

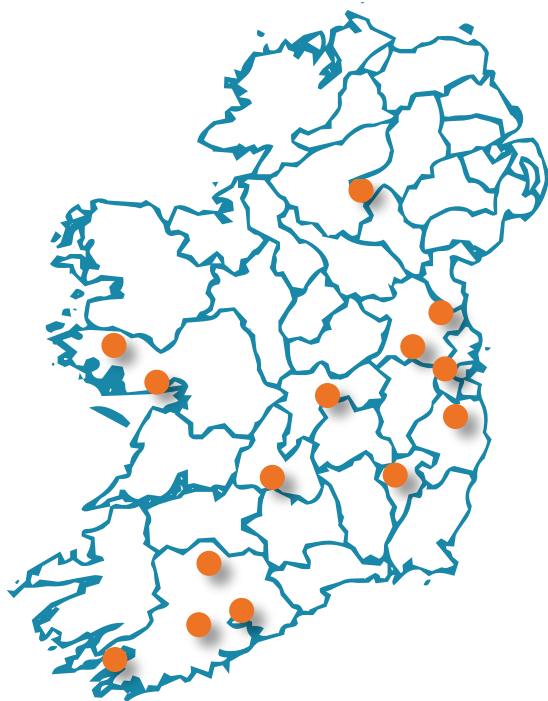


Interconnections between Visual Studies and Artwork

Image source: The New York Times, 2019



Meet the Team



Margaret O'Shea
Senior Leader



Stephanie Hodggers
Professional Learning
Leader



Orla Doyle Johnston
Professional Learning
Leader



Roisin Rouse
Professional Learning
Leader



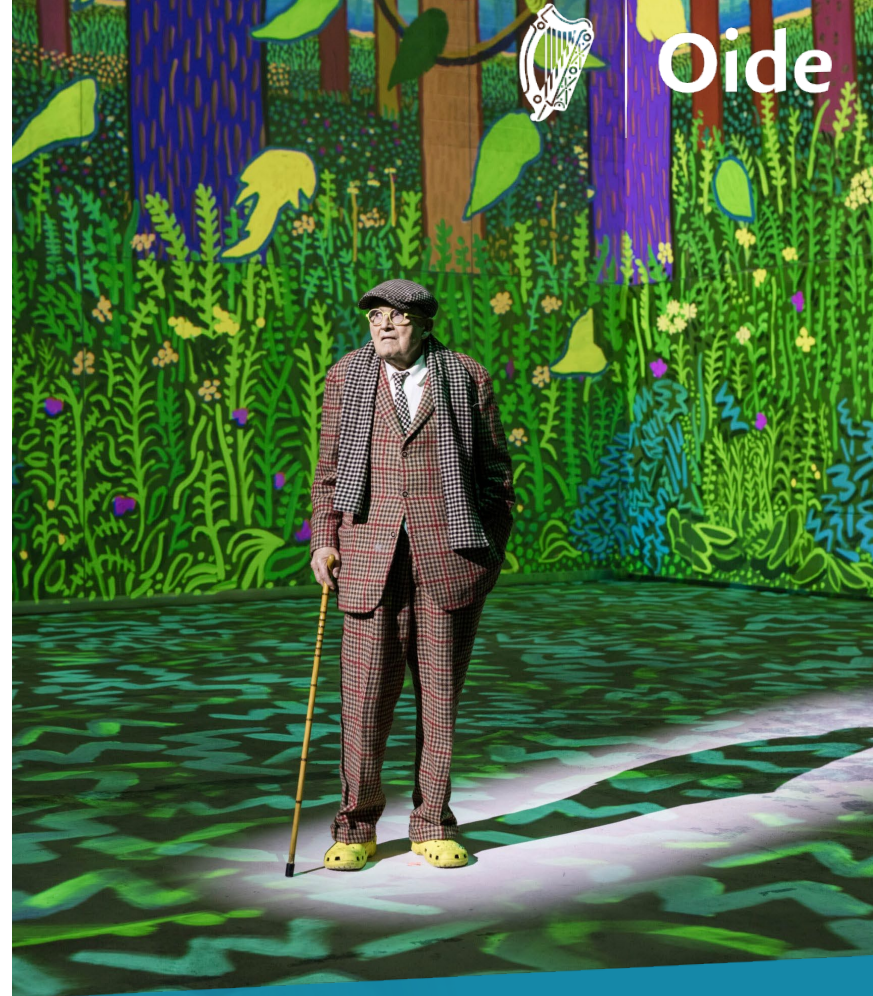
Emma Glennon
Professional Learning
Leader

&

Associate teachers
from around the country

Meet & Greet

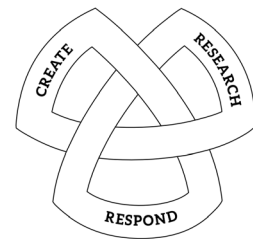
If you could walk into any artwork, what would it be and why?



Oide



Learning Outcomes in Focus



Research

1.1 Looking - recognise an art style and identify relevant features

1.4 Contextual enquiries - identify links with artists of the past and present that have explored similar topics or themes



NCCA, 2019, Leaving Certificate Art specification, p.16-18

Create

2.2 Contextual enquiries - translate their experience of Visual Studies into their practical work

2.4 Realisation/Presenting - evaluate the meaning and context of chosen work

Respond

3.1 Analysis - recognise the artistic thinking and elements in their own work and that of others

3.2 Contextual enquires – Locate their own work in relation to other artworks within a particular context/s (stylistically, socially, politically, ethically, etc)

3.3 Impact and value – argue the merit of a work using appropriate contextual information



This evening, we will...

Critically explore interconnections between Visual Studies, the framework elements and practical and written work.

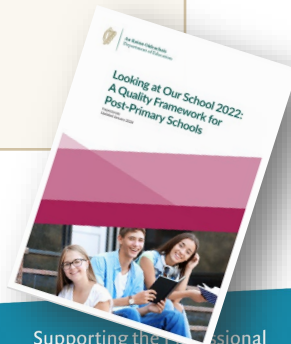
Reflect on, identify and evaluate current classroom practice.



Looking at Our School 2022

| Standards | Standard of highly effective practice |
|--|---|
| The teacher selects and uses teaching approaches to the learning intentions and to students' learning needs. | Teachers enable students to make meaningful links between lesson material and their learning in other subjects, and transfer their learning to new experiences. |

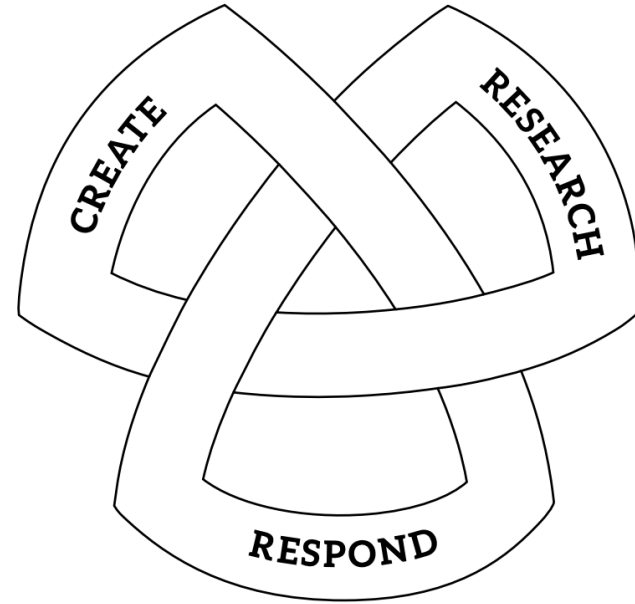
Inspectorate, 2022, Looking at Our School 2022 A Quality Framework for Post Primary Schools, p.31



Leaving Certificate Art Specification



Oide



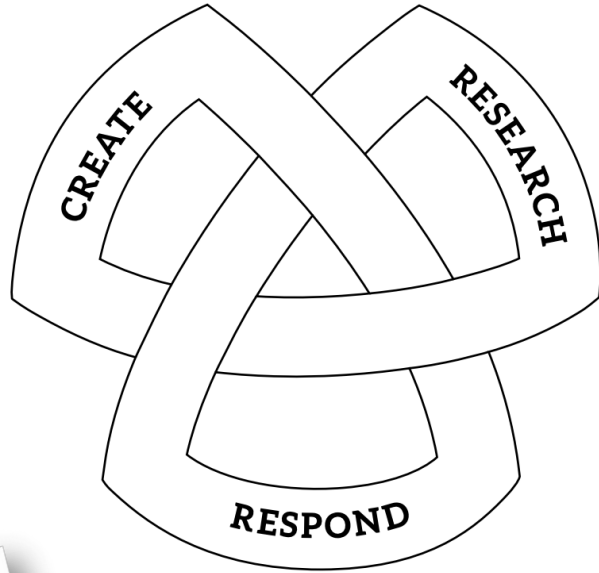
tinyurl.com/22d242bn

NCCA, 2019, Leaving Certificate Art specification, p.9

Leaving Certificate Art Specification



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Create Strand: ...‘Learners will be engaged in the process of making/creating art from conception to realisation using a range of skills and chosen material(s), as appropriate.’



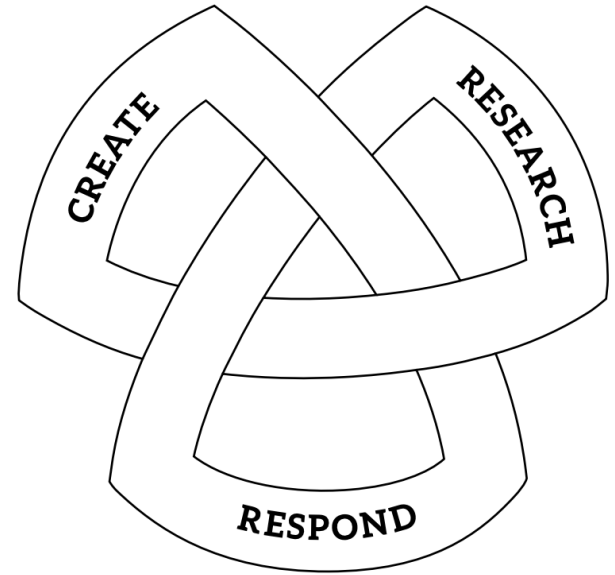
NCCA, 2019, Leaving Certificate Art specification, p.10

Leaving Certificate Art Specification



Oide

Research Strand: ‘Learners will learn how to become a visual researcher, address the research methods employed within a visual subject, including the recording of these within a visual sketchpad.’

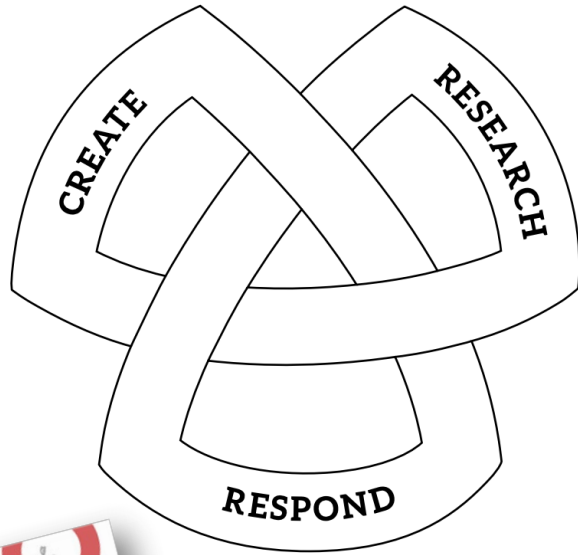


NCCA, 2019, Leaving Certificate Art specification, p.10

Leaving Certificate Art Specification



Oide



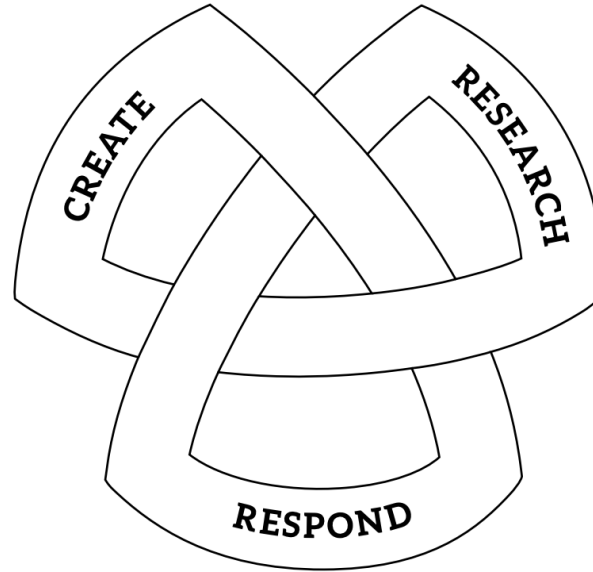
Respond strand: ‘They will learn to stand outside of their own work, and to reflect on it critically. Learners will also learn about and learn from aspects of Visual Studies...’ to ‘...inform their opinions of their work and the work of others.’

NCCA, 2019, Leaving Certificate Art specification, p.10

Leaving Certificate Art Specification



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‘a visual researcher; a conceptual explorer; a cultural archaeologist’

NCCA, 2019, Leaving Certificate Art specification, p.9 & p.15



Visual Detectives



Oide

...visual detectives who are constantly questioning the world around them by exploring and investigating, mining the past and present and revealing the possibilities for the future'

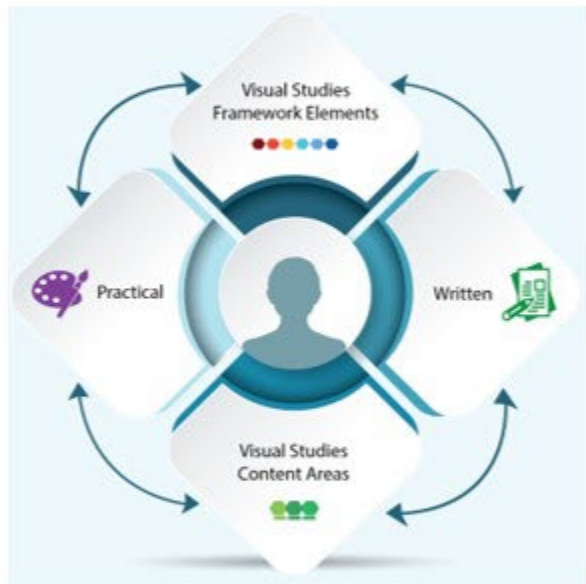


Philippe Halsman, Dalí Atomicus, 1948

NCCA, 2019, Leaving Certificate Art specification, p.15

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Looking at the Visual Studies Framework

Please see the accompanying video



Art-Led Experiences

...art-led experiences ... students can study locally, nationally, internationally or virtually. There are many possible approaches to this, including, students engaging with art in the public domain, such as visiting local or national galleries/museums, engaging with the built/natural environment, visiting an artist in their studio or interventions by the art world.

NCCA, 2019, Leaving Certificate Art specification p. 29

Sharing of Practice



Oide

What art-led experiences do your senior cycle students engage with?

Artist: Theory and Thinking



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Artist: Theory and thinking

This section of focus will give students the opportunity to explore and learn about why the artist makes their work how they approach it and what happens to their work when it is completed. Students will gain an understanding of the artist's rationale behind the work they create for an audience, patron, space or location. Students will also learn how an artist's work can reflect their identity or the identity of others; that it can be a form of self-expression; that it can capture a personal journey; that it can give a voice to an artist, people, place, their story and history.

In using the Visual Studies Framework alongside their own, independent research, students will be enabled to discover common points of reference within the thinking and reasoning of the artists they study. From here, students can be encouraged to explore and develop ideas and responses that shape their own individual creativity and artistic voice.

NCCA, 2019, Leaving Certificate Art specification p. 29



Artists -Theory and Thinking



Response Strand

Learning Outcome: 3.1 Analysis – recognise the artistic thinking and elements in their own work and that of others

Why the artist creates their work?

How they approach their work?

How their work captures their
personal journey?



Oide



Oide

Aisling Drennan

@aisling_drennan_art

Please see the accompanying video

Artists -Theory and Thinking



Why did the artist create their work?

How did they approach their work?

How did their work capture their personal journey?



Activity Instructions

Learning Outcome in focus: Respond Strand

3.1 Analysis - recognise the artistic thinking and elements in their own work and that of others

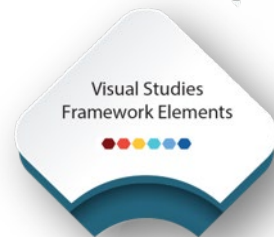
Look at Paper Painting No. 7 by Aisling Drennan

Interpret the artwork using the six framework elements

Record your group's discussion on Post-its on the A2 page

Summarise your key points clearly and concisely

Nominate a speaker





Oide



A. Drennan, Paper Painting 7



tinyurl.com/2sv9hkqp



Where did the conversation go?

Primary Source Activity

Learning Outcome in focus:

Create Strand, 2.2 Contextual inquires – translate their experience of Visual Studies into their practical work



What primary source might you select influenced by Aisling Drennan's work?

Note the primary source and reason for your choice on a post-it



Developing Artwork



How might the 6 framework elements support students in investigating and developing work related to primary sources?



Leaving Certificate Art Specification



Oide

...ability to research, select, organise and process information from a variety of sources, including drawing from primary sources, observational drawing and relevant examples from their learning in Visual Studies...

NCCA, 2019, Leaving Certificate Art specification p. 20

Silent Reflection



Oide



Creating opportunities for art-led experiences that directly influence practical work

Reinforcing the value of primary sources in research, supporting students to observe, record and make personal and contextual connections

Provide opportunities for students to apply learning from Visual Studies to their own creative process

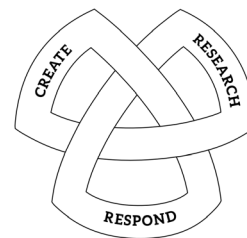


Stretch Break



Take a 5 minute stretch break

Learning Outcomes in Focus



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Research

1.1 Looking - recognise an art style and identify relevant features

1.4 Contextual enquiries - identify links with artists of the past and present that have explored similar topics or themes

Create

2.2 Contextual enquiries - translate their experience of Visual Studies into their practical work

2.4 Realisation/Presenting - evaluate the meaning and context of chosen work

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3.3 Impact and value – argue the merit of a work using appropriate contextual information



NCCA, 2019, Leaving Certificate Art specification, p.16-18

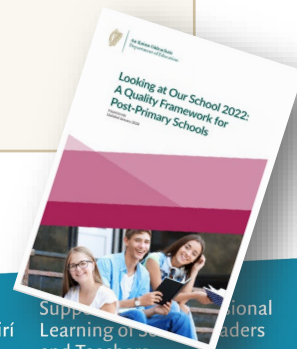
Looking at Our School 2022



Oide

| Standards | Standard of highly effective practice |
|---|--|
| Teachers work together to devise learning opportunities for students across and beyond the curriculum | Teachers plan collaboratively for learning activities that enable students to make meaningful and progressively more challenging connections between learning in different subjects |

Inspectorate, 2022, *Looking at Our School 2022 A Quality Framework for Post Primary Schools*, p.33



Tacú leis an bhFoghlaim
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Scoile agus Múinteoirí

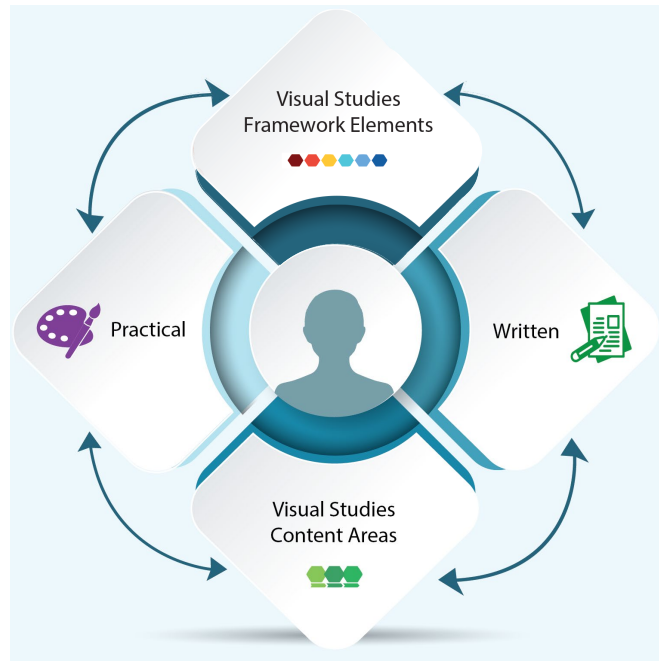
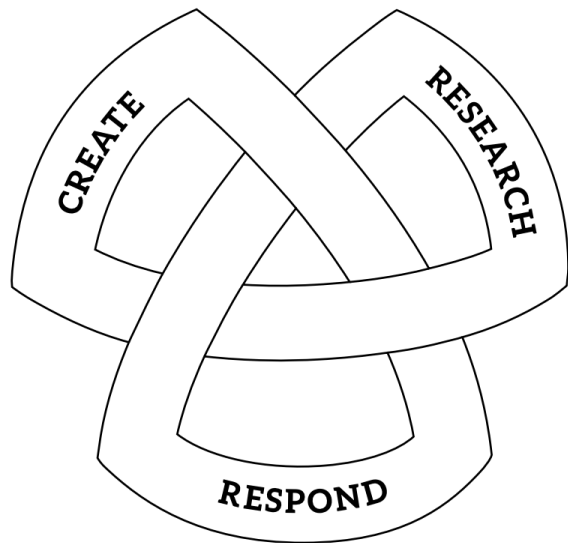
Supp...
Learning of...
and Teachers

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aders

Visual Studies Framework



Oide



‘A visual researcher: a conceptual explorer; a cultural archaeologist’

NCCA, 2019, Leaving Certificate Art specification p.15 and p. 23

Tacú leis an bhFoghlaím
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Visual Studies Content Areas



Content Area 1

Europe and the Wider World

- Romanesque and gothic (c. 1000 – 1200s)
- The Renaissance – proto-Renaissance & Mannerism (c. 1500 – 1600s)
- Baroque (c. 1600s – 1700s)
- Realism, Impressionism (c. 1800 – 1900s)
- Post Impressionism (c. 1880 – 1900s)
- Modernism (c. 1900 – 1960s)
- Post 1960

One Section of
Content Area 1 must be studied

Content Area 2

Ireland and its Place
In the Wider World

- Pre Christian (c. 4,000 BCE – 500 CE)
- Insular Art (c. 500 – 1100s)
- Late Medieval Architecture and Art (c. 1100 – 1500s)
- Georgian period (c. 1720 – 1800s)
- Irish Art and Modernism (c. 1880 – 1960s)
- Post 1960

One Section of Focus from
Content Area 2 must be studied

Artist and Artwork
and
The written component

Adapted from NCCA, 2019, Leaving Certificate Art specification, p.23 -27

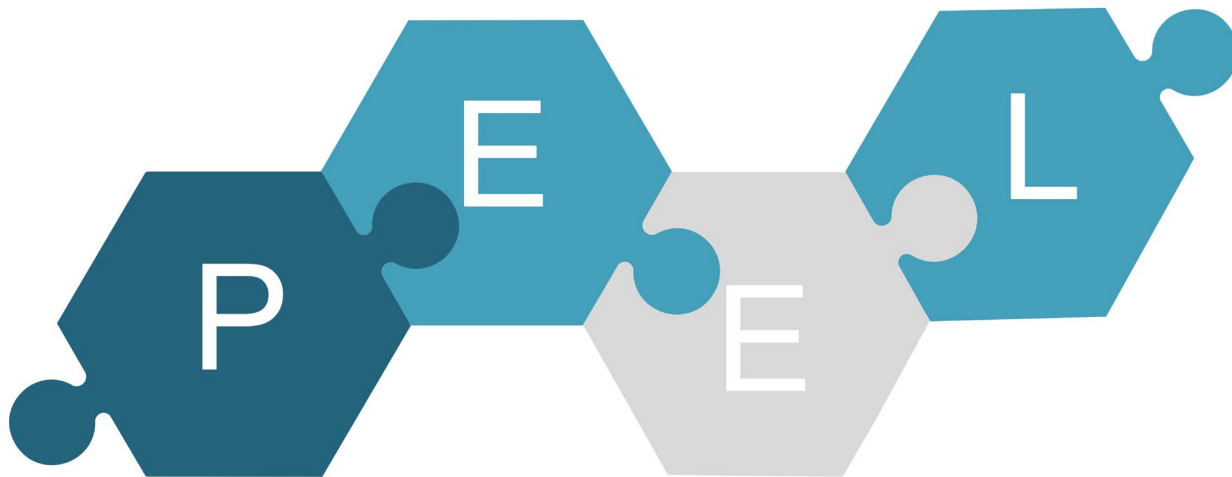


Oide

PEEL Writing Method



Oide



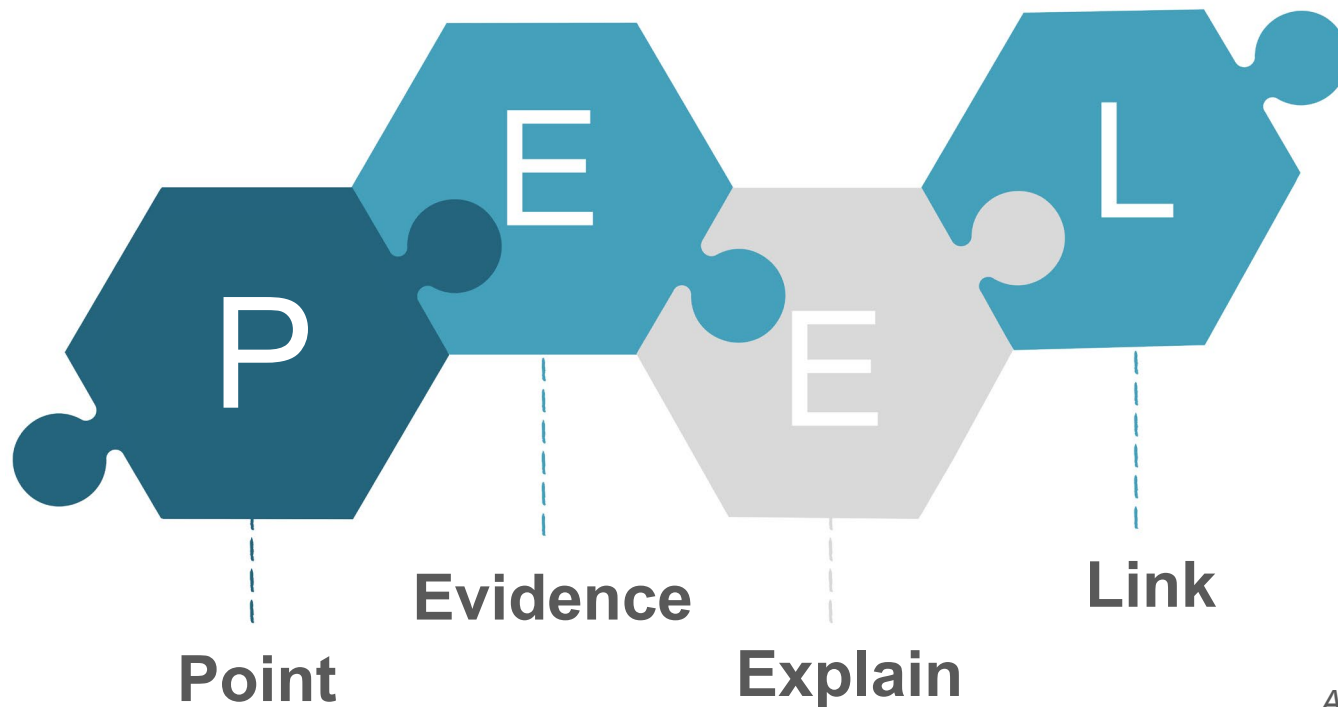
The PEEL paragraph method is a technique used in writing to help structure paragraphs.

Adapted from PE scholar

PEEL Writing Method



Oide



Adapted from PE scholar

PEEL Writing Method



Oide



Point - Make your point

State your main idea or argument specific to the theme or topic.

Adapted from PE scholar

PEEL Writing Method



Oide



Evidence - Support it with evidence

Provide evidence to support your point for
example evidence within the artwork or fact
about the context

Adapted from PE scholar



PEEL Writing Method



Explain: Provide more details

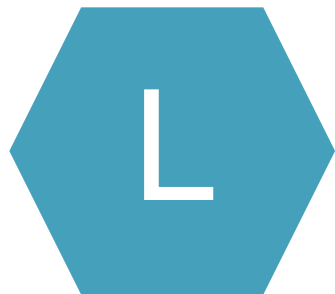
Explain how the evidence supports
your point.

Adapted from PE scholar

PEEL Writing Method



Oide



Link - Link it to another point or piece of evidence

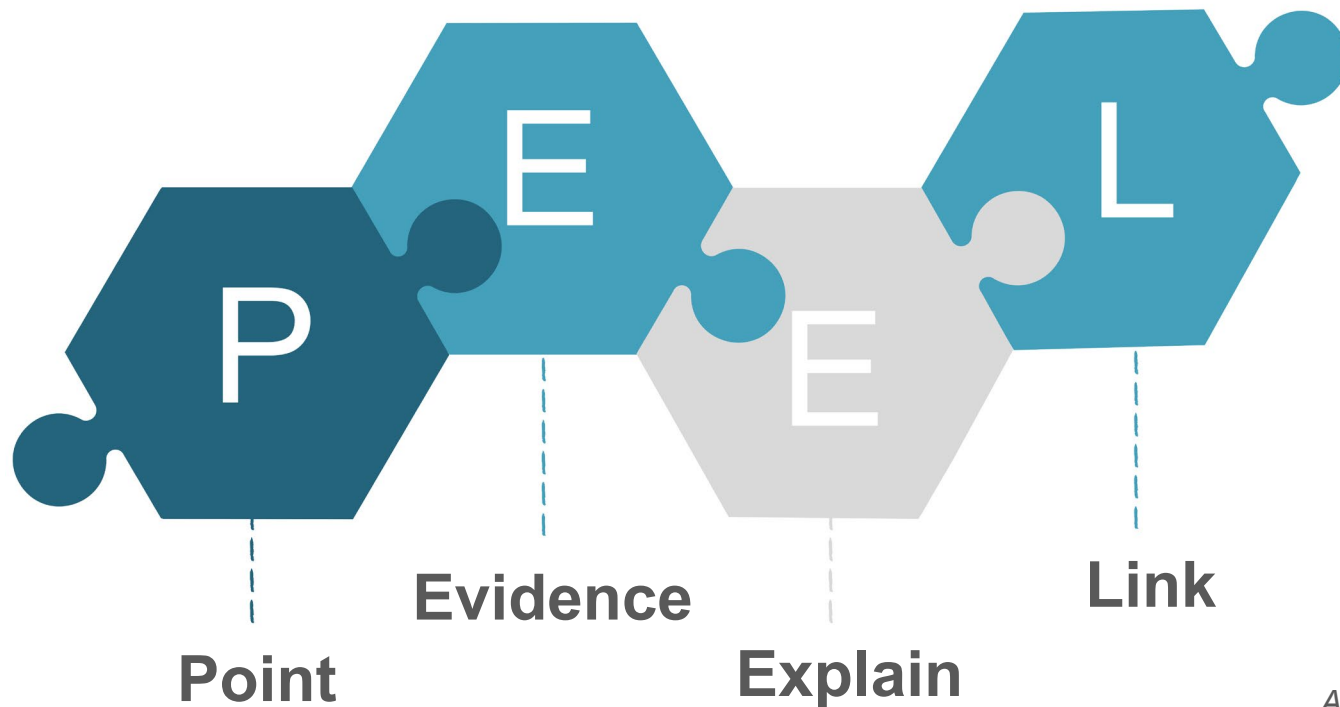
Link back to the main question or connect to the next point.

Adapted from PE scholar

PEEL Writing Method



Oide



Adapted from PE scholar



Leaving Certificate Art Specification

Please open the Specification
and scroll to page 28, Visual
Studies: Content Areas 1 and 2



tinyurl.com/22d242bn

Visual Studies Content Area 1 and 2



Oide

Students should be given opportunities to develop their ability to analyse artworks when examining the contemporary and historical examples of the art that they study. It is by carefully observing and describing examples of Visual Studies that students will be enabled to better identify connections, patterns and links within a single example or across several examples. Students will also be able to use this skill to analyse their own, or another's work. They will also gain insight into how similar themes may be evidenced in other examples of art or through the work of several artists over different periods/movements. These can also be influential on the student's own work

NCCA, 2019, Leaving Certificate Art specification p.28



Sharing of Practice

What approaches do you use to support students to identify themes, patterns and connections in artworks?



Visual Studies Themes

...looking at artworks through different lenses such as **identity, belief, worship or conflict**, will help students understand how the theme is perceived by the artist.



NCCA, 2019, Leaving Certificate Art specification, p.24



Identifying Themes Activity

Identify the most relevant themes that might be explored through each section of focus

Activity Instructions Part 1



Oide

Learning Outcome in focus: Research, 1.1 Looking - recognise an art style and identify relevant features
Respond, 3.3 Impact and value – argue the merit of a work using appropriate contextual information

As a group...

Select a Content Area and Section of Focus

Choose a theme, up to three artists and one artwork
relevant to the Section of Focus

Record and justify your choices

Activity



Oide • 4h

Framework Elements Supporting Connection and Links

Pinned

Visual Studies Framework Elements

PDF

Oide Visual Studies 6 Framework Elements Graphic Organiser

Pinned

Framework Element: Context

Oide

Pinned

Framework Element: Artist & Artwork

Oide

Pinned

Framework Element: Analysis

Oide

Pinned

Activity Instructions Part 1

Learning Outcomes in focus: 1-4 Learning: investigate an art style and identify relevant features

3-3 prepare and deliver: prepare the result of work using appropriate contextual information

As a group...

Select Content Area and Section of Focus.

Choose a theme, up to three artists and one artwork relevant to the Section of Focus

Justify your choices and record on the Padlet

Nominate a speaker to feedback.

Pinned

Content Area, Section of Focus and Theme

Content Area:

Section of Focus:

Theme:

Pinned

Activity Instructions Part 2

Learning Outcomes in focus: 1-4 Connect and compare: identify links with artists of the past and present

But have explored earlier topics in themes

2-4 Reflect and Present: evaluate the meaning and context of chosen work

Using the 6 Framework Elements...

Look at your selected theme, artists and artworks

What influenced the artists and their artwork (e.g. Context/ADEP ... etc.)

What connections, patterns or links can you see?



Oide

Activity Instructions Part 2



Oide

Learning Outcome in focus: Research Strand, 1.4 Contextual enquiries - identify links with artists of the past and present that have explored similar topics or themes

Create Strand, 2.4 Realisation/Presenting - evaluate the meaning and context of chosen work

Using the 6 Framework Elements...

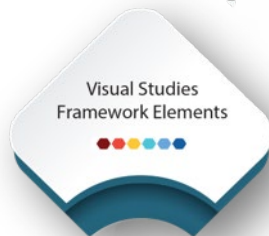
Look at your selected theme, artists and artworks

What influenced the artists and their artwork?

(e.g. Context/ADEP etc.)

What connections, patterns or links can you see?

Activity



Oide • 4h

Framework Elements Supporting Connection and Links

Pinned

Visual Studies Framework Elements

PDF

Oide Visual Studies 6 Framework Elements Graphic Organiser

Pinned

Framework Element: Context

Context

This is a framework that provides a structure for understanding a period, movement, style, individual, subject, style, genre, genre and subgenre of the period/movement. This should include when, where, the historical, political, social, economic and ideological context of the time. Students should consider how these elements might affect the work and how they might be used in the interpretation of the work. Students should also be able to identify, describe and understand the work in its own right.

Understanding the context of the period/movement being studied, it is also important that students understand the role of the period/movement in the history of art and design. This includes understanding the role of the period/movement in the history of art and design, and the role of the period/movement in the history of art and design.

Students should also study a range of other examples of works that represent the visual culture that existed around the chosen area of study. This includes, but is not limited to, architecture, landscape, decorative and ornamental design, film, photography, fashion and more.

Oide

Pinned

Framework Element: Artist & Artwork

Artists & Artworks

These are the artists and artworks that are most integral to a chosen period/movement and best represent the style, subject, style, genre, genre and subgenre of the period/movement.

Students should study artists and artworks by viewing the actual work where they are located, where possible. Students should be encouraged to reflect on their own work, their own learning, education, and other significant influences and events in their lives. For example, looking at a painting through different lenses can be directly linked to a specific work of art. This includes understanding the role of the period/movement in the history of art and design, and the role of the period/movement in the history of art and design.

Oide

Pinned

Framework Element: Analysis

Analysis

Interpretation in art history is a process. The first question that could be asked is, "What is going on in this artwork?" In trying to answer this question the student will identify characteristics of the artwork based on their knowledge of history, theory, style, style, style and subgenre, and style. The second question is, "What is the artist's intention?" This is a question that could be asked. The student will identify the artist's intention by looking at the artist's work and the artist's work. The student will identify the artist's intention by looking at the artist's work and the artist's work.

Students should be able to describe and discuss the work by using appropriate art terminology, including visual and critical language and be able to communicate and/or demonstrate their understanding of such terminology. Through applying a variety of theories and perspectives and a critical eye, students should be able to apply the language and terminology to describe the work.

Oide

Pinned

Activity Instructions Part 1

Learning Outcomes in Focus: 1.1 Learning: categorise an art style and identify relevant features

2.3 Interpret and evaluate: give the most of a work using appropriate contextual information

As a group...

Select Content Area and Section of Focus.

Choose a theme, up to three artists and one artwork relevant to the Section of Focus

Justify your choices and record on the Padlet

Nominate a speaker to feedback.

Pinned

Activity Instructions Part 2

Learning Outcomes in Focus: 1.4 Contextual awareness: identify links with artists of the past and present

2.4 Evaluation/Assessment: evaluate the meaning and context of chosen work

Using the 6 Framework Elements...

Look at your selected theme, artists and artworks

What influenced the artists and their artwork (e.g. Context/ADEP ... etc.)

What connections, patterns or links can you see?

Content Area, Section of Focus and Theme

Content Area:

Section of Focus:

Theme:



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Recognised Artists and Artworks

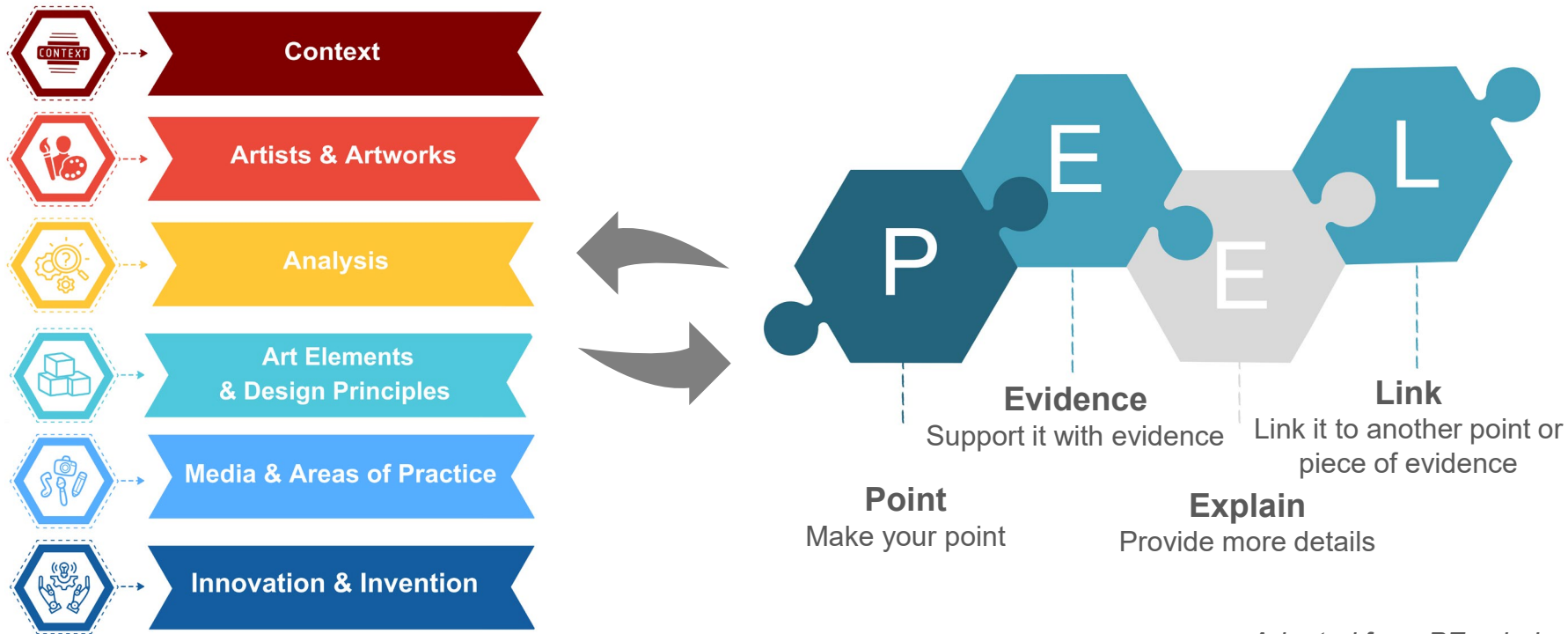
... the artists and artworks that are **most recognised** with a chosen period/movement and **best demonstrate** the ideas, subjects, style, themes, genres and techniques of that period/movement.



Leaving Certificate Art specification p.24



Links and Connections



Adapted from NCCA, 2019, Leaving Certificate Art specification p.23 -25

Adapted from PE scholar

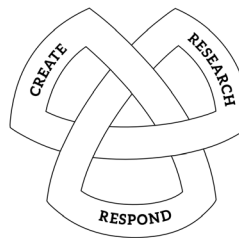
Planning



How might your students translate their experience of Visual Studies content areas into their practical work?



Learning Outcomes in Focus



Oide

Research

1.1 Looking - recognise an art style and identify relevant features

1.4 Contextual enquiries - identify links with artists of the past and present that have explored similar topics or themes



NCCA, 2019, Leaving Certificate Art specification, p.16-18

Create

2.2 Contextual enquiries - translate their experience of Visual Studies into their practical work

2.4 Realisation/Presenting - evaluate the meaning and context of chosen work

Respond

3.1 Analysis - recognise the artistic thinking and elements in their own work and that of others

3.2 Contextual enquiries – Locate their own work in relation to other artworks within a particular context/s (stylistically, socially, politically, ethically, etc)

3.3 Impact and value – argue the merit of a work using appropriate contextual information

Silent Reflection



Oide



Creating opportunities for students to become visual detectives

Applying the Visual Studies Framework elements in both practical and written work

Using the Visual Studies Framework in answering what was created? how was it created? why was it created?

Drawing links between the content areas and sections of focus in practical and written work



Next Steps ...

What is one actionable step you will take to support your students?

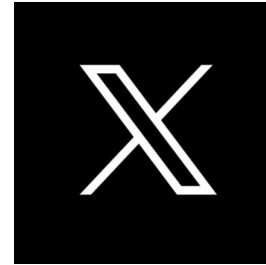
Oide Visual Art /Art Supports



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Thank you

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X @Oide_Creativity