

Example of Student Work: 08

Learning Outcomes: (Strands: Craft & Design)

	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: Occasions

Task:

Students Research and explore a theme(s) from the list supplied by the SEC using a range of media while making connections to craft and design.

Background:

This student worked through the Art strand for CBA 1 in the previous year so for CBA 2 they were researching and exploring possibilities within the Design and Craft strands. The students chose personal primary sources related to their interpretation of the themes that they would like to explore. They used their primary sources as a stimulus to experiment and develop their ideas within the strands of Design and Craft. The students presented their work to their fellow students and received feedback from them and their teacher. They will use this feedback to support them in deciding what should be explored further and developed for the final assessment.

Overall judgement: In Line with Expectations



Exceptional



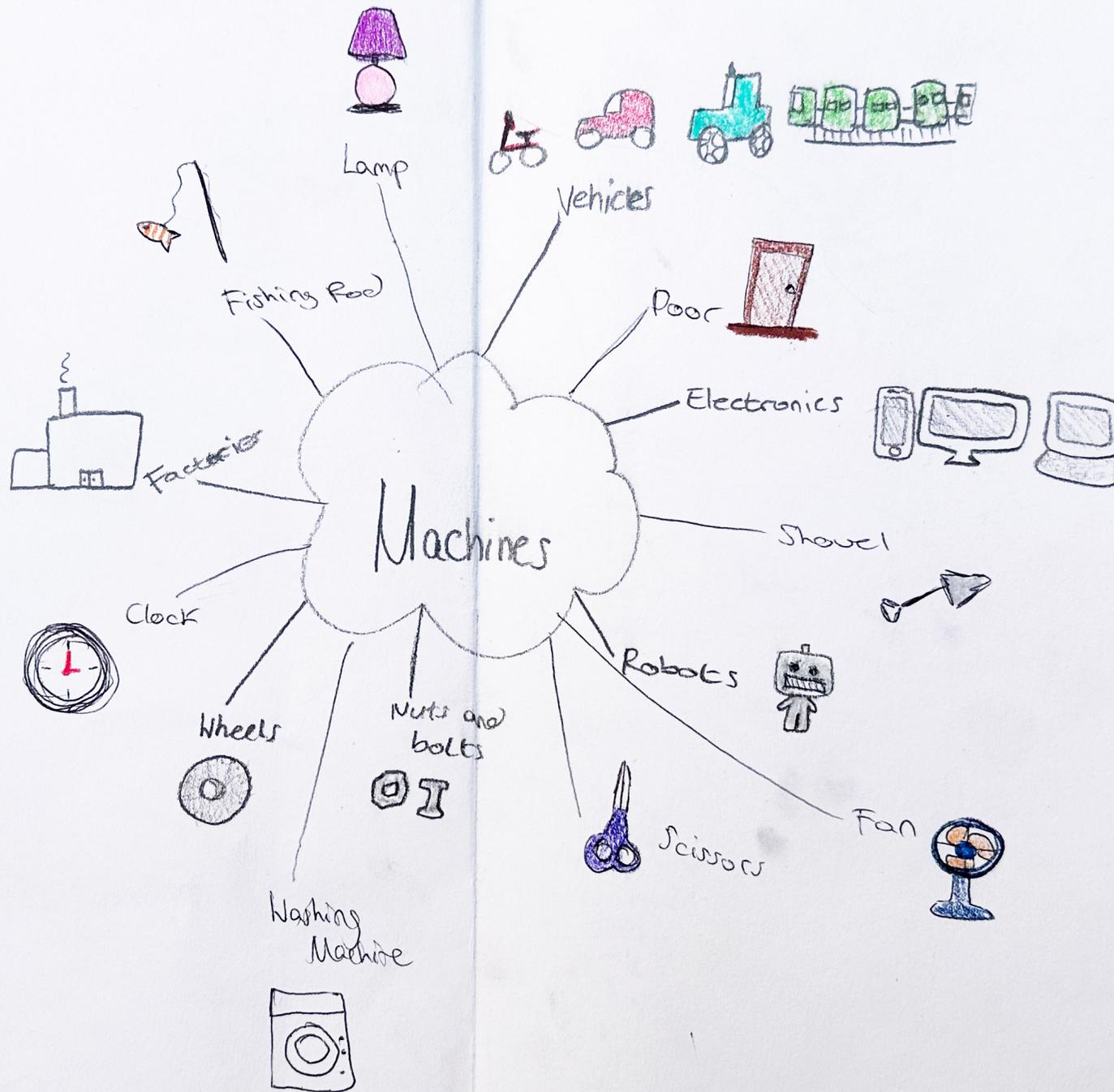
Above expectations

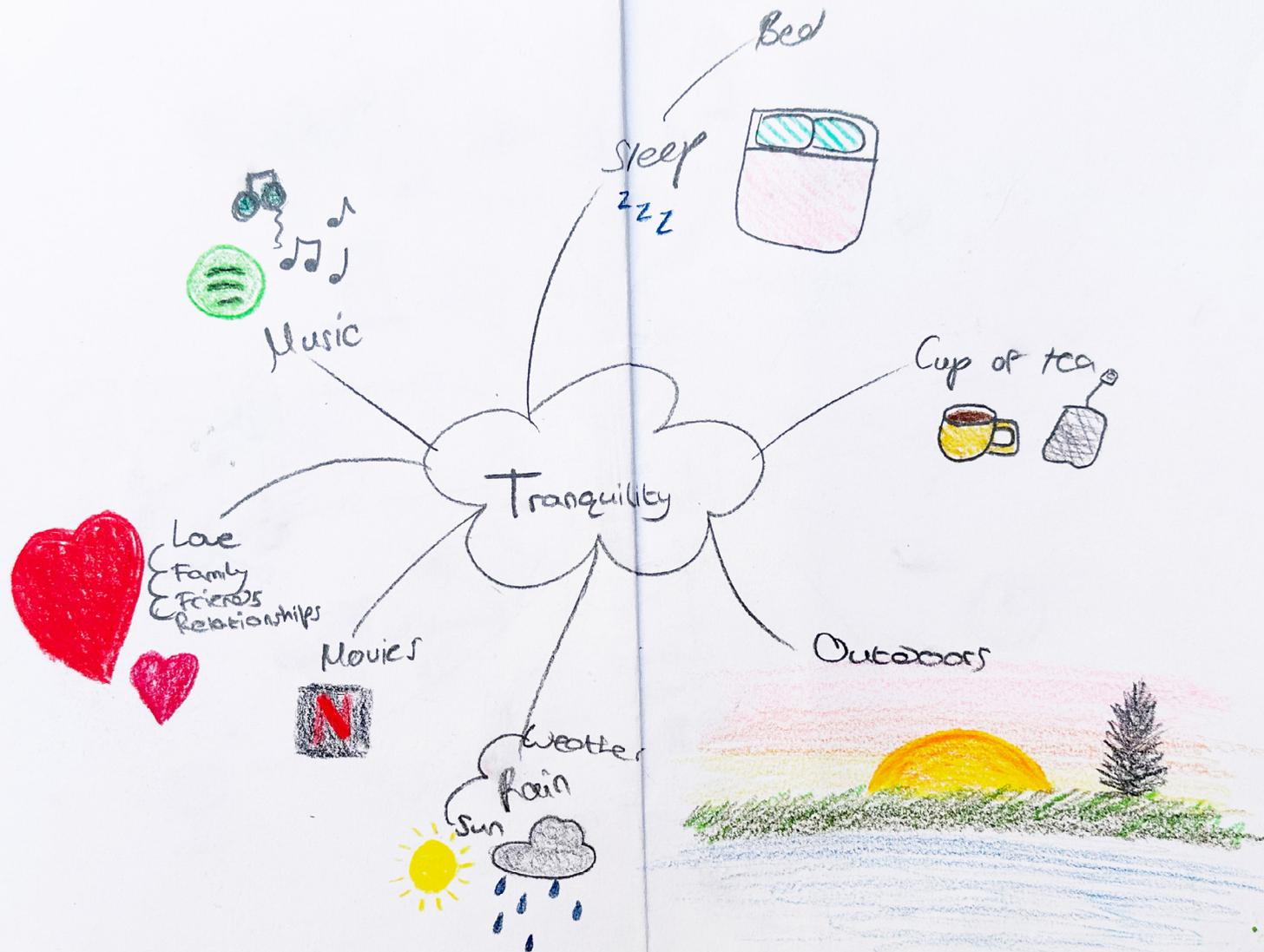


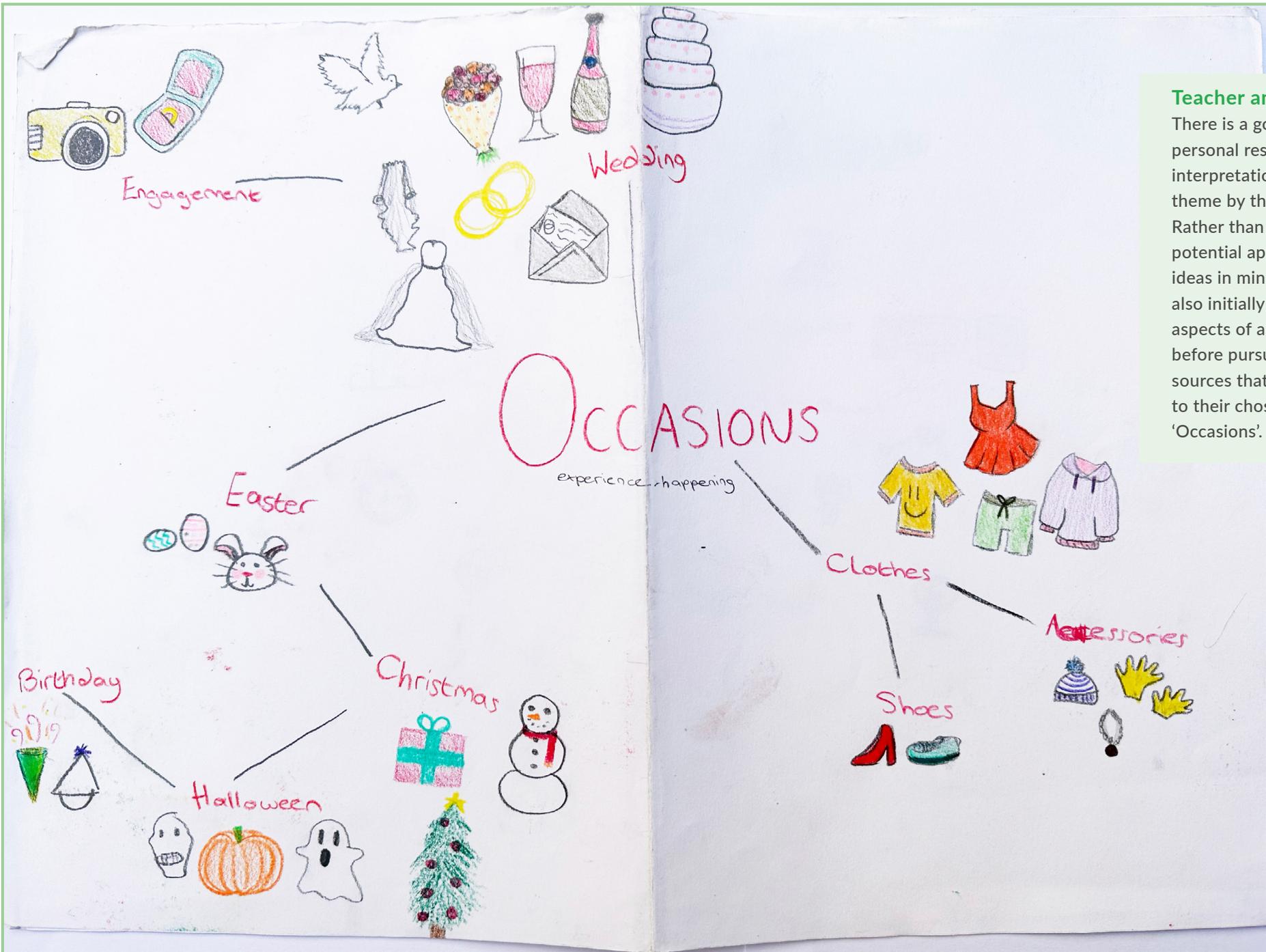
In line with expectations



Yet to meet expectations







Teacher annotations

There is a good personal response and interpretation to the theme by this student. Rather than just noting potential approaches/ ideas in mind maps, they also initially investigated aspects of all themes before pursuing primary sources that connected to their chosen theme 'Occasions'.

TRANQUILITY

Focus: Colour



Watercolour
Colour Pencil
20th Sept

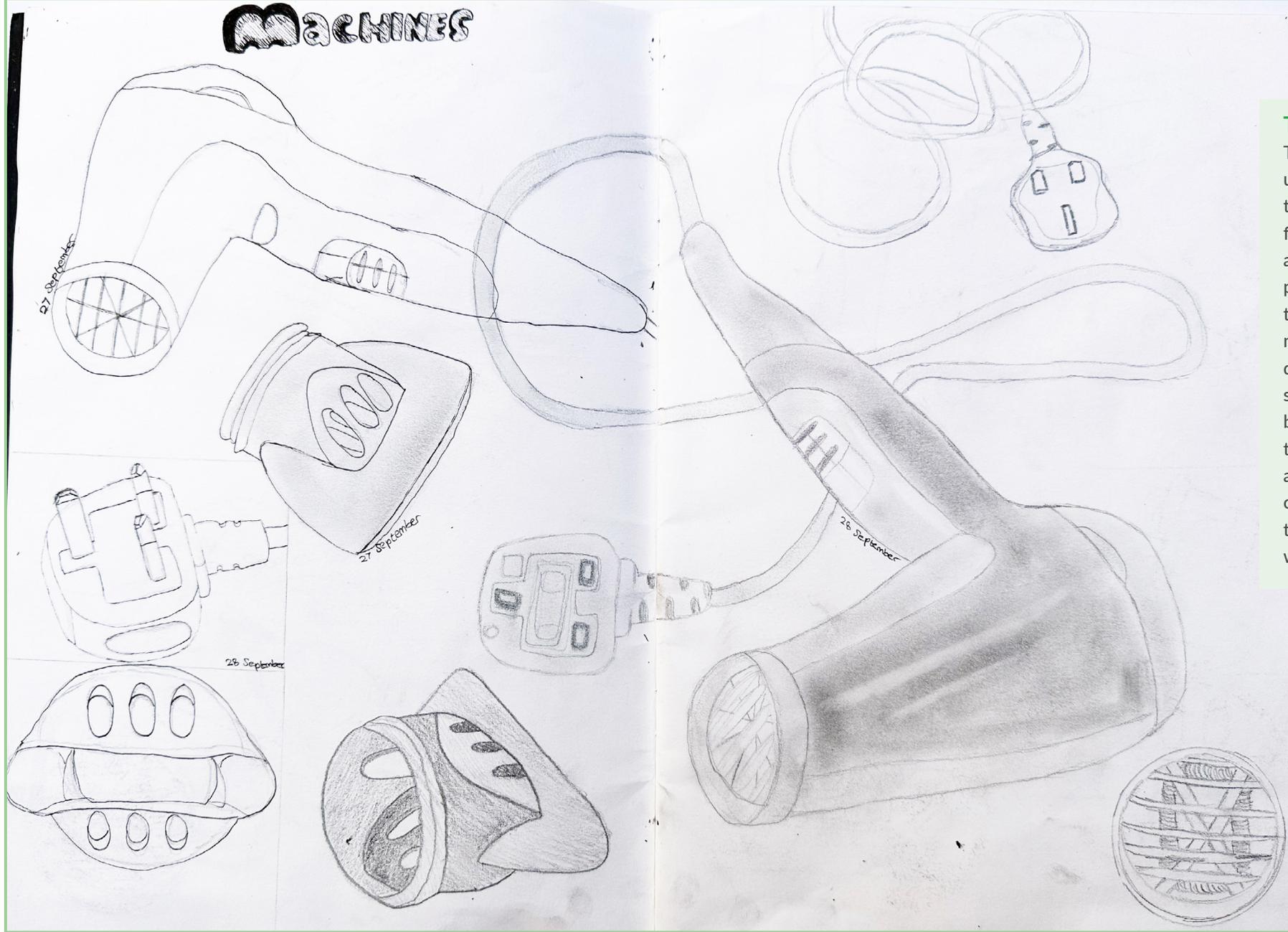
Focus: Shape



Focus: Line

Pen
20th Sept

MACHINES



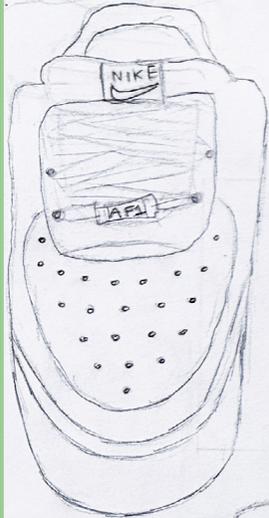
Teacher annotations

The student shows good skill using observational drawings to represent their chosen forms from different angles as they investigated their primary sources. Even though they could have explored more with media the student did make fair use of their selected range of media to best represent the details they were exploring. They also reflected on the personal connections they had with their primary sources as they worked through their ideas.

OCCASIONS

Call It What You Want
Taylor Swift

I want to wear his initial
On a chain round my neck
Chain round my neck
Not because he owns me
But cause he really knows me



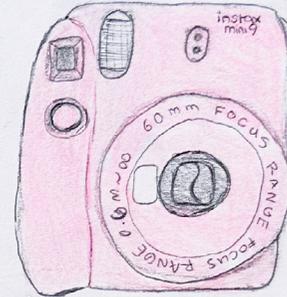
Step On Me
The Caroligans

Oh I think you're standing on my left foot
It's hurting but that's okay
Cause I'm in your way
You'll break that foot that you're standing
I'll walk with the other one



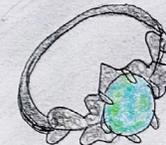
Photograph
Ed Sheeran

We keep this love in a photograph
We make these memories for ourselves
Where our eyes are never closing
Hearts are never broken
And time's forever frozen still



champagne problems
Taylor Swift

Your mom's ring in your pocket
My picture in your wallet
Your heart was glass, I dropped it
Champagne problems



Teacher annotations

Their research while focused did influence and was apparent in their further explorations of and experimentation with possibilities. While further research could support the student in considering a variety of approaches there is evidence of the direction the work is taking.

The student's exploration of visual culture was fair; however, they would have benefitted from further research.

SHOES for different OCCASIONS

- Working out
- Running / Walking
- School
- Casual occasion



10/10/22



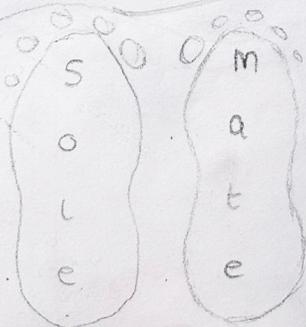
Titles For Magazine

COMFORT

Zone

BRÓGA

Sole Mate



Salemate



FOOT
PRINT

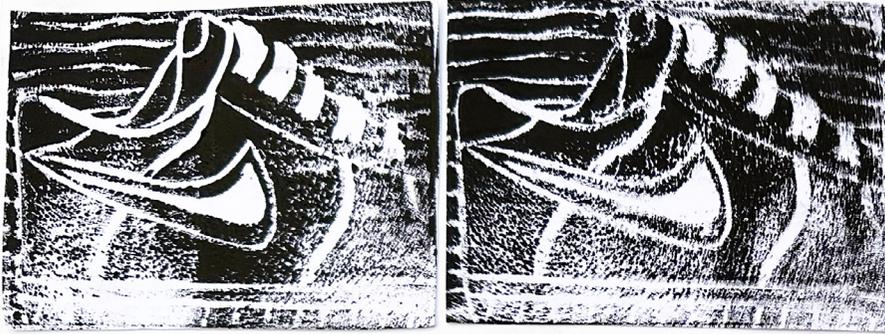
LE SOLE★

We♥shoes

Teacher annotations

The student's use of the art elements is good in the beginning of their explorations and they demonstrate a good understanding of the design principles also in their approach to generating the different magazine titles.

Sample Linoprints



These are my attempts of sample linoprints of a smaller version of the shoe I did 9 pages back.

This is my best and first attempt.



This stems from my idea of shoes for different occasions and my design and crafts and proposals are a linoprint and a teenage shoe magazine cover.

Artist Research

The subject matter of her prints tend to gravitate towards nature - living creatures - particularly birds, which she has had a passion for since early childhood. She did her foundation course in Art & Design in 1980, which was her first "proper" introduction to printmaking. In 2018 she decided to "re-visit" from teaching to become a full-time printmaker. She loves the process of creating a print the most.



Jane finds printmaking comforting and reassuring, she never tires of it. She looks for things that interest her in her daily coming and going.

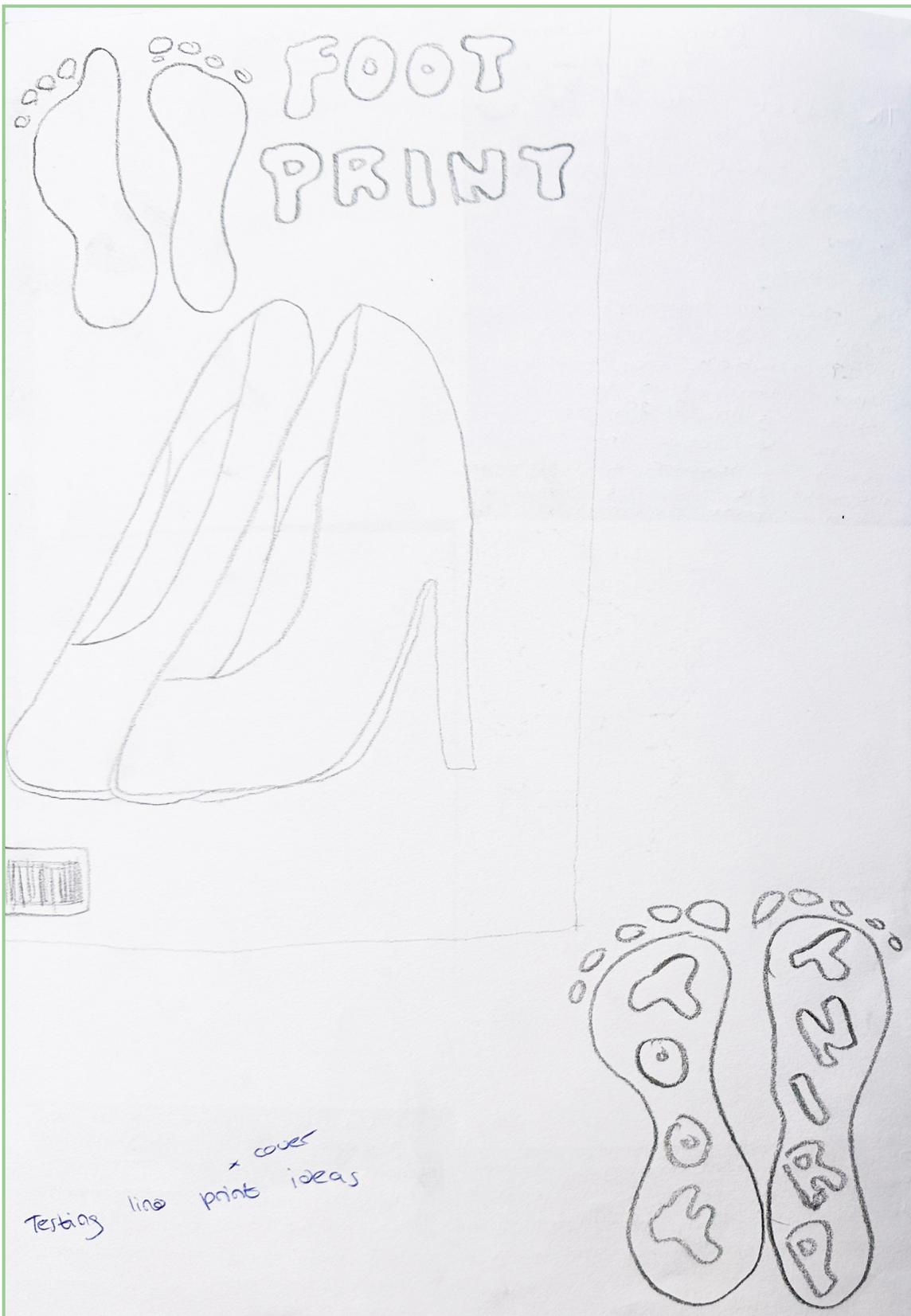
Jane Constable



I like Jane's work because she doesn't have a distinctive "style" but sticks to the theme of British wildlife, emphasizing on birds. Birds are a lifelong love of hers and take her back to being a 6 year old girl.

Teacher annotations

The student used critical and visual language when discussing their work and when giving feedback to others. They will reflect on the feedback given, which will aid the further development of their work.



Teacher annotations

The work overall is of a fair standard and while there may be areas that need further attention it demonstrates a personal approach. The research undertaken shows possibilities and directions the students work could take for the final assessment.

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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Overall judgement: In Line with Expectations



Exceptional



Above expectations



In line with expectations



Yet to meet expectations