



Oide

V
S
U
A
L

L
I
T
E
R

Cultivating Visual Literacy

Through the Continuum of Post-Primary Art Education

Professional Learning Experiences

2023 - 2024

Session 2





Learning Intention for Session 2

Explore the application of critical and visual language in student practical work to support assessment, teaching and learning.



Art as universal language transcends words. It has no language barriers. It can be understood not only by art critics trained in deciphering the meaning of its symbols, but by any human being who cares enough to engage with the image.

Ibrahim. N (2016), Art as Universal Language: Beyond the Spoken and Written Language





Looking at Student Work | Part 1

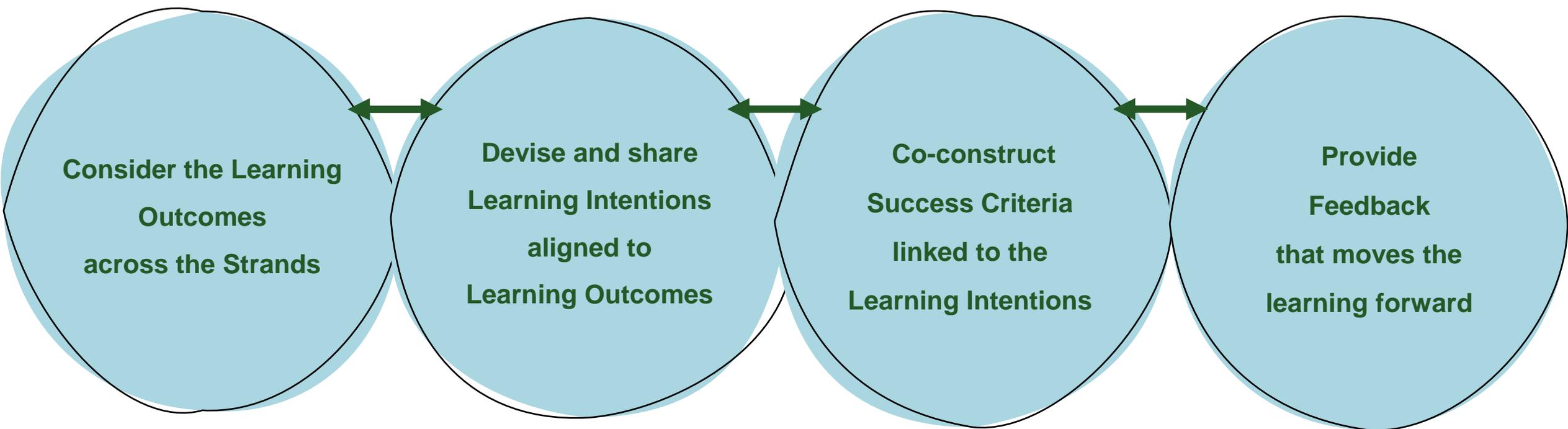
1. Look at the sample of student work assigned to your group.
2. How has the student demonstrated their understanding of critical and visual language?
3. Nominate one person to report back on the key points of your discussion.



10 minutes



Planning with Learning Outcomes





Looking at Student Work | Part 2

1. Look at the learning intentions associated with the sample of student work assigned to your group.
2. Based on the learning intentions and the student work, consider the learning outcomes or L2LP Priority Learning Unit (PLU) that may have been used to plan for this learning experience.
3. Nominate one person to report back on your discussion.



10 minutes



Junior Cycle Learning Outcomes

Level 3

1.2 respond to an artwork using critical and visual language

2.8 interpret the narrative, symbols and function used in craftwork from their own and other world cultures

3.11 examine their own and others' design work through the use of art elements and design principles

Level 2: PLU Communicating and literacy

Element: Using expressive arts to communicate

1.24. Produce a piece of work for display

Leaving Certificate Strand Units and selected Learning Outcomes

1.1 Looking: use critical and visual language to describe an artwork

1.4 Contextual Enquiries: explain how context and period influence artistic thinking

2.2 Contextual Enquiries: apply the art elements and design principles in creating and evaluating their work

2.2 Contextual Enquiries: translate their experience of visual studies into their practical work

3.5 Process: interpret sources of information



Effective Feedback

Effective feedback is provided when it is focused on the quality of student work, related to the agreed success criteria, identifies success and achievement, indicates suggestions for improvement, prompts student thinking and allows time for improvement to take place.

NCCA Focus on Learning: Formative Feedback, p. 9



Looking at Student Work | Part 3

1. Look at the student work and read the co-constructed success criteria assigned to your group.
2. As a group consider the following question:
 - Based on the co-constructed success criteria what feedback might support this student to move their learning forward?
3. Nominate one person to report back on the key points of your discussion.

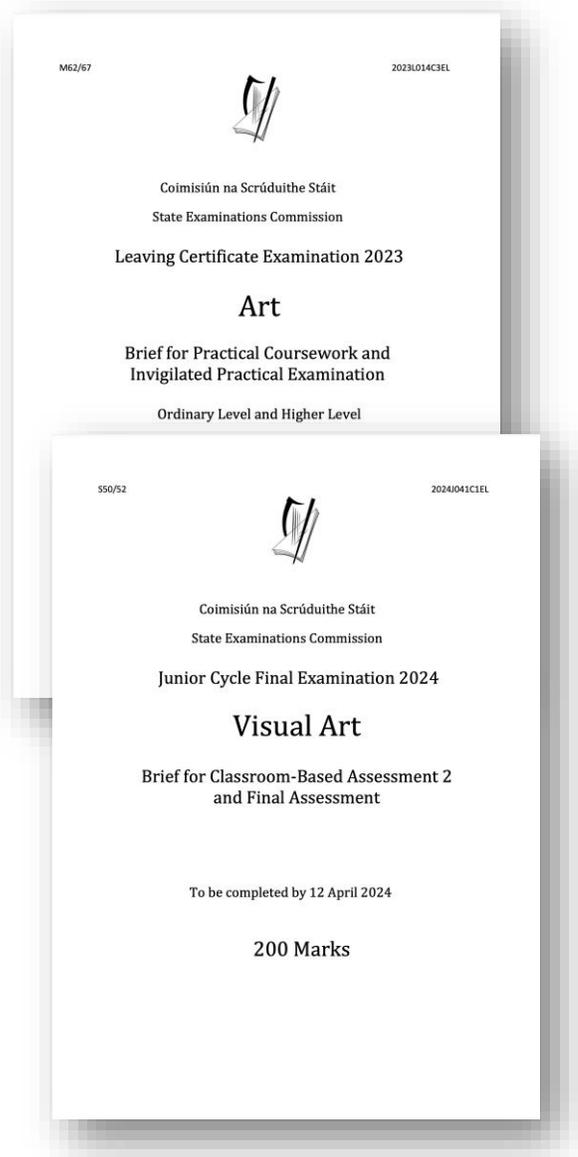


10 minutes



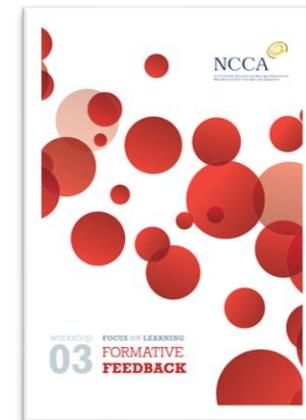
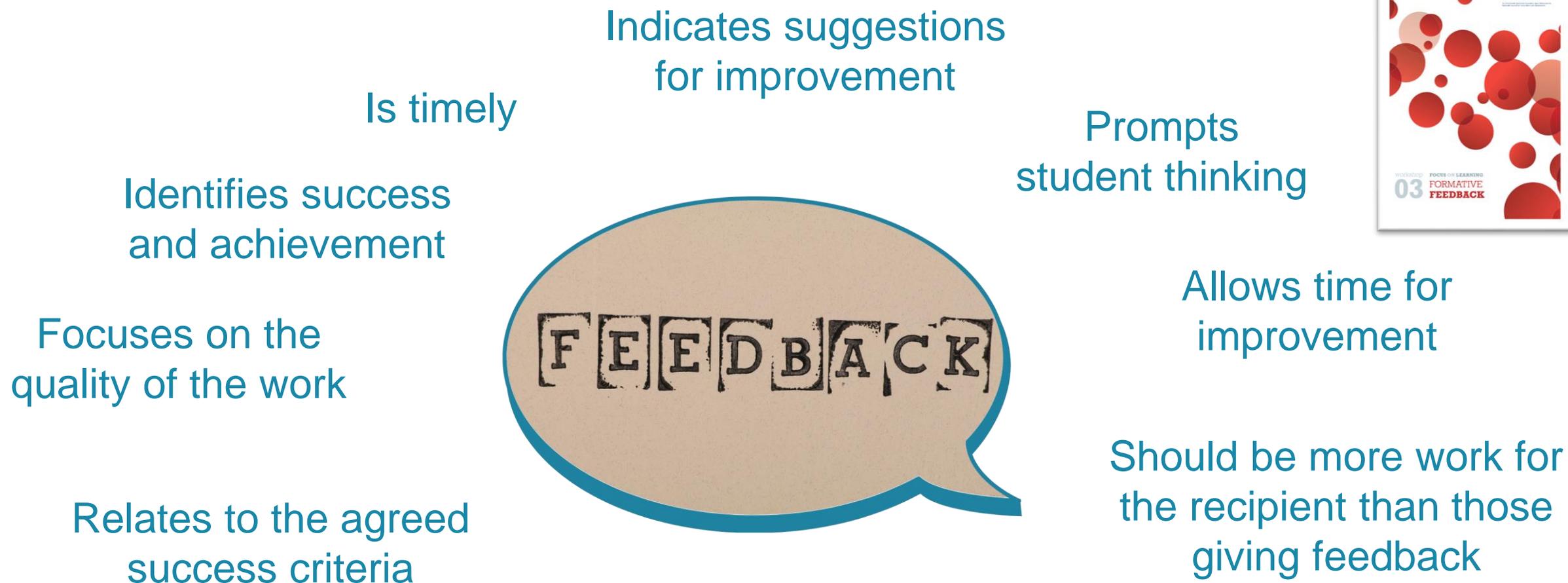
Your work should be mainly visual in nature.

Junior Cycle Brief for Classroom-Based Assessment 2 and Final Assessment, p.3
and
Leaving Certificate Brief for Practical Coursework and Invigilated Practical Examination, p. 5





Effective Feedback



Adapted from NCCA Focus on Learning: Formative Feedback

Effective Planning

Learning Intentions

What students will learn

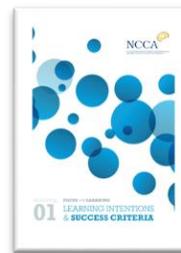
Focus on the learning

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



Oide

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

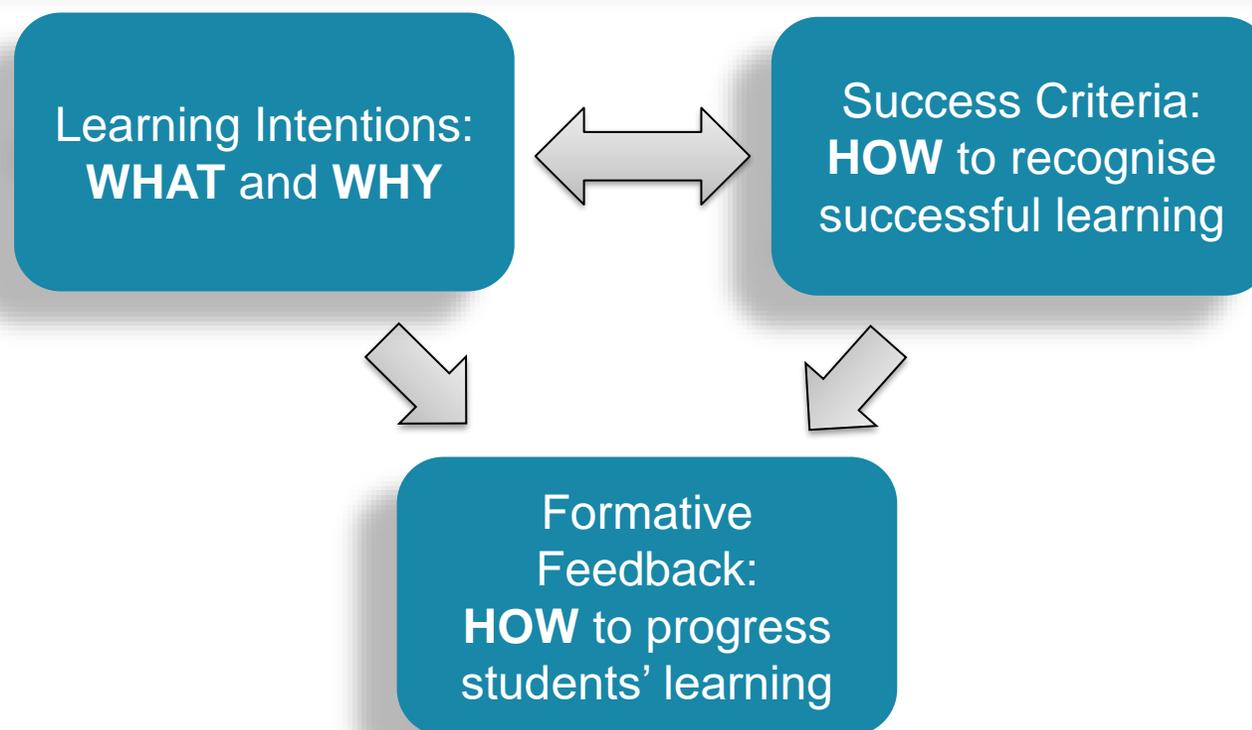
Adapted from NCCA, Focus on Learning Booklet 1, p.22



Why are Learning Intentions and Success Criteria Important?

If students are to take on more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it

NCCA, Focus On Learning Series (2015)





Silent Check-in



Planning with learning outcomes

Creating & sharing learning intentions

Co-constructing success criteria with my students

Providing formative feedback

Explicitly addressing the AEDP's

Embedding art terminology in class discussion

Encouraging students to be influenced by Visual Culture/Visual Studies



V
S
U
A
L

L
I
T
E
R

Cultivating Visual Literacy

Through the Continuum of Post-Primary Art Education

Professional Learning Experiences
2023 - 2024

End of session 2

