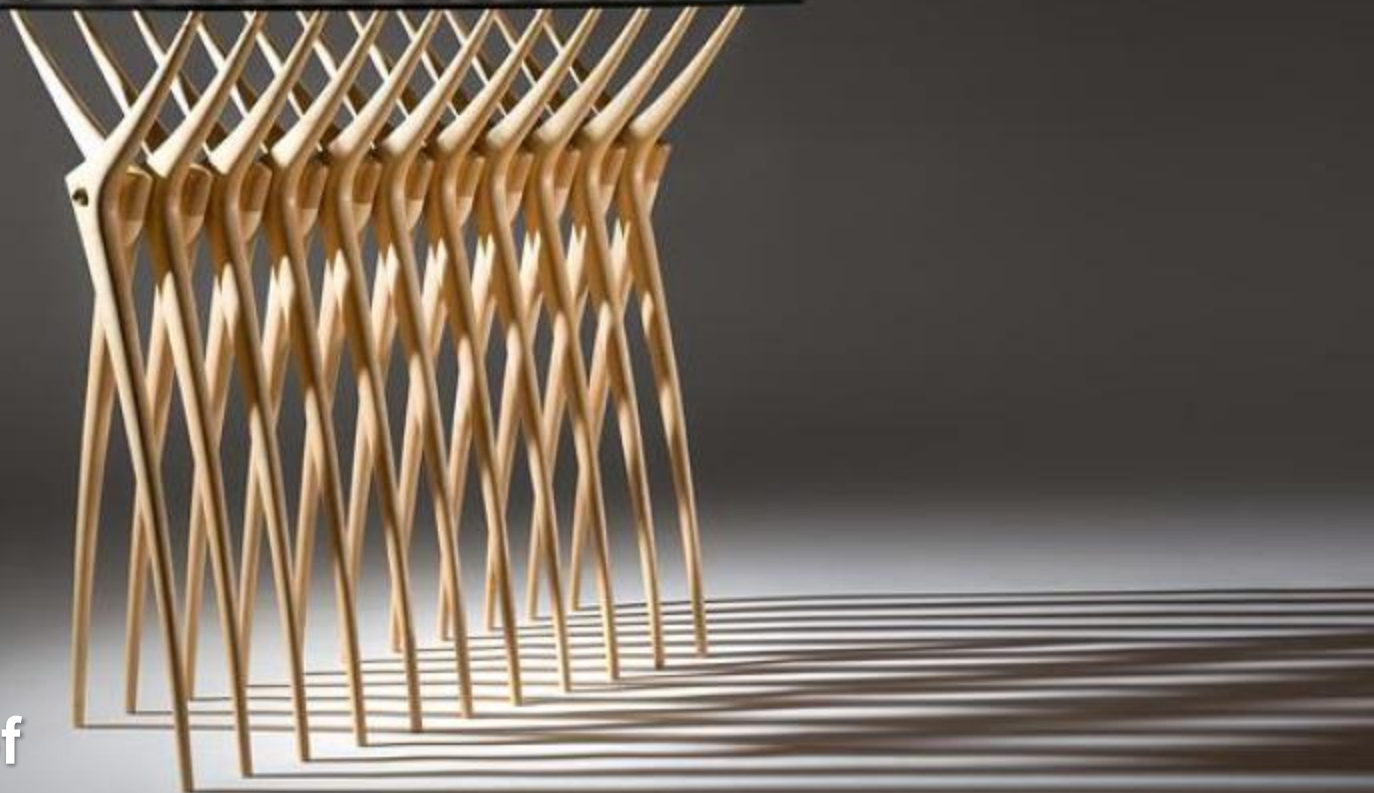


Leaving Certificate Art



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Amalgamation of
National Seminar Day 4 and 5

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



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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



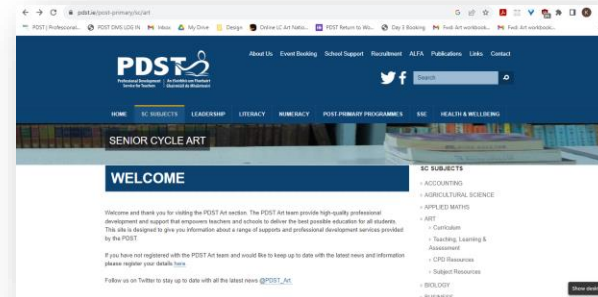
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www.oide.ie



www.jct.ie



www.pdst.ie

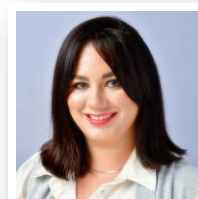
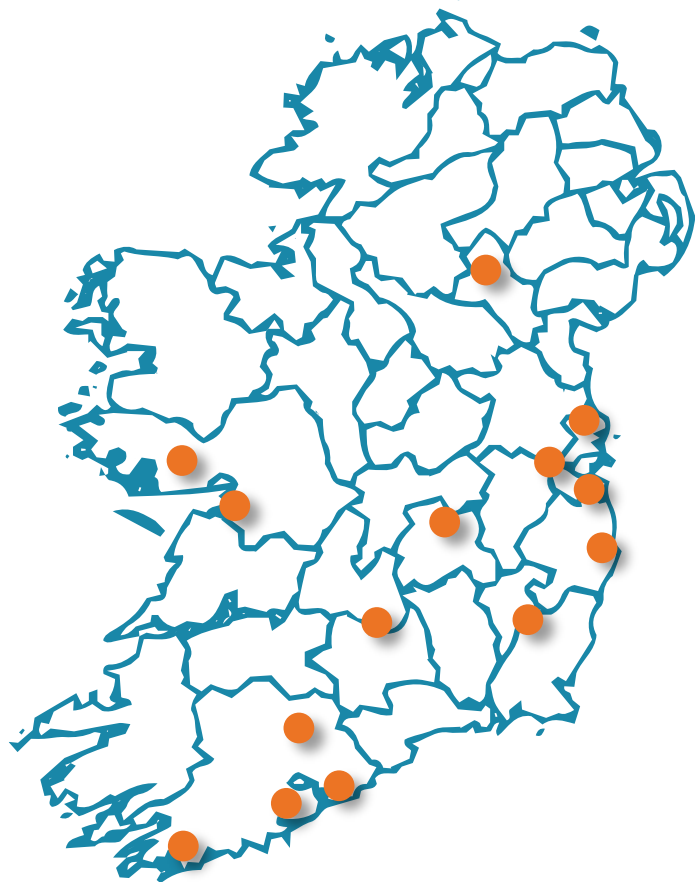
Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoil agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Meet the team



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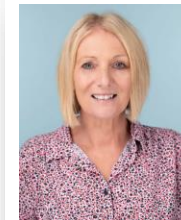
Gemma Tierney
Senior Leader



Stephanie Hodggers
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

Plan a unit of learning for the Visual Studies Content Areas

Examine the development of student critical and creative thinking

Explore student engagement and participation throughout the creative process

Leaving Certificate Art Session 1



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During this session we will...

Consider Learning Outcomes for Visual Studies

Content Areas

Plan a unit of learning for the Visual Studies

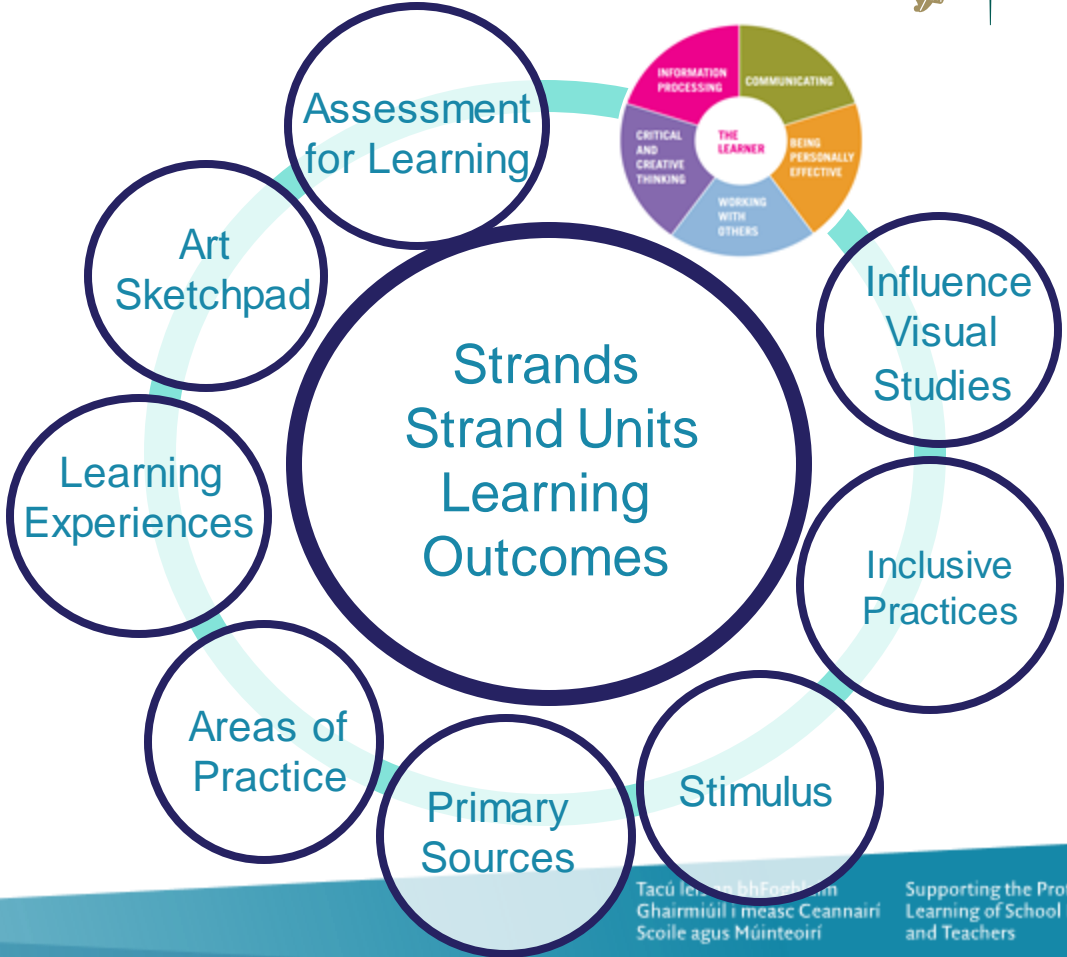
Content Areas

Planning for the Practical Classroom



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What do you want students to learn?



Looking At Our Schools



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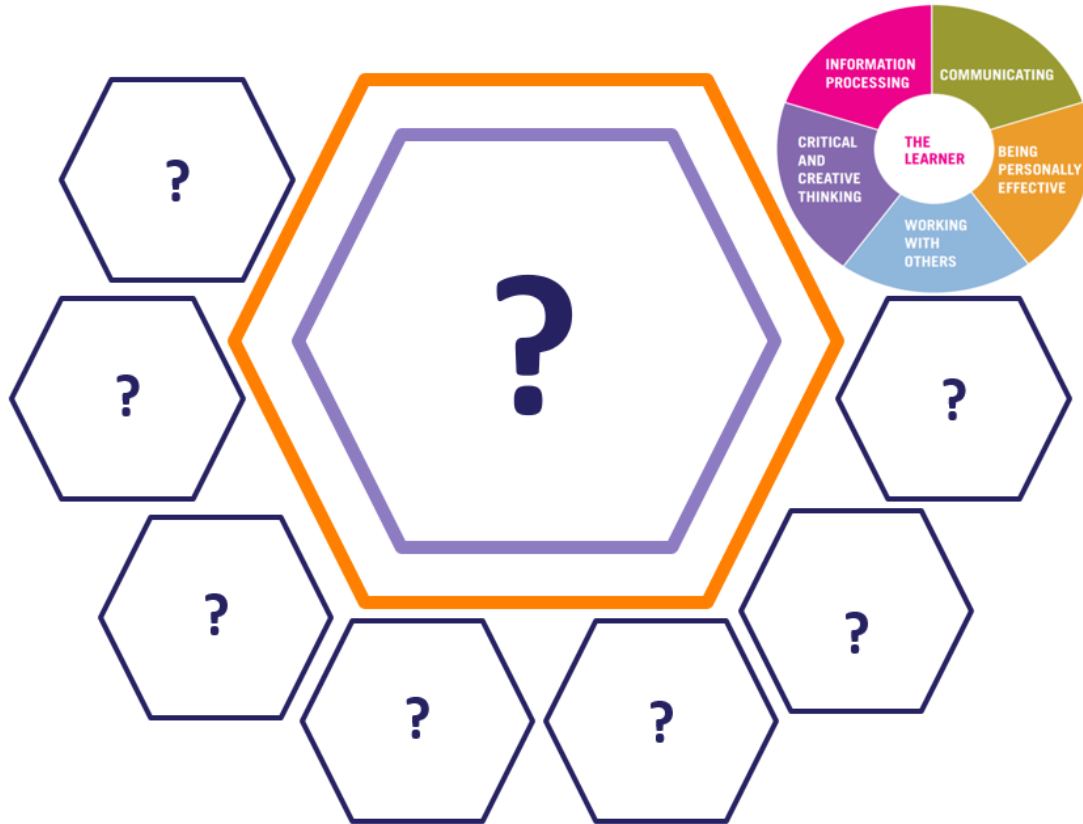
Teacher's design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of **the lesson or series of lessons** and use real-life, authentic situations, where appropriate. Lesson **design and delivery is flexible to allow for emerging learning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

Looking at Our Schools, p. 30

Planning for Visual Studies Content Areas



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What factors do we need to consider?



Planning for Visual Studies: Content Areas



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What do you want students to learn?

The 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 (historically, socially, politically, ethically, 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, 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
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

The Learning Outcomes



Learning Outcomes

Strand Units

Respond Strand		Research Strand		Create 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
<h2>Respond</h2>					
Strand Units Students learn about		Learning Outcomes Student should be able to			
3.3 Impact and Value		<ul style="list-style-type: none"> ● value their own work and the work of others ● argue the merits of a work using appropriate contextual information ● experience art through sensory and/or emotional responses 			

The Learning Outcomes



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Activity

1. Read through the Learning Outcomes
2. Select Learning Outcomes that could be used to plan for Visual Studies Content Areas
3. Tick the selected Learning Outcomes

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.

Research Strand	
Students Learn About	Students should be able to
1.1 Looking	<ul style="list-style-type: none">Analyse artworksRecognise an art style and identify relevant featuresUse critical and visual language to describe an artworkExperience the natural and built environment as a source of inspirationIdentify the sources that support the development of their work

Respond Strand	
Students Learn About	Students should be able to
3.1 Analyse	<ul style="list-style-type: none">Discuss elements from their Visual StudiesRecognise the artists' strategy and elements in their own work and that of othersQuestion established and new ideas and work
3.2 Contextual inquiries	<ul style="list-style-type: none">Relate their own work to relations to other artists within a particular context (historical, social, political, etc.)
3.3 Impact and value	<ul style="list-style-type: none">Value their own work and the work of othersArgue the merit of a work using appropriate contextual informationExperience all through sensory and/or visual responses
3.4 Critical and personal reflection	<ul style="list-style-type: none">Discuss the development of ideas drawn from conceptualisationPresent evidence of a sustained and varied investigation of a themeVisualise and verbalise investigation of a theme
3.5 Process	<ul style="list-style-type: none">Describe their method/areas of enquiryInterpret sources of informationRespond to a selection of drawings, studies and related workArticulate their selection of visual responsesArticulate an effective response for their choicesJustify their research processes, decision making and related work

The 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 one single strand.

Leaving certificate Art Specification, p. 12



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.

This unit of learning will begin after Christmas and take 3 weeks to complete.

Modelling a Unit of Learning



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Strand	Strand Unit Students learn about	Learning Outcome Students should be able to
Research	1.1 Looking	recognise an art style and identify relevant features use critical and visual language to describe an artwork
Create	2.4 Realisation/ Presenting	communicate the meaning and context of chosen work
Respond	3.1 Analysis 3.3 Impact and value	recognise the artistic thinking and elements in their own work and that of others argue the merits of a work using appropriate contextual information

Planning for Visual Studies Content Areas



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Visual Studies Content Areas and the Related Sections of Focus



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1. Europe & the wider world

- 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

3. Today's world

- Artists: Theory and thinking
- Artists: Processes and media
- Art as Social Commentary or Commentator
- Art and the Environment

2. Ireland & its place in the wider world

- Pre-Christian (c. 4,000 BCE – 500 CE)
- Insular (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

For the written component, **all** section of focus, in Content Area 3 must be studied.

Planning a Unit of Learning



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Activity

1. Select and agree on a fictitious class
2. Consider what do you want the students to learn?
3. Select and agree on Learning Outcomes?
4. Identify a Content Area and Section of Focus
5. Plan and record the Unit of Learning
6. Nominate a speaker to feedback

