

Leaving Certificate Art



Oide

Amalgamation of
National Seminar Day 1 to 3



Jewelled Moon, detail, Sorcha O'Raghallaigh

Jewelled M

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Scoil agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Who is Oide?

Oide is a new Department of Education support service for schools, officially launched on September 1st, 2023. The service is the result of the integration of CSL, JCT, NIPT, and PDST, bringing together a wealth of expertise and resources to better support our education system.



Support for Art/ Visual Art



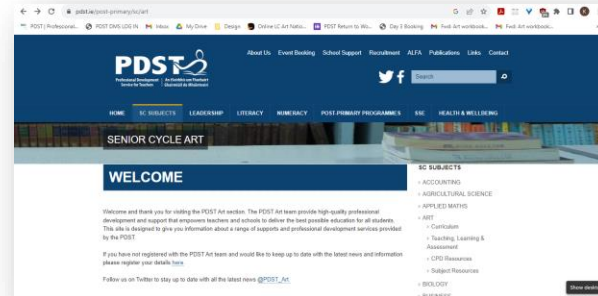
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www.oide.ie



www.jct.ie



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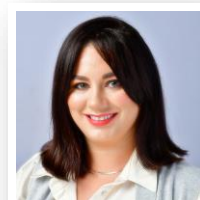
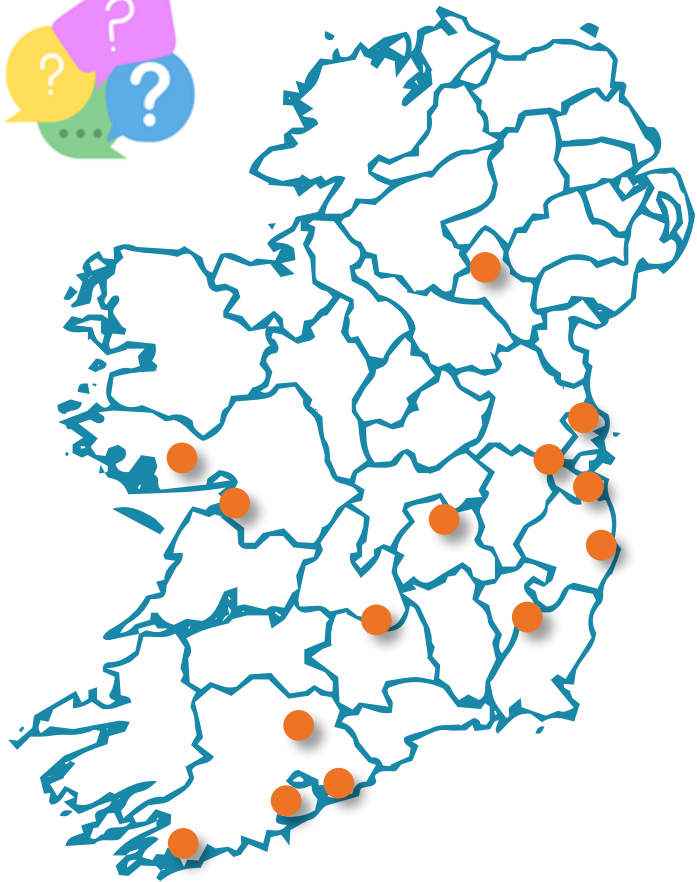
Supporting the Professional
Learning of School Leaders
and Teachers



Meet the team



Oide



Gemma Tierney
Senior Leader



Stephanie Hodgers
Professional Learning
Leader



Melissa Murphy
Professional Learning
Leader



Kathleen McCormack
Professional Learning
Leader



Orla Doyle
Professional Learning
Leader

&
Associate teachers from around the
country

Overview of Today's Seminar



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Session 1
9.30 – 11.00

Explore the Leaving Certificate Art Specification
Examine the Learning Outcomes

Session 2
11.15 – 1.00

Plan a unit of learning for all learners
Examine Visual Studies Framework

Session 3
2.00 - 3.30

Consider how Visual Studies will support
teaching and learning
Review Assessment Arrangements

Leaving Certificate Art Session 1



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Leaving Certificate Art Session 1



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铸名城硬核



Observer, Ana Duncan

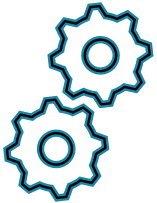
During Session 1 we will:



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Become familiar with the Art Specification and the supporting policy documents



Explore Strands, Strand Units, Learning Outcomes and Action Verbs



Examine Learning Intentions and Co-Constructed Success Criteria

Leaving Certificate Art Overview



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180 hours class contact time.

First Exam 2023

Differentiation
Through the learning outcomes of the specification

In the process of teaching and learning

Through assessment

Overview of Assessment

Assessed at both
Ordinary and Higher level

Practical Coursework 50%

Practical Examination 20%

Written Examination 30%

Leaving Certificate Art Overview



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f t NCCA CURRICULUM

EARLY CHILDHOOD PRIMARY JUNIOR CYCLE SENIOR CYCLE

Art

Advice for teachers and students

NCCA Home » Senior cycle » Senior Cycle Subjects » Art » Advice for teachers and students

- > Art: Home
- > Senior Cycle
- > Rationale
- > Related learning
- > Overview of Leaving Certificate Art
- > Strands and learning outcomes
- > Visual Studies
- > Assessment for certification

Advice for teachers

Advice for students: Visual Studies

The Visual Studies Framework and practical work

The Art Sketchpad

WRITTEN EXAMINATION 30%

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Rationale, Aim and Objectives



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Rationale

This specification is built around the artistic process and how it supports learning.

Aim

Leaving Certificate Art aims to develop in learners 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.

Leaving Certificate Art Specification, p. 6 & 7

Rationale, Aim and Objectives



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Objectives

The objectives of Leaving Certificate Art are to enable learners to:

- ▶ develop aesthetic awareness and understanding
- ▶ develop critical, practical, conceptual, manual and problem-solving skills as well as an understanding of the iterative² approach that will be involved
- ▶ develop research, communication and reflective skills
- ▶ engage with current practitioners and connect with current practice, galleries, museums and contemporary art spaces, real-life encounters and the wider art community
- ▶ appreciate and respond critically to their own work, that of their peers as well as society and their environment
- ▶ gain an understanding of Visual Studies and the critical and visual language that supports it
- ▶ appreciate and enjoy the processes involved in researching, creating and responding to Art as a lifelong skill.

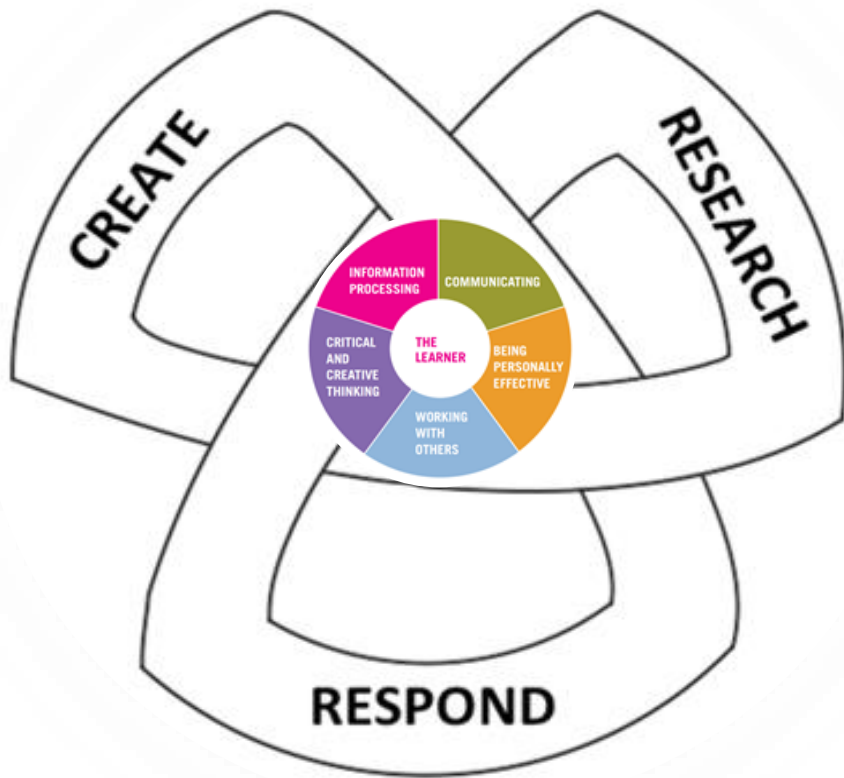


Leaving Certificate Art Specification, p. 7

Strands and Strand Units



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Create

Strand Unit

- 2.1 Making
- 2.2 Contextual enquiries
- 2.3 Process
- 2.4 Realisation/ Presenting

Research

Strand Units

- 1.1 Looking
- 1.2 Recording and documenting
- 1.3 Experimenting and interpretation
- 1.4 Contextual enquiries
- 1.5 Process

Respond

Strand Units

- 3.1 Analysis
- 3.2 Contextual enquiries
- 3.3 Impact and value
- 3.4 Critical and personal reflection
- 3.5 Process



Learning Outcomes

Learning Outcomes are

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

Learning outcomes provide the building blocks for teachers to plan their teaching, learning and assessment.

NCCA, Focus on Learning, Learning Outcomes 05, Page 6

Learning Outcomes



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Learning Outcomes

Strand Units

Respond Strand	
Students Learn About	Students should be able to
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
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, ethnically, etc)
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
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
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

Research Strand	
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
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
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
1.4 Contextual enquiries	<ul style="list-style-type: none"> use the wider context of how the world is continually changing, socially, politically, ethnically, 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
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

Create Strand	
Students Learn About	Students should be able to
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
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
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
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

Learning Outcomes



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While the learning outcomes associated with each strand are set out separately this does not imply they are to be studied in isolation. The learner's engagement and learning are optimised by a fully integrated experience of all three strands... The learning outcomes in Art cannot be fully achieved through the study of any content, or the experience of any skills, within any one single strand.

Leaving Certificate Art Specification, p. 12



Activity

1. Take time to read through the Learning Outcomes associated with each of the Strands
2. What knowledge, understanding, skills and values might be activated when engaging with the learning outcomes
3. Share and discuss your findings with the group at the table
4. Nominate a speaker to report back

Create Strand															
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8 minutes





CREATE

Strand Units

Students learn about

Learning Outcomes

Student should be able to

2.3 Process

- describe their motivation/area of enquiry
- illustrate sources of information
- create a selection of drawings, studies and realised work

It is important to remember that Learning Outcomes should be achievable to each learner's ability level.

Leaving Certificate Art Specification, p. 13

- Understand the properties of media and apply them appropriately
- Explain the rationale for their choice
- **relate their research, processes and decisions that led to their realised work**

Learning Outcomes



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CREATE

Strand Units Students learn about	Learning Outcomes Students should be able to
2.3 Process	relate their research, processes and decisions that led to their realised work

Action Verb: Relate: associate, giving reasons



Learning Outcomes



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The extent to which this action verb can be engaged with in the classroom depends on your students' ability level. This allows for greater teacher agency to differentiate for their students.

Focus on Learning Series – Learning Outcomes Booklet, p. 11

What learning is happening when the student engages with the Learning Outcome ?

Activity Part 1



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Step 1: Consider the learning outcome assigned to your group

Step 2: Reflect on the action verb and its description

Step 3: Discuss what learning could be happening for the student if they engaged with this learning outcome





Learning outcomes provide the building blocks for teachers to plan their teaching, learning and assessment.

Success Criteria

Feedback

What do you want the student to learn?

How do you want the student to learn?

How do you know that they have learned it?



Learning Intentions.... describes what the students should know, understand, and be able to do as a result of specific learning and teaching activities.

Clear learning intentions should help students focus not just on the task or activity taking place but on what they are learning.

NCCA Focus on Learning, Learning Intentions & Success Criteria 01, p. 5

Learning Intentions



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Strand	Strand Unit Students learn about	Learning Outcomes Students should be able to	Sample Learning Intentions Created by the Teacher (shared with students)
Create	2.3 Process	Relate their research, processes and decisions that led to their realised work	We will explain verbally the decisions that led to the realised work We will show evidence of meaningful annotation throughout the process in our sketchpad We will show evidence visually of the research and processes that have influenced our decision that led to the realised work

Can you see how they have been developed and link to the intended learning?



Activity Part 2

Step 1: Decide on what the focus of the learning is

Step 2: Agree on what the specific teaching activity is

Step 3: Create learning intentions related to the assigned learning outcome



Co-construct Success Criteria



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Success criteria 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.

NCCA Focus on Learning, Learning Intentions & Success Criteria 01, p 5

Co-construct Success Criteria



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Success criteria are linked to learning intentions

What approaches could you use to co-construct success criteria with your students?



NCCA Focus on Learning, Learning Intentions & Success Criteria 01, p 5

Co-constructed Success Criteria



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Strand Unit & Learning Outcomes Students should be able to	Sample Learning Intentions Created by the Teacher and shared with students We will...	Sample Success Criteria (co-constructed with students) I can.....
2.3 Process Relate their research, processes and decisions that led to their realised work	be able to explain verbally the decisions that led to the realised work show evidence of meaningful annotation throughout the process in our sketch pad show evidence visually that the research and processes has influenced the realised work	explain the relationship between my research and drawings/sketchpad through a group crit, discussion during class. give reasons for my decisions and explain my realised work in an artist statement (written, digital, or voice note) use art terminology to describe my thinking, problem solving and justify my choices through meaningful annotation in my sketchpad show evidence visually of the influence of visual studies in my work through the AEDPs /media /techniques /theme or a combination

Activity Part 3



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Step 1: Review the learning intentions your group created earlier

Step 2: Co-construct success criteria linked to the learning intentions



15 minutes

Effective Planning

Learning Intentions

What students will learn

Focus on the learning

Linked to the intended learning

Written in student-friendly language

Linked to one or more learning outcomes in the specification

Need to be broad enough to include all abilities in a class



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Success Criteria

How you will know that they know

Linked to the learning intentions

Describe what success looks like

Co-created with the students

Scaffold learning

Basis for feedback, peer and self-assessment

Re-visited during the learning



Adapted from NCCA, Focus on Learning Booklet 1, p.22