

Leaving Certificate interlinked and interdependent Strands, Strand Units and Learning Outcomes

Research Strand		Create Strand		Respond Strand	
Students learn about	Students should be able to	Students learn about	Students should be able to	Students learn about	Students should be able to
1.1 Looking	<ul style="list-style-type: none"> analyse an artwork recognise an art style and identify relevant features use critical and visual language to describe an artwork experience the natural and built environment as a source of inspiration identify the sources that support the development of their work 	2.1 Making	<ul style="list-style-type: none"> develop concepts in imaginative and creative ways interpret primary sources including the natural and built environment and the human figure as a source of inspiration apply appropriate skills, knowledge and techniques create realised work based on their research 	3.1 Analysis	<ul style="list-style-type: none"> discuss examples from Visual Studies recognise the artistic thinking and elements in their own work and that of others question established and new ideas and work
1.2 Recording and documenting	<ul style="list-style-type: none"> collate information from a variety of sources and media record visual information through a variety of media and techniques capture their interpretation of the world in a physical/digital way justify their rationale for their choice of media 	2.2 Contextual enquiries	<ul style="list-style-type: none"> apply the art elements and design principles in creating and evaluating their work critique the work of others and their own translate their experience of Visual Studies into their practical work 	3.2 Contextual enquiries	<ul style="list-style-type: none"> locate their own work in relation to other artwork within a particular context/s (stylistically, socially, politically, ethically, etc.)
1.3 Experimenting and interpretation	<ul style="list-style-type: none"> discriminate and extrapolate information from research produce an annotated visual record of their enquiry experiment with ideas, media and techniques use problem-solving skills to develop ideas 	2.3 Process	<ul style="list-style-type: none"> describe their motivation/area of enquiry illustrate sources of information create a selection of drawings, studies and realised work develop, experiment with and edit their work justify their selection of relevant visual responses understand the properties of media and apply them appropriately explain the rationale for their choices relate their research, processes and decisions that led to their realised work 	3.3 Impact and value	<ul style="list-style-type: none"> value their own work and the work of others argue the merit of a work using appropriate contextual information experience art through sensory and/or emotional responses
1.4 Contextual enquiries	<ul style="list-style-type: none"> use the wider context of how the world is continually changing, socially, politically, ethically, etc. in their work engage with a recognised artist or work of art explain how context and period influence artistic thinking identify links with artists of the past and present that have explored similar topics or themes 	2.4 Realisation/ Presenting	<ul style="list-style-type: none"> curate and present their work in a considered way evaluate the meaning and context of chosen work communicate the meaning and context of chosen work present a rationale to explain their choices 	3.4 Critical and personal reflection	<ul style="list-style-type: none"> discuss the development of ideas and work from conception to realisation present evidence of a sustained and varied investigation of a stimulus value sustained and varied investigation of a stimulus
1.5 Process	<ul style="list-style-type: none"> formulate and develop their motivation/area of enquiry identify sources of information draft a selection of drawings and studies that support their ideas and work use a selection of visual responses that are relevant to their area of study develop a rationale for their choices based on their research articulate and annotate their research process and decision making 			3.5 Process	<ul style="list-style-type: none"> describe their motivation/area of enquiry interpret sources of information respond to a selection of drawings, studies and realised work synthesise their selection of visual responses articulate an effective rationale for their choices justify their research, processes, decision making and realised work

Visual Studies and the Written component

The Visual Studies Framework			
<p>1. Before the period/movement Students should understand and be able to describe and discuss the context that informed and led to the chosen period/movement using the six elements listed to the right.</p> <p>2. The period/movement Students should understand and be able to describe and explain the period/movement using the six elements listed to the right.</p> <p>1. After the period/movement Students should understand and be able to describe and explain the effects of the period/ movement On later ideas/artwork using the elements listed above.</p>		<p>The framework is structured around six elements:</p> <ul style="list-style-type: none"> Context Artists and Artworks Analysis Art Elements and Design Principles Media and Areas of Practice Innovation and Invention 	
<p>Content Areas One section of focus, including recognised artists and their artwork*, from content areas 1 and 2 must be studied. All sections of focus in content area 3 must be studied. *The term artwork, or work, as with the term Art, should be taken to include examples of fine art, design and craft in a range of traditional, contemporary, new and/or digital media.</p>			
Content Area 1	<p>Europe and the wider world</p> <p>Sections of focus</p> <ul style="list-style-type: none"> Romanesque and Gothic (c. 1000 – 1500s) The Renaissance – Proto, Early, High Renaissance & Mannerism (c. 1300 – 1600s) Baroque (c. 1600 – 1700s) Realism, Impressionism and Post-Impressionism (c. 1850 – 1900s) Modernism (c. 1900 – 1960s) Post 1960 	Content Area 2	<p>Ireland and its place in the wider world</p> <p>Sections of focus</p> <ul style="list-style-type: none"> Pre-Christian (c. 4,000 BCE – 500 CE) Insular Art (c. 500 – 1100s) Late Medieval Architecture and Art (c. 1100 – 1550s) Georgian period (c. 1720 – 1800s) Irish Art and Modernism (c. 1880 – c. 1960s) Post 1960
Content Area 3	<p>Today's world</p> <p>Sections of focus</p> <ul style="list-style-type: none"> Artists: Theory and thinking Artists: Processes and media Art as Social Commentary or Commentator Art and the Environment 		
<p>Students will also experience other examples of Visual Studies relating to their own learning and practical work during senior cycle.</p>			