

Visual Art

Action Verbs



This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Analyse: study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions (1.1,1.4)

Examine: consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction (1.7, 3.11)

Apply: select and use information and/or knowledge and understanding to explain a given situation or real circumstances (1.12)

Explain: give a detailed account including reasons or causes (3.10)

Assess: estimate the value or importance or quality of (2.9, 3.12)

Identify: recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature (1.10, 1.13, 2.1,2.7, 2.13)

Consider: describe patterns in artefacts; use knowledge and understanding to interpret patterns (1.11)

Interpret: use knowledge and understanding to recognise trends and draw conclusions from given information (1.5, 2.8, 3.4)

Critique: state, giving reasons, the positive and negative aspects of, for example, an idea, artefact or artistic process (1.3, 1.15, 3.3)

Investigate: analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions (2.6)

Debate: Argue viewpoint or opinion, supporting stance with evidence (1.9)

Justify: give valid reasons or evidence to support an answer or conclusion (2.12, 2.15, 3.9, 3.15)

Demonstrate: prove or make clear by reasoning or evidence, illustrating with examples or practical application (1.4)

Reflect: to consider in order to correct or improve (2.3)

Describe: develop a detailed picture or image of, for example a structure or process, using drawing, sketches or diagrams; produce a plan, simulation or model (2.10, 3.7, 3.13)

Research: the study of materials and sources in order to establish facts and reach new conclusions; revision of accepted theories or laws in the light of new facts (2.11)

Design: do or plan something with a specific purpose in mind (3.6)

Respond: react to a stimulus which may be: critical emotional aesthetic or contextual based, or a combination of these (1.2, 3.3)

Develop: advance a piece of work or an idea from an initial state to a more advanced state (2.5)

Use: apply knowledge, skills or rules to put them into practice (1.6, 1.14, 2.14, 3.1, 3.2)

Discuss: offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence (1.8, 3.8)

Adapted from the Junior Cycle Visual Art Specification available at www.curriculumonline.ie

Find more planning supports at www.jct.ie/visual_art/departmental_planning