



# Leaving Certificate Art

## Welcome Back Session 2



# During this session we will...



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Examine the development of student critical and creative thinking through effective questioning

Explore questioning for assessment

Investigate strategies for analysing artworks/ artefacts to support engagement with Visual Studies

# Assessment for Learning



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What does Assessment look like in your classroom?

How do you plan for it?

What forms does it take?



# Assessment for Learning



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Assessment is about building a picture over time of a student's learning progress across the curriculum. It is the process of gathering, recording, interpreting, using and reporting information about a student's progress and achievement in developing knowledge, skills and attitudes. *(NCCA, 2008)*

## Formative Assessment - Assessment for Learning

The teacher uses evidence on an ongoing basis to inform teaching and learning.

## Summative Assessment - Assessment of Learning

The teacher uses information from summative assessment for reporting, particularly to parents and other teachers.

*Adapted from Siobhan Leahy & Dylan William*

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Assessment for Learning



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Assessment is about building on what students know and can do, monitoring progress across the curriculum, interpreting, using and acting on the information to achieve achievement in desired outcomes.

Learning Intentions  
& Success Criteria

Effective use of  
Questioning

Assessment for Learning involves planning, gathering, recording, reflecting on and acting on evidence of student's progress and achievement. (NCCA, 2008)

Formative Assessment  
The teacher uses information to improve teaching and learning.

Peer  
Assessment  
& Evaluation

Formative  
Assessment  
Strategies

Effective  
Feedback

Assessment for Learning involves planning, gathering, recording, reflecting on and acting on evidence of student's progress and achievement. (NCCA, 2008)

Summative Assessment  
The teacher uses information to report on student's achievement, particularly to parents and other stakeholders.

Self Assessment  
& Evaluation

Assessment for reporting,

Adapted from Siobhan Leahy & Dylan Wiliam

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Scoil agus Múinteoirí

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# Effective Questioning

- interest, challenge or engage
- assess prior knowledge and understanding
- mobilise existing understanding to create new understanding
- focus thinking on key concepts
- extend and deepen learners' thinking
- promote learners' thinking about the way they learn

*Focus on Learning Effective Questioning NCCA, p. 6*



# Effective Questioning



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What can be used to help create more effective questions to support learning in the classroom?

Who is asking the questions?



## Appendix

Glossary of action verbs	
Verb	Description
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Annotate	add brief notes of explanation to a diagram or graph
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appraise	evaluate, judge or consider text or a piece of work
Appreciate	recognise the meaning of, have a practical understanding of
Assess	estimate the value or importance or quality of
Argue	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
Articulate	clearly and fluently express an idea or feeling
Calculate	obtain a numerical answer showing the relevant stages in the working
Capture	represent or record in a lasting format
Classify	group things based on common characteristics
Collate	bringing together related information for critical comparison, research or use in creating a collection of work or ideas
Comment	give an opinion based on a given statement or result of a calculation
Communicate	use visual gestural, verbal or other signs to share meaning or exchange information. Interaction between sender and recipient; both work together to understand
Compare	give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout

<b>1</b> <b>Knowledge</b> Identification and recall of information	define fill in the blank list identify Who _____? What _____? Where _____? When _____?	label locate match memorise	name recall spell name _____? Describe _____? What is _____?	state tell underline state _____? tell _____?
<b>2</b> <b>Comprehension</b> Organisation and selection of facts and ideas	convert describe explain Re-tell _____ in your own words. What is the main idea of _____?	interpret paraphrase put in order	restate recall in your own words rewrite What differences exist between _____? Can you write a brief outline?	summarize trace translate summarize _____? trace _____? translate _____?
<b>3</b> <b>Application</b> Use of facts rules and principles	apply compute conclude construct How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?	demonstrate determine draw find out	give an example illustrate make operate Do you know of another instance where _____? Could this have happened in _____?	show solve state a rule or principle use show _____? solve _____? state a rule or principle _____? use _____?
<b>4</b> <b>Analysis</b> Separating a whole into component parts	analyse categorise classify compare What are the parts or features of _____? Classify _____ according to _____? Outline/diagram/web/map _____	contrast debate deduct determine the factors	diagram differentiate dissect distinguish How does _____ compare/contrast with _____? What evidence can you present for _____?	examine infer specify examine _____? infer _____? specify _____?
<b>5</b> <b>Synthesis</b> Combining ideas to form a new whole	change combine compose construct create design What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganise What solutions would you suggest for _____? What might happen if you _____? What is combined _____ with _____?	revise suggest suppose visualize write revise _____? suggest _____? suppose _____? visualize _____? write _____?
<b>6</b> <b>evaluation</b> Developing opinions, judgements, or decisions	appraise choose compare conclude Do you agree that _____? Explain _____? What do you think about _____? What is most important?	decide defend evaluate give your opinion	judge justify prioritize rank Prioritise _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	rate select support value rate _____? select _____? support _____? value _____?

Lower Order to Higher Order Thinking Skills

adapted from Focus on Learning Effective Questioning NCCA, P. 31- 35 Leavijng Certificate Art Specification

# Visual Studies Framework Elements



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Element	Description
<b>Context</b>	<p>This is information that reveals more about the <b>circumstances surrounding a period</b>, 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 <b>historical, political, social, economic and ideological</b> 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 <b>patrons and agencies promote art</b> 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 <b>curated for exhibition</b> 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 <b>visual culture that existed</b> 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, <b>photography</b>, fashion and more.</p>



# Section of Focus Today's World

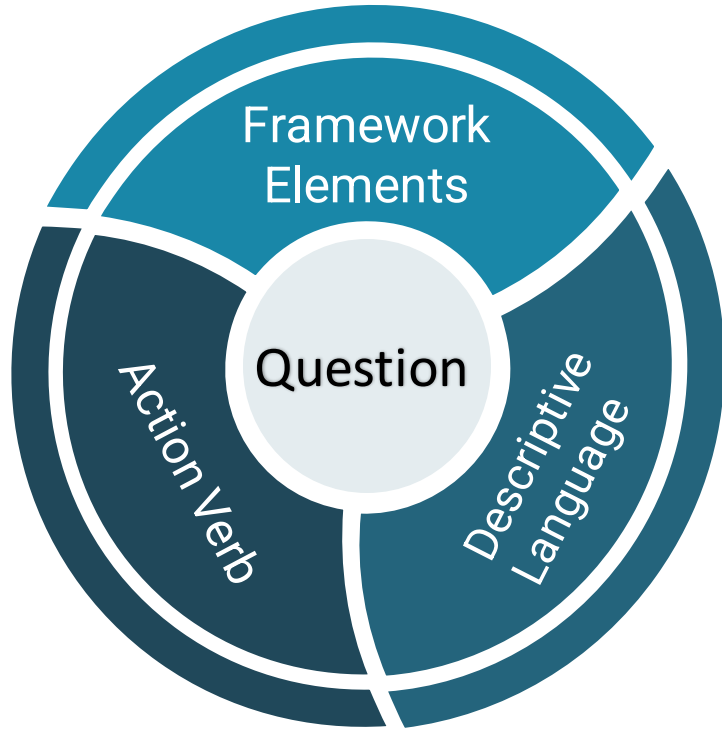


Section of Focus	Description
<b>Art and the environment</b>	<p>This section of focus recognises the importance of the environment to artists and how it can be a primary source for inspiration and use as a medium in its own right. It also acknowledges that students are surrounded by their own local environment, which can be a source of inspiration. Art and the environment includes a range of artistic practices encompassing both historical depictions and traditional approaches to nature in art. More recent developments have seen environmental artwork that addresses social and political issues, which can include the use of the environment itself as the medium and/or the message. How an artist uses or responds to an environment reflects how they are often sensitive to questions such as the preservation of built heritage, cultural lives of people in the community, ecology and nature, etc. and recognise its importance to themes of identity.</p> <p>Using the Visual Studies Framework, the environment can be explored as a resource which sees artists often elaborate on the unique characteristics peculiar to that environment and enhance or comment on it in some way. Architecture, Land Art and the landscape itself, Street Art, Public Art, Environmental Design, urban/rural design, issues and ideas around Education for Sustainable Development, Consumer/Product Design, Interior Design, and even Online Environments are among many of the rich sources for visual research and study in this section of focus.</p>

# Effective Questioning



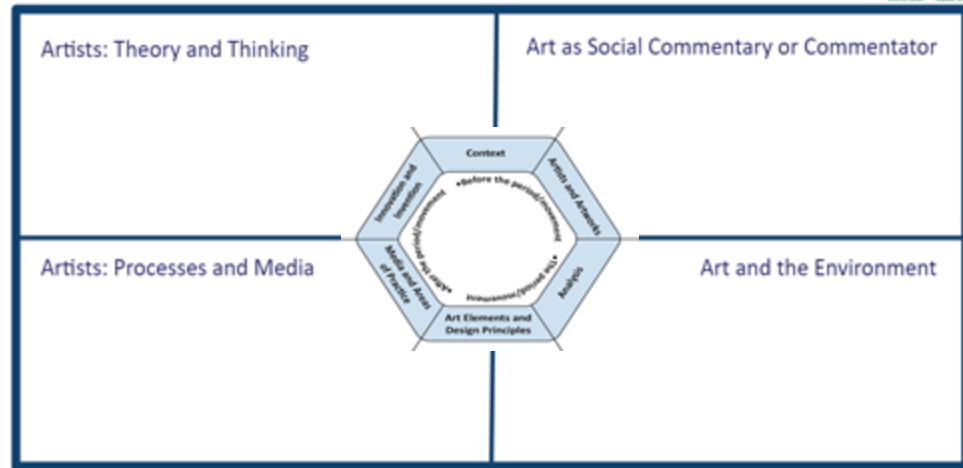
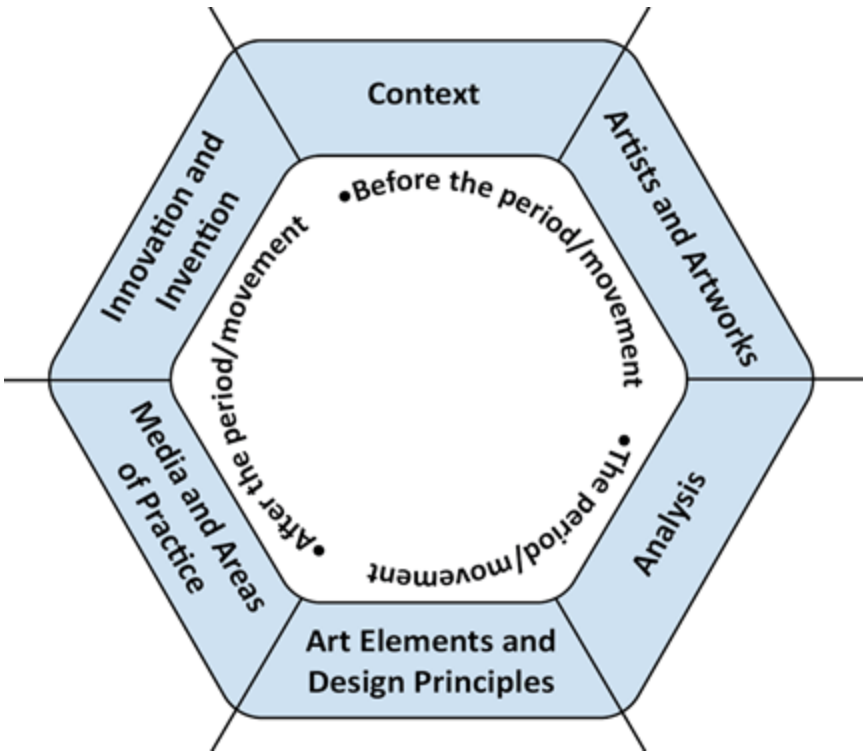
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## Activity

1. Create a range and balance of questions types for your assigned Content Area using the information gained in the previous activities.
2. Record your work on the A2 paper provided

# Graphic Organisers



Students should refer to the Visual Studies Framework Elements (Context, Artists and Artworks, Analysis, Art Elements and Design Principles, Media and Areas of Practice, and Innovation and Invention) when studying Content Area 3. *Leaving Certificate Art Specification, p. 29*



# Analysing an Artwork/Artefact

What approaches are you currently using in the art classroom when analysing an artwork/artefact?

What are the benefits and challenges of using these approaches?



# Critical and Creative Thinking



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Visual Art

AN tScoil Bunscolaíochta  
JuniorCYCLE  
for Teachers

### Visual Thinking Strategies (VTS)

Visual Thinking Strategies (VTS) is an explicit approach to looking at artwork, co-developed by Harvard Cognitive Psychologist Abigail Housen and former Director of Education at MOMA Philip Yenawine. This teaching methodology is initiated by facilitated discussions of imagery and provides and supports learners to think deeply. It is highly effective when learners are provided with multiple opportunities to practice and hone their looking skills. There is evidence that VTS supports oral and written language literacy, visual literacy and nurtures collaborative relationships among peers.

Through VTS' rigorous group 'problem-solving' process, learners cultivate a willingness and an ability to present their own ideas, look deeply, inquire openly, actively listen, reason in evidence, suspend judgment, hold multiple perspectives, and integrate mistakes. When facilitators practice how to neutrally facilitate rather than direct the conversation they create a learning environment that supports yet challenges the group as they take responsibility for interpreting an artwork's ambiguity and layered meanings.

Silent Looking	Three Questions	Facilitator	Thank You
Peer Group Select image appropriate to age and stage of the group	What's going on in this picture? What do you see that makes you say...? What more can you/we find?	Actively listens Explicitly points to the area being discussed Paraphrase Remains neutral Links to previous comments or concepts	Conclude by appreciating a skill participants demonstrated in the discussion

Useful References  
<http://www.oide.org/060607>  
<http://www.dbbicycleteachers.ie/supporting-communities/programmes-for-children-young-people/visual-thinking-strategies>  
<http://www.gemson.com/visualthinking/>  
<http://www.yenawine.com/Education-4-12-Education-articles/Visual-Thinking-Strategies/18465-2.html>

#vtsvisualart www.oide.org @oide

Element	Description
<b>Analysis</b>	To analyse artwork is to question it. The first question that could be asked is, <b>“What is going on in this artwork?”</b> 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 <b>“What do I see that supports my observation/description?”</b> . The student should combine this evidence with other sources of information, supported through the elements of the Visual Studies Framework...

Adapted from the work of Lucas, Claxton and Spencer 2013

# Critical and Creative Thinking



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*Adapted from the work of Lucas, Claxton and Spencer 2013*

# Supporting Thinking Routines



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Usable Knowledge  
Relevant research for today's educators

HARVARD  
GRADUATE SCHOOL OF EDUCATION



CORE THINKING ROUTINES

POSSIBILITIES & ANALOGIES

PERSPECTIVES, CONTROVERSIES & DILEMMAS

OBJECTS & SYSTEMS

PERSPECTIVE TAKING

WITH ART OR OBJECTS

DIGGING DEEPER INTO IDEAS

SYNTHESIZING & EXPLORING IDEAS

INTRODUCING & EXPLORING IDEAS

PZ'S  
**THINKING  
ROUTINES**  
TOOL

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
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# Analysing an Artwork/Artefact

## Activity

1. In your group select an artwork/ artefact to analyse
2. Read through the assigned thinking routine instructions
3. Use the thinking routine to analyse and discuss the selected artwork/artefact
4. Record your thoughts and observations on the A2 flip chart paper
5. Nominate a speaker to report back to the group



# Analysing an Artwork/ Artefact Feedback



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# Analysing an Artwork/ Artefact Feedback



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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*

