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Leaving Certificate Art

Welcome Back
Session 2

Lunch in the

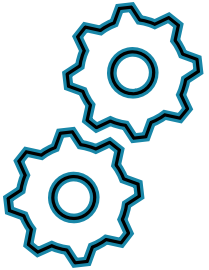
Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

During Session 2 we will:



Plan a Unit of Learning for the Practical Classroom



Examine the Visual Studies Framework



Explore the 6 Framework Elements

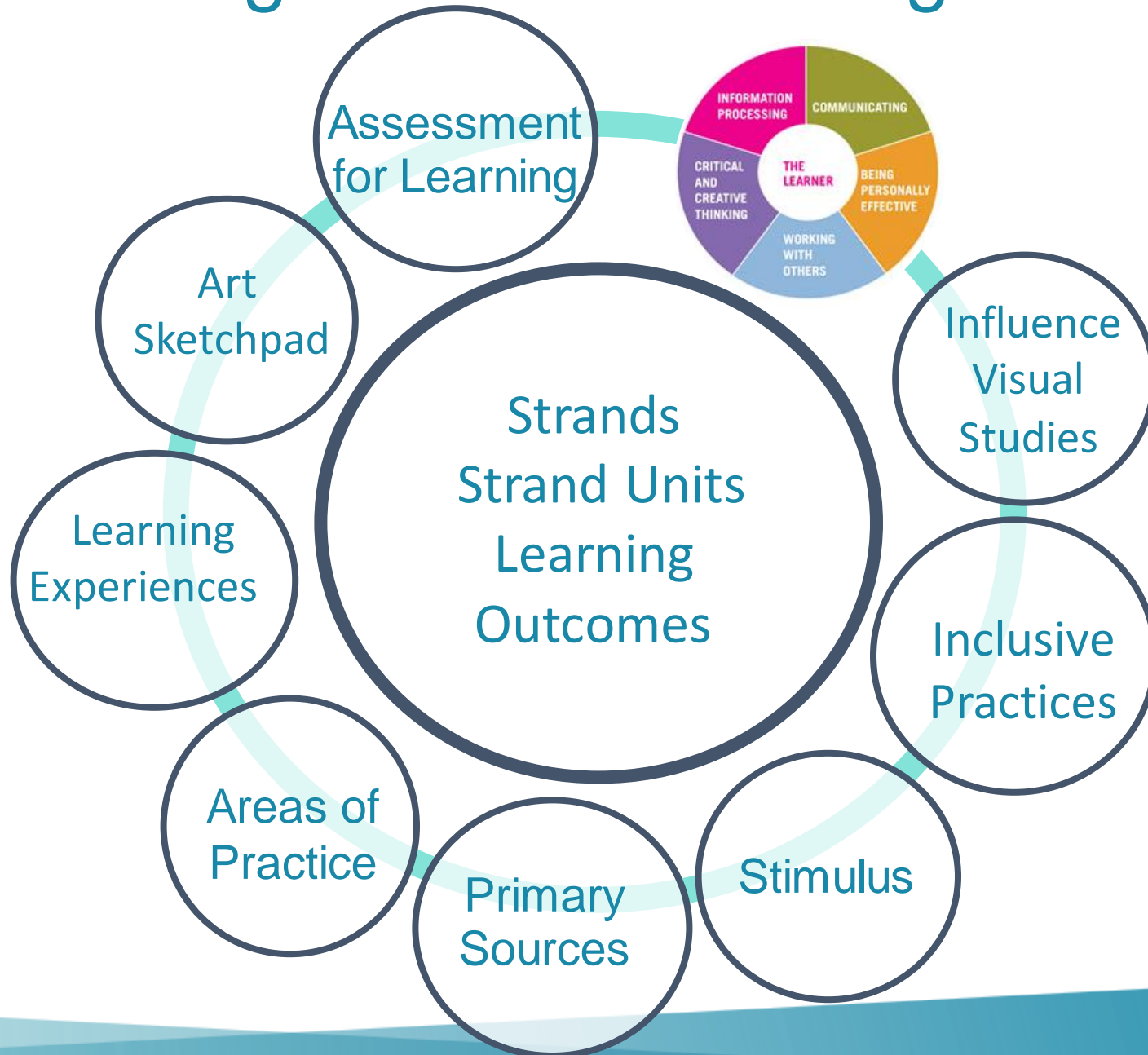


What do you consider when planning a unit of learning for the practical classroom?



Looking At Our Schools, 2022

*Teacher's design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of **the lesson or series of lessons** and use real-life, authentic situations, where appropriate. Lesson **design and delivery is flexible to allow for emerging learning opportunities and to provide elements of choice for students.***



What do you want students to learn?



INFORMATION COMMUNICATING

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

Areas of Practice

Primary Sources

Stimulus

Planning a Unit of Learning

Fictitious Class

School Background

Mixed Community School with Deis status

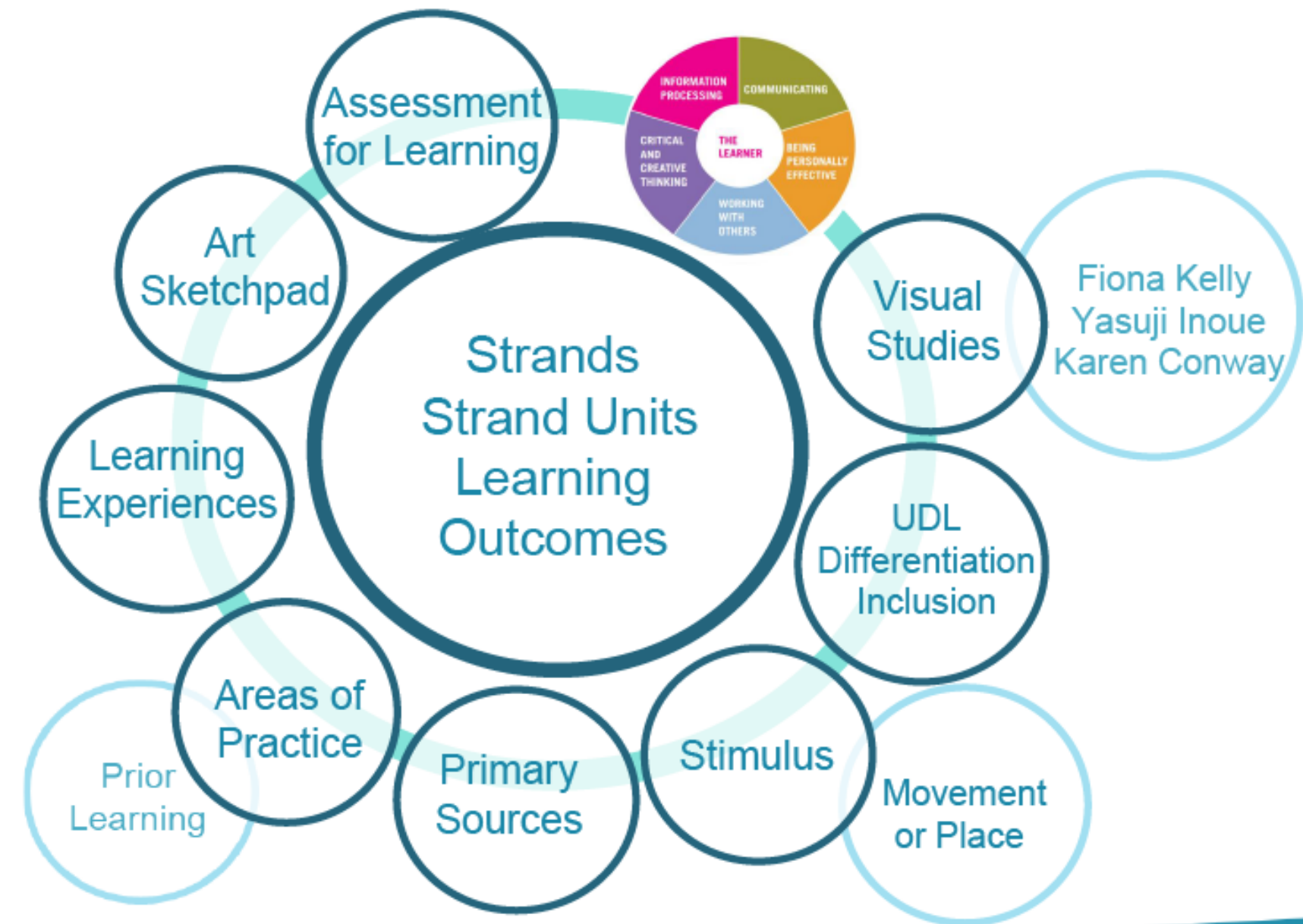
Mixed ability 5th year group of 22 students - from different cultural and social backgrounds. Most students had continued Art from junior cycle, 4 have taken Art for the first time at senior cycle. The students have a variety of interests (the school has a strong sports and music background)

This unit of learning will begin after Christmas and take 6/8 weeks to complete.

Planning a Unit of Learning

Fiction School Mixed Mixed backg first ti sports This u	Strand	Strand Unit Students learn about	Learning Outcome Students should be able to	r the rong
	Research	1.3 Experimenting and interpretation	experiment with ideas, media and techniques	
	Create	2.1 Making 2.3 Process	create realised work based on their research relate their research, processes and decisions that led to their realised work	
	Respon d	3.1 Analysis	recognise the artistic thinking and elements in their own work and that of others	

Planning a Unit of Learning



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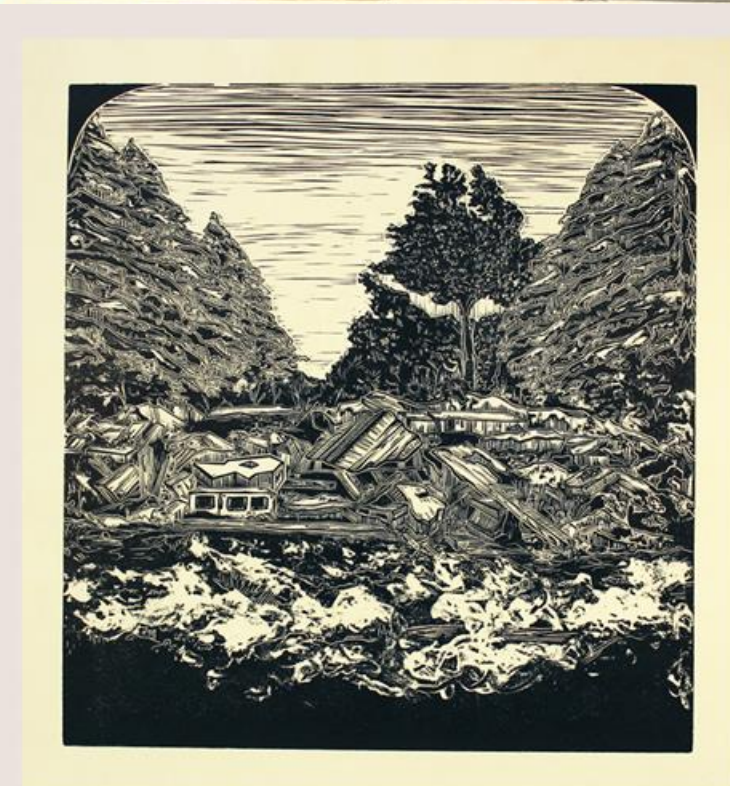
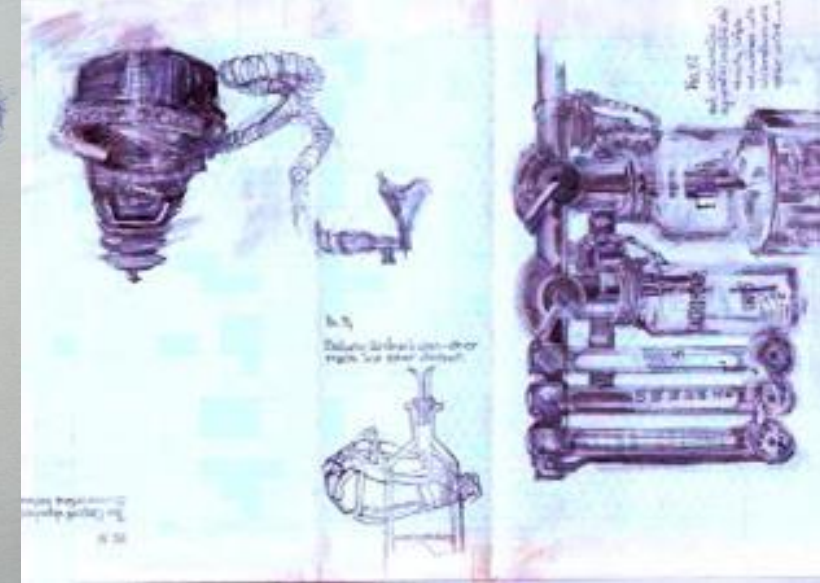
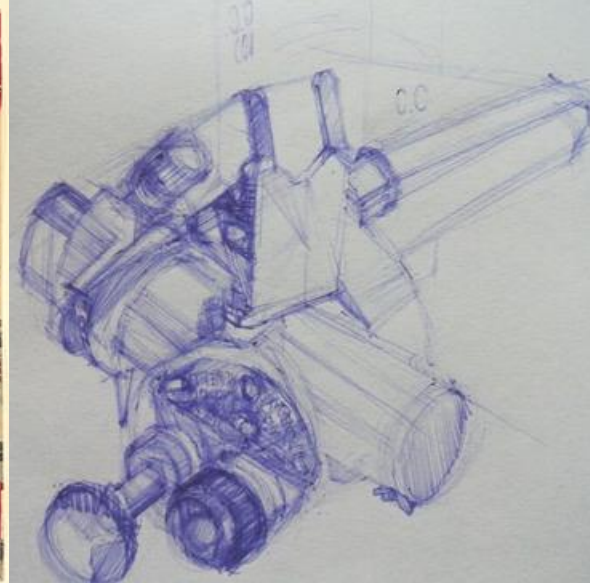
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their own work and that of others



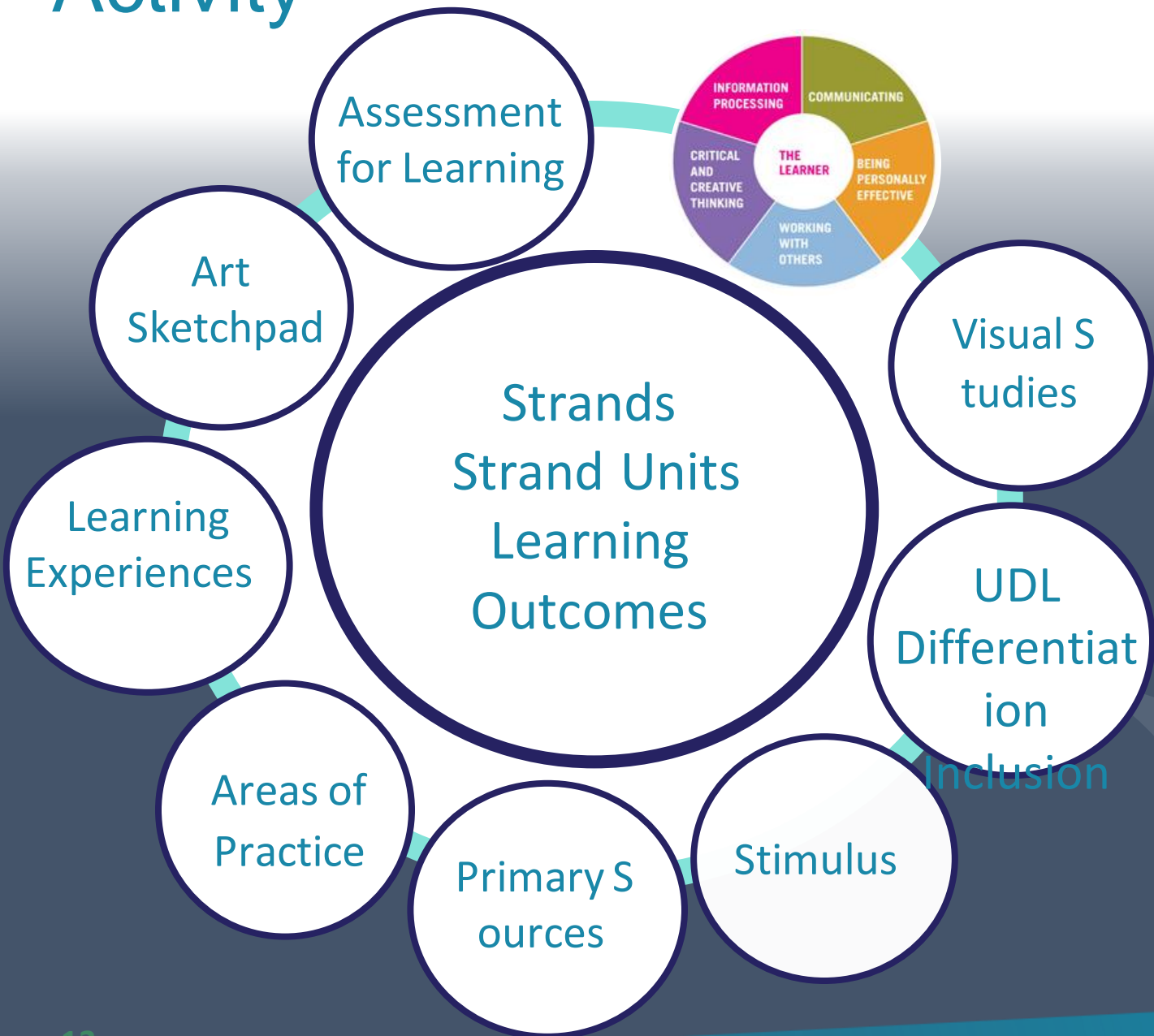
THE ABODE, UNUSABLE MONUMENT SERIES
 ETCHED LINO CUT, 71CM X 71CM
 2013



Bridge Opening, Yasuji Inoue 1864-1889, Sketchbook details, Karen Conway, The Abode, Unusable Monument Series, Fiona Kelly, The Bedroom, Vincent Van Gogh



As referenced in Advice for Students: Visual Studies. Teachers will assist students in selecting examples of art and artists. However, as student's progress in their studies and work, it is expected that this level of support around selecting artists and artworks will become more collaborative or that some of these decisions are taken solely by students.



What do you want the student to learn?

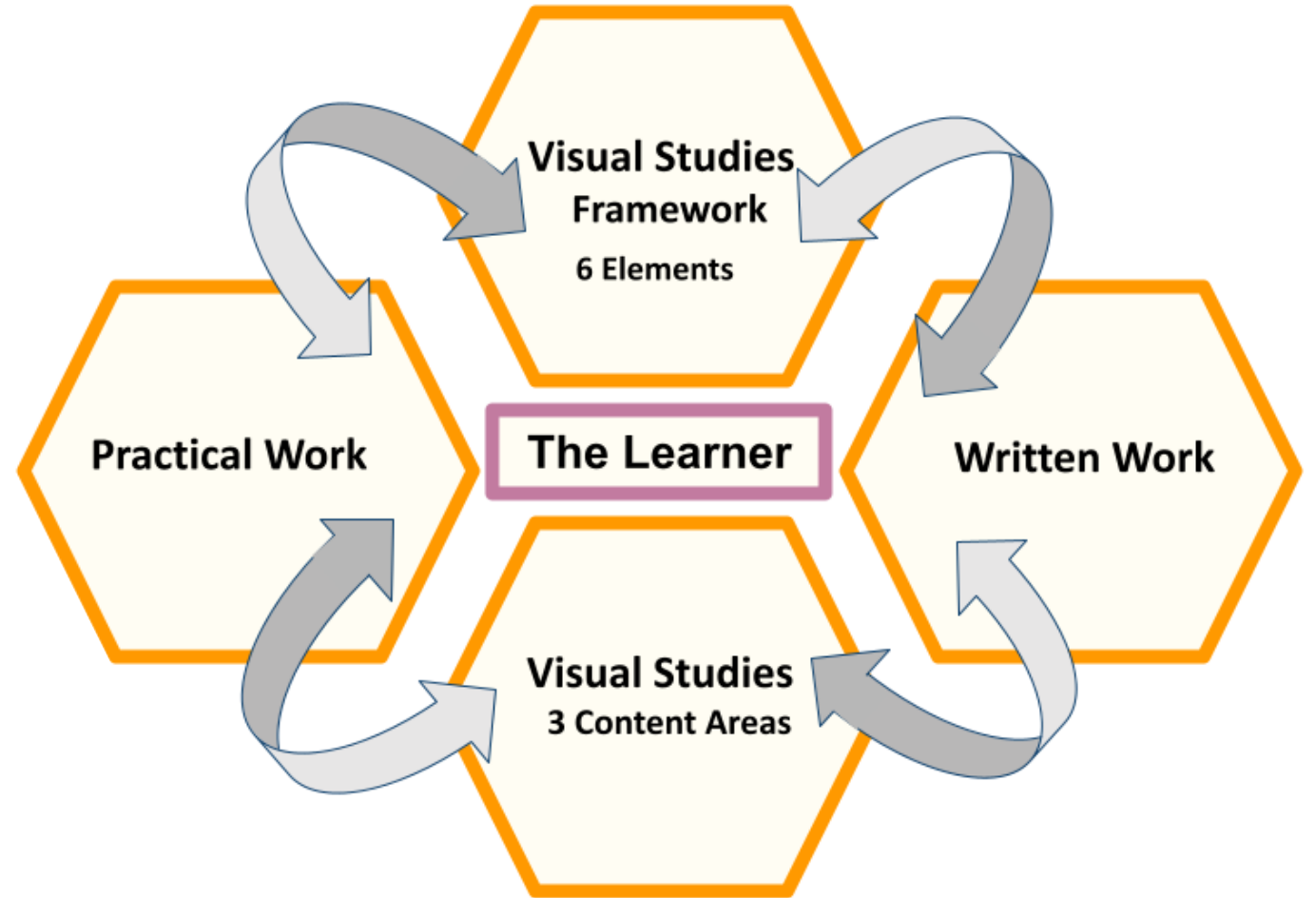
Leaving Certificate Art - Visual Studies



The study of the visual expressions of all aspects of culture, created by past, recent modern and contemporary societies, is called Visual Studies. By researching, creating and responding to work, students will learn to know and understand the work they make as well as works by other artists.

Leaving Certificate Art Specification, p. 13

Visual Studies Framework





A Closer Look: Visual Studies

Visual Studies Framework

- Before the period/movement
- The period/movement
- After the period/movement

6 Framework Elements

Context

Artists and Artworks

Analysis

Art Elements and Design Principles

Media and Areas of Practice

Innovation and Invention

Visual Studies Content Areas

1. Europe and the wider world
2. Ireland and its place in the wider world
3. Today's world

Visual Studies Content Areas and the Related Sections of Focus



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*It should also be noted that Content Area 3, Today's world, **should not be seen in isolation** and students need to be made aware that **links can be formed with Content Areas 1 and 2, Europe and the wider world and Ireland and its place in the wider world.***

Leaving Certificate Art Specification, p. 29

section of focus within Content Area 1 must be studied

students will study all sections of focus in Content Area 3

section of focus within Content Area 2 must be studied

The Framework Elements



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Visual Studies Framework

- Before the period/movement
- The period/movement
- After the period/movement

6 Framework Elements

Context

Artists and Artworks

Analysis

Art Elements and Design Principles

Media and Areas of Practice

Innovation and Invention

Description of the Visual Studies Framework Elements

Element	Description
Context	<p>This is information that reveals more about the circumstances surrounding a period, movement, artist, work, related works, artefact(s), setting, event, statement or idea, and which explains it in more detail.</p> <p>This should include, where relevant, the historical, political, social, economic and ideological contexts of the time. Students should consider how these inform their reading of an artwork and how contexts impact on the appreciation of artists and the value of their work. Students should also learn to identify, study and understand artworks in ways that speak to them.</p> <p>In understanding the context of the period/movement being studied, it is also important that students look at how patrons and agencies promote art and artists past and present. This will help students to understand how and why the work became popular, why artworks are valuable, why some are curated for exhibition and how this in turn affects how the work is viewed.</p> <p>Students should also study a range of other examples of works that represent the visual culture that existed around their chosen area(s) of study. For example, and this list is not exhaustive, architecture, landscape and urban/rural design, film, advertising, new media, UX design for websites or apps, fine art, craft, design, photography, fashion and more.</p>
Art Elements and Design Principles	<p>These are the building blocks of any work of art and their application to 2-D, 3-D or digital works can be analysed by considering their use either collectively or individually.</p> <p>Students should be able to discuss and explain an artist's use and understanding of the art elements and design principles in artworks they have created, such as the use and exploration of colour theory.</p>
Artists and Artworks	<p>These are 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.</p> <p>Students should study artists and artworks by viewing the actual work/ sites where they are located, where possible. Students need to understand the artist's reasons for creating their work; their upbringing, education, and other significant influences and events in their lives. For example, looking at artworks through different lenses such as identity, belief, worship or conflict, will help students to understand how the theme is perceived by the artist. They may also look at the impact of such work on the society of its time and the importance placed on the artwork in different times.</p>

*The term recognised, should be taken to mean acknowledged artists who fulfil a minimum of three of the following criteria, where they or their work: are widely known from the canon of Art History; have been the subject of an exhibition (solo/group); is deemed to be of cultural and artistic merit and included/published in public/corporate collections; has been purchased/commissioned/selected by a public/corporate body; is acknowledged to be of cultural and artistic merit by other professional artists/curators; are members of professional accredited bodies.

Leaving Certificate Art Specification page 24

Description of the Visual Studies Framework Elements

Element	Description
Analysis	<p>To analyse an artwork is to question it. The first question that could be asked is, "What is going on in this artwork?" In trying to answer this initial question the student will identify characteristics of the artwork based on criteria such as: meaning, topics, motifs, styles, materials and techniques used, colour, line, forms of presentation, etc. By identifying these characteristics, the students will observe and describe the artwork. They are gathering evidence to answer the further question of "What do I see that supports my observation/description?". The student should combine this evidence with other sources of information, supported through the elements of the Visual Studies Framework. This will enable the student to more fully interpret the artwork, make connections between the characteristics they have observed, including other information they have researched, and to arrive at conclusions. It is the combination and linking of all of this information that enables a student to more fully analyse an artwork, to see the connections between works by the same artist or from the same period/movement and to further observe how these might have influenced later artists.</p> <p>Students should be able to describe and discuss the work they are analysing using appropriate art terminology, including visual and critical language and be able to communicate and/or demonstrate their understanding of such terminology. Through analysing artworks, students may form personal opinions and it is just as important that they can use appropriate language and terminology to describe these too.</p>
Media and Areas of Practice	<p>Media are used within Areas of Practice as the means to interact, create, connect and communicate. An area of practice in art refers to a branch of knowledge or discreet method of working, for example, architecture, fashion design, film, graphic design, painting, printmaking (this list is not exhaustive).</p> <p>In learning how artists use various media in their processes, students can understand how to use media in their own work. They will also learn about the potential and limitations of media in terms of making and the impact that choice of media has on the reading of an artwork. They may look at artists who have pushed the boundaries of media and the impact created as a result. Students will also gain an understanding of the implications of available media at different times and periods and any associated potential and/or limitations.</p>
Innovation and Invention	<p>Looking at Visual Studies through the lens of innovation and invention will help students to understand how philosophical, scientific, mathematical, industrial and artistic discovery, innovation and inventions impact the world of art.</p> <p>Students should learn how the discovery of new materials, media and tools shape the development of art and how big ideas prompted changes and innovation in the world at large, as well as in the world of art.</p>

Leaving Certificate Art Specification, p. 24 - 25

The Framework Elements



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Context	<p>This is information that reveals more about the circumstances surrounding a period, movement, artist, work, related works, artefact/s, setting, event, statement or idea, and which explains it in more detail.</p> <p>This should include, where relevant, the historical, political, social, economic and ideological contexts of the time. Students should consider how these inform their reading of an artwork and how contexts impact on the appreciation of artists and the value of their work. Students should also learn to identify, study and understand artworks in ways that speak to them.</p> <p>In understanding the context of the period/movement being studied, it is also important that students look at how patrons and agencies promote art and artists past and present. This will help students to understand how and why the work became popular, why artworks are valuable, why some are curated for exhibition and how this in turn affects how the work is viewed.</p> <p>Students should also study a range of other examples of works that represent the visual culture that existed around their chosen area/s of study. For example, and this list is not exhaustive, architecture, landscape and urban/rural design, film, advertising, new media, UX design for websites or apps, fine art, craft, design, photography, fashion and more.</p>



Activity

Part 1: Each member at your table takes a framework element, consider the key learning that is occurring when engaging with this framework element

Part 2: Share the key learning with the wider group

Part 3: Create a variety of questions using the descriptive language of the framework elements with a section of focus in mind.

The image shows two copies of a document titled "Description of the Visual Studies Framework Elements". Each document contains a table with two columns: "Element" and "Description".

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