

Area of Experience: Art

Art

At Junior Certificate level the student can:

- | | |
|--|--|
| 1 Drawing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Use a range of drawing techniques to record and communicate information visually | |
| 2 Painting | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Apply the knowledge and skills necessary to plan and complete a painting | |
| 3 Printmaking | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Apply the knowledge and skills necessary to plan and complete an edition of prints | |
| 4 Graphic Design | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Apply the knowledge and skills necessary to plan and complete a graphic design | |
| 5 Three-Dimensional Work | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Apply the knowledge and skills necessary to plan and complete a work in three dimensions | |
| 6 Visit to Museum/Gallery/Art Centre | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Apply the knowledge and skills necessary to plan, prepare and carry out a visit to a museum, gallery or art centre | |

Work begun | Work in progress | Work completed

Drawing

Art

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Use a range of drawing techniques to record and communicate information visually

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Handle and use drawing implements correctly | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Be familiar with the important words related to drawing materials and techniques | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Produce 2D drawings using various drawing materials | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Make appropriate use of drawings to plan work and record progress for a 3D project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Make a simple scale drawing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Produce presentable drawings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Make sketches from observation, using different drawing techniques | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Make a drawing from imagination, using different drawing techniques | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Represent basic perspective | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Make a drawing from a 2D image | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Materials Technology: Wood, Materials Technology: Metal, English, Geography, History, Home Economics, Maths, Environmental and Social Studies, Science

Work begun | Work in progress | Work completed

Painting

Art

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan and complete a painting

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Select, use and control the correct brushes and equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Be familiar with the important words related to painting materials and techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Use water-based paints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Mix colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Recognise primary, secondary, tertiary and complementary colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Apply paint | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Plan and compose a picture from observation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Plan and compose a picture from imagination | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Describe and recognise original paintings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Describe and recognise reproductions or slides | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Discuss some well-known paintings from different periods and places | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Materials Technology: Wood, Materials Technology: Metal, English, History, Geography, Science, Civic Social and Political Education, Environmental and Social Studies, Home Economics

Work begun | Work in progress | Work completed

Printmaking

Art

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan and complete an edition of prints

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|
| 1 | Select, use and control the correct tools and equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Be familiar with the important words related to printmaking materials and techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Identify examples of print techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Plan a print (mono/relief/stencil) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Execute a print (mono/relief/stencil) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Create and reproduce images using a small variety of print techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Discuss printed images from everyday life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Discuss printed images from different periods and cultures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Identify printed images from different periods and cultures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Materials Technology: Wood, History, Geography, Home Economics, Science, English, Civic Social and Political Education, Environmental and Social Studies

Work begun | Work in progress | Work completed

Graphic Design

Art

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan and complete a graphic design

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Select, use and control the correct tools and equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Be familiar with the important words related to graphic design materials and techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Recognise different lettering styles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Describe different lettering styles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Draw, print, paint, cut or tear out | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Lay out lettering with attention to visual spacing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Link words to a suitable image | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Use colour effectively in graphic design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Create a piece of graphic design (e.g. cartoons, callcards etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Identify and discuss examples of graphic design in everyday life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Use photography as an aid to graphic design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Materials Technology: Wood, English, History, Geography, Home Economics, Civic Social and Political Education, Environmental and Social Studies, Science

Work begun | Work in progress | Work completed

Three-Dimensional Work

Art

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan and complete a work in three dimensions

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Select, use and control the correct tools and equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Be familiar with the important words related to 3D work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Recognise examples of different kinds of 3D work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Follow an organised work method | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Make appropriate use of drawings to plan work and record progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Plan a 3D piece (additional/subtractive/constructive) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Execute a 3D piece (additional/subtractive/constructive) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | State the properties and uses of given materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | State the origins of given materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Have a basic appreciation of 3D work from the past and present | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Materials Technology: Wood, Materials Technology: Metal, English, Maths, History, Geography, Home Economics, Science

Work begun | Work in progress | Work completed

Visit to Museum / Gallery / Art centre

Art

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare for and carry out a visit to a museum / gallery / art centre

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Know the name and location of the museum, gallery or art centre | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Plan the route for the visit including public transport if appropriate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Discuss basic safety procedures and appropriate behaviour for the visit | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Conduct yourself and communicate appropriately on the visit | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Complete tasks related to the visit, for example worksheet / tour / drawing etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Back in school, present all findings as appropriate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Show evidence that you have explored one piece of work of personal interest, for example a drawing, photo, oral or written appreciation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Describe two ways in which the artwork was displayed and protected at the exhibition | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Describe the process of creating a piece of work | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Take part in a group discussion evaluating the visit | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Name an artist and describe the type of work she/he does, for example painting, sculpture, print etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Identify the medium or media the artist uses, for example oil, stone, steel, clay etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed