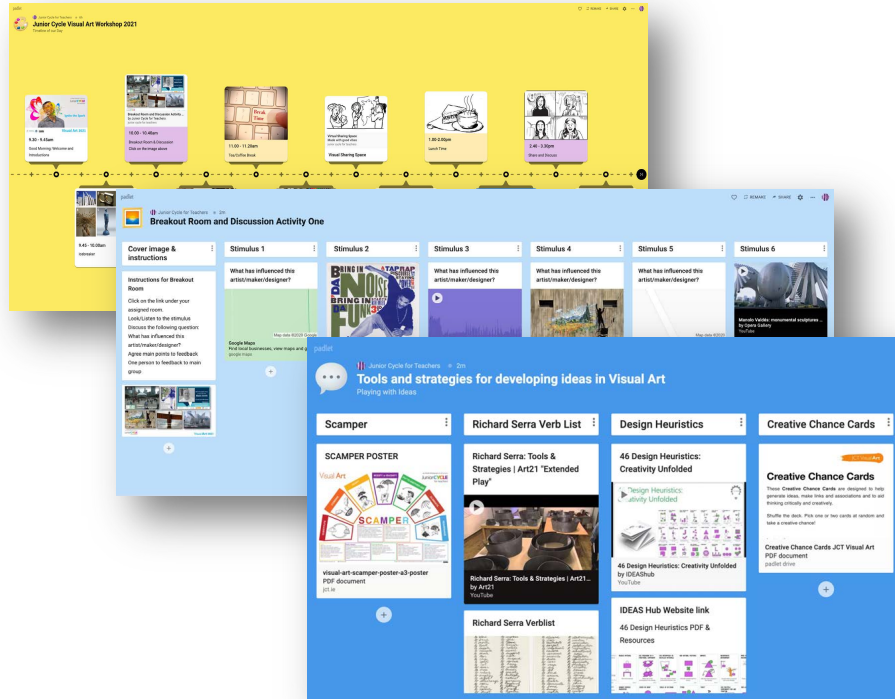
Provide a safe, supportive and experiential space for teachers to further develop their own visual processes

Enhance teacher creativity and reflective practice.

## Ignite the Spark!



# Resources from the day - CPD Supports 2020/2021



# Resources Section - [www.jct.ie](http://www.jct.ie)

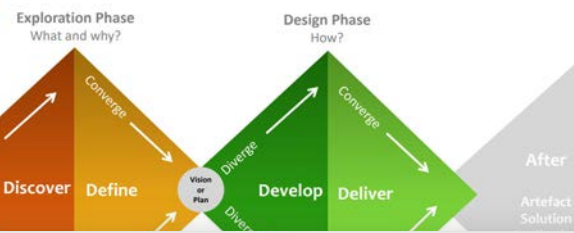
**Visual Art**  
Working Together to Stay Safe

An tsraith Shóisearach do Mhúinteoirí  
**JuniorCYCLE**  
for teachers

Wear a face covering. Wash your hands often. Keep your distance. Avoid unnecessary movement.

Take personal responsibility. Clean the materials and equipment assigned to you after each use.

## Double Diamond Design Process



**Virtual Tours**

**Irish Gallery, Museum & Cultural Institutions:**

- National Gallery of Ireland
- National Museum of Ireland - Archaeology
- The Chester Beatty
- The Hunt Museum

**International Gallery, Museum & Cultural Institutions:**

- Musee d'Orsay, Paris
- Rijksmuseum Amsterdam, Netherlands
- Van Gogh Museum Amsterdam, Netherlands
- Uffizi Gallery, Florence, Italy

Each item includes a thumbnail image, a 'File type: image link' label, and a 'View or download file' button.

**Arts in Junior Cycle Podcast Series**

A Junior Cycle Talks podcast with artist Eileen O'Sullivan.

From Ashbourne, Co Meath and now based in Dublin, Eileen has been described as one of the 10 most notable Irish painters under the age of 30. A graduate of the National College of Art and Design, Eileen uses bright, vibrant colours in her abstract representations of everyday domestic moments.

In our conversation Eileen talks about her work, studio practices and what sparks her curiosity.

To see examples of Eileen O'Sullivan's work, visit the Arts in Junior Cycle section on [www.jct.ie](http://www.jct.ie).

**Arts in Junior Cycle Podcast Series**

A Junior Cycle Talks podcast with artist Yvonne Cullivan

Yvonne is a multidisciplinary visual artist with many years of experience in studio practice, exhibition, curation, public art and arts advocacy.

Yvonne works across a broad range of documentary media including sound, video, photography, drawing and writing. Her practice is underpinned by a strong participatory and collaborative approach. She often works in communities of place, and her process includes extensive observation, documentation, collaboration and experiential engagement.

To see examples of Yvonne Cullivan's work, visit the Arts in Junior Cycle section on [www.jct.ie](http://www.jct.ie).

**Arts in Junior Cycle Podcast Series**

A Junior Cycle Talks podcast with cartoonist Luke Healy.

Originally from Dublin and now based in London, Luke Healy has been cartooning since he was a teenager and has been working full time as a cartoonist, illustrator and writer since graduating in 2014 from The Center for Cartoon Studies in rural Vermont, USA.

His first book, *How to Survive in the North*, was selected as a book of the year by Publishers Weekly, The Washington Post and The Irish Examiner.

He has since published *Permanent Process*, a satire on the comics industry, and *Americana*, which made it into The Guardian's 2019 list of best graphic novels and comics and is an autobiographical account of his hike across the Pacific Coast Trail from Mexico to Canada.

In this podcast Luke gives us a fascinating insight into his life as a cartoonist, telling us what inspires him and how he creates his cartoons and graphic stories.

To see examples of Luke Healy's work, visit the Arts in Junior Cycle section on [www.jct.ie](http://www.jct.ie).

**Arts in Junior Cycle Podcast Series**

A Junior Cycle Talks podcast with director Lenny Abrahamson

Dublin-born film director Lenny Abrahamson's early films include *Adam & Paul*, *Ginger* and *What Richard Did*.

Oscar-nominated for his film adaptation of the novel *Room*, his most recent feature is *The Little Stranger*, released in 2018.

Lenny also directed *Normal People*, the TV series adapted from Sally Rooney's novel. The show has been a massive hit and has really captured people's imaginations.

In our conversation Lenny gives us an insight into what he most enjoys about filmmaking, how he gets the best out of his actors and why the arts and education are so important.

For more Arts in Junior Cycle resources, visit the Arts in Junior Cycle section on [www.jct.ie](http://www.jct.ie).

**Caroline Schofield Artistic Process**

**Joe Caslin Artistic Process**

File type: YouTube  
Click image to play

**Blaise Smith**

Podcast | Reflection Questions

After listening, you may find some of the following reflection questions useful:

- As you listened, what points drew your attention?
- Blaise refers to many of the things which inspire him, who or what inspires you?
- What can we learn from looking at this group portrait painting?
- Looking around you, where do you see the influence of art, craft or design?
- What role might it be playing in these areas?
- Blaise shows what inspires his interest in terms of his research, what does research look like to him?

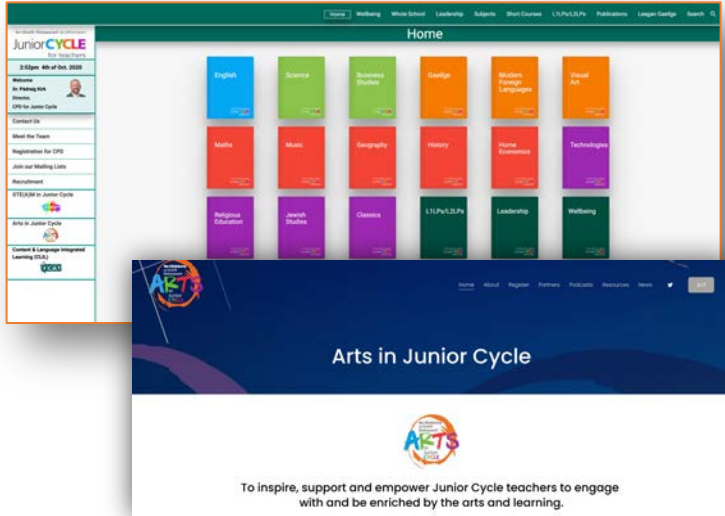
**Tina Byrne**

Podcast | Reflection Questions

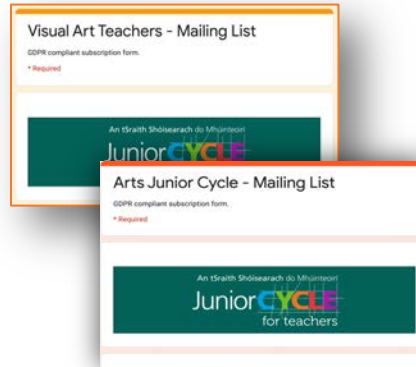
After listening, you may find some of the following reflection questions useful:

- As you listened, did any point surprise you?
- The document lists the following artworks in the film, how do you develop your idea?
- What advice does Tina give when documenting these dimensional works?
- What might we consider when creating a display or exhibition?
- This refers to many of the things which inspire her, who or what inspires you?
- What on display do you use when you get stuck creating?
- What might we learn from documenting your work?
- What advice would you give your younger self?

# Information



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



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# We welcome feedback



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Feedback

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for teachers

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Official site to register teachers for JCT Workshops and Short Courses

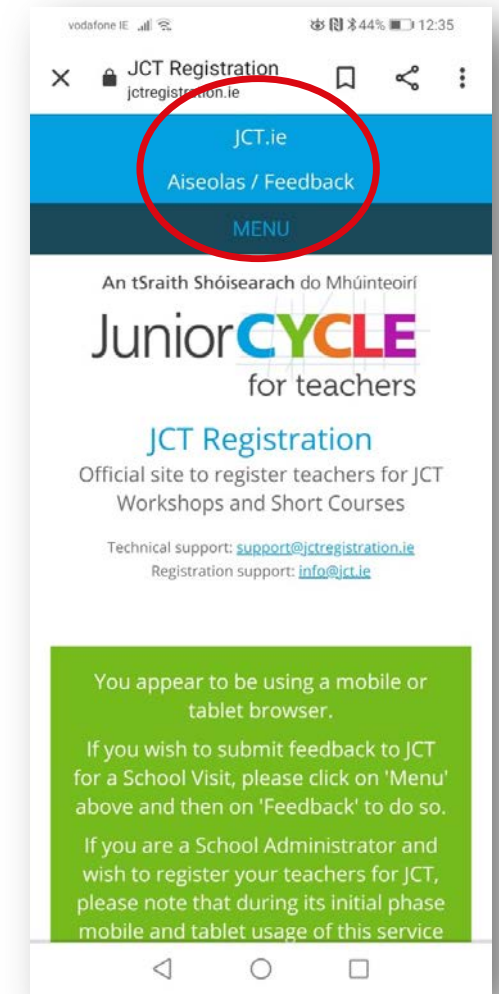
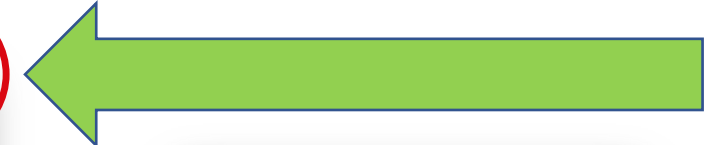
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An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE  
for teachers

JCT Registration

Official site to register teachers for JCT Workshops and Short Courses

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

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Thank You  
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