

The Visual Art Curriculum

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The Primary Art Curriculum

The Primary Art Curriculum

Main aims

Creative processes

Cover the 6 strand curriculum in an informal, in context way

Personal expression and development through visual arts

7 visual elements



Form



Shape



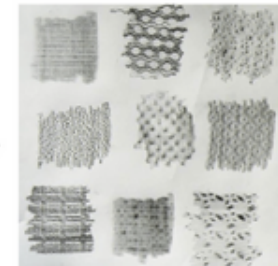
line



Colour and tone



Texture



Pattern and Rhythm

Spatial Organisation





Drawing



Paint & Colour



Print



6 Strands



Fabric & Fibre

Construction




Clay



4 levels

- Infant Classes
- First & Second Classes
- Third and Fourth Classes
- Fifth & Sixth Classes



All cover each of the 6 strands.

But each level is scaffolded as learning begins at a lower - order level and increases to higher - order learning.

Assessment

Engagement in the creative process and making personal responses to artworks.

Not just confined to observation of skills and techniques but also assessing the child's attitudes and commitment levels in the process of making art and developing critical and aesthetic awareness.

*Variety of assessments-
Formative. Summative and
Evaluative*

Skills students should have progressing into secondary school



1. Creativity

- Expressing new ideas in unique ways
- Individuality through art
- They use something in a new way or for a different purpose.

2. Dedication

- They practise in their free time.
- Focused in class
- They take feedback as a chance to improve.
- They are pushed beyond what they think they can achieve.



7 visual elements



3. Art Elements

At the end of their Primary School Education, children should have the knowledge of the 7 elements.



Tips for teaching the Primary school Visual Arts curriculum



Drawing is integral to learning - from observation and from memory/imagination



Encourage personal and creative expression, and create lessons that scaffold this. This can link with Holistic lessons and wellbeing



Linkage of strands through creative means. e.g drawing with the clay stand. Use a variety of tools and materials supporting this.



Intergation with other visual arts. (music/drama/dance) How can these be integrated together? E.g. Create art sets for the christmas musical etc.



Encourage experimental, imaginative, spontaneous lessons and activities. Emphasis the importance of process



Junior Cycle Visual Art Curriculum



Rationale

- Each art student is a unique individual and will be enabled to **develop their own skill set in a personal way.**
- Art aims to develop in students the **knowledge, skills, understanding and values** needed to bring an idea to **realisation** and to **respond to, understand, analyse and evaluate** their own work and the work of others.

(Ciara)

Main Aims

Provide students with **personal skills** and qualities whilst developing **key skills and processes** and a sense of **aesthetic**.

The art class provides a safe space for **imagining, investigating, experimenting, making, displaying and evaluating**.

Engagement with their own artwork and other artwork develops their **visual literacy, critical skills and key terminology**, and this is scaffolded through engaging lesson plans.

The role of **art, craft and design in contemporary culture** is integral to the processes students will engage with.

Who it caters towards

Students of all abilities, with a **student-centred, inclusive** approach to the teaching and learning.

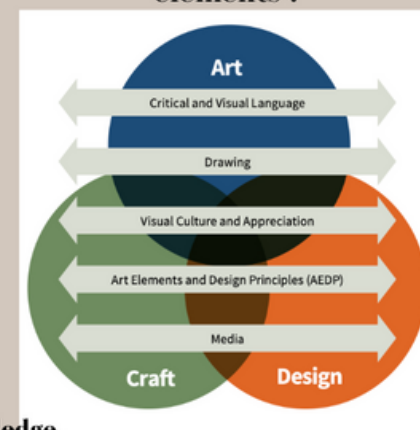
Each element focuses on the acquisition of new knowledge, skills and values.

Students progress through the elements of each strand, with an integrated approach of the skills and elements.

Main components of the curriculum

The specification for junior cycle Visual Art focuses on the students' practical and cognitive engagement with art

3 Strands integrated with the 5 elements :



(Ciara)

Following this structure
underpins the curriculum:

24 Statements of Learning

8 Key Skills

5 strands

FL Learning Outcomes

The Bigger Picture

- Communicating effectively through **orally, visual and literate** ways.
- Can look at a **range of artists and sources** and **evaluate** their work in context to their own.
- Explore new **processes and skills** and understand the steps involved.
- **Respect and embrace** different beliefs, values and traditions from my own community and the wider world.
- Appreciate the **heritage and culture** from local to international contexts.
- Apply my **practical skills** to realise a product or artefact.
- Engage learning with developing **wellbeing**.
- **Create a balanced learning environment that combines learning knowledge with developing practical skills and techniques.**
- Using a variety of teaching and student activity in a **student-centred environment**.
- Creating a **safe, brave students for ALL students to support personal growth and self expression though visual means**. Linking to other 'arts' also supported like music, drama and dance.

(Ciara)

Second Year

CBA1 From Process to Realisation

Visual Art Sketchpad & 1 Realised work

Students (on own or in. a group) choose **one scenario**

Generate ideas based on this in their **VASP**

Realise **1 artwork** through one of the 3 strands

Third Year

CBA2 Communicate & Reflect

Visual Art Sketchpad & 1 Realised work

Students (on own or in. a group) choose one scenario

Generate ideas based on this in their **VASP**

Students **present** this initial work through the 2 remaining strands

Presentation of ideas and Preparatory work is assessed

Students reflect on the feedback

State-certified examination

After CBA 2 is completed, students will develop their ideas further and **realise two pieces of work for the state-certified examination.**

These pieces of work are based on the two strands not undertaken for the CBA in second year.

Realised works and associated development work will be submitted for SEC assessment by **early May.**

(Ciara)

Assessment

- **formative** assessment
- planning for and designing assessment
- **ongoing assessments** for classroom use
- judging student work - observing **expectations** for students and **features of quality**
- **reporting** to parents and students
- thinking about assessment: ideas, research and reflections
- an **assessment glossary**



CBA 1: From Process to Realisation



CBA 2: Communicate and Reflect

The SEC will mark the **development work and realised work** that is generated from the initial research, planning and experimentation in the second Classroom-Based Assessment.

One piece of realised work undertaken in either Classroom-Based Assessment must be realised in **three dimensions**.

No final examination.

(Ciara)

Both teacher and student should be involved in deciding on the scenario

CBA1 can be individual or in groups

If CBA realised piece was 2D, then at least one realised work in CBA2 must be 3D

SLARs take place after each CBA.

*Some key facts for teaching
JLVA*

No written examination takes place.

The VASP is KEY in communicating ideas, developments, reflections and evaluations. The 5 strands is incorporated into this.

(Ciara)

Junior Cycle Visual Art - Links to Key Posters

Key Skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. Figure 1 below illustrates the key skills of junior cycle. There are opportunities to support all key skills in this course but some are particularly significant.

Figure 1: The elements of the eight key skills of junior cycle



Junior Cycle Visual Art

11

Senior Cycle Visual Art
Bridgette Conner

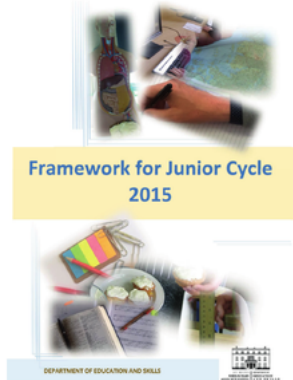
Figure 3 : The image and nature of arts and elements



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.

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 inquiry, expression, documenting and communicating visual information. Drawing from observation, including pictorial memory and life drawing, and experimental and imaginative drawing, as well as developing ideas through 2D, 3D 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.

Visual culture and appreciation recognises that the modern world has become a more visual place. Communication is a vital aspect of visual culture such as architecture and other design in advertising, new media, the internet, film, art, craft, design, photography, fashion and more. From text-based news and images are visually read at a much faster rate than text-based messages. At times, inundated 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.



L₁L₂V

LiLP - Level 1 Learning Programme (Lauren)

What are the main aims of the L1LP?

Students are the centre of teaching and learning, and the L1LP aims that they will have an educational experience that addresses their individual needs and enables them to live, participate in, learn, work and contribute to the best of their abilities to the communities which they belong.

Students are exposed to a rich & varied range of experiences in Visual Art, they are creatively engaged in learning and have opportunities to express their emotions, reactions and imaginations.

Who does it cater for?

L1LP caters for a specific group of students with GLD, in the range of lower functioning to severe and profound categories. They are at an early level of cognitive development.

It is personalised to target the individual needs of these specific students, and aims to target multiple cognitive and functioning needs.

LiLP - Level 1 Learning Programme (Lauren)

What key components make up this Programme?

They are made up of **PLU's and Short courses**.

The NCCA design the 3 short courses: *Around the World in Eighty Days, Food Glorious Food and Keeping Well, Looking Good and Being Great.*

The 6 PLU's are:

1. Communication, Language and Literacy
2. Numeracy
3. Personal Care and Wellbeing
4. Being part of the community
5. The Arts
6. Physical Education

How is L1LP assessed?

- Assessment is school based, a portfolio of evidence is created by the students.
- This can be electronic or a physical portfolio.
- Progress achieved is documented on the JCPA, where the student achieves *some* learning outcomes within a PLU.
- This JCPA is then evidence of the majority of the achieved learning outcomes.

L2L2

LiLP - Level 1 Learning Programme (Lauren)

Having completed L1LP what skills in Art could students have?
List 3 examples - use imagery to support your answer

Mark-making techniques with a variety of media

Gathering, exploring and using 3D materials (New and recycled)

Knowledge gained from other learning experiences such as visiting art galleries, going on field trips and collecting primary and secondary sourced objects.

3 key facts I'd need to know if teaching the L1LP Visual Art Curriculum

1. Short courses and extra curricular material can be used to assist with the learning.
2. Collecting primary sourced objects - looking at handling natural and manufactured objects with different textures, shapes and patterns.

What are the main aims of the

L2LP?

To focus and develop learning on elementary literacy and numeracy, language and communication, mobility and leisure skills, motor coordination and social and personal development.

What does it cater

for?

Students who have general learning disabilities in the higher functioning moderate and low functioning mild categories.

- Students are small in number (one or two in a typical school)
- All have Individual Education Plans (IEPs).
- The Learning Programmes depend on Priority Learning Units (PLUs) that develop the basic, social and pre-vocational skills of the students involved.

What key components make up this

Programme?

Communication and literacy,

Numeracy, Personal care, Living in a Community and Preparing for work

How is it assessed?

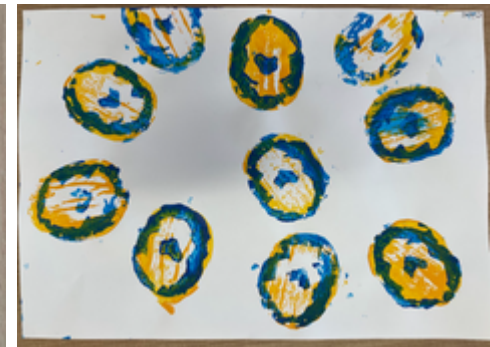
Emily

- School-based and ongoing.
- Students create a portfolio of evidence which demonstrates their achievement of learning outcomes over the three years of Junior Cycle.
- Work can be hard copy, audio, video, blogs, photographs, artefacts etc.
- Promoting much more accessible learning and assessment activities.
- No exam, assessment is no longer a barrier but an opportunity to reveal a student's strengths, skills and talents.
- These resources can help schools to set up portfolios for students engaging with L2LPs

Having completed L2LP what skills in Art could students have?

List 3 examples - use imagery to support your answer

- Design a final work based on their drawings
- Produce a piece of work for display
- Use key words associated with the activity correctly
- Use all tools and equipment correctly and safely in a range of practical classes
- Describe appropriate response when a risk is identified
- Use media to create craftwork
- Express personal opinions, facts and feelings appropriately



3 key facts I'd need to know if teaching the L2LP Visual Art Curriculum

Emily

1. Thinking about the students well being- This programme is designed with the student at the centre, enabling the physical, mental, emotional and social well-being to be an integral part of the programme.

2 Being as creative as you can- Programmes give teachers and students the opportunity to engage in the curriculum in creative and innovative ways, enabling students to explore and develop their creative talents

3. Choice and Flexibility- Student choice is facilitated Choice should be planted into learning and teaching in terms of how students engage with and demonstrate their learning. These programmes are flexible by nature

Transition Year -
Senior Cycle Art

Transition Year - Senior Cycle

(Lauren)

What are the aims for Transition Year?

The aim of Transition Year Art will be to develop skills in Art, Craft & Design, by providing various creative and innovative opportunities throughout Transition Year.

Studying Art in Transition Year will give students the opportunity to trial the subject in advance of choosing their subjects for Senior Cycle.

The Transition Year Art programme gives students a chance to develop their artistic skills in a stress-free environment , free from the pressure of examinations.

Who does it cater for?

The Transition Year programme offered in Secondary School is an optional choice for students after their Junior Cycle education.

It offers a broad education experience and can help students mature before proceeding to their further studying at Senior Cycle.

Transition Year - Senior Cycle

(Lauren)

How is Transition Year assessed?

Students who successfully complete the Transition Year programme are awarded a certificate which is issued jointly by the Department of Education & Science and the school.

There is no examination in Transition Year.

Students may receive school-based certificates to mark their achievements in specific areas within the Transition Year programme such as computer studies , first aid and self-defence. Students are assessed continuously throughout the year and also, at the end of each term.

A wide variety of models of assessment and of assessment criteria are used. It is recommended that portfolio and interviews are carried out at the end of Transition Year.

What key components make up this programme?

Transition Year programmes are designed by each individual school under the set guidelines outlined by the NCCA.

Each School will design their Transition Year programme based on the interests and needs of students in the school.

Schools should involve parents, work experience and the wider community as educational partners for the programme. Schools will decide on what will be taught on the programme based on student needs and as per the NCCA guidelines.

Transition Year
- Senior Cycle

(Lauren)

Having completed Transition Year, what skills in Art could students have?

1. Critically Thinking

- Students will learn to think critically and creatively as they use their observations and knowledge to innovate and create their own personal responses and approach to a stimulus.

2. Communication Skills:

- Through creating - students will see the need to share their intentions clearly to various audiences and peers so that their ideas and artwork are understood better.

3. Working with others:

- Students may work collaboratively and through this they will learn from others by being engaged in a social experience involving the understanding of interpersonal dynamics. This is a skill that they will need as they become young adults in society.

Leaving Certificate Art

What are the main aims of senior cycle art?

- Develop in learners the knowledge, skills, understanding and values needed to bring an idea to realisation
- Respond to, understand, analyse and evaluate their own work and the work of others.
- Each learner is a unique individual and will be enabled to develop their own skill set in a personal way.
- The world of Visual Studies will make the learner aware of its own work and life, becoming more aware of their own place in a wider society

What key components make up this Programme?

- Information Processing
- Being Personally Effective
- Communicating
- Critical and Creative Thinking
- Working with Others.

Who does it cater for?

- Resourceful
- Confident
- Engaged
- Active Learners

How is it assessed?

-3 assessment components in Leaving Certificate Art

1-Practical coursework

2-Invigilated (Superintended) examination

3-Written examination.

-Differentiation is achieved through examinations at two levels

-Ordinary level & Higher level.

In each assessment component, a differentiated marking scheme will apply.

-Each component will be administered and assessed by the State Examinations Commission (SEC).

-Work for the practical coursework and the superintended examination will be based on the same stimulus.

-Practical coursework =50% Higher and Ordinary

-Practical Examination =20% Higher and Ordinary

-Written examination =30% Higher and Ordinary

Having completed Senior Cycle what skills should a student have? Use imagery to support your answer

- Experiment with ideas, media and techniques
- Collate information from a variety of sources and media, record visual information through a variety of media and techniques
- Illustrate sources of information
- Curate and present their work in a considered way
- Develop, experiment with and edit their work
- Recognise the artistic thinking and elements in their own work and that of others
- Discuss the development of ideas and work from conception to realisation



-3 key facts to know if teaching Senior Cycle

Emily

-Involve community by bringing in an artist who works with others and is part of wider society, students gain an understanding of the needs of their own communities and the knowledge, skills and understanding of the values that help them to address issues they can be dealing with.

-Conception to realisation, always get the students to plan in their notebooks before starting into a final piece. It makes much more sense to plan before you start into a final idea.

-Get the students to grade their classmates in class, this way, the students know what we as teachers expect from them. By the end of senior cycle learners should be more independent and be able to evaluate information, form opinions and clearly express intent in both the work they create as well as the art they learn about.

LCA
- Craft & Design

(Lauren)

What are the main aims of the LCA Craft & Design?

The course aims to provide students with an opportunity to develop their creative and technological skills and manual abilities.

LCA prepares the students for the transition to working life as an adult.

Their communication and decision making skills greatly develop while also helping them become more independent in their life.

Who does it cater for?

The LCA Craft & Design programme is designed for creative students who are interested and passionate about pursuing a career in design.

This is a practical program that allows students to develop skills in a range of areas such as printmaking, textiles, graphics and ceramics. It is an ideal program for any student who prefers a more hands-on, project based approach to learning.

The LCA program is inclusively designed for students who prefer a more practical approach to their education at school, rather than an academic one.

LCA provides students with a range of practical skills they can use in their future careers.

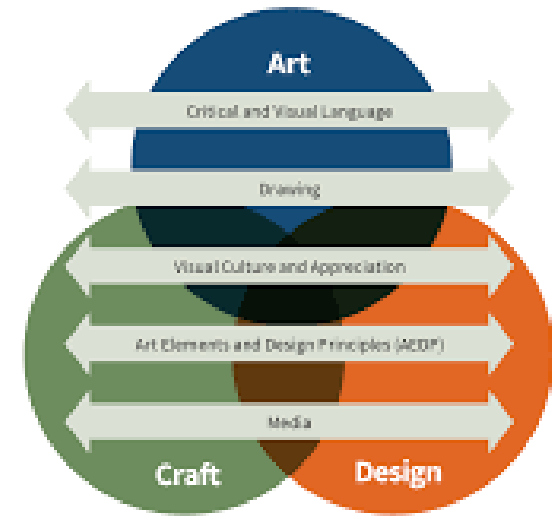
LCA - Craft & Design

(Lauren)

What key components make up this programme?

The Craft & Design course is divided into 4 difference areas:

1. Fashion & Textiles
2. Graphic Communication & Print Media.
3. Three - Dimensional Studies.
4. Lens-Based Studies.



How is LCA Craft & Design assessed?

Assessment takes place on the completion of modules and there is also a final examination in each of the following areas:

- English & Communication
- Two vocational specialisms
- Mathematical Applications.
- Language.
- Social Education.

Students who successfully complete the programme are awarded a Leaving Certificate from the Department of Education and Science.

The Certificate is awarded at 3 levels: Pass, Merit & Distinction.

LCA
- Craft & Design

(Lauren)

Having completed LCA craft & design what skills in Art could students have?

1. Creative Thinking

Students ability to think creatively will have developed through their involvement in various assignments and projects where they would of came up with unique ideas.

2. Technical Skills

Art Forms will have been explored such as drawing, painting, sculpture and printmaking which in turn develops their technical skills. Students will have experimented with various tools and materials to effectively create different types of textures, tones and colours.

3. Problem-solving Skills

Students may have encountered various technical and creative challenges that required them to find practical solutions. They may have developed problem-solving skills, such as critical thinking and analysis, to overcome these challenges and complete the projects successfully.

3 Facts I would need to know if teaching the LCA Craft & Design Curriculum?

1. The LCA Craft & Design Curriculum aims to develop student's skills and knowledge in art, craft and design by engaging them in a range of creative and practical activities.

2. The Craft & Design course is divided into 4 different areas:

- Fashion & Textiles.
- Graphic Communication & Print Media.
- Three - Dimensional Studies.
- Lens-Based studies.

The course is designed to provide an ideal practical opportunity for students to develop their cognitive, creative, technological, aesthetic and manual abilities.

3. Over the 2 years of the LCA course, students must complete 4 modules from the list of 15 modules.

What are the main aims of LCA Visual Art?

- Raise self-esteem and develop self-confidence
- Develop an ability to use the expressive potential of Visual Art media
- Getting to know yourself and your ability
- Preparing students for the working world after school
- Develop a range of research, perceptual, making and judgement skills.

Who does it cater for?

- Students who are not suitably catered for by other leaving cert programmes
- Learners who choose not to opt for those programmes
- Students who have a practical and creative interest in arts
- Designed for students who work better with their hands-painting, sculpture, drawing and digital media.
- Covers all abilities and backgrounds
- Students do not need to have done art before

What key components make up this Programme?

2 Main Themes

INDIVIDUALITY AND IDENTITY

- Students need opportunities to investigate issues that are meaningful to them.
- They can develop personal values and gain self-esteem by creating images and forms relating to themselves and their culture.
- The sense of satisfaction that can result from personalised work is the main theme of this module.

How is LCA visual art

LCA Modes of Assessment					
Satisfactory completion of modules + 90% attendance			62 credits	31%	
<ul style="list-style-type: none"> Evidence of completion of 4 key assignments for each module One credit per course module in which there is a final exam Two credits per course module in which there is NO final exam 					
7 Student Tasks @ 10 credits each			70 credits	35%	
Vocational Preparation		Vocational Education (x2)			
General Education		Contemporary Issue			
Personal Reflection		Practical Achievement			
Final Examinations			68 credits	34%	
English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications	
12 credits	12 credits each	6 credits each	10 credits	10 credits	
Total			200 credits	100%	

Checklist INDIVIDUALITY & IDENTITY

- I collected visual information about myself and other people,
- I developed ideas suitable for making art work
- I completed a piece of artwork
- I kept notes on how I did the work and described what was good and bad about the work.

Checklist Local Environment

- I collected visual information about
- The local environment,
- I developed ideas suitable for making art work,
- I completed a piece of art work,
- I kept notes on how I did the work and described what was good and bad about the work.

THE LOCAL ENVIRONMENT

- In this module students can undertake a study of their local built and natural environments. This should lead to an enlightened sense of environmental awareness brought about by aesthetic perceptions.
- Physical contact with the environment is paramount, as is the students realisation that their interpretation of environmental values is personally meaningful and of wider relevance.

LCA Certification		
Certification awarded at 3 levels		
PASS	120 - 139 credits	60-69%
MERIT	140 - 169 credits	70-84%
DISTINCTION	170 - 200 credits	85-100%
Students who acquire less than 120 credits or who leave the programme early will receive a "Record of Experience".		

Having completed LCA Visual Art what skills should a student have? Use imagery to support your answer Emily

- Use a variety of artistic approaches
- Identify and experiment with artistic visual qualities and with a range of materials and tools
- Produce expressive art works of a personally and aesthetic nature
- Recognise ways in which artists have responded to, and promoted environmental



3 key facts to know if teaching LCA Visual Art Curriculum

Emily

When looking at the themes such as 'local environment'

-Walking tours of the actual sites are essential for students to become familiar with them "sensory walks".

-Recording experiences are essential- photography, note taking, making diagrams and maps, direct observational drawing

-Using descriptive words can be very effective in drawing students' focus to visual art.