

Introductory text for JCSP Statements Supporting The Junior Cycle Visual Art

The statements below were 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.

June, 2021

I can develop, realise and present my work

Visual Art

Statement Code No. VAJC4

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.	Experiment with a variety of media				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.	Record my process using my Visual Art sketchpad				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.	Show evidence of problem solving visually				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.	Explore a variety of artistic influences				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.	Make a plan, model or maquette of my proposed design				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.	Experiment with digital media				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.	Realise an artefact in two or three dimensions				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8.	Select key pieces to explain my process				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.	Present my Visual Art sketchpad and finished artwork, physically and/or digitally				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10.	Reflect on my progress based on feedback				<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...