

Example of Student Work: 07

Learning Outcomes:

	ART		CRAFT		DESIGN	
Critical and Visual Language	1.3	critique an artwork using critical and visual language	2.3	reflect on their own, or another's, craftwork through the use of critical and visual language	3.3	respond to and critique works of design using appropriate visual language
Drawing	1.4	demonstrate how they use drawing to observe, record and analyse the human figure and the world around them	2.4	show they can use their drawings to observe, record and analyse	3.4	interpret a design brief and represent this through their drawings
	1.6	use drawings to communicate their personal outlook or understanding	2.5	Develop their ideas for craftwork through drawing	3.5	Experiment with design ideas through research and analytical drawing
Visual Culture and Appreciation	1.8	discuss examples of historical and contemporary visual art	2.8	interpret the narrative, symbols and functions used in craftwork from their own and other world cultures	3.8	discuss historical and contemporary design practices
Art Elements and Design Principles (AEDP)	1.11	consider the use of the art elements and design principles in their own artwork	2.11	research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures	3.11	examine their own and others' design work through the use of art elements and design principles
Media	1.15	critique the choice of media in their own or others' artwork	2.15	justify the choice of media in their own or others' craftwork	3.15	justify design concepts and the use of media in their own or others' work

The learning outcomes in bold were the ones used by the teacher in planning and focusing student learning in this CBA.

Theme: Tranquillity

Task:

Students researched and explored CBA 2 theme/s through the experimentation of a wide range of materials as they developed their own personal line of enquiry through divergent/critical thinking.

Background:

In the previous year students completed CBA 1 through the Design Strand. For CBA 2, students were encouraged to explore, research and experiment within their chosen area of interest that emerged through the mind-mapping of the official SEC themes (Machines, Tranquillity and Occasions) while considering the Art Strand. Students attempted to identify a personal link through this exploration as they considered and chose their primary sources that emerged through their interpretation of the themes. They were encouraged to take risks & to constantly ask themselves 'what if?' as they utilised a range of media & techniques as they moved through their exploration. Students were constantly encouraged to look past their own 'creative bubble' and to consider visual culture references with an emphasis on artist research to support, encourage and excite them within their own work. They presented their work in small groups and received feedback from both their peers and teacher which is reflected within their own overall reflections. This feedback will further aid the development of the ideas for the work involved in the final assessment.

Overall judgement: Exceptional



Exceptional



Above expectations

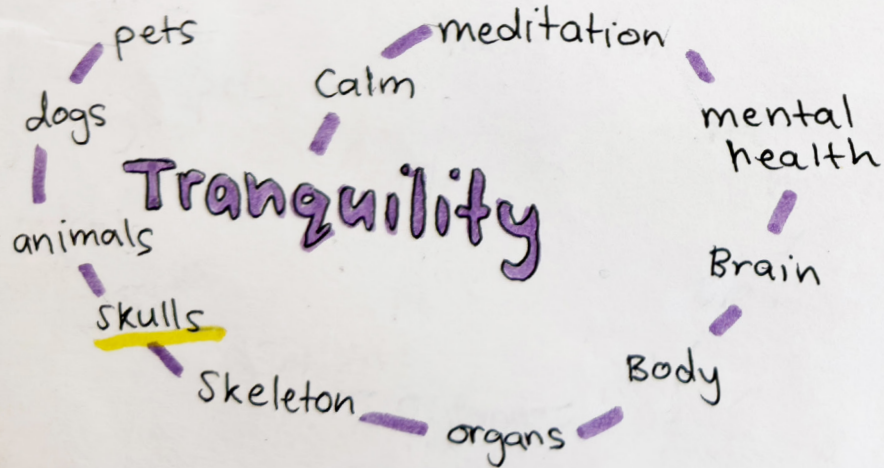
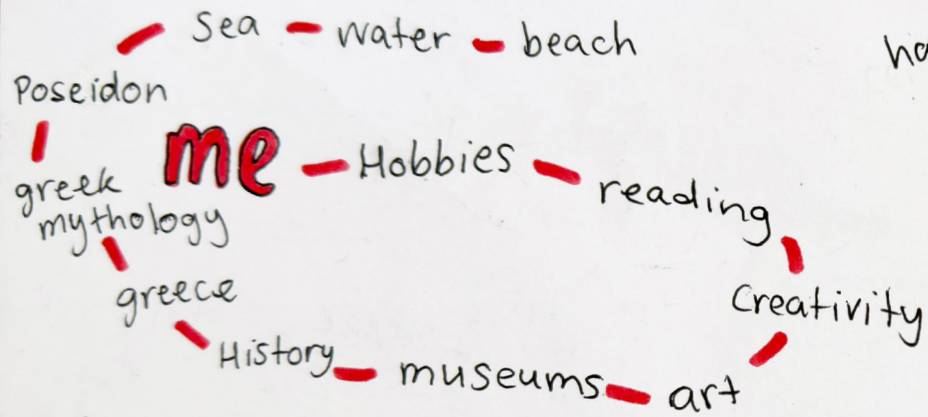


In line with expectations



Yet to meet expectations

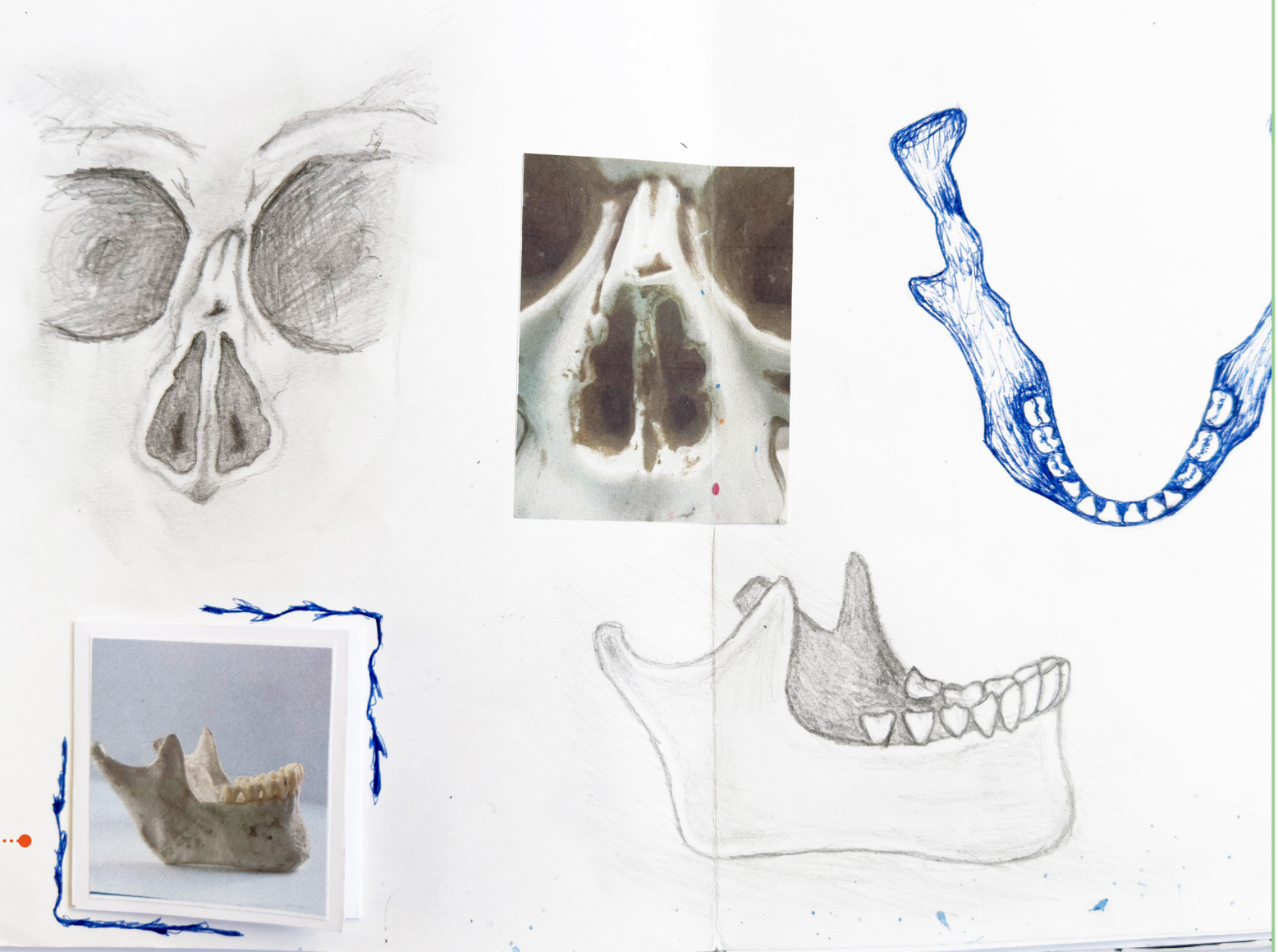
MIND MAPS





Primary source: SKULLS

19.9.22



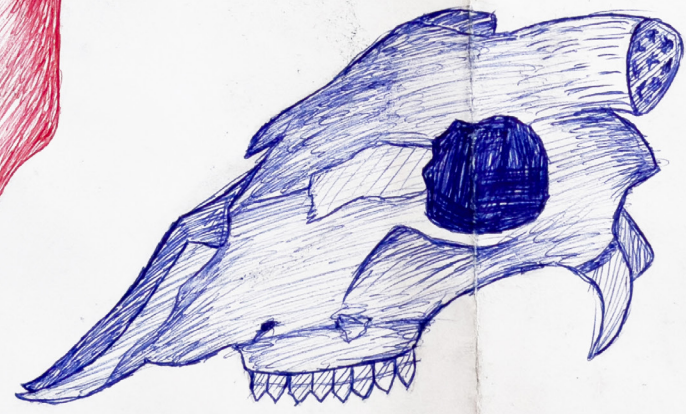
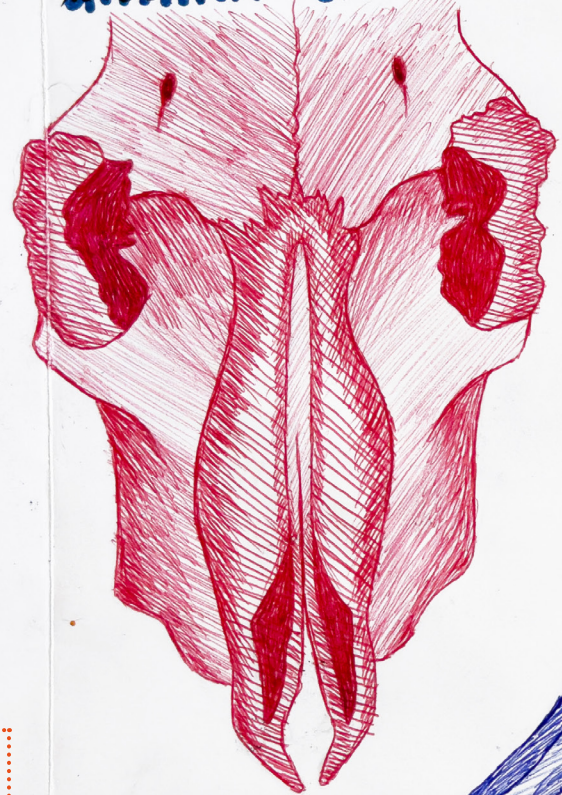
Teacher annotations

The student engaged well and illustrated a very good personal response and interpretation of the theme 'Tranquillity.' The student was drawn to the idea of flora and fauna: this led to the concept of how they can be found as remnants within the natural world around us.

animal skulls:

28.9.22

I love how these turned out.



I made a textured skull using felt and yarn and I think it turned out pretty good.

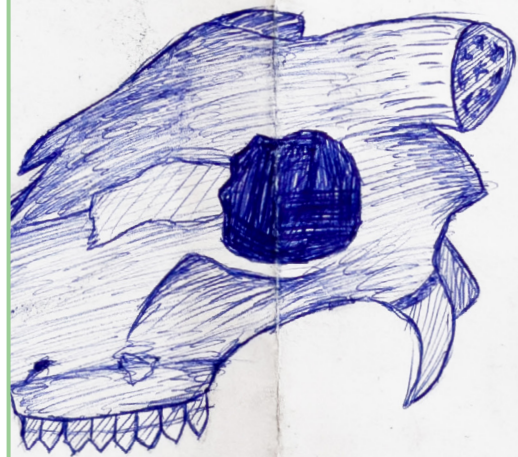


Teacher annotations

The student showcased very good drawing skills, which they improved upon as they worked through the CBA. They also show a very good understanding of documenting and visually investigating primary sources (animal skulls & flowers). Their research is definitely purposeful, personal and sustained. They pushed themselves to utilise a range of materials, which re-enforced and illustrated the student's understanding of both the art elements and design principles. While the student did remain more traditional in their choices of materials, this could be an area to be built upon in taking more risks in their communication and reflection of visual ideas.

28.9.22

I love how
these turned
out.





animal skull photos



~open~

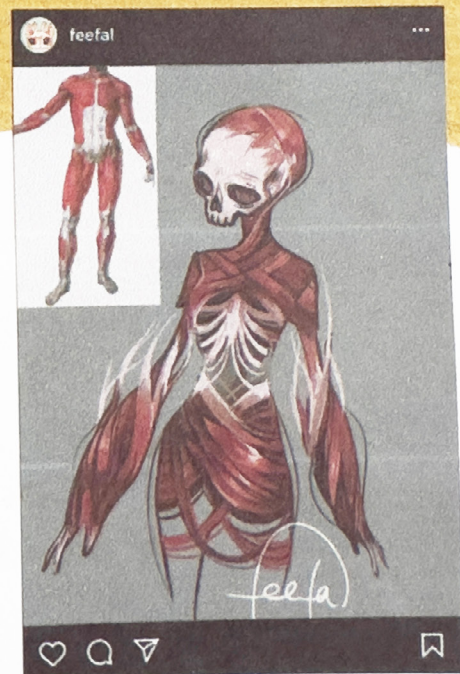
Teacher annotations

The student's research was tightly focused; however, it did influence their own process and was apparent in their further explorations and experimentation of possibilities.





These are two pieces by Linnea that I really liked and I recreated the skull from this drawing using pencil.



Teacher annotations

Exploring more visual culture references, in the work itself and the student's own response to it would support them in diversifying their approaches. This would be especially useful as they have indicated they are thinking of moving into the realm of 3D.



Teacher annotations

The student has reflected well on their work throughout the project. Their use of critical and visual language was more apparent verbally in discussions with the student throughout the project and it would be beneficial to attempt to capture this more explicitly in their Visual Art sketchpad.

Primary Source:
#2

FLOWERS /
PLANTS

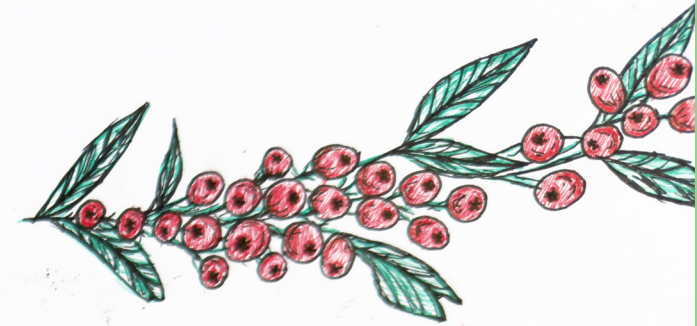


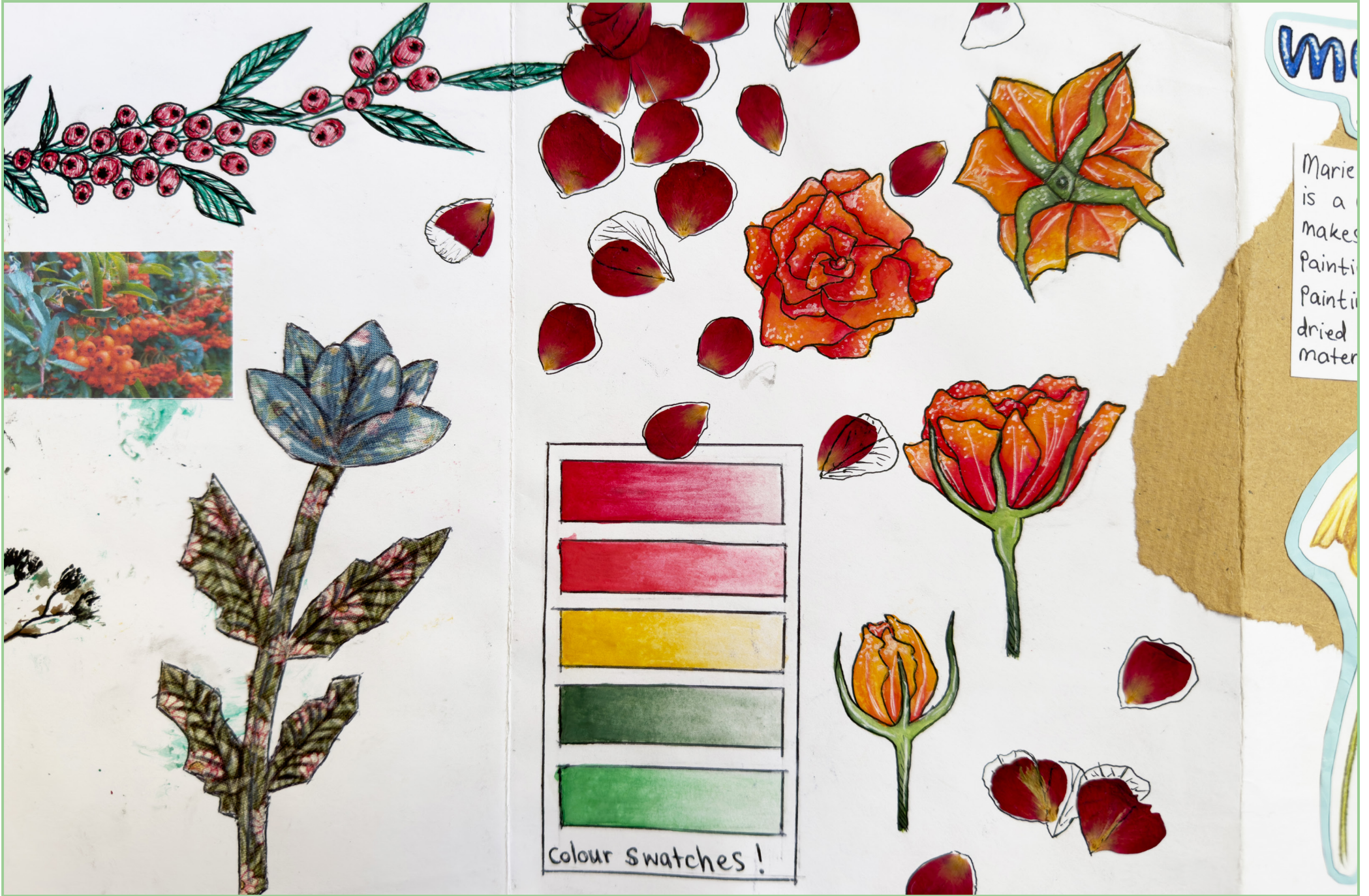
Primary Source:
#2

FLOWERS / PLANTS



I tried painting onto the flower and stamping it onto the page and this is how it turned out, I think it looks interesting.





ARTIST RESEARCH:

Linnea



For my artist research I choose Linnea / @feefal on Instagram. Linnea is a Swedish / Japanese artist based in Stockholm, with 1.1 million followers on Instagram.



PULL

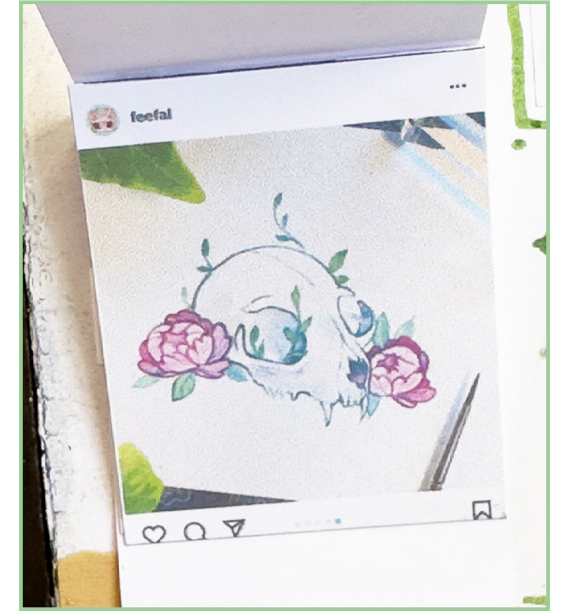
I choose her as my artist research because I love her art style, I also choose her because she draws a lot of things with skulls / anatomy, which I think really suits the theme of my CBA.



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PULL

as
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VIDEO OF DIGITAL:
 Play Example of
 Student Work 07 on
[Curriculum Online](#)

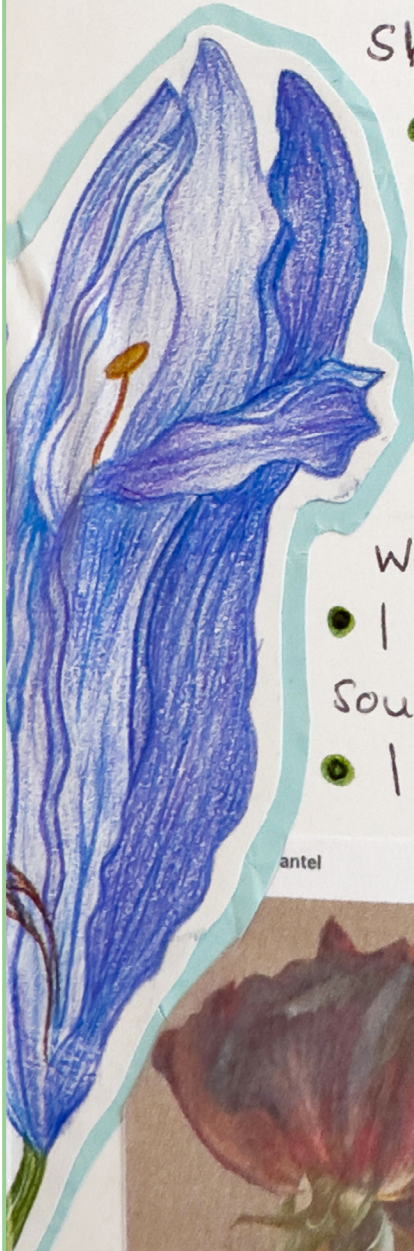


Teacher annotations

The creation and use of the concertina-style Visual Art sketchpad by the student demonstrates a very good understanding of both layout and design in their approach. It also visually explains the student's thinking over the project and the directions in which they wish to take their work.

REFLECTION

- For my first primary source I chose skulls and animal skulls.



- I engaged with most of the art elements except for pattern.

- For my materials I used pens, pencils, felt, yarn, fabric, acrylic paint and watercolour.

- I moved onto another primary source which was flowers.

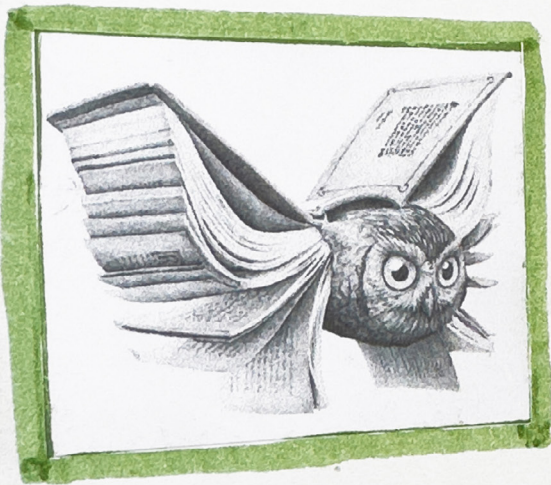
- I researched two artists, one for skulls and one for flowers.



- I think that my animal skull pen drawings, and my artist research went well for me.

- I need to work on using more materials, and I need to use more

- oil and chalk pastels.
- I don't think I would do anything differently, except I would have liked to have done more investigations into flowers.
- Moving forward I am hoping to merge skulls and flowers together taking inspiration from Redmer hoekstra.



example of Redmer hoekstra's work.



- If I would create a final piece I would love to make it 3D using clay.
- Overall I'm really happy with how everything turned out and I'm excited to see where it's going to go.

20.11.22

Teacher annotations

Overall, the student's CBA 2 is of a very good standard and while not necessarily perfect, the strengths of the work outstrip its flaws. While there may be areas that need further attention, overall the work demonstrates a very personal viewpoint. The visual research undertaken illustrates possibilities and directions the students work could take as they continue their journey of engaging the artistic process while focusing on their learning and development of knowledge, skills, understanding and values in Visual Art.

Teacher annotations using the success criteria

The annotations capture observations by the teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the NCCA, the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.

Teacher annotations

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The student's research was tightly focused; however, it did influence their own process and was apparent in their further explorations and experimentation of possibilities.

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The student has reflected well on their work throughout the project. Their use of critical and visual language was more apparent verbally throughout the project and it would be beneficial to attempt to capture this more explicitly in their Visual Art sketchpad.

The creation and use of the concertina-style Visual Art sketchpad by the student demonstrates a very good understanding of both layout and design in their approach. It also visually explains the student's thinking over the project and the directions in which they wish to take their work.

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