

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

Resource Booklet

Visual Art

2019-2020



www.jct.ie

Checking in and reflecting on the journey so far

What positive contribution have the changes in junior cycle Visual Art had on your students' learning?

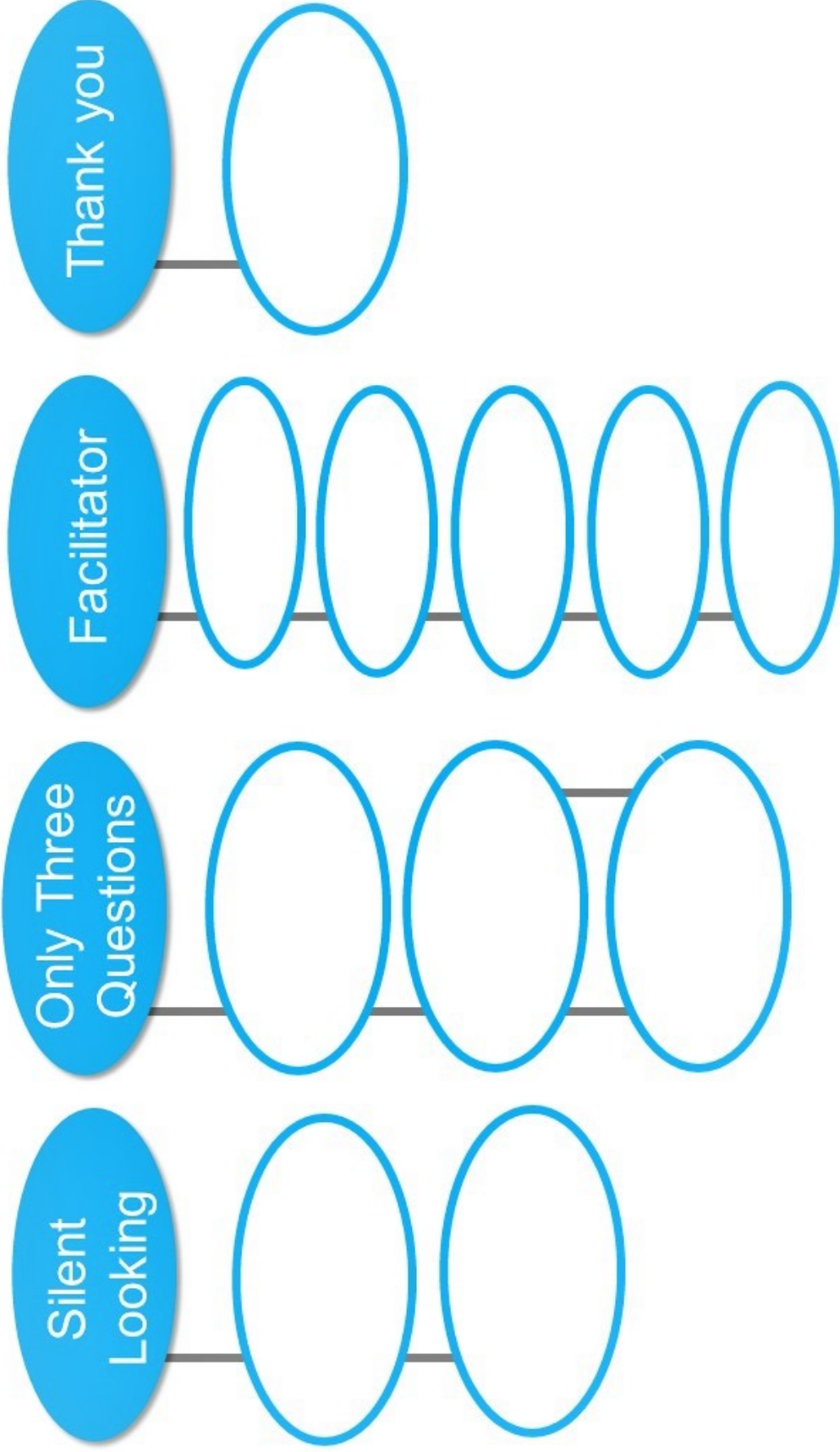
Reflection on Visual Thinking Strategies (VTS)

What were your observations of what happened?

How was the VTS experience for you as a learner?



Visual Thinking Strategies



NOTES

Visual Culture and Appreciation

What practical strategies have you used with students to develop their understanding of visual culture and appreciation?

Visual Art Learning Outcomes

Strand 1 Art

Art or fine art is the expression of creative skill in a visual form. It emphasises ideas, feelings and visual qualities through imaginative and/or technical skill. Apart from the creation of artworks, fine art also encompasses the study of art through appreciation and critical discussion.

Elements	Learning outcomes Students should be able to:	
Critical and visual language	1.1 1.2 1.3	analyse their work, or that of another, using appropriate vocabulary and knowledge respond to an artwork using critical and visual language critique an artwork using critical and visual language
Drawing	1.4 1.5 1.6	demonstrate how they use drawing to observe, record and analyse the human figure and the world around them interpret the world and communicate ideas through visual means use drawings to communicate their personal outlook or understanding
Visual culture and appreciation	1.7 1.8 1.9	examine the method of a number of artists and the artwork they created discuss examples of historical and contemporary visual art debate the value that they and society place on an artwork
Art elements and design principles (AEDP)	1.10 1.11 1.12	identify the use of art elements and design principles within an artwork consider the use of the art elements and design principles in their own artwork apply their understanding of the art elements and design principles to make an artwork
Media	1.13 1.14 1.15	identify media which are used to create artwork use media to create their own artwork critique the choice of media in their own or others' artwork

Strand 2 Craft

Craft is the application of a range of particular artistic skills and knowledge to produce artefacts of aesthetic worth. With an emphasis on processes and materials, the artefacts created may represent either traditional crafts or a more individual approach by the craftsperson.

Elements	Learning outcomes	
	Students should be able to:	
Critical and visual language	2.1	identify and use the critical and visual language associated with more than one type of craft
	2.2	interrogate and communicate ideas about different crafts using critical and visual language
	2.3	reflect on their own, or another's, craftwork through the use of critical and visual language
Drawing	2.4	show they can use their drawings to observe, record and analyse
	2.5	develop their ideas for craftwork through drawing
	2.6	investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making
Visual culture and appreciation	2.7	identify the historical or contemporary skills and materials used in craft works from a number of different crafts
	2.8	interpret the narrative, symbols and functions used in craftwork from their own and other world cultures
	2.9	assess the visual culture references that are incorporated into craftwork/s
Art elements and design principles (AEDP)	2.10	describe art elements and design principles as they are used across a number of different crafts
	2.11	research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures
	2.12	justify the choice of art elements and design principles in their own or others' craftwork
Media	2.13	identify the role of media in the development of craftwork
	2.14	use media to create craftwork
	2.15	justify the choice of media in their own or others' craftwork

Strand 3 Design

Design is the process of planning, problem-solving and creating. It can be a response to a brief, a need or a situation. Emphasising the process of planning, problem-solving and completion, with drawing as a means of thinking, formal visual elements and imagery are used to communicate messages and ideas.

Elements	Learning outcomes	
	Students should be able to:	
Critical and visual language	3.1	use critical and visual language to describe diverse design work
	3.2	use critical and visual language to explain their own designs and those of others
	3.3	respond to and critique works of design using appropriate visual language
Drawing	3.4	interpret a design brief and represent this through their drawings
	3.5	experiment with design ideas through research and analytical drawing
	3.6	design a final work based on their drawings
Visual culture and appreciation	3.7	describe examples of historical and contemporary design
	3.8	discuss historical and contemporary design practices
	3.9	justify the design concepts made by historical and contemporary designers
Art elements and design principles (AEDP)	3.10	explain the use of art elements and design principles in examples of design work
	3.11	examine their own and others' design work through the use of art elements and design principles
	3.12	assess their own and others' design work using their knowledge of art elements and design principles
Media	3.13	describe the use of media in examples of design work
	3.14	utilise media in their own design work based on a design brief
	3.15	justify design concepts and the use of media in their own or others' work

Visual Culture and Appreciation Learning Outcomes

Individually

Which learning do you feel happens most regularly in your junior cycle Visual Art classroom?



Is there any area for development?



Collaboratively

What does this **learning** look like in your classroom in relation to visual culture and appreciation?



CASE STUDY

Eileen Gray Community School

There are two Second Year Visual Art class groups in this co-educational school. This student cohort are particularly interested in sport, music and film. Seven students have been diagnosed with additional learning needs and one student is pursuing the Level 2 Learning Programme.

The group engaged with a number of the Visual Art Learning Outcomes last year through taster modules. One successful approach that was developed by this department over the course of first year, across both groups, was in the area of primary source selection and exploration. It was agreed that this should be further developed in year two. The department also highlighted that students' visual literacy skills needed further attention with respect to engaging with visual culture and appreciation. Hence the focus in the opening units of learning for second year is on looking and responding to a wide range of imagery and artefacts, before reflecting again on student progress and creating the next unit.

Learning Outcomes in Focus

Level 3	Learning Outcome 2.8 - Interpret the narrative, symbols and functions used in craftwork from their own and other world cultures
Level 2 (L2LP) PLU: Communicating and literacy Element: - Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	Learning Outcome A4 - Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend

Planning with Learning Outcomes

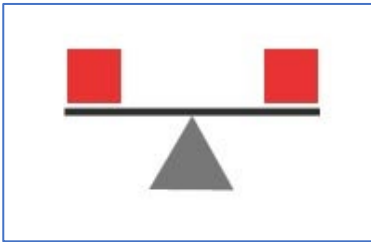
What do you think are the next steps in learning for these students?

Identify the Learning in the Learning Outcomes above.

NOTES

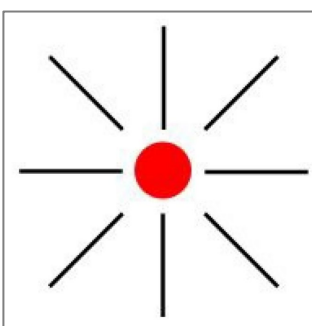
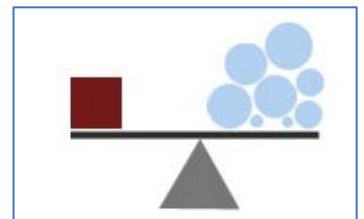
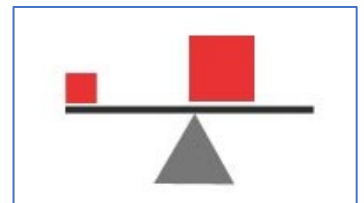
Balance

Balance refers to a way of combining art elements to add a feeling of equilibrium or stability to a work of art. Balance can be of three kinds: symmetrical, asymmetrical or radial.



Symmetrical balance (or formal balance) means a roughly even distribution of visual weight or activity on each side of a central axis – like two equally sized children on a seesaw. Much art is not perfectly balanced symmetrically because one side would be a mirror image of the other. Symmetrical balance can create a calm stabilising effect.

Asymmetrical balance is informal and takes into account such qualities as hue, intensity, and value/tone in addition to size and shape. All these qualities have an effect on the apparent visual weight of objects shown in a work of art. A large shape placed near the middle of an image can be balanced by a smaller shape placed towards the outer edge. It is also possible to balance a large white shape on one side of a picture with a similar large shape of light hue on the other side. A smaller dark shape, though, may accomplish the same result.



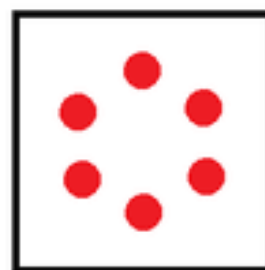
Radial balance is any type of balance based on a circle with its design extending from the centre. It is very easy to maintain a focal point in radial balance, since all the elements lead your eye toward the centre. A star, the iris around the pupil of the eye, spokes on a wheel and a daisy (among many flowers and other plant forms) are examples of radial balance.



Symmetric



Asymmetric



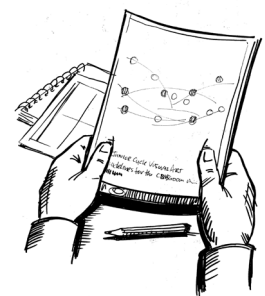
Radial

Reflecting on your CBA experience




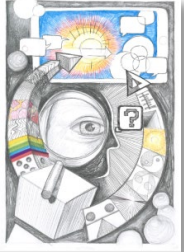

The Successes

The Challenges

Notes



The Elements of Visual Art

<p>Critical and visual language</p>	<p>Critical and visual language is used by students to discuss, understand and assess an artistic work, whether it is their own or another's. It allows students to explore imagery more fully and in a more thoughtful way. Students can use critical and visual language to communicate their ideas to their teacher, other students or the wider community. The ability for the student to use it builds a higher level of competence and confidence when they respond to and engage with the visual culture of the contemporary or historical world and natural and built environments.</p>	
<p>Drawing</p>	<p>Drawing is the fundamental language integral to all of the activities undertaken by students in the three strands of art, craft and design. It is essential for enquiry, expression, documenting and communicating visual information. Drawing from observation, including primary sources and life drawing and experimental and imaginative drawing, as well as developing ideas through 2-D, 3-D or digital methods are important for students to experience. Drawing is also an art form itself. Students need to experience and develop their drawing skills over the three years of junior cycle.</p>	
<p>Visual culture and appreciation</p>	<p>Visual culture and appreciation recognises that the modern world has become a more visual place encompassing a wide range of visual stimuli such as architecture and urban design to advertising, new media, the internet, fine art, craft, design, photography, fashion and more. Non-text-based cues and images are visually read at a much faster rate than text-based messages. At times, bombarded with images, students need to understand and decode these visual messages, as well as the visual culture of other societies too. This knowledge and understanding needs to be communicated using language familiar to the students but also the critical and visual language associated with the three strands of art, craft and design.</p>	
<p>Art elements and design principles</p>	<p>Art elements and design principles (AEDP) are the building blocks of any work of art a student will create. Their application in 2-D, 3-D or digital works can be analysed by considering their use either collectively or individually. The art elements include the dot, colour, line, shape, tone, texture and pattern. The principles of design include balance, tension, symmetry, harmony, light, space, scale and contrast.</p>	
<p>Media</p>	<p>Media choice and use is an important element that cross-cuts the three strands of art, craft and design. Media are the means to interact, create, connect and communicate with others. In the work, which students undertake to create, they can use traditional tools and methods or new, contemporary or digital means. Media also encompasses the knowledge of techniques or processes too.</p>	

Features of Quality for Classroom-Based Assessment 1

There are four level **Descriptors** of achievement in each Classroom-Based Assessment: *Exceptional, Above expectations, In line with expectations, and Yet to meet expectations*. Teachers use the **Features of Quality** to decide the level of achievement in each Classroom-Based Assessment. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Visual Art CBA 1 – From Process to Realisation	
Descriptor	Features of Quality
<p>Exceptional</p> <p>A piece of work that reflects these features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<p>Exceptional</p> <ul style="list-style-type: none"> • The work submitted demonstrates a very good understanding and use of the elements of Visual Art • The quality of development in terms of ideas and skills is very good • Evidence of engagement with the artistic process is demonstrated at a very good level throughout the work
<p>Above expectations</p> <p>A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<p>Above expectations</p> <ul style="list-style-type: none"> • The work submitted demonstrates a good understanding and use of the elements of Visual Art • The quality of development in terms of ideas and skills is good • Evidence of engagement with the artistic process is demonstrated at a good level throughout the work
<p>In line with expectations</p> <p>A piece of work that reflects most of these features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<p>In line with expectations</p> <ul style="list-style-type: none"> • The work submitted demonstrates a fair understanding and use of the elements of Visual Art • The quality of development in terms of ideas and skills is fair • Evidence of engagement with the artistic process is demonstrated at a fair level throughout the work
<p>Yet to meet expectations</p> <p>A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<p>Yet to meet expectations</p> <ul style="list-style-type: none"> • The work submitted demonstrates a limited understanding and use of the elements of Visual Art • The quality of development in terms of ideas and skills is limited • Evidence of engagement with the artistic process is demonstrated at a limited level throughout the work

Features of Quality for Classroom-Based Assessment 2

There are four level **Descriptors** of achievement in each Classroom-Based Assessment: *Exceptional*, *Above expectations*, *In line with expectations*, and *Yet to meet expectations*. Teachers use the **Features of Quality**, to decide the level of achievement in each Classroom-Based Assessment. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Visual Art CBA 2– *Communicate and Reflect*¹

Descriptor	Features of Quality
<p>Exceptional</p> <p>A piece of work that reflects these features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<p>Exceptional</p> <ul style="list-style-type: none"> • The work demonstrates a very good interpretation of the chosen theme/s through drawing and experimentation • The research presented is purposeful, personal and sustained • The work submitted demonstrates a very good understanding and use of the elements of Visual Art • Reflection is very good and demonstrates a very good understanding of how the work will be further developed
<p>Above expectations</p> <p>A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<p>Above expectations</p> <ul style="list-style-type: none"> • The work demonstrates a good interpretation of the chosen theme/s through drawing and experimentation • The research presented is purposeful and personal • The work submitted demonstrates a good understanding and use of the elements of Visual Art • Reflection is good and demonstrates a good understanding of how the work will be further developed
<p>In line with expectations</p> <p>A piece of work that reflects most of these features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<p>In line with expectations</p> <ul style="list-style-type: none"> • The work demonstrates a fair interpretation of the chosen theme/s through drawing and experimentation • The research presented is purposeful • The work submitted demonstrates a fair understanding and use of the elements of Visual Art • Reflection is fair and demonstrates a fair understanding of how the work will be further developed
<p>Yet to meet expectations</p> <p>A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<p>Yet to meet expectations</p> <ul style="list-style-type: none"> • The work demonstrates a limited interpretation of the chosen theme/s through drawing and experimentation • The research presented is limited • The work submitted demonstrates a limited understanding and use of the elements of Visual Art • Reflection is limited and demonstrates a limited understanding of how the work will be further developed

¹ These Features of Quality are Draft and, as such, may be revised following their use with authentic pieces of student work. The revised FoQs will be published in an updated edition of this document in Spring 2020

Features of Quality for Classroom-Based Assessment 2

Questions to consider

The work demonstrates a interpretation of the chosen theme/s through drawing and experimentation

- How might our students show they have considered the theme/s through drawing?
- What materials, techniques or approaches might our students experiment with?
- What primary sources might our students gather and collect related to their theme?
- How important is it that they have a personal connection to what they collect?

The research presented is

- What does visual research look like?
- What do we mean by purposeful?
- How might students show visual research that is personal and/or sustained?

The work submitted demonstrates a understanding and use of the elements of Visual Art

- Do our students understand and use the elements of Visual Art throughout their work?
 - critical and visual language
 - drawing
 - visual culture and appreciation
 - art elements and design principles
 - media

Reflection is and demonstrates a understanding of how the work will be further developed

- How have our students demonstrated that they have reflected throughout their work?
- Can reflection be demonstrated visually?
- Have they indicated an understanding of how their work will be developed further?

SIX STEPS TO UNDERSTANDING WHAT YOU SEE



The first step in the Art of Seeing Art™ process, looking may seem pretty obvious. But it is so important that it is worth calling special attention to. Allow yourself to take the time to slow down and look carefully.

Observation is where close looking comes into play. Observation is an active process, requiring both time and attention. It is here that the viewer begins to build up a mental catalogue of the image's visual elements.

Looking is a physical act; seeing is a mental process of perception. Seeing involves recognizing or connecting the information the eyes take in with your previous knowledge and experiences in order to create meaning. This requires time and attention.



Describing can help you to identify and organize your thoughts about what you have seen. It may be helpful to think of describing as taking a careful inventory. What figures, objects and setting do you recognize?

Analysis uses the details you identified in your descriptions and applies reason to make meaning. Analysis is also an opportunity to consider how the figures, objects and settings you identified in your description fit together to tell a story.

Interpretation, the final step in the Art of Seeing Art™ process, combines our descriptions and analysis with our previous knowledge and any information we have about the artist and the work. Interpretation allows us to draw conclusions about the image.

The Entry Points

Howard Gardner, cognitive and educational psychologist identifies five different entry points that can be used to approach any course or topic. The entry points he describes are related to his research and may be used to promote student engagement and encourage motivation.

The Narrative Window

The entry point through which students respond to the narrative or story elements in a work of art

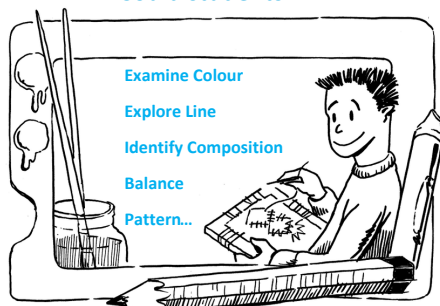
Could students...



The Aesthetic Window

The entry point through which students respond to the formal and sensory qualities of a subject or work of art

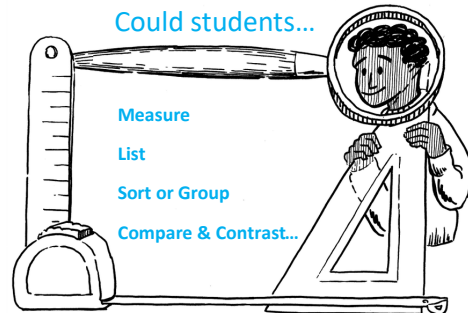
Could students...



The Logical/Quantitative Window

The entry point through which students respond to aspects of a subject or work that invites deduction or numerical reasoning

Could students...



The Experiential Window

The entry point through which students respond to a subject or work of art by actually doing something with their hands or bodies

Could students...

- Role play
- Peer teach or group work
- Reconstruct a work of art
- Visit a gallery

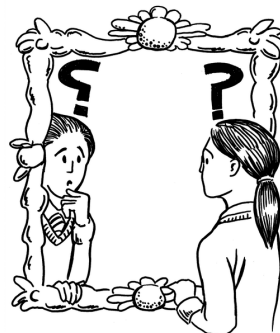


The Foundational Window

The entry point through which students respond to the broader concepts of philosophical issues raised by a subject or work of art

Could students..

- Reflect or consider
- Question or evaluate
- Criticise or judge
- Reason or justify



<https://ccsfmuseumstudies2015.files.wordpress.com/2015/01/entrypointquestions.pdf>



LOOK. NOW, LOOK AGAIN. ENTERING A WORK OF ART

LOOK

Take time. Spend three or four minutes just looking, in silence.

OBSERVE

What did you notice?
Share your observations with the class.

SEE Look again.

Did you notice anything new?
Can you see the observations your classmates made?

DESCRIBE

What's going on in this work of art?
What can you see that makes you say that?

ANALYSE

What elements or principles of design has the artist used?
Line, tone, colour, shape, value, texture, form, space, pattern, scale, proportion, balance, movement, contrast, rhythm, variety, emphasis, unity.
How have they used them?

INTERPRET

Based on what you have observed in the work of art, what might the artist be communicating?

LOOK AGAIN + EVALUATE

Pause to look again.
Reconsider the whole image in relation to all its parts.
Can you see why some people came to a different interpretation than yours?
Look. Now, look again.

Adapted from Art Gallery of South Australia, Adelaide.

TABULA

Ossian Ward, writer, critic, and Head of Content at Lisson Gallery in London, has devised a method to aid the experience and understanding of contemporary works of art. Use Ward's acronym: TABULA to unpack the contemporary works of art on display in the Gallery

















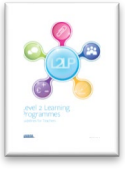

T	Time. Spend two to three minutes simply looking at a work of art, in silence. Allow time to gather thoughts, observations and ideas.
A	Association. Can you relate? Perhaps you are aesthetically drawn to the work of art or it may remind you of something else you are familiar with.
B	Background. The title or wall label may provide some information that may lead you to the artist's intention. At times, just knowing the country the artist is from may help to complete the picture.
U	Understanding. As T A B sinks in, you may begin to piece the information together and some realisations may transpire.
L	Look Again. Take a second look. Prolonged engagement may mean you see something that went unnoticed before.
A	Assess the learning.

You may have now reached some conclusion about or appreciation for the work of art. While evaluation is subjective refrain from venturing here first. Travel along the TABULA process before making any harsh judgements.

Adapted from Ward, O. (2014). Ways of Looking: How to Experience Contemporary Art:

NOTES

Useful Links for Planning in Year 3

<p>Circular 60/19</p> <p>Junior Cycle Final Examination – Visual Art – Brief for Classroom-Based Assessment 2 and Final Assessment</p> <p>https://www.examinations.ie/misc-doc/EN-EX-65111912.pdf</p>		
<p>Circular 55/19</p> <p>Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2019/20</p> <p>https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0055_2019.pdf</p>		
<p>Junior Cycle Final examination 2020</p> <p>Visual Art-Brief for Classroom-Based Assessment 2 and the Final Assessment</p> <p>https://examinations.ie/misc-doc/EN-EX-32487284.pdf</p>		
<p>Guidelines for Classroom Based Assessments in Visual Art</p> <p>Guidelines for CBA 1 and CBA 2</p> <p>https://curriculumonline.ie/getmedia/96b1498e-8eac-4391-80b0-2744098568fe/Assessment_Guidelines_Visual_Art.pdf</p>		
<p>CBA 2 -At a Glance</p> <p>Classroom-Based Assessment 2 Communicate and Reflect Phase 1 of Year 3</p> <p>https://www.jct.ie/perch/resources/art/at-a-glance-classroom-based-assessment-2.pdf</p>		
<p>Features of Quality</p> <p>Classroom-Based Assessment 2</p> <p>https://www.jct.ie/perch/resources/art/visual-art-cba-2-foq.pdf</p>		
<p>JCSP Draft Statements</p> <p>https://www.jct.ie/perch/resources/art/draft-visual-art-jcsp-statements.pdf</p>		
<p>Linking Junior Cycle Visual Art with Level 2 Learning Programmes</p> <p>https://www.jct.ie/perch/resources/art/linking-visual-art-with-l2lps.pdf</p>		
<p>Level 2 Learning Programmes Guidelines for Teachers</p> <p>https://www.curriculumonline.ie/getmedia/f03b2786-2e04-454e-b0b8-56e313ff62b2/11729-NCCA-Level-2-Guidelines-V5August-2014.pdf</p>		

Visual Art Year Department Plan SAMPLE ONLY

Year Group					
Term	Stimulus/Theme	Learning Outcomes	What students will learn	How I/we will know what they know	Resources
Teacher/Department Reflection					

Glossary of Action Verbs

Appendix D: Glossary of action verbs

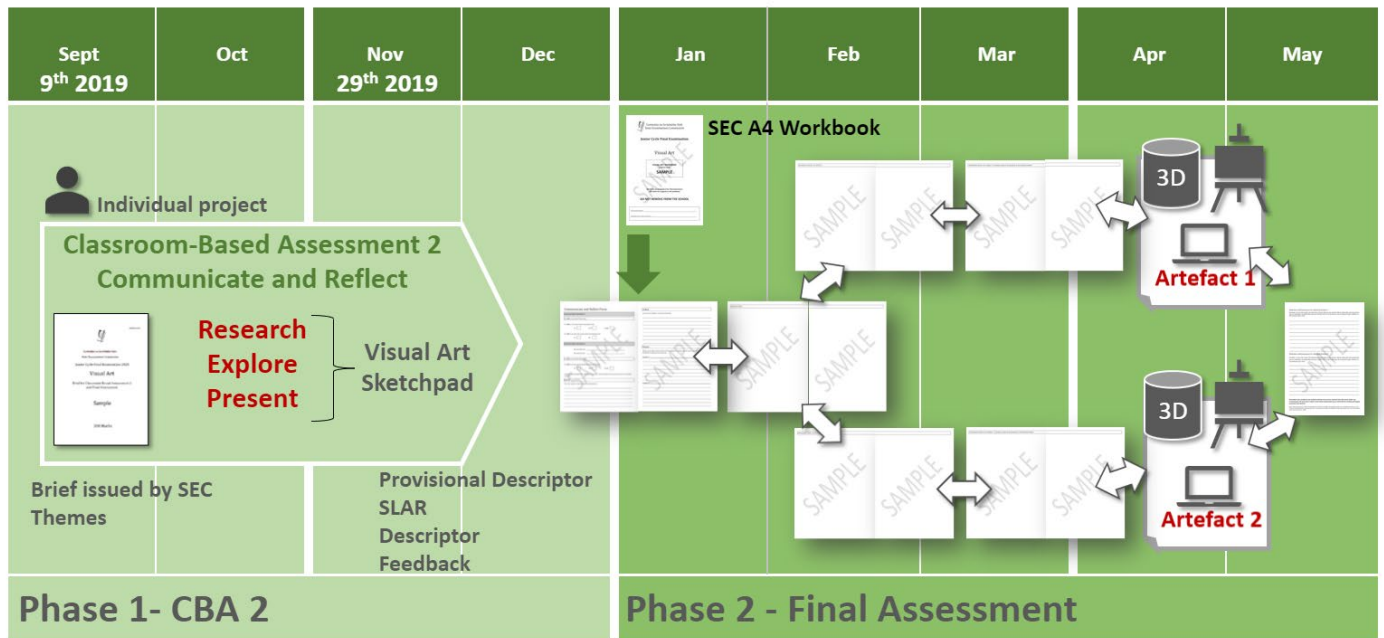
This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Action verbs	Students should be able to
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
Analyse (artistically)	as above, including identifying and clarifying individual aspects or structures in the appearance
Annotate	add brief notes or sketches of explanation to a diagram or graph
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appraise	evaluate, judge or consider a piece of work
Appreciate	recognise the meaning of, have a practical understanding of
Brief description/ explanation	give a short statement of only the main points
Argue	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
Assess	estimate the value or importance or quality of
Calculate	obtain a numerical answer showing the relevant stages in the working
Classify	group things based on common characteristics
Comment	give an opinion based on a given statement or the result of a calculation
Communicate	use visual gestural, verbal or other signs to share meaning or exchange information. Interaction between sender and recipient; both work together to understand
Compare	give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
Consider	describe patterns in artefacts; use knowledge and understanding to interpret patterns
Construct	develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information or to build or form from different elements
Contrast	detect correspondences between two ideas or artworks or the amount of difference between
Convert	change to another form, for example, use a drawing from which to create a three-dimensional structure
Create	process and give form to the topic of what is to be created using selected methods and material and/or to give the material used a new form

Critique	state, giving reasons, the positive and negative aspects of, for example, an idea, artefact or artistic process
Deduce	reach a conclusion from the information given
Define	give the precise meaning of a word, phrase, concept
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Derive	arrive at a final statement through a process of logical deduction
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
Determine	obtain the only possible answer by calculation, substituting measured or known values of other quantities into a standard formula
Develop	advance a piece of work or an idea from an initial state to a more advanced state
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
Distinguish	make the differences between two or more concepts or items clear
Estimate	give a reasoned order of magnitude statement or calculation of a quantity
Evaluate (information)	collect and examine information to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of information in conclusions; make judgments about the ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Explain	give a detailed account including reasons or causes
Explore	to think or talk about something in order to find out more about it
Examine	consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction
Experiment	a procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact.
Experiment (artistic)	approach creating either playfully or systematically but always with an unknown outcome
Find	'find': a general term that may variously be interpreted as calculate, measure, determine, etc.
Formulate	express the relevant concept(s) or argument(s) precisely and systematically
Group	identify objects according to characteristics
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Illustrate	use drawings or examples to describe something
Infer	use the results of an investigation based on a premise; read beyond what has been literally expressed
Investigate	analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information

Justify	give valid reasons or evidence to support an answer or conclusion
List	provide a number of points, with no elaboration
Measure	quantify changes in systems by reading a measuring tool
Model	generate a representation or scale replica of an artwork as a plan for a real-world creation
Outline	give the main points; restrict to essentials
Predict	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
Present	a specific form of communication which makes images/objects perceivable for others
Prove	use a sequence of logical steps to obtain the required result in a formal way
Realise	implement, execute or put into practice an idea or a product or a draft
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Record	to cause ideas, observations, visual images, sound, data, etc. to be set down or registered on something in reproducible form
Recall	remember or recognise from prior learning experiences
Relate	associate, giving reasons
Represent	Bringing clearly and distinctly to mind by use of description or imagination
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
Respond	react to a stimulus which may be: critical, emotional, aesthetic or contextual based, or a combination of these
Sketch	represent by means of a diagram or graph (labelled as appropriate); the sketch should give a general idea of the required shape or relationship, and should include relevant features
Solve	find an answer through reasoning
State	provide a concise statement with little or no supporting argument
Suggest	propose a solution, hypothesis or other possible answer
Synthesise	combine different ideas in order to create new understanding
Understand	have and apply a well-organised body of knowledge
Use	apply knowledge, skills or rules to put them into practice
Value	recognise the conceptual and creative achievement that led to the specific work. Appreciate the diversity of different solutions and forms of expression
Verify	give evidence to support the truth of a statement

Overview of Year 3 2019-2020



Notes

An tSraith Shóisearach do Mhúinteoirí

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