

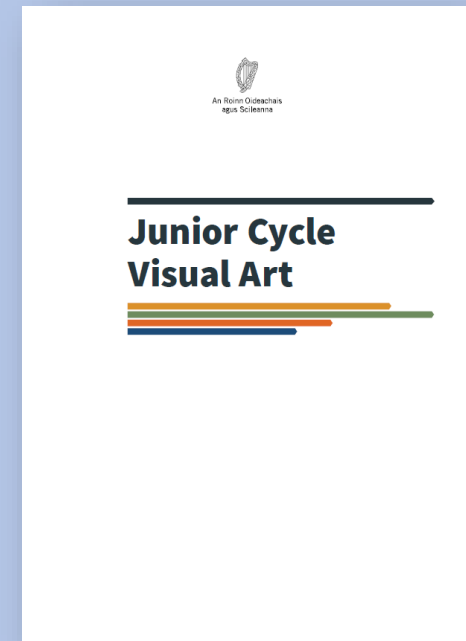
Terminology

Definition

Example

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.



Terminology

Definition

Example

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.

Terminology

Visual Art Sketchpad

Definition

A physical collection of ideas, processes and work, in physical or digital form (or a combination of both).

Example



Terminology

Definition

Example

Learning Outcomes

Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

The image shows a curriculum framework table for Junior Cycle Visual Art, organized into four strands: Art Strand, Craft Strand, and Design Strand, each with associated elements and learning outcomes.

Element	Art Strand	Craft Strand	Design Strand
Critical and Visual Language	<p>Students should be able to:</p> <ul style="list-style-type: none"> 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 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.1 identify and use the critical and visual language associated with more than one type of craft 1.2 interrogate 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 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 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	<p>Students should be able to:</p> <ul style="list-style-type: none"> 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 artwork or understanding 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.4 show they can use their drawings to observe, record and analyse 1.5 develop their ideas for craftwork through drawing 1.6 interpret their own personal approach to craftwork through the technical and creative application of drawing and mark-making 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.4 interpret a design brief and represent this through their drawings 1.5 experiment with design ideas through research and analytical drawing 1.6 design a final work based on their drawings
Visual Culture and Appreciation	<p>Students should be able to:</p> <ul style="list-style-type: none"> 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 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.7 identify the historical or contemporary skills and materials used in craft works from a number of different crafts 1.8 interpret the traditions, symbols and functions used in craftwork from their own and other world cultures 1.9 present the visual culture references that are incorporated into craftwork 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.7 describe examples of historical and contemporary design 1.8 discuss historical and contemporary design practices 1.9 justify the design concepts made by historical and contemporary designers
Art Elements and Design Principles (AEDP)	<p>Students should be able to:</p> <ul style="list-style-type: none"> 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 1.13 justify the choice of art elements and design principles to their own or others' craftwork 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.10 describe art elements and design principles as they are used across a number of different crafts 1.11 research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures 1.12 justify the choice of art elements and design principles to their own or others' craftwork 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.10 explain the use of art elements and design principles in examples of design work 1.11 describe their own and others' design work through the use of art elements and design principles 1.12 assess their own and others' design work using their knowledge of art elements and design principles
Media	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.14 identify media which are used to create artwork 1.15 use media to create their own artwork 1.16 critique the choice of media in their own or others' artwork 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.14 identify the role of media in the development of craftwork 1.15 use media to create craftwork 1.16 justify the choice of media in their own or others' craftwork 	<p>Students should be able to:</p> <ul style="list-style-type: none"> 1.14 describe the use of media in examples of design work 1.15 utilize media in their own design work based on a design brief 1.16 justify design concepts and the use of media in their own or others' work

Terminology

Definition

Example

Learning Intention

Is a statement by the teacher, that describes clearly what the teacher wants the students to know, understand and be able to do as a result of learning and teaching activities.

‘We are learning to explore mark-making techniques using a range of media’

‘We are learning to look at, respond to and evaluate relevant art work’

Terminology	Definition	Example
Success Criteria	<p>These are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.</p>	<p>SC1 Demonstrated confidence in expressing line through a variety of media</p> <p>SC2 Analysed a primary source identifying line, tone, shape and pattern.</p> <p>SC3 Created a range of compositions using different grounds.</p>

Terminology

Formative Assessment

Definition

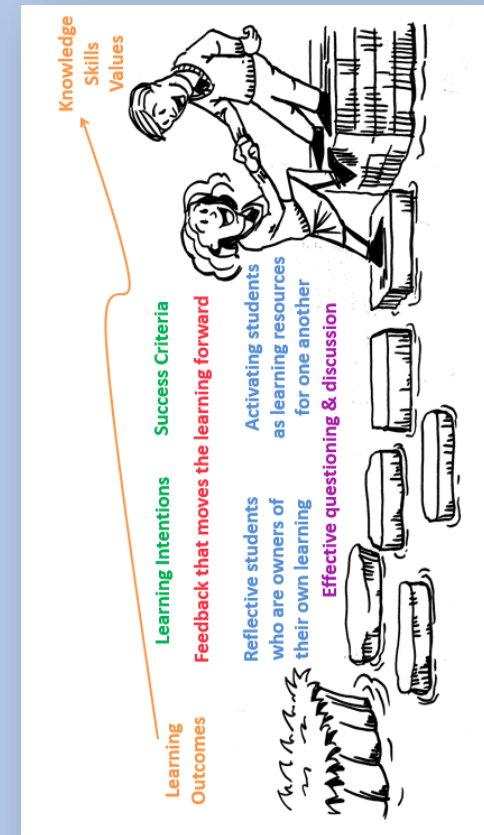
The process of seeking and interpreting evidence for use by learners and their teachers to decide:

Where the learners are in their learning

Where they need to go in their learning

How best to get there.

Example



Terminology

Classroom-Based Assessments (CBA's)

Definition

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification.

Example

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. Their Visual Art sketchpad, outlined in the specification, will hold a record of their initial thoughts, ideas, primary sources, research and exploration of techniques and observations as they develop their work. The quality of the students' research and developmental work has a direct impact on the final quality of their realised work. It is possible for students to 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, so that each student can make a meaningful contribution and to better facilitate the distribution of the work and the sharing of responsibilities. For groupwork, all tasks that are distributed between students need to be both equitable and meaningful to facilitate the work the students will engage in. 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.

The themes for Classroom-Based Assessment 1 will change each year and will be issued by the NCCA on the relevant page on www.curriculumonline.ie.

Figure 1 below sets out the process for conducting Classroom-Based Assessment 1. The aim of this process is to provide guidance for teachers as they support their students completing Classroom-Based Assessment 1.

Figure 1: Process for conducting Classroom-Based Assessment 1



Students are given three themes, from which they choose one. Students must research, explore and develop ideas to create a realised work based on this theme. The theme must be realised by the

Terminology

Definition

Example

Features of Quality

Teachers use the....to decide the level of achievement in each Classroom-Based Assessment. They are the criteria that will be used to assess the student work as best fitting one of four Descriptors.

Deciding on the level of achievement in CBA 1

There are four level **Descriptors** of achievement in each Classroom-Based Assessment: *Exceptional, Above expectations, In line with expectations, and Yet to meet expectations*. Teachers use the **Features of Quality**, to decide the level of achievement in each Classroom-Based Assessment. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Features of Quality: Visual Art CBA 1 - Process to Realisation	
Descriptor	Features of Quality
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.	Exceptional <ul style="list-style-type: none">The work submitted shows an excellent use and understanding of all the elements of visual artThe quality of development in terms of ideas and skills is excellentEvidence 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 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.	Above expectations <ul style="list-style-type: none">The work submitted shows a very good use and understanding of all the elements of visual artThe quality of development in terms of ideas and skills is very goodEvidence 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 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.	In line with expectations <ul style="list-style-type: none">The work submitted shows a good use and understanding of all the elements of visual artThe quality of development in terms of ideas and skills is goodEvidence 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 A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.	Yet to meet expectations <ul style="list-style-type: none">The work submitted shows a basic use and understanding of all the elements of visual artThe quality of development in terms of ideas and skills is basicEvidence of engagement with the artistic process is demonstrated at a basic level throughout all stages of the work and in the reflection

16

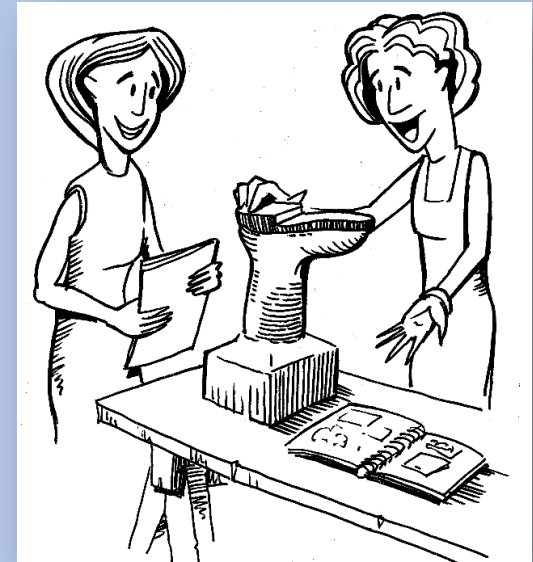
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Subject Learning and Assessment Review (SLAR) Meetings

Definition

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.

Example



Terminology

Art or Fine Art

Definition

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.

Example



Terminology

Craft

Definition

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.

Example



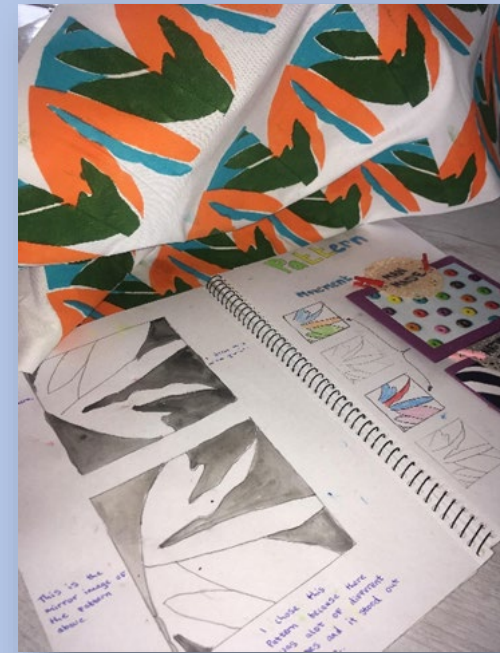
Terminology

Definition

Example

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.



Terminology

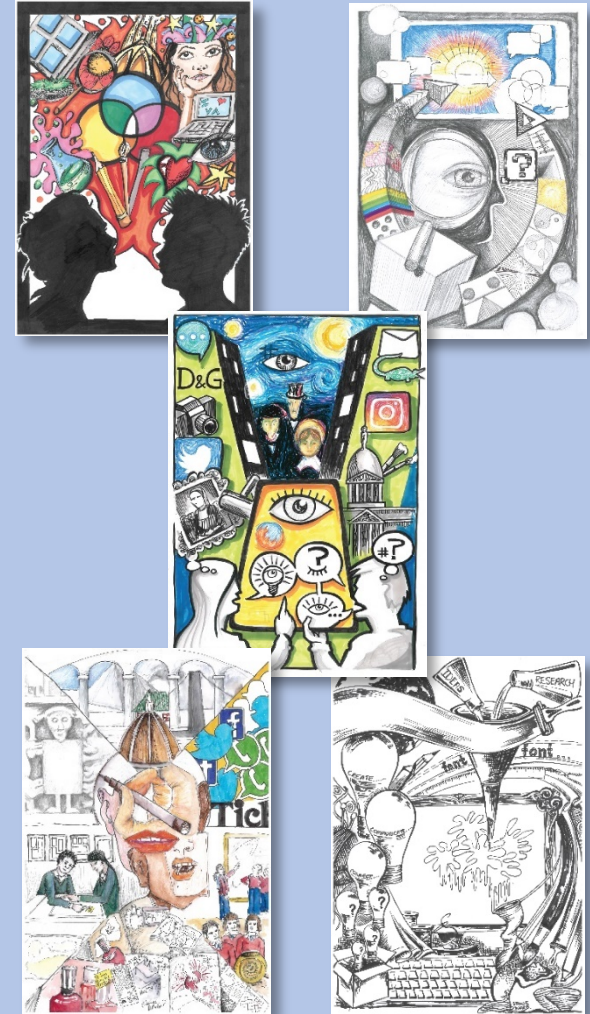
The Five Elements of Visual Art

Definition

To give further emphasis to the integrated nature of learning, the outcomes for each strand are grouped by reference to five elements:

- Critical and Visual Language
- Drawing
- Visual Culture & Appreciation
- Art Elements & Design Principles
- Media

Example



Terminology

Descriptors

Definition

There are four level descriptors of achievement in each Classroom-Based Assessment:

Exceptional
Above expectations
In line with expectations
Yet to meet expectations.

Example

Deciding on the level of achievement in CBA 1

There are four level **Descriptors** of achievement in each Classroom-Based Assessment: *Exceptional*, *Above expectations*, *In line with expectations*, and *Yet to meet expectations*. Teachers use the **Features of Quality**, to decide the level of achievement in each Classroom-Based Assessment. The **Features of Quality** are the criteria that will be used to assess the student work as best fitting one of the following **Descriptors**:

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Descriptor	Features of Quality
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Terminology

Summative Assessment

Definition

It is used to evaluate student learning at the end of the instructional process or of a period of learning.

Example

