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Template for written feedback on Junior Cycle Visual Art

As each subject in the new Junior Cycle is completed by one full cohort of students, an interim review of the subject specification and related assessments will be carried out by NCCA.

In order to gain an insight into the experience of enacting the new Junior Cycle in schools, we are inviting feedback from teachers, students, parents and others (e.g. subject associations, initial teacher educators) on the specification for Junior Cycle Visual Art.

Four broad questions are shaping this review:

* Does the specification get to the heart of what we value about Visual Art as a subject?
* Does it support the learning aspired to within the Framework for Junior Cycle?
* How well are assessment and reporting capturing this broader picture of student learning?
* What opportunities – and challenges – are schools/teachers/students experiencing as the specification is enacted in practice?

The discussion prompts below go into greater detail in each of these areas. If you wish to provide written feedback on Junior Cycle Visual Art, please use the prompts below and return your written feedback by email to [consultations@ncca.ie](mailto:consultations@ncca.ie) marked Junior Cycle Visual Art Feedback in the subject line, by **Friday 31st March, 2023**.

1. Learning outcomes:

* Learning Outcomes: Do the learning outcomes contained within the Visual Art specification articulate what we want students to know, understand and be able to do across 200 hours of student engagement?  
  Are there any omissions? Any specific learning outcomes which are unclear/problematic?

***Your response:***

1. ­­­­­­­­­­­­­­Planning and task design:

* What opportunities and challenges have you/your subject department experienced in using learning outcomes to plan for teaching, learning, assessment and reporting?

***Your response:***

* Do you have any feedback in relation to clarifying learning intentions; designing units of work and tasks; and using success criteria to have conversations with students about their learning?

***Your response:***

1. Classroom-Based Assessment 1: *From Process to Realisation*

* What have been the main successes and challenges so far in completing this CBA so far?

***Your response:***

* Have you any feedback on the way CBA1: *From Process to Realisation* is articulated in the Assessment Guidelines (p.13 - 25)?

***Your response:***

* Do you have any feedback in relation to using the Features of Quality to decide the level of achievement for this CBA?

***Your response:***

* What feedback do you have on the experience of participating in Subject Learning and Assessment Review (SLAR) meetings for CBA1: *From Process to Realisation*?

***Your response:***

1. Classroom-Based Assessment 2: *Communicate and Reflect*

* What have been the main successes and challenges so far in completing this CBA so far?

***Your response:***

* Have you any feedback on the way the CBA2: *Communicate and Reflect* is articulated in the Assessment Guidelines (p.26 - 37)?

***Your response:***

* Do you have any feedback in relation to using the Features of Quality to decide the level of achievement for this CBA?

***Your response:***

* What feedback do you have on the experience of participating in Subject Learning and Assessment Review (SLAR) meetings for CBA2: *Communicate and Reflect*?

***Your response:***

1. Final Assessment:

* What have been the main successes and challenges so far in relation to the final assessment?

***Your response:***

1. Examples of student work:

* How have you used the Examples of Student work published on [www.curriculumonline.ie](http://www.curriculumonline.ie)?  
  Do you have any observations or suggestions?

***Your response:***

1. Reporting:

* Has Junior Cycle changed the way you communicate and report on learning and achievement to students and parents? Please describe any changes.

***Your response:***

* What opportunities and challenges have you encountered?

***Your response:***

1. Inclusion:

* In your view, how well do the specification and assessments take account of the entire continuum of ability and experience of students at junior cycle?  
  Opportunities? Challenges?

***Your response:***

* Do you have any feedback on integrating the Junior Cycle Visual Art specification with Level 2 learning programmes and/or the JCSP approach?

***Your response:***

1. Framework for Junior Cycle and Transition to Senior Cycle:

* To what extent does student learning in Junior Cycle Visual Art help students to develop the key skills outlined in the Framework for Junior Cycle?

***Your response:***

* To what extent does student learning in Junior Cycle Visual Art create learners who can transition to Senior Cycle?

***Your response:***

1. Further Comments:

Are there any further comments which you would like to add that have not been captured elsewhere in this written response?