

Assessment in Visual Art (continued)

After completion of the second Classroom-Based Assessment, students will reflect on and use the feedback from their teacher and peers, as the basis to create **further significant developmental work** and **two realised pieces** for the state-certified examination.

To aid in their reflections of both their ideas and work students will submit a Communicate and Reflect Form.

This work will be marked by the State Examinations Commission (SEC). There is no Assessment Task (AT) or final drawing examination.

Features of Quality

To support teacher judgement in the CBAs, descriptors called Features of Quality are set out in the Assessment Guidelines.

Subject Learning and Assessment Review

Subject Learning and Assessment Review (SLAR) meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Teachers' judgement is recorded for the purpose of the SLAR meeting and for the school's reporting to parents and students.

Junior Cycle Profile of Achievement (JCPA)

Results of the CBAs and the overall SEC result are recorded on the Junior Cycle Profile of Achievement (JCPA).



Visual Art Learning Journey

Year 1

- Students develop knowledge, understanding, values and skills in Visual Art
- Laying down the groundwork in formative Assessment
- Use Visual Art Sketchpad to show evidence of learning

Year 2

- Continue developing knowledge, understanding, values and skills in Visual Art
- Use Visual Art Sketchpad to show evidence of learning
- Term 2 - CBA 1 (From Process to Realisation)
- Scenarios (*a combination of theme and strand*) issued by the NCCA at beginning of term 2
- Group or individual project
- Present work. Subject Learning and Assessment Review meeting (SLAR)
- Reported in JCPA at end of year 3, using Descriptors

Year 3

- Use Visual Art Sketchpad to show evidence of learning
- Term 1 - CBA 2 (Communicate and Reflect)
- Scenarios (*a combination of theme and strand*) issued by SEC at the beginning of the year
- Individual project
- Presentation or discussion. Subject Learning and Assessment Review meeting (SLAR)
- Reported in JCPA using Descriptors
- Term 2 & 3 - based on analyses & reflection on feedback received from CBA 2, students significantly develop their ideas further and realise two artefacts for the State Examination Commission (SEC).

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An tSraith Shóisearach do Mhúinteoirí

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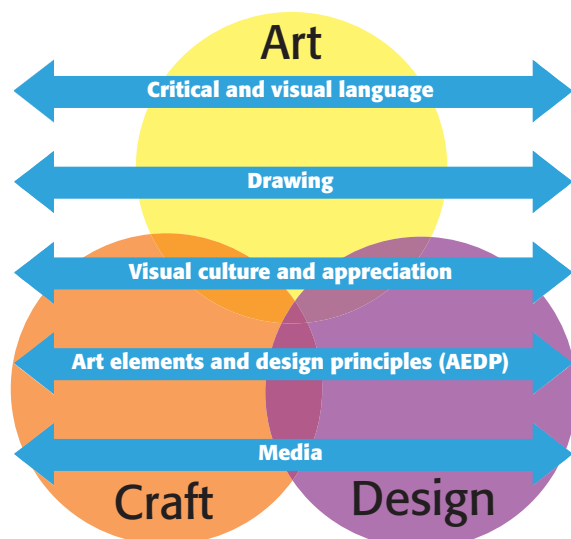
Junior Cycle Visual Art encourages students to:

- Develop self-confidence, inquisitiveness, imagination and creativity
- Explore and develop their own ideas and to find personal expression through art, craft and design
- Use, research and experiment with a variety of traditional, contemporary, digital or new media
- Expand their knowledge and understanding of a range of Visual Art processes, skills and techniques
- Develop the visual literacy, critical skills and language necessary to engage with contemporary culture
- Look at, respond to and evaluate their own artwork and the artwork of others
- Engage with authentic, real-world problem solving scenarios
- Develop the knowledge, skills and understanding necessary to realise authentic artwork



Strands and Elements

Students will experience Visual Art through the interconnected strands of art, craft and design and five elements which include; (i) critical and visual language, (ii) drawing, (iii) visual culture and appreciation, (iv) art elements and design principles and (v) media.



Learning Outcomes

The Visual Art specification identifies 45 learning outcomes that describe the **knowledge, understanding, skills and values** students should be able to demonstrate after their three years of Junior Cycle. The learning outcomes are intended to support teacher planning.

Visual Art Sketchpad

Evidence of student learning across the three years of junior cycle will be captured in a **Visual Art Sketchpad**. The Visual Art sketchpad is a collection of ideas, processes and work, in physical or digital form (or a combination of both). A student's Visual Art sketchpad will be used by them to:

- Record their approaches to all of the work they will undertake
- Capture their ideas, creativity, experiments and explorations, including realised work
- Hold information to contextualise their work
- Document ongoing classroom artwork, finished artworks as well as the Classroom-Based Assessments
- Develop ownership of their own personal creative learning journey

Assessment in Visual Art

A new dual approach to assessment increases the prominence given to Classroom-Based Assessment (CBA) and formative assessment. The assessment of Visual Art for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments and a state certified project.

Classroom-Based Assessment 1 (CBA 1) Year 2 From Process to Realisation

1. Completed by students either individually or in groups.
2. Students choose one scenario (*a combination of a theme and a strand*) from a list issued by NCCA and are required to realise a piece of work primarily through one of the Visual Art strands.
3. However, students may incorporate aspects of other strands as appropriate for their work.
4. Students use their Visual Art sketchpad to research initial ideas, develop their work and reflect on their progress while incorporating the five elements of junior cycle Visual Art.
5. Students complete and present their realised work and accompanying Visual Art sketchpad.

Classroom-Based Assessment 2 (CBA 2) Year 3 Communicate and Reflect

1. Completed by students on an individual basis.
2. Students choose one scenario (*a combination of a theme and a strand*) from a brief issued by SEC. The brief, will of necessity serve as the brief for CBA2, will be made available annually by the SEC to students at the beginning of their third year of junior cycle.
3. Students use their Visual Art sketchpad to research initial ideas and develop these while incorporating the five elements of junior cycle Visual Art.
4. Students will use the material from their Visual Art sketchpad to share, through a presentation or discussion, what their initial thoughts, ideas and experiments are and how they might shape their work for this second CBA.
5. Based on feedback students reflect upon their work and the direction they will take it in for the state-certified examination.