Linking Junior Cycle Graphics with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle: Suggested Links to Learning Outcomes
Communication and literacy	Using non-verbal behaviour to get the message across	1.8 - Use appropriate non-verbal behaviour in communicating a simple idea, *e.g. Constructing a 2D/3D drawing to communicate the design of an object* 1.9 - Relay a response or request non-verbally, *e.g. Adding annotation to a drawing to communicate thoughts*	1.3 derive 2D solutions using appropriate media 2.3 derive 3D solutions using appropriate media
	Reading to obtain basic information	1.12 - Read familiar words that are commonly used and personally relevant, *e.g. Recognise 2D shapes in signage in the school/community* 1.13 - *Use simple rules and text conventions that support meaning, e.g. Use neat annotation to label elements of a drawing*	3.1 recognise 2D and 3D features in everyday objects and artefacts 1.7 interpret and create graphical representations of data/information
	Using expressive arts to communicate	1.23 - Create a range of images using a variety of materials, *e.g. Create a mood board of images from the internet and freehand sketches to show thoughts when approaching a design task* 1.24 - Produce a piece of work for display, *e.g. Apply rendering/shade to a sketch and display this work to the rest of the class or school at an end of year event*	1.5 illustrate ideas using free-hand sketches to accurately communicate their thought process 2.5 develop ideas using freehand sketches and other media to accurately communicate the thought process 3.8 represent graphically their approach to a design task 3.9 apply a variety of rendering and presentation techniques to enhance the communication of solutions
	Using suitable technologies for a range of purposes	1.27 - Identify three everyday uses of technology 1.28 - Use technology requiring not more than three functions, for personal, for home, and educational/ workplace use 1.29 - Use technology to communicate in an activity with others, *e.g. Use a computer aided graphics software to create a 2D or 3D object or design* 1.30 - Use a new piece of ICT equipment, e.g. Identify an appropriate software to model objects on a computer	3.7 use computer-aided graphics to communicate design solutions effectively 3.11 investigate how geometric principles and constructions found in the natural world have provided inspiration for human applications 3.12 develop an appropriate graphical representation of a solution to a contextual problem of their choice 3.9 Apply a variety of rendering and presentation techniques to enhance the communication of solutions.

		1.31 - Turn a personal computer on and off safely 1.32 - Identify the information symbols on a desktop 1.33 - Use frequently used keys appropriately 1.34 - Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely 1.35 - Access a range of websites on the internet 1.36 - Find information for a project on the web	
Numeracy	Developing an awareness of number	2.8 - Recognise numbers up to 100 in N 2.9 - Recognise place value in relation to units, tens and hundreds, *e.g. Use drawing equipment such as a set square or compass to measure and mark distance on a page* 2.10 - Add two-digit whole numbers that total less than 100 in the context of an everyday situations*, e.g. Use a set square to add or subtract measurements in the creation of a working drawing* 2.11 - Subtract two-digit whole numbers in the context of an everyday situation	1.2 analyse graphical information for the planning of a 2D solution
	Developing an awareness of length and distance	2.23 - Use appropriate vocabulary to describe the units in length and distance, *e.g. Use appropriate terminology to describe various type of unit measurement such as mm and cm* 2.24 - Identify the units of length and distance on a ruler, metre stick and measuring tape, *e.g. Draw a scaled floor plan of the school having measured*	1.2 analyse graphical information for the planning of a 2D solution 1.8 communicate the progression of ideas and thinking during the course of an activity using a variety of media 3.1 recognise 2D and 3D features in everyday objects and

		distances of corridors/rooms as part of a group project 2.25 - Use a ruler to draw and measure different lengths of lines, *e.g. Create an appropriate model of the school as part of a group project* 2.26 - Estimate the length of common objects	artefacts 3.3 demonstrate their spatial understanding by modelling and/or simulation
	Using a calculator	2.28 - Find digits 0-9 and the decimal point and necessary operations buttons (+,–, ÷,=) 2.29 - Use a calculator to solve simple maths problems*, e.g. Find the overall length of an object by adding several distances together*	1.2 analyse graphical information for the planning of a 2D solution
	Developing Spatial Awareness	2.32 - Use appropriate vocabulary to describe direction, *e.g. Describe horizontal and vertical direction on a drawing* 2.36 - Use the body or body parts to move in a given direction, *e.g. Apply rendering to a drawing by using appropriate techniques with the pencils/markers*	3.9 apply a variety of rendering and presentation techniques to enhance the communication of solutions 1.1 Visualise the manipulation of 2D shapes 2.1 Visualise the manipulation of 3D shapes 3.3 demonstrate their spatial understanding by modelling and/or simulation
	Using data for a range of different purposes	2.38 - Identify uses of data in everyday life, e.g. Recognise where graphics are evident in everyday occurrences such as direction signs	3.1 recognise 2D and 3D features in everyday objects and artefacts
	Using shapes	2.44 - Name common 2D and 3D shapes in everyday life 2.45 - Divide a line into two equal segments without measuring, *e.g. Use a compass to bisect a line segment* 2.46 - Find axes of symmetry of familiar 2D and 3D shapes and figures by folding and mark them, *e.g. Create a fold line on a number of paper or card 2D shapes to identify the axis of symmetry of such shapes* 2.47 - List the properties of common 2D and 3D shape forms	3.1 recognise 2D and 3D features in everyday objects and artefacts 1.10 understand the properties of geometric shapes 1.11 appreciate the application of geometric constructions in the study of other areas 1.12 construct 2D solutions accurately in accordance with graphical conventions

		2.48 - Sort 2D and 3D shapes and forms in relation to size	
	Developing an awareness of time	Solve problems to work out the passage of time, e.g. Create a project planner detailing estimated length of time of numerous tasks	3.8 represent graphically their approach to a design task
Personal care	Making personal decisions	3.44 - Identify the choices and consequences involved in an imminent short-term decision, *e.g. Reflect on areas of improvement when using drawing equipment in a neat and accurate manner* 3.45 - Explore the consequences of decisions made, both while implementing and on conclusion, *e.g. Evolve an idea for a project based on feedback*	3.5 analyse and evaluate both their own work, and the work of others
	Developing good daily personal care	3.6 - Give two or three reasons to care for personal belongings, *e.g. Care of drawing equipment during and after use such as T-square, set squares, pencils, colours, drawing box*	3.6 develop design ideas/solutions through modelling and prototyping using a variety of media 3.7 use computer-aided graphics to communicate design solutions effectively
Living in the community	Developing good relationships	4.4 - Recognise/list ways in which they would like to be treated, *e.g. Appropriate group norms when working with others on a task* 4.6 - Participate co-operatively in a group situation, *e.g. A group task such as cleaning up of room after a lesson*	3.5 analyse and evaluate both their own work, and the work of others
	Using local facilities	4.15 - Identify familiar places and organisations in the local community, *e.g. Participate in a class trip focused on identifying Graphics in the community around us. Record findings in a journal through sketching/taking photographs or note taking* 4.17 - Participate in a school-based community project and record their participation	3.11 investigate how geometric principles and constructions found in the natural world have provided inspiration for human applications

	Making Consumer choices	4.27 - Recognise the most important signs and symbols on labels. *E.g. Recognise the Graphics on labels and their meanings such as colour coded warning labels*	3.1 recognise 2D and 3D features in everyday objects and artefacts
Preparing for work	Being able to set goals for learning	5.1 - Set learning goals, *e.g. Set out a work plan for making a project* 5.4 - Express opinions on how performance could be improved, *e.g. Evaluate a piece of work that they have completed and explain what aspects they did well and what they could improve on*	3.5 analyse and evaluate both their own work, and the work of others
	Preparing for a work- related activity	5.16 - Keep a record of tasks completed in a journal, *e.g. Gather and compile sketches and CAD files showing evidence of a design problem that they have worked on*	3.6 develop design ideas/solutions through modelling and prototyping using a variety of media
	Developing an awareness of health and safety using equipment	5.19 - Describe and use electrical equipment correctly and safely in a range of practical classes, *e.g. Demonstrating safe procedures when operating a PC such as keeping cables tidy* 5.20 - Store all tools, materials and equipment safely, *e.g. Use drawing equipment such as T-square and compass in a safe manner. Storing drawing equipment and folders in an appropriate location after using them* 5.22 - Identify the fire exits in a school 5.23 - Follow the instructions for a fire drill	3.7 use computer-aided graphics to communicate design solutions effectively 3.6 develop design ideas/solutions through modelling and prototyping using a variety of media 1.2 analyse graphical information for the planning of a 2D solution 3.4 solve real-context and abstract problems using graphical techniques
	Taking part in a work- related activity	Gather background information to help plan and participate in the activity, e.g. Help create and gather a student questionnaire on a design problem that is posed Sequence a number of steps to be taken to successfully complete the activity Assume a role in the activity and identify tasks linked with the role, e.g. Participate and assume a role of responsibility in a group design challenge such as a logo design for the Graphics room	1.10 understand the properties of geometric Shapes 3.5 analyse and evaluate both their own work, and the work of others 2.12 generate and develop design ideas using appropriate geometric principles and constructions

		Use key words associated with the activity correctly, e.g. List and follow the steps involved in drawing basic regular polygons Learn how to use tools or equipment associated with the activity safely and correctly Participate in the activity Review the activity to evaluate its success Assess effectiveness of own role in the activity	

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