

Draft Leaving Certificate Art Specification

For consultation

DRAFT

Contents

Senior cycle	5
The experience of senior cycle	7
Leaving Certificate Art	9
Rationale	9
Aim	11
Objectives	12
Related learning	13
Primary school	13
Junior cycle	13
Senior cycle	14
Further study	14
Community and society	15
Overview	16
Structure	16
Outline of Strands	17
Research Strand	17
Create Strand	17
Respond Strand	17
Time allocation	18
Key skills	18
Teaching and learning	19
Disciplines	20
Visual culture	21
Art Sketchpad	24
Differentiation	24
Differentiation in teaching and learning	25

Differentiation in assessment	25
Strands of Study	27
Research Strand	27
Create Strand	29
Respond Strand	31
Assessment	33
Assessment components	33
Overview of assessment	33
Practical components	34
Practical Coursework	34
The Invigilated Examination	35
Assessment criteria for the practical components	35
Written component	36
Assessment criteria for the written examination	38
Leaving Certificate Grading	39
Reasonable Accommodations/Inclusion	39
Appendix 1: Glossary of command terms/learning outcomes	40

Senior cycle

Learners in senior cycle are approaching the end of their time in school and are focusing on the directions they would like to take in their future lives. Senior cycle plays a vital role in helping learners to address their current needs as young adults and in preparing them for life in a changing economic and social context.

Senior cycle is founded on a commitment to educational achievement of the highest standard for all learners, commensurate with their individual abilities. To support learners as they shape their own future there is an emphasis on the development of knowledge and deep understanding; on learners taking responsibility for their own learning; on the acquisition of key skills; and on the processes of learning. The broad curriculum, with some opportunities for specialisation, supports continuity from junior cycle and sets out to meet the needs of learners, some of whom have special educational needs, but who all share a wide range of learning interests, aptitudes and talents.

Curriculum components at senior cycle promote a balance between knowledge and skills, and the kinds of learning strategies relevant to participation in, and contribution to, a changing world where the future is increasingly unpredictable.

Assessment in senior cycle involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for learners through a differentiated curriculum, to identify specific areas of difficulty or strength for a given learner and to test and certify achievement. Assessment supports and improves learning by helping learners and teachers to identify next steps in the teaching and learning process.

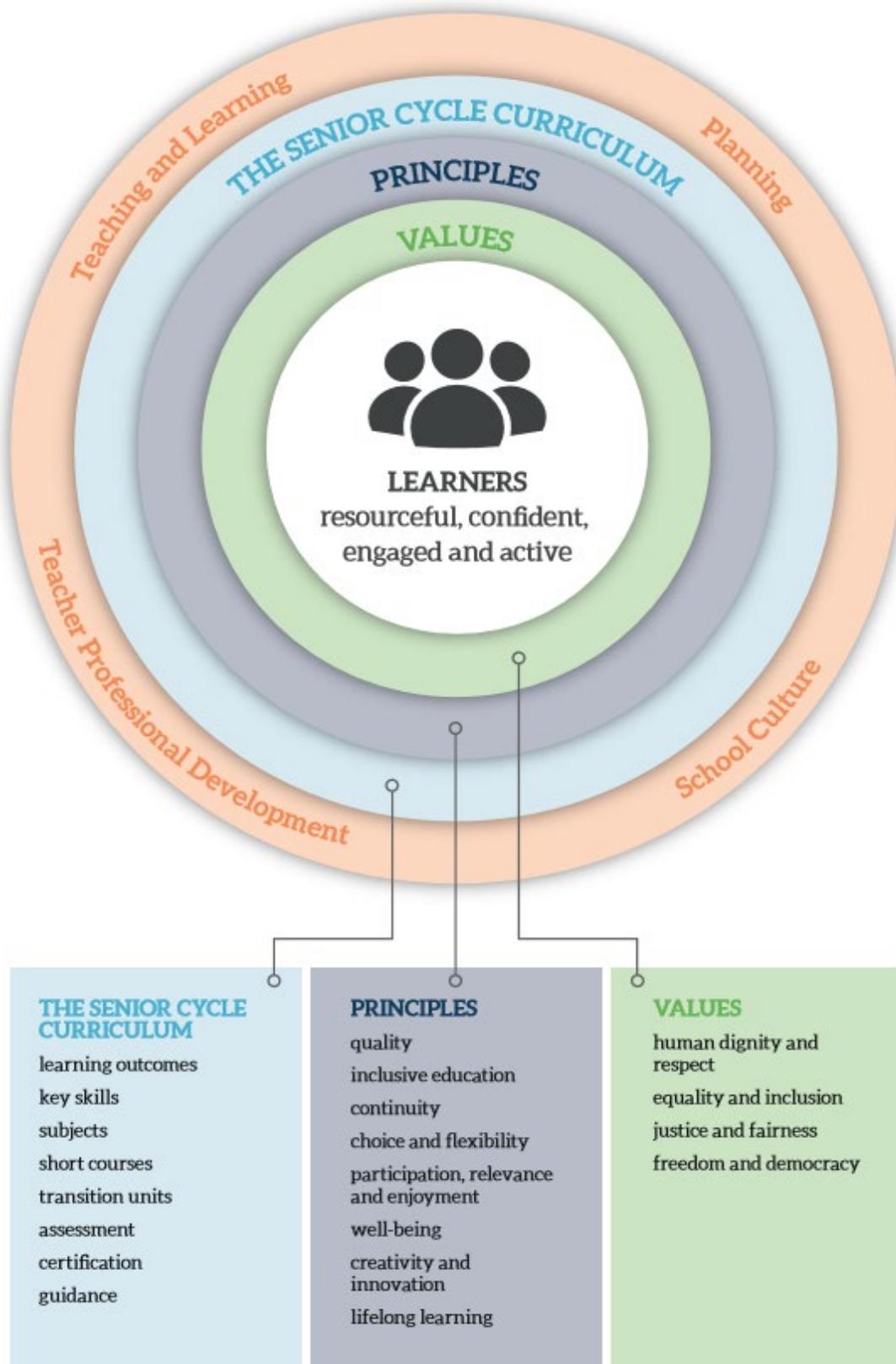


Figure 1 Overview of Senior Cycle

The experience of senior cycle

The vision of senior cycle sees the learner at the centre of the educational experience. That experience will enable learners to be resourceful, to be confident, to participate actively in society, to build an interest in learning, and develop an ability to learn throughout their lives.

This vision of the learner is underpinned by the values on which senior cycle is based and it is realised through the principles that inform the curriculum as it is experienced by learners in schools. The curriculum, made up of subjects and courses, embedded key skills, clearly expressed learning outcomes, and supported by a range of approaches to assessment, is the vehicle through which the vision becomes a reality for the learner.

At a practical level, the provision of a high quality educational experience in senior cycle is supported by:

- effective curriculum planning, development, organisation and evaluation
- teaching and learning approaches that motivate and interest learners, that enable them to progress, deepen and apply their learning, and that develops their capacity to reflect on their learning
- continuing professional development of teachers and school management that enables them to lead curriculum development and change in their schools
- a school culture that respects learners, that encourages them to take responsibility for their own learning over time, and that promotes a love of learning.



Figure 2 The vision of the learner

Leaving Certificate Art

Rationale

By its nature, art¹ is a language that gives ideas form. Through art, students will gain an awareness and understanding of a range of skills through a variety of different ideas, practices and media. They will learn to express themselves which strengthens their ability to communicate their ideas through their work and on to their intended audience. Art will help students to begin to understand themselves and the ethics and values of the society in which they are taking a more active role. It is through this that they will be enabled to develop a respect for their fellow learners and the wider community. As they learn in Art, they will also gain a sense of achievement and personal fulfilment as well as an understanding of the artistic process and value of the work which they will have researched, created and responded to. Art deals with a range of complex problems and promotes creative and critical thinking. Studying Art gives the student the diverse knowledge, skills and values that enable them to make connections in their learning across other subjects at senior cycle.

Through the study of Art, students will develop an appreciation of the importance of research in their work. Recording this research, by observing and analysing primary sources, through drawing and other means of recording observed information and imagined situations, is an important step in grappling with a problem and deciding on the approach(es) required to address it.

Students will integrate studio thinking as part of the problem-solving approach used to create their own work. They will learn to develop their observations and research by engaging with their initial ideas. This is partly done through experimentation with the tools and materials of an artform that they are learning about. Analysing previous examples of artworks from several visual cultures will also assist them in their thinking and decision making as they envision the directions they will need to take to produce a realised work.

As students learn in Art, they will gain an insight into how to respond to their own work and to the work of others, whether this is a fellow student's work or a work by a contemporary or historic artist. Understanding the work of others can help a student to stretch beyond their current thinking and explore new concepts, approaches and media. As they work, they will respond to how their work is going and, based on this, they will learn to adapt their plans accordingly.

¹ *The use of the word art throughout this specification is taken to include the areas of fine art, design and craft in a range of traditional, contemporary, new and/or digital media.*

Art has been designed to further develop the learning of those who have previously studied Visual Art at junior cycle. However, it also addresses the interests and needs of learners who wish to study Art at senior cycle for the first time. Art may become the basis of a lifelong passion as they enter further education or the world of work, including work related to the creative arts and other industries.

Students will be enabled to further develop many skills in art, including those that are conceptual, practical and involve thinking critically when addressing and solving problems. Art will inform students' ways of thinking and appreciating the world around them in a way that strengthens their individuality and helps them to communicate this in their own unique way.

Art will support students in their growth as they develop the key skills of senior cycle and can be used by teachers to reinforce those skills across the other subjects they have chosen at senior cycle. By learning to look deeply, appreciate and think visually, Art will enable students to approach a problem, point of concern or interest of relevance to them, or a piece of work they are presented with, critically and they will learn to communicate through visual means.

By building on their understanding of visual culture (from historical examples of art and artists to wider cultural narratives) and developing their visual language, students will learn to appreciate the world around them and understand how developments over time have brought about the world we live in today. By developing this understanding, students will learn through Art that there can be, and have been many different approaches taken by many people to creatively resolving a problem, a point of concern or an interest of relevance to them, with which they were faced, in a visual way. This understanding will help to engender in students a sense of risk-taking and to learn from their mistakes and improve on their work over time. As students' understanding of the world of visual culture expands, it will help them in their awareness of work that was developed in certain contexts and how it has affected wider society in their locality, in Ireland and in the wider world in which they live.

Over time, artists have developed their appreciation of the world around them through the many various methods they have used to represent it. Their understanding of the ideas and thinking in the context of their own time has influenced their work in particular ways. However, today, an artist's understanding and stretching of the limits of traditional, contemporary and new media can be a fundamental aspect of their approach when creating a work. This is also further affected by the choice and range of digital approaches available to the artist.

In recognising diversity within society, students will be enabled to study world cultures that have used distinct modes of creativity to capture what gave their lives meaning and shaped the societies and understanding of the world surrounding them. Students will be given opportunities to learn how some of these cultures have, over time, continued to strive and visually create answers to many of their own questions. Art will introduce these contexts to students in the safe space that is the art room. It will allow students to explore what culture means to other societies.

Learning through art to create and make new work and objects is what it is to be innovative. It will lead to a greater appreciation and understanding of the contribution of art and the Arts in general to the development of self-knowledge, working life and the growth of the economy, but above all to the realisation of the student's potential and their place within their communities and wider society.

Aim

Art aims to develop in students the knowledge, skills, understanding and values needed to bring an idea to realisation and to respond to, understand, analyse and evaluate their own work and the work of others. Each student is a unique individual and will be enabled to develop their own skill set in a personal way. The student will become aware of the world of visual culture, how it can inform their own work and life, and thereby become more aware of their own place in a wider society.

Objectives

The objectives of Leaving Certificate Art are to enable students to:

- develop aesthetic awareness and understanding
- develop a repertoire of visual responses to a brief or theme and bring a project from conception to a final resolution through visual and contextual research using traditional, contemporary, new or digital media as appropriate
- understand that art is created within a context, in response to a stimulus or idea and that each learner may reflect his/her own personal identity through an individual or collaborative approach to the work they create
- develop critical, practical, conceptual, manual and problem-solving skills as well as an understanding of the potential iterative² approach that may be involved
- create and maintain a sketchbook (physical/digital) using drawing and/or other methods to capture explorative, imaginative and risk-taking ideas and to test ideas, concepts and processes that represent their visual thinking
- develop reflective skills in their own right and revisit their own and others' artistic decisions and work in an ongoing and iterative² way through analysis and reflection
- engage with current practitioners and learn that studying Art allows you to make connections through exposure to current practice, galleries, museums and contemporary art spaces, real-life encounters and the wider art community
- appreciate and respond critically to their own work, that of their peers as well as society and their environment through the processes of art and design, individually or in groups
- gain an understanding of contemporary and historical visual culture and the language that supports it through an exploration of examples of artworks, artists, art movements, ideas and media within chronological settings as well as taking account of the use of thematic approaches by artists across different periods of art.

² *Iterative: a cyclic process for arriving at a decision or a desired result including repeating prototyping, testing, analysing and refining work or processes*

In planning for development of the student's understanding of Visual Culture, Art will address the work that they are making during senior cycle. They will learn about different examples of artworks, art movements, ideas and artists over their time in senior cycle and so discover how the ideas of the past have influenced not just the time they were created in but also the art of future generations. This in turn will inform students when they create their own work.

Related learning

Leaving Certificate Art provides continuity and progression in visual art education that begins with the learning experienced in the Primary School Curriculum and is built on in the Junior Cycle Visual Art specification.

Primary school

Visual Arts in the Primary School Curriculum provides students with experiences through the two complementary strands of *Making art* and *Looking at and responding to art*. The recognition that visual arts is part of the wider arts education areas of music and drama is also important. Students experience learning in Visual Arts through the six strands of Drawing, Paint and colour, Print, Clay, Construction, and Fabric and fibre. As pupils make progress from Junior Infants to Sixth Class, the structure of the curriculum is such that it supports the child in exploring, clarifying and expressing ideas, feelings and experiences. They experience aesthetic awareness, enjoyment and personal fulfilment, which helps them to acquire and develop skills, techniques and understanding. Understanding occurs as the students are introduced to, learn more about and appreciate works of excellence in local, national and world art of the past and present. The pupils encounter work where they are encouraged to use imaginative thinking, creative problem solving and self-expression. With the student-centred focus of this curriculum, they are also afforded opportunities to develop self-esteem and self-confidence.

Junior cycle

Visual Art at junior cycle aims to provide the learner with a set of personal attitudes and qualities as well as skills and processes and a sense of the aesthetic. Through practical engagement in the strands of art, craft and design students develop self-confidence, inquisitiveness, imagination, and creativity. They also develop authentic, real world problem-solving capacities and the capacity to work over time, as an individual and in groups, on the design and execution of artistic and aesthetic tasks. Students also experience the authentic visual art processes of responding, imagining,

investigating, experimenting, making, displaying and evaluating. They develop the knowledge, skills and understanding necessary to produce and engage with authentic and original art, craft and design work. In so doing, they begin to develop the visual literacy, critical skills and language necessary to engage with contemporary culture. This further contributes to the student's understanding of the rich and diverse roles of art, craft and design in historical and contemporary societies and cultures.

Senior cycle

The recognition that students are becoming more mature and that their educational needs must change to reflect this, places the resourceful, confident, engaged and active learner at the centre of their experience of senior cycle. Art is built on the elements of the Junior Cycle Visual Art specification, which are: Critical and Visual Language; Drawing; Visual Culture and Appreciation; Art Elements and Design Principles; Media (traditional, new, contemporary and digital). While it is understood that some students may not have undertaken Visual Art at junior cycle, they will have experienced the range of key skills and approaches available to them through other subjects. In learning how an artist works, and through responding to the work that artists create, students will learn to operate in a similar way, which will be supported by their engagement and learning through the three interdependent strands of Research, Create and Respond.

All senior cycle subjects have close links with Art. The knowledge, skills and understanding gained in Art can be used in conjunction with those developed in all other subjects to enrich overall learning.

Further study

Studying Art opens up a world of possibilities for students. As they gain experience of key skills through their Art education, they will grow in confidence as independent learners who have been enabled to think critically, creatively and innovatively when it comes to problem-solving. The fundamental skill of creative thinking underpins all areas of future study and career possibilities and not just those connected to the world of art. A natural complement to all subjects taken at Senior Cycle, Art broadens the student's ability to respond to challenges and problems, think critically and creatively and with visual awareness, all necessary skills for their future.

In developing their creative thinking skills, the student is enabled to be confident and professional in how they curate and present ideas; to be able to communicate and understand the approaches required for different audiences; to visualise an idea. These skills are recognised by employers and colleges alike as being transferable and useful in many situations beyond the world of Art.

Many career paths are directly open to students studying Art from advertising, animation and architecture through craftsperson, designer (fashion and graphics) and illustrator to sculptor, Art teacher and UI and UX design. It should be noted that this list is in no way exhaustive.

Community and society

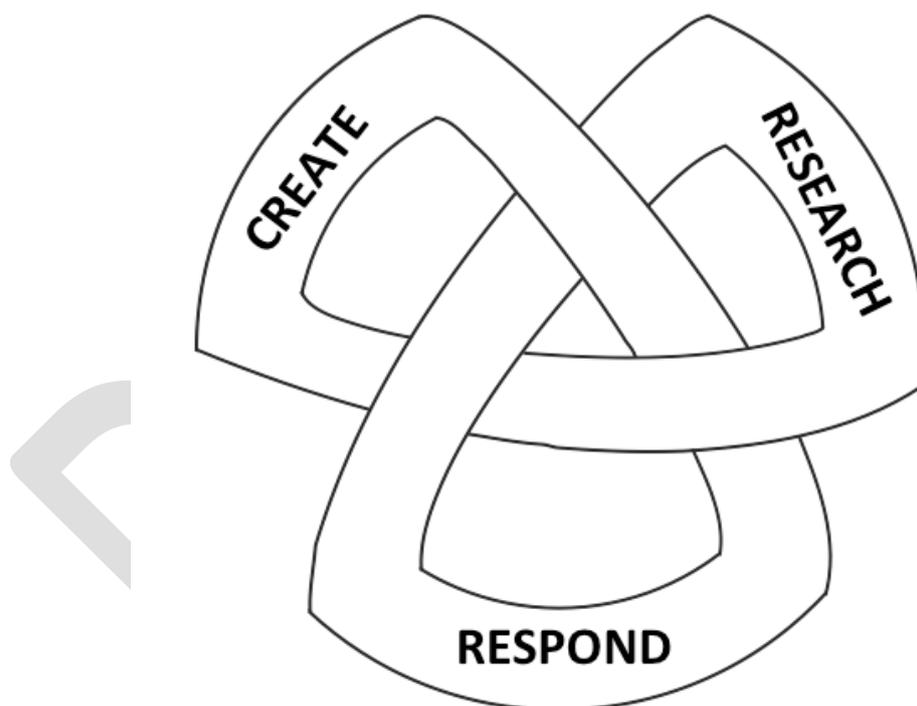
In developing empathy with an artist who works with others and is part of a wider society, students can gain an understanding of the needs of their own communities and the knowledge, skills and understanding of the values that help them to address any issues they may be facing. They will be enabled to respond in a way that can be aesthetic and visually appealing but also meaningful. Art is a method of social commentary and as such has always played an important role in reflecting contemporary society and in affecting changes in the social and political aspects of it too. Through their understanding and knowledge of visual culture, students will learn how other artists have held up a mirror to their world and have captured, in their work, more than just a snapshot in time. They have captured the nuances of the society of their time and made them available to their audiences for comment and later audiences for understanding.

Overview

The Leaving Certificate Art specification is presented in three inter-related and inter-dependent strands.

Structure

For the purpose of this specification, the three strands are listed below, in the order of *Research*, *Create* and *Respond*. However, this does not mean that work will always follow such a linear approach. It is quite plausible that the direction a student takes when creating their work may change, which may call for further research. Alternatively, it is possible to begin a project based on how a student responds to the work of an artist, experienced, for example, during a visit to a gallery.



For this reason, the strands are shown as an interlinked piece of knotwork. Each one is dependent on the other two and all are connected in the artistic process. This is further reflected in the structure of the strand units and how they are used to gather the learning outcomes. Some of the strand units are also repeated across the three strands.

Outline of Strands

The three interlinked and interdependent strands of Research, Create and Respond also serve to signify the importance of the symbiotic relationship between the student, the practical work with which they are involved and their understanding of the place and emphasis of visual culture upon their work. Visual culture encompasses the broad spectrum of knowing and understanding aspects of cultures that have been expressed visually either in the past or in contemporary society. It may also take account of the medium they have been expressed through or the ideas that underpin their creation as well as the rationale behind curated exhibitions in gallery or museum spaces. In all three strands, students should experience examples of visual culture alongside the practical work they are engaged with.

Research Strand

Students will learn how to become a visual researcher. As part of the research process, they will learn to select a stimulus, choose relevant primary sources and develop, rationalise and contextualise their ideas and work further. The learning outcomes in this strand address the research methods employed within a visual subject, including the recording of these within a visual sketchpad. Learners will have the opportunity to also use their locality, including galleries, museums, architecture, public sculpture and more, for research purposes.

Create Strand

Students will be engaged in the process of making/creating art from conception to realisation using a range of skills and chosen material(s), as appropriate. They will create work based on a starting stimulus, respond to it and develop it as their work progresses.

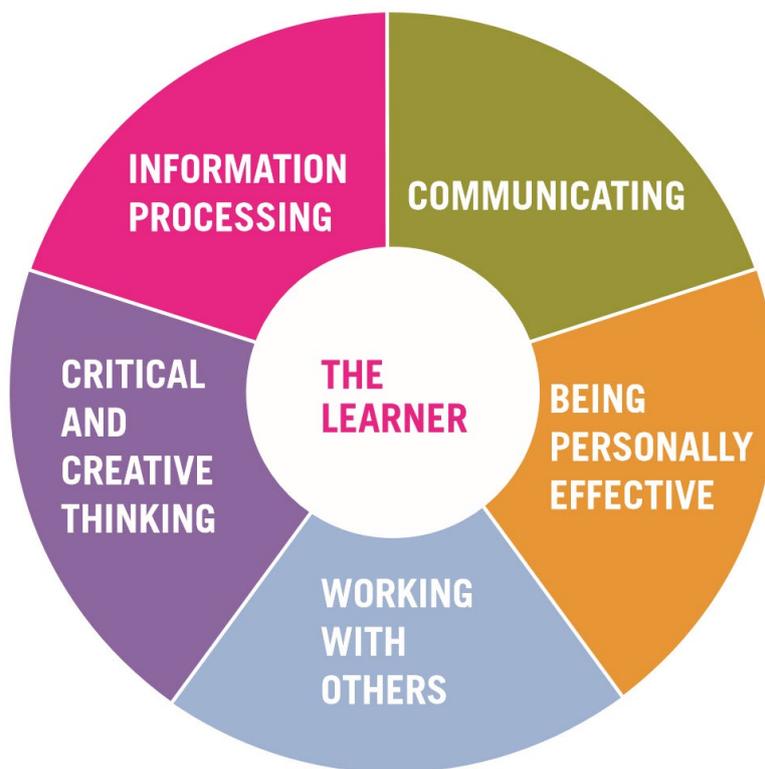
Respond Strand

Students need to understand that in Art they can, and do, react to artwork, whether it is their own or another's. They will learn to stand outside of their own work and to reflect on it critically. Students will also learn about and learn from aspects of Visual Culture, which will help to increase their knowledge of Art and so inform their opinions of their work and the work of others.

Time allocation

The Art specification is designed for 180 hours of class contact time.

Key skills



There are five skills identified as central to teaching and learning across the curriculum at senior cycle. These are: Information Processing; Being Personally Effective; Communicating; Critical and Creative Thinking; and Working with Others. It is important for all students to develop these key skills to achieve their full potential, both during their time in school and into the future. This will allow them to participate fully in society, including family life, the world of work and lifelong learning. This specification is designed to help students develop skills as they build on their knowledge and understanding of Art and form positive attitudes to learning. The key skills are embedded within the learning outcomes of the specification and will be assessed in the context of the assessment of the learning outcomes.

Students will engage with the fundamental concepts of Art through participation in a range of learning activities where they will encounter the key skills in an integrated way.

Students will experience the key skills of Information Processing as they research the work and ideas of other artists but equally as importantly through their own recorded observations and drawings of

the world around them. They will learn to think critically and creatively as they use their observations and knowledge to innovate and create their own personal approach and responses to a stimulus.

Through the act of creating, students will see the need to communicate clearly their intent to various audiences so their ideas and work are better understood. At times, students may work collaboratively and through this they will learn from others, but more importantly will be engaged in a social experience involving the understanding of interpersonal dynamics. This is a skill that they will need as they move on from school and become adults within society. However, to be able to fulfil their role as a member of society, students need to be aware that it is important to gain the skills required to be personally effective. This is even more important should they go on to work and live in a field where Art plays a role, as at times the main impetus to create work comes from within. Students need to gain an understanding of setting personal goals, working to a timetable or deadline, choosing and using resources effectively and acting autonomously.

Teaching and learning

Throughout their time in senior cycle, students are encouraged to develop the knowledge, skills and values that will enable them to become more independent learners and to develop a lifelong commitment to improving their learning.

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation. The student's engagement and learning are optimised by a fully integrated experience of all three strands. Students will be expected to actively engage with a wide range of activities involving an active approach to enquiry throughout their experience in Art. As they progress through senior cycle, students will experience learning in the strands and so will build on their knowledge, skills and values incrementally.

The learning outcomes in Art cannot be fully achieved through the study of any content, or the experience of any skills within any one single strand, but will be achieved through completion of the linked and inter-dependent strands and strand units. In planning for teaching and learning, teachers should build on their students' previous knowledge, skills and values and identify pathways through the specification where the student is taken from the point of basic knowledge of content through to comprehension and application of their knowledge in increasingly complex situations. By the end of senior cycle students should be more independent learners and be able to evaluate information,

form opinions and clearly express intent in both the work they create as well as the art they learn about.

Art supports the use of a wide range of teaching and learning approaches to support students in the development of learning strategies that can be used across different tasks and in other subjects. This will allow students to make the connections between Art, other subjects and their everyday experiences. As they learn, students will become aware that the study of Art does not take place in isolation. Knowledge, skills and values learned in other subjects and outside of the school can influence their work in Art.

Throughout their experience in Art, students will engage in a range of learning activities that will enable them to grow and take charge of their own learning. Students will learn to research art and artists they feel are relevant or could be influential to their work, create their own works using their chosen media in a personal way and be able to respond to their own work and that of others in a mature and confident way. As well as employing a variety of teaching strategies, a range of assessment strategies will be used to support learning and provide valuable feedback. In this way, the teaching and learning activities experienced across senior cycle can be modified in ways that best suit individual students. By setting appropriate and engaging tasks, asking higher-order questions, giving feedback that promotes learner autonomy, assessment will support learning as well as summarising achievement.

Disciplines

There are a broad number of disciplines available within Art for students to study. While all may not be available within a particular school setting, students can study any of those disciplines available to them in a range of traditional, contemporary, new and/or digital media or a combination of these. Through a chosen discipline(s), students use media to interact, create, connect and communicate with others. These media include:

- traditional media encompassing the methods and materials used in the past to create work
- contemporary media encompassing the methods and materials used in today's world to create work
- new media encompassing any new or emerging methods or materials that could be used to produce work
- digital media encompassing the electronic methods and materials that are used to produce work.

Visual culture

Visual culture encompasses the broad spectrum of knowing and understanding aspects of cultures that have been expressed visually either in the past or in recent modern or contemporary society. Visual culture also considers the medium and/or discipline of art they have been expressed in or through and includes the ideas that underpin their creation as well as the period they were created in and for; for example, knowing, understanding and recognising artwork, the context around why and when it was created but also the rationale behind its placement in a gallery, museum or public space. All this learning may be enhanced using digital media for access to examples as well as for the recording of them.

Students will learn the critical and visual language skills needed to discuss, understand and visually analyse their own or another's artwork. This will allow them to explore the imagery they experience in a fuller and more thoughtful way. By using critical and visual language, students will build a higher level of competence and confidence when they reflect on, respond to and engage with the visual culture of the contemporary and/or historical world, and the natural and built environments. Students will also be enabled to use critical and visual language about their practical work and to communicate, using their own individual and unique voice, their ideas, rationale and work to their teacher, other learners or the wider community.

While an artwork may communicate certain messages, there is a whole body of language that has developed within the world of art. For example, there is language particular to each period of art, each discipline of art, each method of artistic production as well as in understanding the art elements and design principles employed by many artists in their work. Students will gain an understanding of this language and how to apply it to the artworks they experience and create.

Visual Culture	
1 Contemporary period (1960 – present)	1 Historical period (pre-1960)
<p>One period from each of the above must be studied.</p> <p>A focus on Irish art must form part of this study and may constitute all or part of one of the above periods.</p> <p>This may also be integrated into the student's practical work.</p>	
Ongoing Student Work	
<p>Students will also experience other examples of visual culture relating to their own practical work.</p>	

Chosen periods and the examples of visual culture used to exemplify them should not be looked at in isolation. Learners will gain an understanding of the historical, cultural and artistic influences that led to the development of the chosen periods and in turn, how this period may have influenced future artistic or cultural developments.

The making of art and the understanding of the historical, societal and even personal reasons of the artist that surrounds them is a symbiotic relationship. In planning for the teaching and learning in Art, teachers need to reflect this symbiotic relationship between the students' own practical artwork and their study of contemporary and historical examples of Visual Culture. While students will focus on two main periods of art they will also experience other examples of visual culture relating to their own practical work.

Students will learn about different examples of artworks, art movements, ideas and artists through these two in-depth studies of visual culture. They will discover how the ideas of the past were influenced by the time in which they were created but also how that work may have affected both the society at the time and the art of future generations. This in turn will inform learners when they create their own work. Teachers are encouraged to use a range of approaches and methodologies through which they will teach students about the periods chosen including the artists, their style, subject matter, rationale and ideas, media and discipline employed, thematic approaches used and all within the context that surrounds them.

In experiencing contemporary and historical examples of visual culture alongside the work that they are currently making, students will be assisted by the teacher in identifying the different artistic approaches used along with any similar themes it addresses. Teachers should develop student understanding of the importance of learning about and from contemporary and historical examples of visual culture. Students should understand that artists may look to previous generations as they develop their own approach in visually representing ideas. Artists have always looked to their past, whether it is for guidance or to help them change the direction that contemporary art has been taking to make it more relevant for them and the time and society they live in. It is important that students gain an understanding of this through examples that may relate to their own work.

Through the two examples of visual culture the teacher has planned, it is important that students learn about how the artist used their chosen materials and media as well as the artist's thinking or rationale behind the work, the period and society for which it was created and if it affected visual cultures of a later period. Through this approach, students will learn about a range of contemporary and historical examples of art and artists and be able to identify similar themes that link the artists they studied, and which may be seen in their own work too. Students will learn to discuss, analyse,

unpack and decode the work of these examples and artists so that they gain a greater understanding of each example and artist as well as the period they are from. Students will also gain insight into how similar themes may be witnessed in other examples of art or through the work of several artists over time. They will be given the opportunity to develop their ability to use critical and visual language in assessing, understanding and appreciating the contemporary and historical examples of art that they learn about. Students should be comfortable using this language to discuss art and be able to critique it, their own and other's work too.

For the student, visual culture begins as a local experience. They need to experience and understand examples of visual culture that are local to them including galleries, museums, interpretive centres and heritage sites, architectural examples, public spaces, public sculpture and visits to the studios and workshops of local artists and designers.

Art is predominantly an aesthetic experience. While mainly visual in nature it is built on the developed understanding that all work is created through a combination of the use of the art elements and the design principles. Whether it is a drawn sketch, a realised painting or sculpture, an animation, a piece of video or performance art, the artist has considered the use of these elements and principles in their work. It is important that students understand this and learn how it affects the artists' intent.

As art has developed over time, from the very first representations of our world in cave paintings to the latest fully immersive virtual worlds, the choice of media has been important. It is how the artist creates and communicates. Within the field of visual culture, students will learn about the different media that historical, modern and contemporary artists have used and how it affected the art of their time and reflected the society and period they lived in. Students will learn that the choice of media in creating work can be very important for an artist and will be able to relate this to their own choices also.

We live in a globalised world and it is important that students learn not only about Irish artwork but also that of Europe and the world. The art market exerts an influence on the art world in general and students should take this into account when they are looking at examples of visual culture. The examples of art and artists, as experienced by students, should be chosen by the teacher in conjunction with the work that the students are making. If they are creating a work where they need to focus on, for example, pre-historic Irish art, then the teacher will curate a range of examples that can be used to inform students of the main developments in this period, the recognised works that evoke and represent it best, the artists' styles and use of the elements and principles, the media employed and the context of when and why they were created. This should be taught in context,

however, as it is important that students see how this earlier work was later adapted from and used by other artists in different times. Students will gain an understanding of a range of artistic periods and styles and see the changes that occurred between them and learn about the reasons why. While this will build an understanding of the developments in art in a chronological setting, it will also help to inform students in the development and creation of their own work.

Art Sketchpad

The Art Sketchpad is a collection of ideas, processes and work, in physical or digital form (or a combination of both). While it is essentially the student's own personal record of the creative journey, the format (physical and/or digital) of the Art sketchpad will be decided by the student in collaboration with their teacher.

Their Art sketchpad will be used by students to capture, record and develop their ideas, creativity, experiments, explorations and even realised work they will undertake as part of their course. It will also be used by students to record the world around them through observation of primary sources. They may use their Art Sketchpad to record relevant information they will collect to help contextualise work they are doing, whether it is through researching the work of other artists or through photographs, sketches, annotations or digitally, and observations they may make based on their Visual Culture studies. As their sketchpad documents their journey through ongoing classroom artwork and realised works it will act as the student's own personal and professional collection of their thoughts, ideas, research and work. This will help them in understanding the real-world application of an artist's sketchpad as well as to develop ownership of their own learning.

Differentiation

The Leaving Certificate Art specification is differentiated in three ways:

- through the learning outcomes of the specification
- in the process of teaching and learning
- through assessment.

Learning outcomes should be achievable to each student's ability level. They promote teaching and learning processes that develop learners' knowledge and understanding incrementally, enabling them to respond, analyse, evaluate and apply knowledge to different situations as they progress. For example, although students at Ordinary level and Higher level can both 'critically analyse', the context, information and results are examined at different levels.

Differentiation in teaching and learning

Teachers can meet the needs and interests of all their students through the many possibilities available to them through the subject of Art. Teachers, in planning for differentiation within their classroom, can use inquiry methods to focus on practical knowledge and skills development or in building their students' knowledge and views of examples of visual culture. By combining both, teachers will give students the opportunity to also think critically and creatively about the work and processes they are involved in and see the relevance of examples of similar work and processes through experiences of visual culture. Teachers can adjust for learning based on the work and processes being undertaken in the classroom so that it complements the needs and ways of learning of their students. For example, the teacher may begin by focusing the learning on using topics of local interest before broadening this out to encompass Irish or world culture.

Students vary in the amount and type of support they need to be successful. Levels of demand in the different types of learning activities will differ as students bring different ideas and levels of knowledge, skill and understanding to them. Students will be enabled to interact at their own level through the use of strategies for differentiated learning such as adjusting the level of skills required, varying the amount and the nature of teacher intervention as well as the pace and sequence of learning.

Differentiation in assessment

Assessment of Leaving Certificate Art will be based on the learning outcomes in the specification. In Leaving Certificate Art, learners will be assessed at two levels, Higher and Ordinary. At Higher level the learning outcomes will be assessed at the highest skill level as demonstrated in the action verb of the learning outcome. At Ordinary level the learning outcomes will be assessed at a moderate skill level, focusing on the demonstration of a basic understanding of knowledge, skills and values and their application.

In the practical assessment components, the coursework and invigilated examination, the stimulus will be the same for both components at both Higher and Ordinary levels. Differentiation will apply in how students have researched and processed their ideas and information, applied knowledge and skills as they evaluate their own ideas, and worked to create two realised pieces. Differentiation can also be applied in assessing their responses to their work and research and in the production of their realised and original work.

The written examination in Leaving Certificate Art will be assessed at two levels, Higher and Ordinary. Examination questions will require learners to demonstrate knowledge, understanding, application, analysis and evaluation appropriate to each level. Differentiation at the point of assessment will also be achieved through the stimulus material used, and the extent of the tasks provided for students at different levels.

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Strands of Study

The strands, strand units and their associated learning outcomes are set out below. While the strand units are numbered, this is for ease of identification and does not imply a hierarchy of approach. The Strands themselves are not numbered because it is recognised that in Art it is possible to begin a piece of work from any one of them. However, it is important that all three are experienced by students as they are interlinked and inter-dependent. Alongside this, the learning outcomes within the three strands also recognise that the relationship between the practical making of a work and the knowledge, skills, values and understanding of relevant examples of visual culture are symbiotic in nature.

Research Strand

Artists are visual detectives who are constantly questioning the world around them by exploring and investigating, mining the past and present and revealing the possibilities for the future. During the process of studying Art, students will learn how to become a visual researcher; a conceptual explorer; a cultural archaeologist. As part of the research process they will learn to select a stimulus, choose a primary source and develop their ideas further. Students will also have the opportunity to use their locality, such as galleries, museums, architecture, public sculpture and more for research purposes.

The learning outcomes in this strand address the research methods employed within a visual subject. Students learn by and through **Looking** using primary sources or examples of significant works of visual culture; by **Recording and documenting** their thoughts, ideas, findings and observations in their sketchpads; through **Experimenting and interpretation** of what they observe and the work and ideas they then develop; by being cognisant of the evolving world around them through **Contextual enquiries** and by explicitly following a **Process**.

<i>Students learn about</i>	<i>Students should be able to</i>
1.1 Looking	<ul style="list-style-type: none">• analyse an artwork• recognise an art style• use critical and visual language to describe an artwork• identify relevant features in a range of contexts• experience their natural and built environment as a source of inspiration• identify the key information sources that support the

	development of their work
1.2 Recording and documenting	<ul style="list-style-type: none"> • collate information from a variety of sources, visual and textual • record visual information through a variety of media and techniques • capture their interpretation of the world in a physical/digital way • justify their rationale for their choice of media
1.3 Experimenting and interpretation	<ul style="list-style-type: none"> • discriminate and extrapolate information from research • produce an annotated visual record of their enquiry • experiment with ideas, media and techniques • use problem-solving skills to develop ideas
1.4 Contextual enquiries	<ul style="list-style-type: none"> • use the wider context of how the world is continually changing, socially, politically, ethically, etc. in their work • empathise with a recognised artist or work of art • explain how context and period influence artistic thinking • identify links with artists of the past and present that have explored similar topics or themes
1.5 Process	<ul style="list-style-type: none"> • formulate and develop their motivation/area of enquiry • identify sources of information • draft a selection of drawings and studies that support their ideas and work • use a selection of visual responses that are relevant to their area of study • develop a rationale for their choices based on their research • articulate and annotate their research process and decision making.

Create Strand

In Art, students will be engaged in the process of making/creating art from conception through to realisation. Using a range of skills and their chosen materials, as appropriate, students will create work based on a stimulus. As they develop their own work they will also be given the opportunity to respond to it as it progresses. This will provide them with an opportunity to understand what works and help them to gain confidence in changing direction if required. During reflection on the creative process, students can examine their developing work and decide to either fully realise it or that further research may be necessary. An important part of creating is that they also recognise the moment when a work is complete and know when to stop.

In learning to create work, the learning outcomes describe and capture the **Making** involved; the use of **Contextual Enquiries**, especially in learning to understand and use the art elements and design principles; the **Process** involved in following lines of enquiry and deciding on the realised work; the knowledge, skills and understanding required to communicate through the **Realisation/Presentation** of their work.

<i>Students learn about</i>	<i>Students should be able to</i>
2.1 Making	<ul style="list-style-type: none"> • develop concepts in imaginative and creative ways • interpret primary sources including the natural and built environment, and the human figure as a source of inspiration • apply appropriate skills, techniques • create realised work based on their research
2.2 Contextual enquiries	<ul style="list-style-type: none"> • apply the art elements and design principles in creating and evaluating their work • critique the work of others and their own, in creating their own individual solutions • translate their experience of visual culture into their practical work
2.3 Process	<ul style="list-style-type: none"> • describe their motivation/area of enquiry • illustrate sources of information • create a selection of drawings, studies and realised work • experiment and edit their work • justify their selection of relevant visual responses • understand the properties of media and apply them

	<p>appropriately</p> <ul style="list-style-type: none"> • explain the rationale for their choices • relate their research, processes and decisions that led to their realised work
2.4 Realisation/Presenting	<ul style="list-style-type: none"> • curate and present their work in a meaningful/considered way • evaluate the meaning and context of chosen work • communicate the meaning and context of chosen work • present a rationale to explain their choices.

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Respond Strand

Students need to understand that in Art they can and do react to work, whether it is their own or another's. They will be given the opportunity to reflect on and respond to their own work objectively and critically. In learning to generate a response to work, students may do so emotionally, critically, aesthetically or contextually, or even respond through a combination of these. They will learn to value their decisions and processes and to be willing to edit and select from their ideas and work to be able to explain their choices and decisions. Ultimately, the student moves closer to understanding the process of an artist.

Through responding, the learning outcomes involve the use of **Analysis**; the making of **Contextual Enquiries** to further understanding and knowledge; looking at ways to judge **Impact and value**; employing **Critical and personal reflection**; and learning to think about and rationalise their **Process**.

<i>Students learn about</i>	<i>Students should be able to</i>
3.1 Analysis	<ul style="list-style-type: none"> • discuss examples from visual culture • recognise the artistic thinking and elements in their own work and that of others • question established and new ideas and work
3.2 Contextual enquiries	<ul style="list-style-type: none"> • locate their own work in relation to other artwork within particular context/s (socially, politically, ethically, etc.)
3.3 Impact and value	<ul style="list-style-type: none"> • value their own work and the work of others • argue the merit of a work using appropriate contextual information • experience art through sensory and/or emotional responses
3.4 Critical and personal reflection	<ul style="list-style-type: none"> • discuss the development of ideas and work from conception to realisation • present evidence of a sustained and varied investigation of a stimulus • value sustained and varied investigation of a stimulus
3.5 Process	<ul style="list-style-type: none"> • describe their motivation/area of enquiry • interpret sources of information • respond to a selection of drawings, studies and realised work • synthesise their selection of visual responses • articulate an effective rationale for their choices

	<ul style="list-style-type: none">• justify their research, processes, decision making and realised work
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Assessment

Assessment for certification is based on the aim, objectives and learning outcomes of this specification. Differentiation is achieved through examinations at two levels – Ordinary level and Higher level. In each assessment component, a differentiated marking scheme will apply.

Assessment components

There are three assessment components at each level. Each component will be administered and assessed by the SEC. However, work for the two practical components will be based on the same stimulus.

- practical coursework (50%) and invigilated examination (20%)
- written examination (30%)

Each assessment component reflects the relationship between the application of knowledge, skills and values and the theoretical content of the specification.

Overview of assessment

Mode			Ordinary Level weighting	Higher level weighting
Practical components			70%	70%
	Practical coursework	From a stimulus, students will generate a body of work that captures their initial ideas, developmental process, and they will realise one artwork.	50%	50%
	Invigilated examination	From the same stimulus, learners will realise a second artwork.	20%	20%
Written component			30%	30%
		Range and balance of question types.	30%	30%
Total			100%	100%

Practical components

The practical component contains two related but separate assessments, a coursework component and an invigilated examination, which will be completed in the final year of study. Both pieces of work will be based on the same stimulus, which will be chosen by the student from a brief issued by the State Examinations Commission (SEC). The brief will also outline the parameters for the invigilated examination, which will be submitted alongside the practical coursework and will be submitted to the SEC for assessment. All practical coursework, including the two practical components must be the student's own work. Authentication procedures will be put in place to ensure compliance with this requirement. These will include a protocol in relation to the use of internet-sourced material. Students will work from primary sources, however, any secondary sources used must be clearly identified in all work submitted.

Practical Coursework

This first component involves practical coursework, designed to test the student's ability to use the knowledge, concepts and skills developed in their study of Art to produce a realised work, from a stimulus, over an extended time-period. They will use the key skills of information processing, critical and creative thinking, communicating, working with others and being personally effective, which are built into the learning outcomes of each strand, to address a chosen stimulus and take an idea from conception to realisation. The use of primary sources, including observational drawings, life drawing and drawing from the imagination are important and will be kept by the student in their Art Sketchpad. To better facilitate their work, they may use Art sketchpads to support their coursework: an *at-home* sketchpad, where they can record ideas and work they make outside of school. In school, they will record and further develop their ideas and work leading towards realising two works. The at-home sketchpad may inform the examiner of the student's intentions but will not receive marks. The work completed in the school will be monitored by the teacher as the student's own work and must be included with the realised work. Authentication procedures will be put in place by the SEC to ensure compliance.

This practical coursework, including annotations by the student will capture their ability to develop and critically analyse their own work as it develops. Students must engage with works of, and references to, visual culture they have identified as relevant to their own work for this project and show evidence of this in the work they submit. They will include an artist's statement or rationale to explain their ideas and how they developed them, including the selection and use of materials, to create their realised work.

Eight weeks of the second term in the second year of senior cycle is the initial length of time envisaged for the practical coursework.

The Invigilated Examination

The second part of this practical component is the invigilated examination. It will take place after the Practical Coursework has been completed. Students will create a second realised work for this examination, based on the same stimulus and their ideas and work developed during their coursework project. They will include an artist's statement or rationale with their realised work and all other work completed during the invigilated examination. This rationale should capture the reasons why they chose to develop their idea to create their realised piece.

It is envisaged that the invigilated examination will be held as soon after the completion of the practical coursework as possible, and within 5 hours of the same day.

Assessment criteria for the practical components

A high level of achievement in both practical components is characterised by a thorough engagement with the stimulus. The student's work is purposeful and demonstrates their progress clearly from their initial ideas, based on the stimulus, to their realised work. Students demonstrate a judicious ability to research, select, organise and process information from a variety of sources, (including observational drawing and examples of visual culture) for relevance and reliability. They accurately apply their knowledge, skills and values in a relevant way as they develop their initial ideas further, following a process to create a realised work. They evidence this expertly through use of their in-school and at-home sketchpads in a way that communicates it clearly. They will also show a clear capacity to reflect on and evaluate their choices through their artist's statement or rationale.

A moderate level of achievement in both practical components is characterised by a good engagement with the stimulus. The student's work is organised and demonstrates their progress in a clear way from their initial ideas, based on the stimulus to their realised work. They demonstrate an adequate ability to research, select, organise and process information from a variety of sources (including observational drawing and examples of visual culture) for relevance and reliability. They accurately apply their knowledge, skills and values as they develop their initial ideas further, following a process to create a realised work. Students evidence this through use of their in-school and at-home sketchpads in a way that communicates it well. They will also show a good capacity to reflect on and evaluate their choices through their artist's statement or rationale.

A low level of achievement in both practical components is characterised by a limited engagement with the stimulus. The student's work is not well organised in how it demonstrates their progress from their initial ideas, based on the stimulus to their realised work. They demonstrate a poor ability to research, select, organise and process information from a variety of sources (including observational drawing and examples of visual culture) for relevance and reliability. They apply their knowledge, skills and values in a limited way as they develop their initial ideas further, following a process to create a realised work. Students show some evidence of this through use of their in-school and at-home sketchpads but in a way that communicates it poorly. They also show a limited capacity to reflect on and evaluate their choices through their artist's statement or rationale.

Written component

The written examination, examined at both Higher and Ordinary levels, will be made up of a range and balance of question types suited to visual culture and the application of practical knowledge. The questions will focus on a broad understanding of visual culture and will require students to demonstrate knowledge and understanding, and an ability to apply, analyse, evaluate and respond as appropriate. The key skills of senior cycle are embedded in the learning outcomes and will be assessed in the context of the learning outcomes. The written examination paper will assess:

- recall, knowledge and understanding of art and visual culture
- application of practice, knowledge and understanding from different areas of the specification to familiar and unfamiliar situations
- critical thinking, the ability to analyse and evaluate information and to form reasonable and logical arguments based on evidence
- problem-solving skills in relation to visual culture and the practical application of art
- the ability to process information and articulate a personal understanding.

Students will complete the written examination during the usual examination timetable for the Leaving Certificate. All questions will rely on the student's understanding of visual culture and their critical and creative use of visual language to analyse artwork.

It is envisaged that the written examination paper will be 2 hours long.

At Higher level the learning outcomes will be assessed at the highest skill level as demonstrated in the action verb of the learning outcome. At Ordinary level the learning outcomes will be assessed at a moderate skill level, focusing on the demonstration of a basic understanding of knowledge and

concepts and their application. Examination questions will require learners to demonstrate knowledge, understanding, application, analysis and evaluation appropriate to each level. Differentiation at the point of assessment will also be achieved through the stimulus material used, and the extent of the tasks provided.

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Assessment criteria for the written examination

A high level of achievement in the written examination is characterised by a thorough knowledge of visual culture both contemporary and historical. Students will also demonstrate an understanding of the application of the practice of art and the knowledge and values associated with it. They consistently apply their knowledge and understanding of art and visual culture to both familiar and new contexts. They accurately analyse and evaluate information from different sources and can present logical arguments and ideas which are clearly based on evidence.

A moderate level of achievement in the written component is characterised by a good knowledge of visual culture both contemporary and historical. Students will also demonstrate an understanding of the application of the practice of art and the knowledge and values associated with it. They apply their knowledge and understanding of art and visual culture well to both familiar and new contexts. They adequately analyse and evaluate information from different sources and present arguments and ideas which, in the main, are based on evidence.

A low level of achievement in the written component is characterised by a limited knowledge of visual culture both contemporary and historical. Students will also demonstrate an understanding of the application of the practice of art and the knowledge and values associated with it. They apply a limited knowledge and understanding of art and visual culture to familiar contexts. They carry out basic levels of analysis and evaluation of information where appropriate and present explanations which are referenced to some evidence.

Leaving Certificate Grading

Leaving Certificate Art will be graded using an 8-point grading scale at both Ordinary level and Higher level. The highest grade is a Grade 1, the lowest grade a Grade 8. The highest seven grades 1-7 divide the marks range 100% to 30% into seven equal grade bands 10% wide, with a grade 8 being awarded for percentage marks of less than 30%. The grades at Higher level and Ordinary level are distinguished by prefixing the grade with H or O respectively, giving H1-H8 at higher level, and O1-O8 at ordinary level.

Grade	% Marks
H1/O1	90-100
H2/O2	80<90
H3/O3	70<80
H4/O4	60<70
H5/O5	50<60
H6/O6	40<50
H7/O7	30<40
H8/O8	<30

Figure 3 Leaving Certificate grading scale

Reasonable Accommodations/Inclusion

This Art specification requires that students engage with practical art work on an ongoing basis throughout the course. This will be examined as the practical component and accounts for 70% of the total marks awarded at the time of assessment. This practical component will consist of two parts, both completed by students and based on the same stimulus. The first will examine coursework (50%) and the second will be an invigilated examination (20%). In addition, the assessment involves a written component, which accounts for 30% of the total marks awarded. This emphasis on practical activities may have implications for learners with physical/medical/sensory and/or specific learning difficulties. In this context, the scheme of Reasonable Accommodations, operated by the State Examinations Commission, is designed to assist learners in the Leaving Certificate who have physical/medical/sensory and/or specific learning difficulties.

Appendix 1: Glossary of command terms/learning outcomes

Verb	Description
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 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 text or a piece of work
Appreciate	recognise the meaning of, have a practical understanding of
Assess	Estimate the value or importance or quality of
Argue	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
Articulate	Clearly and fluently express an idea or feeling
Brief description/ explanation	a short statement of only the main points
Calculate	obtain a numerical answer showing the relevant stages in the working
Capture	represent or record in a lasting format
Classify	group things based on common characteristics
Comment	give an opinion based on a given statement or result of a calculation

Verb	Description
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 data; use knowledge and understanding to interpret patterns, make predictions and check reliability
Construct	develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information
Contrast	Detect correspondences between two ideas
Convert	change to another form
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
Criticise	state, giving reasons the faults/shortcomings of, for example, an experiment or a process
Critique	Give a detailed analysis and assessment of something
Deduce	reach a conclusion from the information given
Define	give the precise meaning of a word, phrase, concept or physical quantity
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Derive	arrive at a statement or formula through a process of logical deduction; manipulate a mathematical relationship to give a new equation or relationship

Verb	Description
Describe	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; 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
Differentiate	perceive the difference in or between things; form or mark differently from other such things; distinguish.
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
Draft	Develop an idea or concept for planned work
Edit	collect, prepare, arrange, revise or correct work to form a unified sequence
Empathise	Use awareness and focussed perception to create an intuitive connection to the object of the relationship in a way that goes beyond rational cognitive process.
Envision	Recall memories of earlier visual impressions and create new internal ideas in a way that is comparable to sensory perception
Engage	Enter into or become occupied by an activity or interest; to attract or hold interest and attention
Estimate	give a reasoned order of magnitude statement or calculation of a quantity

Verb	Description
Evaluate (DATA)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data 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
Examine	consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
Experience	To perceive an object on the basis of aesthetic considerations and to establish a direct personal relationship.
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
Evidence	Provide information indicating if something is true, or valid or to establish facts in investigation
Explore	to think or talk about something in order to find out more about it
Find	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

Verb	Description
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature
Illustrate	use examples to describe something
Illustrate (Graphically)	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	observe, study, or make a detailed and systematic examination, to establish facts and reach new conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information;
Interpret (aesthetic)	assign meaning to objects on the basis of observations and contextual knowledge; translate the effect of an image into words by reasoning and explaining on the basis of reflection and understanding why the image is how it is and is not different.
Judge	Formulate a justified statement based on criteria
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 mathematical representation (e.g., number, graph, equation, geometric figure) for real world or mathematical objects, properties, actions, or relationships
Order	describe items/ systems based on complexity and/or order
Outline	give the main points; restrict to essentials

Verb	Description
Percieve	Use the senses to to create internal ideas based on external stimuli(e.g. subjects, processes, situations)
Plot	Chart, scheme or map indicating the disposition and function of objects; plan or scheme for the constitution or accomplishment of something
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	Make objects percieveable for other
Prove	use a sequence of logical steps to obtain the required result in a formal way
Provide evidence	provide data and documentation that support inferences or conclusions
Question	Interrogative expression to open a discussion
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
Respond	react to a stimulus which may be: critical emotional aesthetic or contextual based, or a combination of these
Recall	remember or recognize 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

Verb	Description
Review	Looking over or through material in order to correct, improve or revise
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
Translate	express the sense of something in terms of something else or by a different medium or mode of expression
Understand	have and apply a well-organized body of knowledge
Use	apply knowledge or rules to put theory into practice. Employ something in a targeted way.
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
Visualise	Make something visible to the mind or imagination something that is abstract or not visible or present to the eye

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