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Leaving Certificate Art

Welcome Back
Session 3

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Supporting the Professional
Learning of School Leaders
and Teachers



During this session we will...

Develop questions for the Art classroom

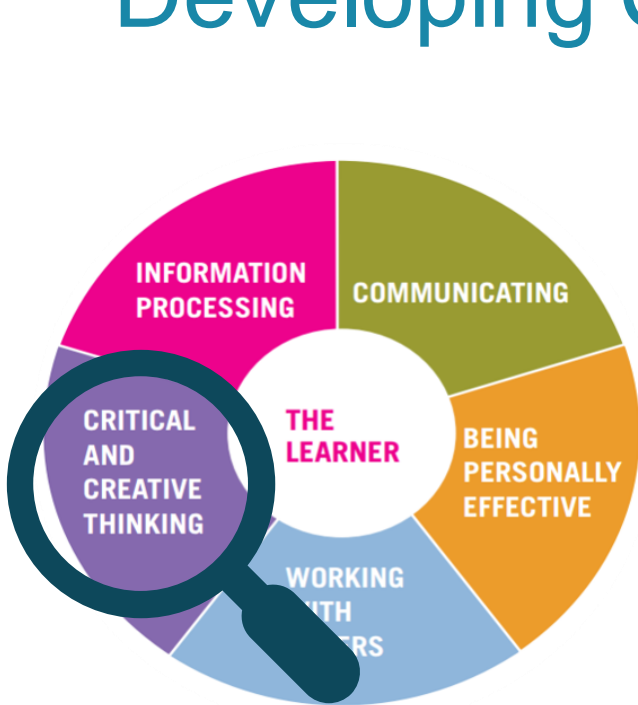
Explore how student engagement and participation can be enhanced

Consider opportunities to expand and combine Areas of Practice

Developing Creativity



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Senior Cycle Key Skills Framework, NCCA, 2017



Creative Habits of Mind, Lucas, Claxton and spencer 2013



Adapted for Focus on Learning Series Formative Assessment Strategies

Effective Questioning



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- 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



Activity

1. Work collaboratively
2. Consider the action verbs and the question stems
3. Discuss the assigned focus area
4. Create a range of questions for the assigned focus area
5. Record questions on A2 paper
6. Nominate a speaker to feedback

1 Knowledge <small>Identification and recall of information</small>	define fill in the blank list identify	label locate match memorise	name recall spell	state tell underline
2 Comprehension <small>Organisation and selection of facts and ideas</small>	convert describe explain	interpret paraphrase put in order	relate write in your own words rewrite	summarise trace translate
3 Application <small>Use of facts rules and principles</small>	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
4 Analysis <small>Separating a whole into component parts</small>	analyse categorise classify compare	contrast debate deduct determine the factors	diagram differentiate infer isolate specify	examine infer specify
5 Synthesis <small>Combining ideas to form a new whole</small>	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganise	revise suggest suppose visualise write
6 Evaluation <small>Developing opinions, judgments, or decisions</small>	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritise rank	rate select support value

Lower Order to Higher Order Thinking Skills

adapted from Focus on Learning Effective Questioning NCCA



Creative process

As learners develop their own work they will also be given the opportunity to respond to it as it progresses. This will provide them with the opportunity to understand what works and help them to gain confidence in changing direction if required. During reflection on the creative process, learners can examine their developing work and decide whether to fully realise it or if further research may be necessary.

Adapted from Leaving Certificate Art Specification, p.17

Learning Outcomes



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Research Strand: Strand unit 1.4 Contextual enquiries: **explain** how context and period influence artistic thinking

Create Strand: Strand unit 2.4 Realisation/Presenting: **communicate** the meaning and context of chosen work

Respond Strand: Strand unit 3.5 Process: **respond** to a selection of drawings, studies and realised work

Student Participation



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Why are opportunities for student participation provided in our schools?

What are the benefits and the challenges for the students and for the teachers?



Senior Cycle Key Skills Framework, (NCCA, 2017)



Wellbeing Guidelines, (NCCA, 2021)

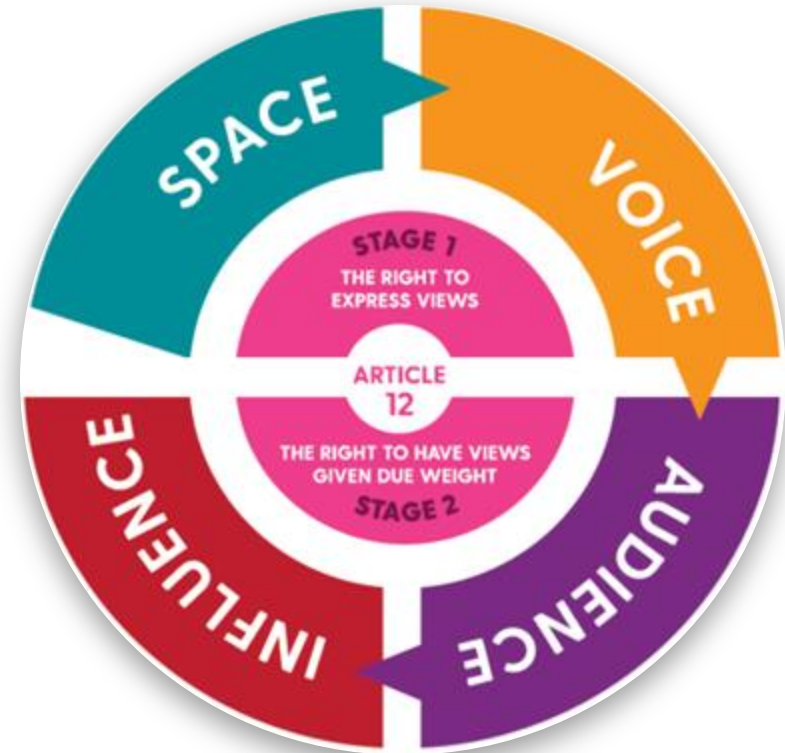




Student Participation

Student participation is actively promoted and facilitated.

Looking at our Schools 2022, p.14



Lundy Model of Participation, 2007

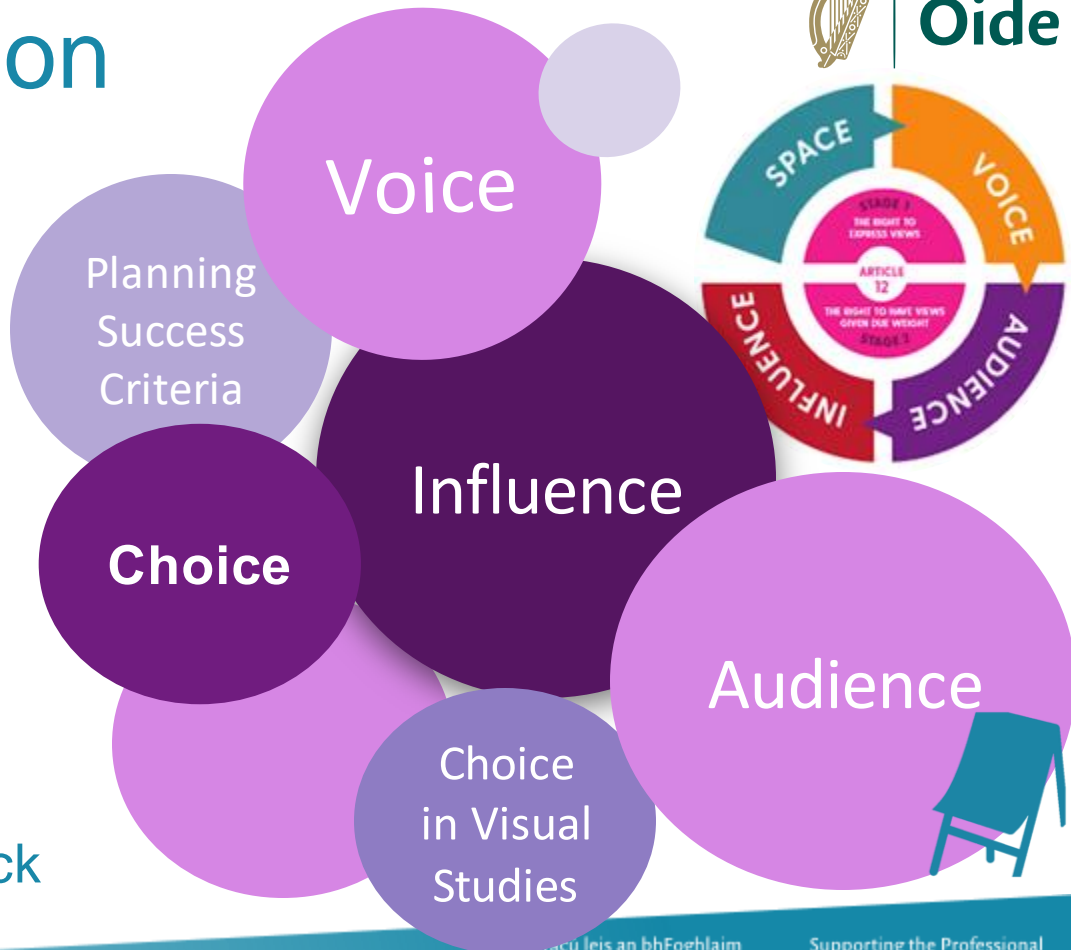
Student Participation



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Activity

1. Reflect on the 4 aspects of student participation
2. Discuss opportunities for student participation
3. Record key points on the A2 paper
4. Nominate a speak to feedback



Art a Powerful Communicator



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As students engage in the creative process, they should learn how to clearly articulate the ideas and the process behind their work to take responsibility for and be able to justify their artistic choices.

Artistic Voice



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What ? How? Why?

Dreamsphere Aoife Dunne

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Respond Strand: Strand Unit 3.5 Process > **justify** their research, processes, decision making and realised work

Research Strand: Strand Unit 1.5 Process > **articulate** and annotate their research process and decision making

Create Strand: Strand Unit 2.3 Process > **relate** their research, processes and decisions that led to their realised work



What ?

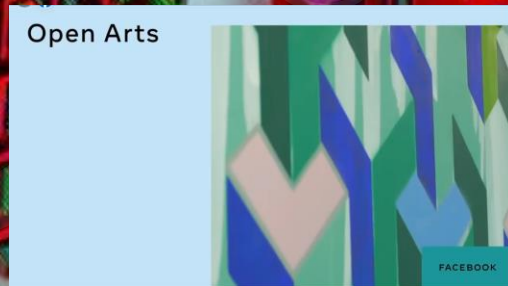
How?

Why?

Expanding Areas of Practice



Areas of Practice
tinyurl.com/mt268kwa





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Resources

pdst.ie/post-primary/sc/art

Padlet Day 5

tinyurl.com/muf2h3j2

Thank you

