

JUNIOR CERTIFICATE ART, CRAFT, DESIGN

DRAFT SYLLABUS
FOR CONSULTATION

APRIL 2008

Contents

Introduction	1
Aims of the syllabus	2
Objectives of the syllabus	2
Syllabus overview	3
Differentiation	4
Assessment	4
Topics and learning outcomes	6
Appreciation of art, craft, design, and the built environment	7
Section 1: Drawing	8
Section 2: 2-D Art, Craft, Design	9
Section 3: 3-D Art, Craft, Design	11
Statement of links	13
Appendices	17
Appendix A: Inventory of design skills art elements	18
Appendix B: The design process	19
Appendix C: The creative process	20
Appendix D: Art elements/art organisational elements	21
Appendix E: Integration of the appreciation of art, craft, design, and the built environment	22

Art, Craft, Design

Introduction

Art is the process of human creativity and imagination. Art in the Junior Certificate is categorised into three interdependent disciplines: Fine Art, Craft and Graphic Design. Drawing is fundamental to all three.

- Fine art refers to work produced primarily from expressive and exploratory intent with emphasis on aesthetic, conceptual, and formal values.
- Craft is the application of a range of artistic skills to produce artefacts of aesthetic worth and/or usefulness.
- Graphic design uses formal visual elements and imagery to communicate messages and ideas.

The Art, Craft, Design syllabus provides opportunity for students to make fine art, craft and graphic design artefacts, and to experience and learn to appreciate visual culture.

Art, craft and design education supports the development of important personal qualities—including initiative, perseverance, sensibility, and self-reliance. The benefits of an education in art, craft and design extends far beyond a competence in the subject itself, because the experience gained and the skills developed can be enjoyed and applied throughout life, enabling the student to shape his/her world with discernment, and to understand and appreciate the creativity of others.

The Junior Certificate Art, Craft, Design syllabus offers students of all abilities and aptitudes an opportunity to develop reflection, analysis, synthesis and evaluation skills in art, craft, and design. Problem-finding, problem-solving, and decision-making are fundamental skills in this context. It further equips the student with necessary artistic skills and competencies.

The subject reinforces and further develops knowledge, understanding, and skills acquired in primary school, as well as building on the student's own interest in, and engagement with, visual culture and the built environment. The making of artefacts and the study of art, craft, and design works provide opportunities for the student to become innovative and creative—important qualities in today's society. It further provides the student with a sound basis for progressing to the senior cycle art course.

Aims of the syllabus

The Junior Certificate Art, Craft, Design syllabus aims to

- provide learning experiences which develop the student's aesthetic and artistic skills, confidence and practice, and art and design appreciation
- develop the student's awareness of the historical, social, personal, economic and cultural importance of art, craft, design, and the built environment
- encourage the student to develop an enquiring and informed attitude to their environment and enable them to relate to society through art, craft and design
- develop and enhance the student's ability to appreciate, respond, enjoy, value, create and communicate through visual art and design
- develop the student's individuality and self-esteem through artistic achievement
- encourage the student to work collaboratively with others.

Objectives of the syllabus

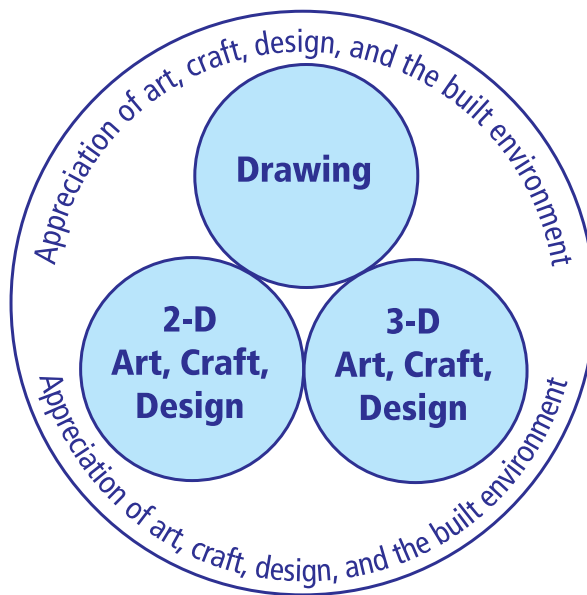
The objectives of Junior Certificate Art, Craft, Design are to

- enable students to create artefacts that are visually expressive
- enable students to create artefacts based on primary sources
- develop students' graphic skills through different and varied modes of drawing as part of the realisation of ideas in the creation of 2-D and 3-D design imagery
- promote the use of specific art, craft and design vocabulary as part of making and receiving art
- provide an opportunity for students to use a brief to find a personal direction for a project
- allow students to work through the process of bringing an idea from conception to realisation
- promote an understanding of relevant current tools and technologies as applied to art, craft and design
- provide opportunities for students to become conversant with the use of a variety of materials, media, tools and equipment
- make students aware of the essential health and safety practices in all aspects of art, craft and design practice.

Syllabus overview

There are five principal components in the course:

- Appreciation of art, craft, design, and the built environment
- Drawing
- 2-D Art, Craft, Design
- 3-D Art, Craft, Design
- Craft



Differentiation

Students learn at different rates and in different ways. Differentiation in teaching and learning and in the related assessment arrangements is essential in order to meet the needs of all students. In junior cycle syllabuses, differentiation is primarily addressed in three areas: the content and learning outcomes of the syllabus; the process of teaching and learning; the assessment arrangements associated with examinations. For exceptionally able students, differentiation may mean extending and/or enriching some of the topics or learning outcomes. This should supplement, but not replace the core of work being undertaken. For students with general learning difficulties, this may mean teaching at a different pace, having varied teaching methodologies or having a variety of ways of assessing students.

By involving students in planning their own learning, and by establishing classroom routines that encourage students to act as independent learners, teachers can provide many opportunities for differentiated learning. In this way, individual students in the same class can achieve the learning outcomes in the syllabus to different extents. The demand on each student can vary depending on the level of understanding that the student brings to the situation. In some cases learning outcomes are made more demanding by involving more factors and building on more extensive background knowledge. The extent to which a learning outcome is achieved will depend on the level at which the student engages with it.

Each syllabus provides opportunities for students to learn in ways that most directly meet their needs, interests, and learning styles. As a result a wide range of teaching and learning activities is appropriate. Schools have a responsibility to provide a broad, balanced and appropriate curriculum for all students. There is a range of materials available to support schools in meeting this responsibility. These include further information on extending and enriching the curriculum for exceptionally able students, as well

as guidelines for teachers of students with mild general learning disabilities in home economics. Differentiation at the point of assessment is described more fully in the next section.

Assessment

General principles

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement, to determine the appropriate route for students to take through a differentiated curriculum or to identify specific areas of difficulty (or strength) for a given student. While different techniques may be employed for formative, diagnostic and certification purposes, assessment of any kind should improve learning by exerting a positive influence on the curriculum at all levels. It must, therefore, reflect the full range of curriculum goals.

Assessment should be used as a continuous part of the teaching-learning process and involve learners, wherever possible, as well as teachers, in identifying next steps. In this context, the most valuable assessment takes place at the site of learning. Assessment should also provide an effective basis for communication with parents in a way that helps them to support their children's learning. Assessment must be valid, reliable and equitable. These aspects of assessment are particularly relevant for national assessment for certification purposes.

Assessment for certification

The syllabus has been designed as a common syllabus. The examination requirements for Ordinary and Higher level are different. Students taking Ordinary level should be competent in a range of skills which they use to demonstrate their creativity. Those taking Higher level should demonstrate a greater depth of understanding of concepts, processes and principles. This will be reflected in the assessment of the two levels.

Assessment modes and weightings

1. Project work

2-D Component	3-D Component	Craft
Painting <i>or</i> Graphic Design Weighting: 20%	Create 3-D artefact from a wide variety of materials and media Weighting: 20%	Create craft artefact from the range of named crafts Weighting: 20%
Appreciation of art, craft, design and the built environment Weighting: 15%		

2. Invigilated drawing examination (1.5 hours)

Drawing
Life drawing (Higher level) Life drawing <i>or</i> natural/manmade form (Ordinary level) Weighting: 25%

Topics and learning outcomes

Section 1: Drawing

Section 2: 2-D Art, Craft, Design

Section 3: 3-D Art, Craft, Design

Appreciation of Art, Craft, Design, and the Built Environment

In order to engage with art and visual culture, students need perceptual, analytical and other skills which open the way for them to appreciate and enjoy—in short, to receive—this varied and complex area of human experience. These skills are developed and nurtured by looking closely, in an informed and open way, at a wide range of art, design and architecture from historical and contemporary sources, supported by some cultural knowledge and aesthetic principles. The aim of the appreciation component of the syllabus is to lay down the foundations of a life-skill for students. Thus, it is envisaged that the appreciation of art, craft, design will be given significant attention throughout the three years of the Junior Certificate course by being integrated into teaching and learning, and systematically developed in tandem with particular art skills in 2-D, 3-D and design.

Appreciation is an important artistic skill based on, and developed through, engagement with as wide as possible a range of artefacts from art, craft and design, and the built environment.

Biographical information or historical fact is not the central focus, but these may inform the topic. Students who have an appreciation of art, craft, design, and the built environment should be

- adept and practiced at looking at art, craft, design, and the built environment
- progressively more developed in their aesthetic sense through engaging with artefacts
- confident that they can engage on an informed level with as wide a range of art, craft, design, and the built environment artefacts as possible
- actively engaged in developing personal tastes and interests across visual cultures
- responsive emotionally to art, craft, design, and the built environment
- capable, confident and adept at using their appreciation of visual culture, past and present, as a bridge to their own artistic and creative practice
- developed in their discernment and in their critical and analytical skills.

Section 1: Drawing

Drawing is the essential tool for expression, enquiry and the communication of visual information. It is fundamental and integral to all activities in the Art, Craft, Design syllabus, where it is an art form in itself. It communicates visual information, and acts as a vehicle for visual inquiry.

The dimensions of the study of drawing are closely integrated in teaching and learning, with contact and engagement with historical and contemporary art, craft and design. This should be focused on enabling the students to develop a strong awareness, knowledge, and appreciation of drawing, as both an art form, and an essential tool.

Section 1: Drawing		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
1.1 Drawing	<p>Drawing from imagination and memory</p> <p>Drawing from observation</p> <p>Drawing as a basis for developing ideas and creativity in both two-dimensional and three-dimensional art, craft, design</p>	<ul style="list-style-type: none"> - observe, record, analyse, and communicate visually - use a variety of stylistic approaches - employ a wide range of art elements and graphic techniques - employ the organisational art elements for compositional purposes - become practiced and competent in using a range of drawing tools and media - display skills in a variety of drawing methods - use drawing in a creative, expressive manner, to plan, record and communicate - use drawing as a fundamental way of communicating ideas and intentions - use drawing modes appropriate to the different stages of creating a visual artefact - use drawing in problem-finding and problem-solving in visual art, craft and design media - use drawing in the artistic processes/activities of perception and conception, and as an aid to development and synthesis of ideas - use information and communications technology (ICT) to make drawings, and to receive historical and contemporary stimuli related to drawing

Section 2: 2-D Art, Craft, Design

This area of study comprises three principal parts:

- Fine art image-making
- Craft
- Graphic design image-making

Fine art, craft and graphic design offer students the opportunity to engage in artistic activity to

create artefacts, and to develop an appreciation and knowledge of the work of contemporary and historical artists, craftspeople and designers. All three are vehicles for creativity, providing opportunities to engage with and respond creatively to a brief, to develop their own visual ideas, and to express and communicate these in a variety of modes and artefacts.

Section 2: 2-D Art, Craft, Design		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
2.1 Fine art image-making	An imaginative, creative response to a given stimulus, choosing from a wide range of media and expressive modes	<ul style="list-style-type: none"> - use and understand the basic and organisational elements of art and design - work competently in a variety of materials media - use colour for both descriptive and expressive purposes - demonstrate competence in the use of different techniques in the creation of imagery and artefacts - respond to and appreciate a wide range of artefacts in reality and in reproduction - create imagery and artefacts that are personally expressive - demonstrate an appreciation of good technical and aesthetic qualities from historical and contemporary sources
2.2 2-D craft *	Crafts use material and processes for a specific expressive or practical purpose with an emphasis on <ul style="list-style-type: none"> - problem solving - the use of the design process - good handling and utilisation of materials 	<ul style="list-style-type: none"> - demonstrate an understanding of and use the design process - match particular ideas to crafts suitable/capable of expressing and accommodating them - use working methods appropriate to the various crafts - develop competence in the necessary skills for particular crafts - demonstrate the technical skills that allow the appropriate use of a wide range of materials - produce artefacts in a range of different craftwork from the options given

Section 2: 2-D Art, Craft, Design		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
2.2 2-D craft* contd.		- demonstrate an appreciation of good technical and aesthetic qualities in craftwork from historical and contemporary sources
2.3 Graphic design	Graphic design is concerned with visual communication and includes <ul style="list-style-type: none"> - images - symbols - lettering - layout - display - form and packaging - advertising - use of ICT 	<ul style="list-style-type: none"> - work to a design brief - create expressive and communicative artefacts using imagery and text - use the core two-dimensional processes in making, manipulating and developing images - use lettering combined with image to express and communicate ideas - use appropriate technology, equipment and materials - demonstrate an appreciation of good technical and aesthetic qualities in design work from historical and contemporary sources

* Each craft is a complete area of study in its own right, with its own unique set of processes. All students should have the opportunity to experience as broad a range of 2-D and 3-D crafts as possible. In crafts, the emphasis is on making artefacts that enhance students' understanding of the good use of materials, competence in the design process, and appreciation of the aesthetic qualities of the artefacts produced. Sensitivity to materials and dexterity in their use is a key emphasis in learning in this section of the syllabus.

The principal 2-D crafts

- Animation
- Art metalwork
- Batik
- Block printing [Lino, wood]
- Bookcrafts/Bookbinding
- Calligraphy
- Fabric printing
- Embroidery
- Etching
- Film making
- Jewellery-making
- Photography
- Screenprinting/Serigraphy
- Stained glass
- Tapestry
- Textiles for fashion
- Theatre design
- Video making
- Weaving
- additional traditional crafts (where sanctioned by the State Examinations Commission)

Section 3: 3-D Art, Craft, Design

Three-dimensional art, craft, design offers students the opportunity to create artefacts in 3-D in a wide variety of materials and media to develop technical, perceptual and artistic skills, and to experience and appreciate 3-D artefacts from historical and contemporary sources. 3-D involves learning opportunities that nurture in the student skills of spatial perception and visualisation, and technical

and artistic behaviours that allow students to create free-standing form in the round. The expressive, perceptual, and technical content introduced and outlined previously under fine art are also applicable in relation to 3-D. 3-D craft involves the use of materials and processes for a specific expressive or practical purpose

Section 3: 3-D Art, Craft, Design		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
3.1 3-D art, craft, design	<p>Making forms by</p> <ul style="list-style-type: none"> - adding materials - carving, gradually taking away to define form - constructing from an appropriate material <p>Making both expressive and functional objects</p> <p>The role of the design process in relation to both functional and 3-D objects</p>	<ul style="list-style-type: none"> - use and understand the basic element of art and design in 3-D - give a personal 3-D response to an idea, experience or other stimulus - develop an idea through all the stages from visualisation to realisation - transpose the idea from a 2-D concept into a 3-D form - express ideas in the 3-D material, using media most appropriate to it - be expressive and creative in a range of 3-D materials - make technically and aesthetically effective 3-D artefacts in a variety of materials and stylistic modes - demonstrate aesthetic appreciation skills and knowledge in relation to 3-D forms, space and the built environment from historical and contemporary sources
3.2 3-D craft **	<p>Crafts use material and processes for a specific expressive or practical purpose with an emphasis on</p> <ul style="list-style-type: none"> - problem solving - the use of the design process - good handling and utilisation of materials 	<ul style="list-style-type: none"> - demonstrate an understanding of, and use the design process - match particular ideas to crafts suitable/capable of expressing and accommodating them - use working methods appropriate to the various crafts - demonstrate competence in the necessary skills for particular crafts

** Each craft is a complete area of study in its own right, with its own unique set of processes. The choice of craft should be as broad as possible.

Section 3: 3-D Art, Craft, Design		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
3.2 3 D craft ** contd.		<ul style="list-style-type: none"> - demonstrate the technical skills that allow the appropriate use of a wide range of materials - produce artefacts in a range of different crafts - show awareness of the intrinsic potential of different materials - produce 3-D craftwork artefacts

The principal 2-D crafts

- Art metalwork
- Bookbinding/Bookcrafts
- Carving
- Clay-modelling
- Embroidery
- Textiles for fashion and interiors
- Textiles for soft sculpture
- Jewellery making
- Leatherwork
- Model-making
- Puppetry
- Packaging
- Pottery/ceramics
- Stained glass
- Tapestry
- Theatre design
- Weaving
- additional traditional crafts (where sanctioned by the State Examinations Commission)

Statement of links

Junior cycle education seeks to reinforce and further develop in the learner the knowledge, understanding, attitudes, and skills acquired at primary level. It should also extend and deepen the range and quality of the learner's educational experience by creating connections both within the junior cycle programme itself, and with the senior cycle.

This syllabus reflects these aspirations by including a statement describing some of the points of connection between these components of the young person's educational experience. This should inform the teacher's planning in that it describes how the study of Junior Certificate Art, Craft, Design

- builds on the learning at primary level
- supports the different areas of experience that comprise the wider educational context at junior cycle
- links with other junior cycle subjects
- supports progression to senior cycle.

Progression from the Primary School Curriculum

Art in the Primary School Curriculum is not seen as an isolated subject but is one of the many ways in which a child can interpret the world around him or her. This allows the study of art to influence and be influenced by knowledge and experiences in other subject areas. Art appreciation is dealt with in a section called *looking and responding*, which includes critical appraisal of the child's own and other works. The practical topics or strands which are addressed are

- Drawing
- Paint and colour
- Clay
- Construction
- Print
- Fabric and fibre

Links with other junior cycle subjects

Materials Technology (Wood)

The Art, Craft, Design syllabus is linked to the following areas:

- sketching of trees and hand tools
- design process of the student project based on expression of ideas, processed through sketching
- the student project requires a file to record process of design to realisation in which sketching is used extensively
- fret work on cabinet units requires creative curves to be drawn.

Technical Graphics

The Art, Craft, Design syllabus is linked to the following areas:

- orthographic projection
- free-hand drawing
- 3-D drawings
- developmental drawings for Packaging, 3-D or Craft.

Metalwork

The Art, Craft, Design syllabus is linked to the following areas:

- decorative metalwork
- sheet metalwork: wire bending, scrolling
- metal joining, soldering and welding
- measurement, proportion, and balance.

Home Economics

The Art, Craft, Design syllabus is linked to the following areas:

- textiles and their use in the home and in clothing
- past and current fashion trends and the different design principles
- construction of different fabrics
- basic and decorative stitches such as embroidery
- in resource management and home studies:
- design principles are investigated, such as the impact of colour, pattern and texture on the overall appearance of a room
- primary, secondary and tertiary colours are investigated through the colour wheel.

Religious Education

The Art, Craft, Design syllabus is linked to the following areas:

- sacred texts: Manuscripts; the Bible.
- the Roman Empire, architecture.
- signs, symbols and icons in everyday life and religion.
- places of worship: Newgrange, churches, stained glass.
- places of significance: holy wells, high crosses and buildings.

English

The Art, Craft, Design syllabus is linked to the following areas:

- media studies involves the study of radio, television, print media and cinema;
- students are encouraged to explore the distinctive method each medium has of conveying its message. Print media emphasises visual appeal, colour, cartoon, photo, montage,

and shading. The study of how this affects the message is very closely linked to the Art, Craft, Design syllabus.

- Advertising
- Graphic design.

Science

The Art, Craft, Design syllabus is linked to the following areas:

- separation of constituents of colored markers, paper chromatography
- color changing of natural substances using acid/base indicators
- water: uses of water in art, hardness of water, water treatment, crafts and dyes
- measurement: straight line, curved line, area and volume
- light: sources and transmission of light, colour and the visible spectrum
- heat: expansion of solids and liquids, change of state, latent heat
- rusting and corrosion: 3-D using metals
- musculo-skeletal system.

Modern Languages

The Art, Craft, Design syllabus is linked to the following area:

- French/German/Spanish/Italian culture, places, artists.

Civic, Social and Political Education (CSPE)

The Art, Craft, Design syllabus is linked to the following areas:

- poster campaigns with a mixture of text, slogans, and visual aids to convey their message
- identification/awareness: development of skills which enable students to acquire information

- analysis/evaluation: ability to analyse, interpret any input they receive
- communication: development of skills of communication, personal reflection, presentation.

Music

The Art, Craft, Design syllabus is linked to the following areas:

- form: the basic plan or design on which a piece of music is built
- texture: describing the way the sounds are woven together in a piece of music.
- timbre: each instrument has its own tone-color
- harmony, discord, and rhythm
- pattern, sequences and repetition
- the various eras in music common to art, for example: the Romantic Era—greater freedom of form and a more intense expression led to Programme Music, which was inspired by a painting or poem.

Geography

The Art, Craft, Design syllabus is linked to the following areas:

- picture interpretation
- map drawing: drawing sketch maps
- physical geography: diagrams are required to describe how features are formed.

Mathematics

The Art, Craft, Design syllabus is linked to the following areas:

- drawing quadratic curves smoothly
- statistics: cumulative frequency curves
- perception involved in area and volume; understanding 2-D and 3-D shapes
- scale in the layout and drafting of graphs

- layout of work: sense of order in the presentation of the work.

History

The Art, Craft, Design syllabus is linked to the following areas:

- Newgrange, Celtic Ireland, crosses, stone work
- manuscripts and monasteries
- Renaissance artists and sculpture in detail
- pictorial observation.

Progression to senior cycle

Skills and knowledge acquired through studying Art, Craft, Design at junior cycle can be further nurtured and developed in Art at senior cycle in the following areas which are common to both syllabuses:

Drawing

Drawing is integral to Art, Craft, Design, and has many roles within art education as a means of visualisation of ideas and as a record of visual thinking. Both the Leaving Certificate and Junior Certificate syllabuses acknowledge the importance of drawing and emphasise the need for it to permeate throughout all areas of work. In Section A of the Leaving Certificate Examination candidates are examined in observation drawing and life drawing. This examination is structured in a similar way to the end of year drawing examination at Junior Certificate.

2-D, 3-D and Craft option

The 2-D, 3-D and Craft option studies of the Junior Certificate syllabus are reflected in Section B: Studio Work in the Leaving Certificate syllabus. Candidates at Leaving Certificate will be expected to submit two pieces of studio work. One of the pieces is to be selected from Unit 3: Craft, and the other from either Unit 4: Fine Art or Unit 5: Visual Communication. One of these must have a 3-D element. Junior cycle students of Art, Craft, Design will be familiar with many aspects of these areas.

Support studies

Support studies are linked to Section C: History and appreciation of art in the Leaving Certificate syllabus. As with support studies, the history of art is studied both for its intrinsic value and to inform the student's art practice. The importance of looking at and engaging with art works in the classroom and beyond, in galleries, museums and public spaces, is emphasised in both syllabuses.

Progression to senior cycle

The study of Junior Certificate Art, Craft, Design should equip the student for the more rigorous demands of the curriculum at Leaving Certificate level. Those choosing to study History at Leaving Certificate level will encounter a range of familiar concepts, such as evidence, interpretation, and research, and will further develop their understanding and their abilities. The study of other Leaving Certificate subjects will also be enhanced by the study of Junior Certificate Art, Craft, Design. This is especially the case in the area of the humanities, where the focus is on human actions and human culture and where the application of an historical perspective adds an important dimension to the student's understanding. The development of research skills will assist students in meeting the general demands of Leaving Certificate programmes with their focus on independent learning and critical thinking.

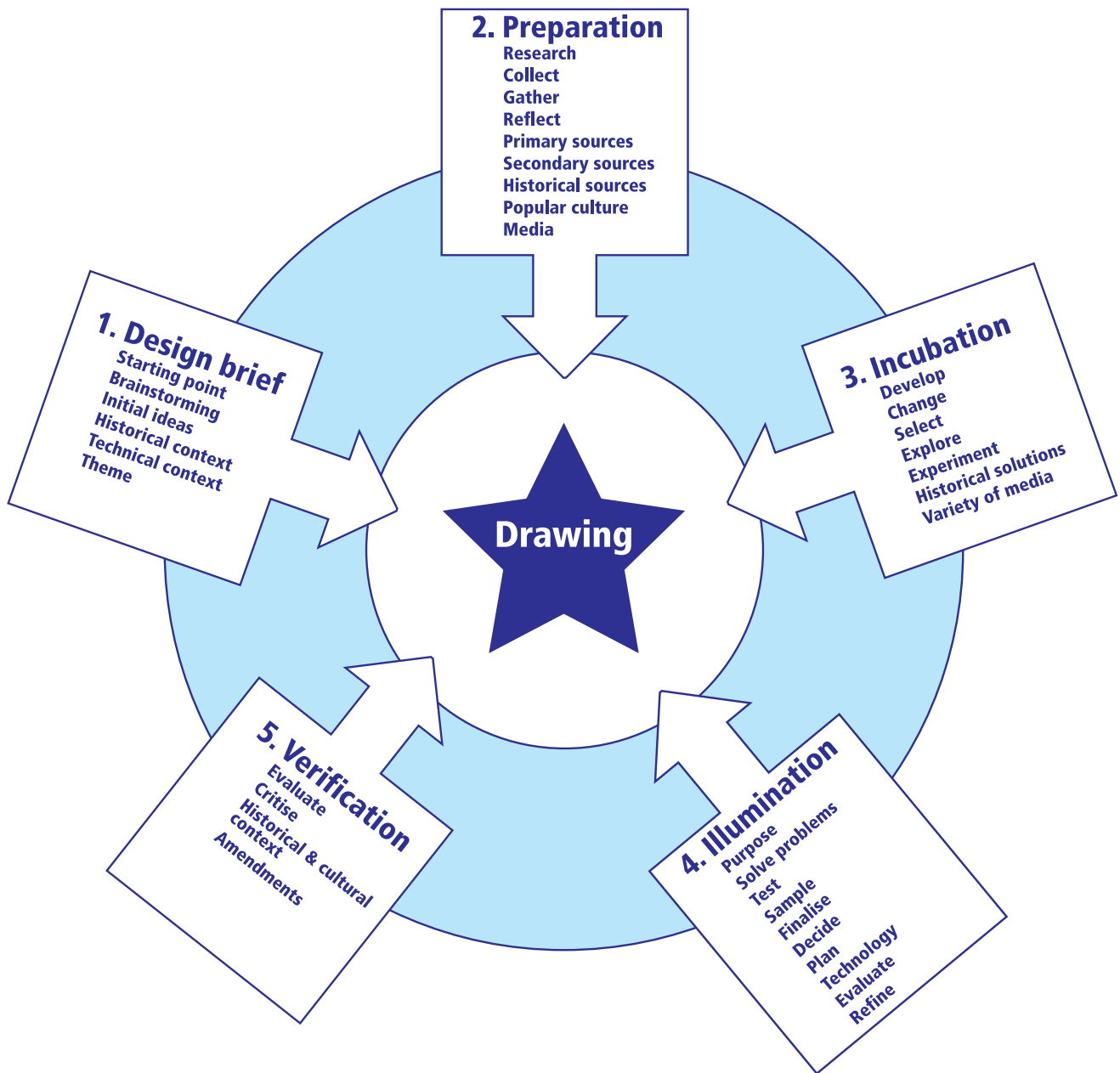
Appendices

- Appendix A: Inventory of design skills art elements
- Appendix B: The design process
- Appendix C: The creative process
- Appendix D: Art elements and art organisational elements
- Appendix E: Integration of the appreciation of art, craft, design, and the built environment

Appendix A: Inventory of design skills

Skills	Examples of development
Enquiry skills	Enquiry about everyday items, products, artefacts, aspects of the environment and other situations where design might be a factor.
Observational skills	Students observe, interpret, express and record what they see, in words and drawings.
Problem-solving skills	Students address tasks or activities, where they identify the key requirements or constraints and decide on appropriate solutions to the problem.
Research skills	Students are introduced to, and guided in ways of sourcing, recording, analysing and using appropriate research material in the design process.
Manipulative skills	Through working with materials, instruments and equipment, students develop dexterity and appropriate technique.
Organisational skills	Through organisation of their own time and effort, students are empowered to plan, manage and complete their tasks.
Critical evaluation skills	Students are guided in the critical and constructive evaluation of their design solutions.

Appendix B: The design process



 Appreciation of art, craft, design, and the built environment

 Drawing

 Studio Work

Appendix C: The creative process

Psychologists have formulated four stages of mental activity—distinct and sequential—from which creative insight or the *eureka moment* emerges.

These four stages are known as the creative process. These stages of mental activity are

- preparation
- incubation
- illumination
- verification.

These sequential mental events are characteristic of creative activity in both the arts and sciences. While the creative process has unconscious elements, it is not automatic. Conscious willed effort in the preparation stage—which stimulates the mind, exhausts known solutions, and establishes a mental set—is an indispensable component in the creative process.

After the brief has been found/given to the artist/designer, background research into ideas and materials and time spent experimenting and trying out some possible solutions is necessary if the brief is to be answered in a creatively, worthwhile way. Having tried consciously to come to a solution, the next stage is unconscious—when the mind incubates all that has been learned and gathered together in the preparation stage.

Some time later, a new idea—or sequence of ideas—is suddenly born, that didn't crop up at all during the preparation stage. This can be seen as a moment of illumination, of creative growth, of eureka. This too is unconscious.

Then, in the verification stage, a conscious mental effort is undertaken after the new creative solution has emerged. This is to check that it will work in context, is appropriate, and is really a good solution to the problem posed in the brief, before the artist/designer proceeds with the making/doing and final realisation of the idea.

Appendix D: Art elements and art organisational elements

Art elements

These are the basis of visual art in 2-D and 3-D and can be used in both an analytical and expressive way:

- line
- tone
- shape
- colour
- texture
- pattern

Art organisational elements

These are principles by which visual compositions can be constructed or organised:

- balance
- tension
- symmetry
- asymmetry
- movement

Appendix E: Integration of the appreciation of art, craft, design, and the built environment

Art appreciation begins in first year and continues throughout the three years of the Junior Certificate course. However in third year, the appreciation should focus on the subject matter relevant to the chosen theme taken for examination.

The student should research past events in art history which relate to the chosen theme. The artwork of past and present artists, which make a connection with the thinking process behind the student's own personal work, may act as a starting point for their project.

Drawing skills

Drawing skills should be used to illustrate the series of research and investigation carried out by students and to underline the thinking process that they are engaged in. Drawing also records the student's planning and progression strategies undertaken throughout the third year of the course. The knowledge and skills acquired throughout the three years will advance the student's understanding of art, craft, design, and the built environment.

Appreciation

Appreciation of art, craft, design, and the built environment allows the student to be motivated, stimulated, and encouraged to develop their own investigative skills of research, and the development and realisation of their own artwork. It assists the student to experience and appreciate the wonder of self-expression and emotion through art in various media and materials.

Research

While becoming skilled in the area of research, students broaden their knowledge of how artists, past and present, approached the problem and what solutions were successful. They engage in developing their own personal style and are

influenced by different cultures. While this process is developing, the use of correct vocabulary and language becomes natural to describe their experiences. The students acquire knowledge on the various types of materials and their different interpretations and combined capabilities.

Developing skills

Analytical, perceptual, observational, investigational and critical skills are developed. Students become experienced in the use of tools and craft skills

Making choices

Students become critical of their own work and the work of other students. They make decisions regarding their own work and how to progress from 2-D to 3-D, while maintaining continuity of their chosen theme.

Becoming visually aware

Students become aware of, and can recognise different styles of artwork and architecture. They will understand the process artists had to work through to achieve such standards, and appreciate the skill and techniques necessary to accomplish their work.

© NCCA 2008
National Council for Curriculum and Assessment
24 Merrion Square, Dublin 2
T +353 1 661 7177
F +353 1 661 7180
info@ncca.ie
www.ncca.ie