

Draft Visual Art JCSP Statements

The following pages contain draft JCSP statements developed with input from a number of practicing Visual Art teachers in JCSP schools. They are offered as one possible model that teachers may use to approach the teaching, learning and assessment of the learning outcomes in the Curriculum Specification for Junior Cycle Visual Art. They will be adjusted over time based on feedback from teachers in JCSP schools.

The Visual Art specification may be accessed in full at www.curriculumonline.ie In addition, professional supports for teaching Junior Cycle Visual Art may be accessed through the Visual Art section of the Junior Cycle for Teachers (JCT) website, at www.jct.ie/visual_art/visual_art

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle Visual Art statements. They do not cover all of the learning outcomes which are expected to be taught in the new Junior Cycle course. It is envisaged that students would be given opportunities to experience rich learning through engaging with all of the learning outcomes in all of their classes.

Teachers are encouraged to engage with these statements as a possible approach to creating Visual Art statements for their own students. Students' teachers are best placed to develop statements which will support their own students in their own particular class and school context.

February 2019

I can think, research and experiment creatively

Visual Art

Statement code no. VAJC2

Student:

Class:

I can:

| I have begun | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | I am working on this | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | I can | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|--|---|----------------------|--|-------|--|
| This has been demonstrated by my ability to: | | | | | |
| 1. | Show evidence that I have explored a theme or stimulus | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. | Choose appropriate primary sources related to a theme or stimulus | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. | Develop a variety of ideas and drawings based on my chosen primary sources | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. | Explore my wider environment as part of my work | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. | Use media to make drawings of the human form | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. | Experiment with a variety of media to communicate visually | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. | Draw from observation and imagination | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. | Analyse relevant examples of local, national and international Visual Culture | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. | Document my artistic process through drawing, photography, annotations etc. | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. | Demonstrate that I reflect throughout my work | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed.....because...