

DesignSKILLS

Divergent thinking in the classroom

Preparation and Planning Booklet



DesignSKILLS

DesignSKILLS is an Arts in Junior Cycle initiative supported by the Creative Ireland Programme (2017-2022) Pillar 1 Creative Youth, Junior Cycle for Teachers (JCT), the Design and Crafts Council of Ireland (DCCoI) and the National Council for Curriculum and Assessment (NCCA). As part of this project, we wish to document, celebrate and promote best practice in Irish craft and design education.

The Creative Ireland Programme is guided by a vision that every person in Ireland will have the opportunity to realise their full creative potential. It is a five year all-of- Government initiative, from 2017 to 2022, to place creativity at the centre of public policy.

The Design & Crafts Council of Ireland (DCCoI) is the national agency for the commercial development of Irish designers and makers, stimulating innovation, championing design thinking and informing Government policy.

Junior Cycle for Teachers (JCT) is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. Our aim is to support schools in their implementation of the new Framework for Junior Cycle (2015) through the provision of appropriate high quality CPD for school leaders and teachers, and the provision of effective teaching and learning resources.

The National Council for Curriculum and Assessment (NCCA) advises the Minister for Education and Skills on curriculum and assessment for early childhood education, primary and post-primary schools.

DesignCORE collaborates across the natural and social sciences to further applied design research knowledge transfer at regional, national and EU levels. Its focus is human centred design research, engaging in rigorous research methods with expertise and academic theory and design-thinking to gain deep insight into real world contexts.

Junior Cycle Visual Art *'provides the learner with a space within which it is safe to experiment, to fail and to learn'*. Through DesignSKILLS, a designer maker will work in partnership with teachers and their students to focus on the front end of the design process.

The DesignSKILLS programme aims to develop teaching and learning in relation to the design process in post-primary schools in Ireland. The programme links professional designer makers with teachers to develop a six-hour mini project that explores the design process. It focuses on the very beginning of this process and emphasises ideation, problem solving, divergent thinking, risk taking and experimentation.

Participating schools/Visual Art teachers have agreed to:

- This initiative is for **junior cycle Visual Art students only** (first to third year) and their Visual Art teacher engaging with the new Junior Cycle Visual Art specification (**max. 24 students**).
- Your school must be available to host a visiting designer maker for a total period of up to **6 hours class contact time**, from the 16th of September to the 13th of December 2019.
- Participation in this initiative will require a partnership approach, where the visiting designer maker and Visual Art teacher will have **shared responsibility for its planning and delivery**.
- The Visual Art teacher must always be present in the room with the visiting designer maker and the students (up to 6 hours).
- The Visual Art teacher will be required to attend a Collaboration Planning Event. The collaboration event will comprise an outline of the vision for this initiative, formal introductions, planning logistics and criteria for engagement.
- The Visual Art teacher will be required to commit to a peer reflection event (to take place regionally between 2nd and 13th December 2019).
- Participating Visual Art teacher and schools will agree to secure relevant permissions, through completion of student, parent/guardian and school consent forms.
- Upon completion of this initiative teachers will be required to submit:
 - a short online evaluation report.
 - 10 photographs of student artwork which document the DesignSKILLS initiative in your school.

- Agree on the appropriate art materials required with designer/maker and the school will purchase before the project starts. This will be discussed further at the collaborative planning day.
- The school agrees to secure any necessary permission in relation to students being photographed. Photographs will be used for documentation and evaluation purposes only unless otherwise requested by Junior Cycle for Teacher (JCT), the Design & Crafts Council of Ireland (DCCoI) or the designer/maker.
- Identify a Junior Cycle class group to participate (max. 24 students).
- Furnish evidence of insurance cover for the designer/maker while on the school premises.
- Make student's work available to JCT and/or the DCCoI for promotional purposes for a defined period, if requested.
- JCT, DCCoI and Arts in Junior Cycle must be credited on any promotional material that may be used in connection with the DesignSKILLS programme.

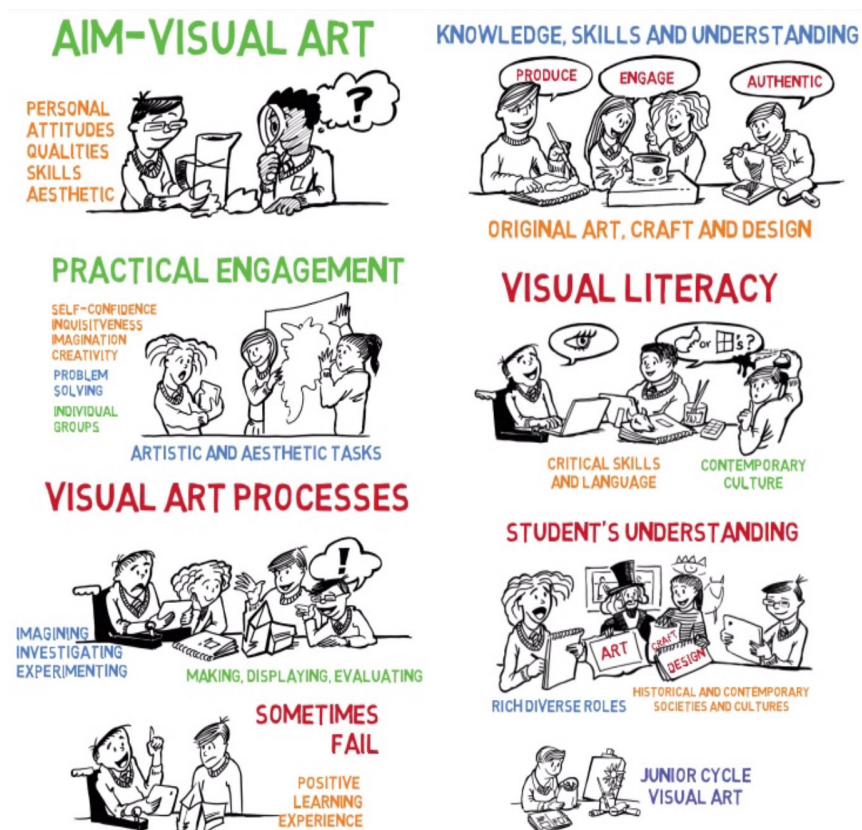
Aim of Junior Cycle Visual Art

Visual Art at junior cycle aims to provide the student 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 areas of art, craft and design students will develop self-confidence, inquisitiveness, imagination, and creativity. They will 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.

Within the safe space of the art class, students will experience the authentic visual art processes of imagining, investigating, experimenting, making, displaying and evaluating. They will sometimes fail, and learn that failure can often be a hugely positive learning experience. Students will develop the knowledge, skills and understanding necessary to produce and to engage with authentic and original art, craft and design work. In so doing, they will begin to develop the visual literacy, critical skills and language

necessary to engage with contemporary culture. This will further contribute to the students' understanding of the rich and diverse roles of art, craft and design in historical and contemporary societies and cultures.





Statements of Learning related to **Junior Cycle Visual Art**

The tables on the following pages show how Visual Art is linked to central features of learning and teaching outlined in the Framework for Junior Cycle (DES, 2015).

Links between junior cycle Visual Art and the statements of learning

Statements of Learning	
The statement	Examples of relevant learning
SOL 3: The student creates, appreciates and critically interprets a wide range of texts¹.	Students will demonstrate their knowledge and understanding of visual culture to create and critique their role in the development of their own or others' work in art, craft or design.
SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.	Students will create finished pieces of art, craft and design work capturing and presenting the processes and decisions they made through using their Visual Art sketchpad.
SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.	Students, through their own creative ideas and work, will demonstrate that their Visual Art work can be used to reflect the needs, hopes and ideals of their wider communities or society as a whole.
SOL 20: The student uses appropriate technologies in meeting a design challenge.	Students will decide on and be able to justify their use of appropriate traditional or modern technologies or new media in their work, based on their learning experiences.
SOL 21: The student applies practical skills as she/he develops models and products using a variety of materials and technologies.	Students will demonstrate the acquisition and development of their own, personal artistic skills through their drawings, processes and finished pieces of work in art, craft and design.
SOL 23: The student brings an idea from conception to realisation.	Students demonstrate that they understand and can apply different processes and methods in creating artworks, craft pieces and finished design solutions.

¹ The definition of texts includes all products of art, craft, or design as well as oral language, written texts, audio, music, tactile, electronic and digital.

Strands and Elements

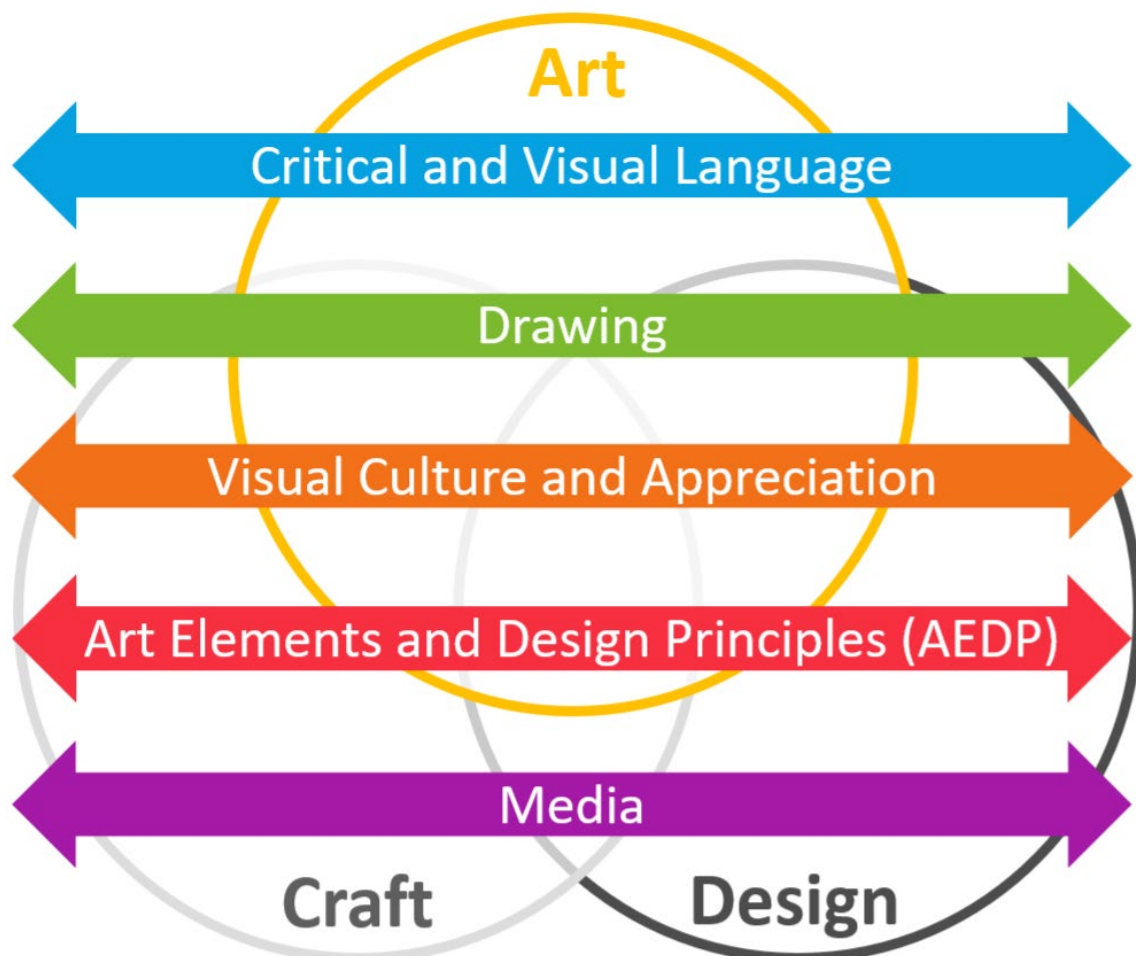
Visual Art

Art, or fine art, is the expression of creative skill in a visual form. It emphasises ideas, feelings and visual qualities through imaginative and/or technical skill. Apart from the creation of artworks, fine art also encompasses the study of art through appreciation and critical discussion.

Craft is the application of a range of particular artistic skills and knowledge to produce artefacts of aesthetic worth. With an emphasis on processes and materials, the artefacts created may represent either traditional crafts or a more individual approach by the craftsperson.

Design is the process of planning, problem-solving and creating. It can be a response to a brief, a need or a situation. Emphasising the process of planning, problem-solving and completion, with drawing as a means of thinking, formal visual elements and imagery are used to communicate messages and ideas.

Strands and Elements



Junior Cycle Visual Art Learning Outcomes

Strand 1 Art

Art or fine art, is the expression of creative skill in a visual form. It emphasises ideas, feelings and visual qualities through imaginative and/or technical skill. Apart from the creation of artworks, fine art also encompasses the study of art through appreciation and critical discussion.

Elements	Learning outcomes Students should be able to	
Critical and visual language	1.1	analyse their work, or that of another, using appropriate vocabulary and knowledge
	1.2	respond to an artwork using critical and visual language
	1.3	critique an artwork using critical and visual language
Drawing	1.4	demonstrate how they use drawing to observe, record and analyse the human figure and the world around them
	1.5	interpret the world and communicate ideas through visual means
	1.6	use drawings to communicate their personal outlook or understanding
Visual culture and appreciation	1.7	examine the method of a number of artists and the artwork they created
	1.8	discuss examples of historical and contemporary visual art
	1.9	debate the value that they and society place on an artwork
Art elements and design principles (AEDP)	1.10	identify the use of art elements and design principles within an artwork
	1.11	consider the use of the art elements and design principles in their own artwork
	1.12	apply their understanding of the art elements and design principles to make an artwork
Media	1.13	identify media which are used to create artwork
	1.14	use media to create their own artwork
	1.15	critique the choice of media in their own or others' artwork

Strand 2 Craft

Craft is the application of a range of particular artistic skills and knowledge to produce artefacts of aesthetic worth. With an emphasis on processes and materials, the artefacts created may represent either traditional crafts or a more individual approach by the craftsperson.

Elements	Learning outcomes Students should be able to	
Critical and visual language	2.1	identify and use the critical and visual language associated with more than one type of craft
	2.2	interrogate and communicate ideas about different crafts using critical and visual language
	2.3	reflect on their own, or anothers, craftwork through the use of critical and visual language
Drawing	2.4	show they can use their drawings to observe, record and analyse
	2.5	develop their ideas for craftwork through drawing
	2.6	investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making
Visual culture and appreciation	2.7	identify the historical or contemporary skills and materials used in craft works from a number of different crafts
	2.8	interpret the narrative, symbols and functions used in craftwork from their own and other world cultures
	2.9	assess the visual culture references that are incorporated into craftwork/s
Art elements and design principles (AEDP)	2.10	describe art elements and design principles as they are used across a number of different crafts
	2.11	research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures
	2.12	justify the choice of art elements and design principles in their own or others' craftwork
Media	2.13	identify the role of media in the development of craftwork
	2.14	use media to create craftwork
	2.15	justify the choice of media in their own or others' craftwork

Strand 3 Design

Design is the process of planning, problem-solving and creating. It can be a response to a brief, a need or a situation. Emphasising the process of planning, problem-solving and completion, with drawing as a means of thinking, formal visual elements and imagery are used to communicate messages and ideas.

Elements	Learning outcomes Students should be able to	
Critical and visual language	3.1	use critical and visual language to describe diverse design work
	3.2	use critical and visual language to explain their own designs and those of others
	3.3	respond to and critique works of design using appropriate visual language
Drawing	3.4	interpret a design brief and represent this through their drawings
	3.5	experiment with design ideas through research and analytical drawing
	3.6	design a final work based on their drawings
Visual culture and appreciation	3.7	describe examples of historical and contemporary design
	3.8	discuss historical and contemporary design practices
	3.9	justify the design concepts made by historical and contemporary designers
Art elements and design principles (AEDP)	3.10	explain the use of art elements and design principles in examples of design work
	3.11	examine their own and others' design work through the use of art elements and design principles
	3.12	assess their own and others' design work using their knowledge of art elements and design principles
Media	3.13	describe the use of media in examples of design work
	3.14	utilise media in their own design work based on a design brief
	3.15	justify design concepts and the use of media in their own or others' work

The Five Junior Cycle Elements of Visual Art

Critical and visual language is used by students to discuss, understand and assess an artistic work, whether it is their own or another's. It allows students to explore imagery more fully and in a more thoughtful way. Students can use critical and visual language to communicate their ideas to their teacher, other students or the wider community. The ability for the student to use it builds a higher level of competence and confidence when they respond to and engage with the visual culture of the contemporary or historical world and natural and built environments.

Drawing is the fundamental language integral to all of the activities undertaken by students in the three strands of art, craft and design. It is essential for enquiry, expression, documenting and communicating visual information. Drawing from observation, including primary sources and life drawing and experimental and imaginative drawing, as well as developing ideas through 2-D, 3-D or digital methods are important for students to experience. Drawing is also an art form itself. Students need to experience and develop their drawing skills over the three years of junior cycle.

Visual culture and appreciation recognises that the modern world has become a more visual place encompassing a wide range of visual stimuli such as architecture and urban design to advertising, new media, the internet, fine art, craft, design, photography, fashion and more. Non-text-based cues and images are visually read at a much faster rate than text-based messages. At times, bombarded with images, students need to understand and decode these visual messages, as well as the visual culture of other societies too. This knowledge and understanding needs to be communicated using language familiar to the students but also the critical and visual language associated with the three strands of art, craft and design.

Art elements and design principles (AEDP) are the building blocks of any work of art a student will create. Their application in 2-D, 3-D or digital works can be analysed by considering their use either collectively or individually. The art elements include the dot, colour, line, shape, tone, texture and pattern. The principles of design include balance, tension, symmetry, harmony, light, space, scale and contrast

Media choice and use is an important element that cross-cuts the three strands of art, craft and design. Media are the means to interact, create, connect and communicate with others. In the work, which students undertake to create, they can use traditional tools and methods or new, contemporary or digital means. Media also encompasses the knowledge of techniques or processes too.

Visual Art Sketchpad

'The Visual 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 Visual Art sketchpad will be decided by the student in collaboration with their teacher.'



A student's Visual Art sketchpad will be used by them to

- record their approaches to all of the work they will undertake as part of their junior cycle Visual Art course
- capture their ideas, creativity, **experiments and explorations** and even realised work
- hold **relevant information they will collect to help contextualise work** they are doing, whether it is through **researching** the work of artists, craftspeople and designers or through photographs, sketches, written notes or digitally
- document their journey through ongoing classroom artwork, finished artworks as well as the Classroom-Based Assessments
- act as the **personal and professional collection of their thoughts, ideas, research and work**
- develop a sense of ownership of their own learning.

Junior Cycle Visual Art Specification Page

Collaborative Project Planning

School Name	
Address	
Postcode	
Principals name	
Contact Number	
School email	
Teacher Name	
Contact Number	
Email	
<i>Preferred method of communication & times</i>	
Teacher area of speciality	
Designer Makers Name	
Contact Number	
Email	
<i>Preferred method of communication & times</i>	
Designer Makers area of Speciality	
Class Group	
Class Size	
Any Special requirements or Supports needed	

Project Scope:

The DesignSKILLS programme aims to develop teaching and learning in relation to the design process in post-primary schools in Ireland. The programme links professional designer makers with teachers to develop a six-hour mini project that explores the design process. It focuses on the very beginning of this process and emphasises

- ideation,
- visual research,
- problem solving,
- divergent thinking,
- risk taking
- and experimentation

Theme for the project is 'Connect'

If you are working with 3rd year students, then you will work from the theme/s issued in the 3rd year **Brief for Classroom-Based Assessment 2 and Final Assessment**

How might the students to explore the theme?

Will you devise a brief?

Will you ask the students to set the brief?

Aim of your project

Identify the key Learning outcomes to be developed

What will students learn

Learning Outcome:

Learning Outcome:

Learning Outcome:

Learning Outcome:

Timetabling:

Art classes will continue as normal. The students will experience this learning over 6 hours of class contact time during their usual timetabled classes for Visual Art within the school.

Note: Supervision and Substitution is not be provided as part of DesignSKILLS.

Number of sessions (Maximum of 6)						
Date/times of visits						

Sessions (max. 6 sessions/visits)

Session 1: Brief outline of what will happen e.g. Will designer maker share their practice/process with the students? Will the teacher and designer maker facilitate a brainstorming session in session 1 with the students or will this be done in advance by the Art teacher?

Agreed areas of learning to be covered in remaining sessions. Consider students interests, age, stage and abilities.

Session 2.

Session 3.

Session 4.

Session 5.

Session 6

Teacher's Timetable

Class Time	Mon	Tues	Wed	Thurs	Fri

Workspace/room layout considerations:

Discuss room layout (individual or group work) space/surfaces for demonstrations, display, sink/desk-coverings etc.

Will all sessions take place in the Artroom? Is there a class coming in before or straight after your session?



Resources:

Materials needed –The school will supply all materials such as paper, drawing and painting materials, printing etc. Note each designer maker has a small budget of €50 for specific materials that may be required for the project.

Please list the materials needed and who will provide these:

Tools needed – What tools might be used during each session, e.g. scissors, etc.?

Health & Safety/Insurance Checklist:	Yes	No
The designer maker is insured to be on the school premises?		
The designer maker has supplied a copy of his/her Garda Vetting certificate?		
The teacher understands that they are responsible for the health and safety of students during the sessions.		
Both the teacher and designer maker knows the name and contact information of the Designated Liaison Person (DLP) in the school?		

Regional Evaluation Evenings:

Separate evaluation forms have been devised for Visual Art teachers and designer makers. Forms can be found in **Appendix 1 and 2** in this booklet. Please take some time to read through and discuss in relation to the DesignSKILLS project aims and learning outcomes.

A number of regional evaluation events have been arranged as follows:

Location and Date	Evaluation Event Venue assigned to my school

Agreed by:	
Name of Teacher: Signed: _____ Date:	Name of Designer maker: Signed: _____ Date:

Appendix 1 Online Teacher Evaluation Form



*This is a **copy of the online** form to be completed by the **Visual Art Teacher** at the end of the DesignSKILLS 2019 project.

You can use the link below or the QR code provided. This link will be emailed to you also.

<https://bit.ly/2kAGmPx>

DesignSKILLS Teacher Evaluation Form

The purpose of this form is to capture your feedback and capture your suggestions to evaluate the DesignSKILLS programme.

Required

1. Name and Address of School

2. School Roll Number

3. School Context

- Community or comprehensive School
- Educate Together School
- Education Training Board (ETB)
- Voluntary Secondary School
- Gaelcholáiste
- DEIS
- Special School
- Co-educational
- All Boys
- All Girls
- Rural School
- Urban School
- Other

4. Name of Visual Art Teacher

5. Name of Designer Maker

6. Class Group

- 1st Years
- 2nd Years
- 3rd Years

7. Number of students in the class?

8. List the key learning outcomes from the Visual Art specification addressed during the DesignSKILLS project?

The learning outcome number will suffice (e.g. 1.4, 2.5 etc.)

9. What was the key learning for students during the DesignSKILLS project?

10. What did you learn during the project.

11. What were the key successes achieved during the DesignSKILLS project

12. Outline the key challenges encountered during the DesignSKILLS project

13. As part of this evaluation I have emailed photographs to designskills@jct.ie

Yes

No

14. How likely are you to apply to DesignSKILLS again?

Extremely likely

Very likely

Somewhat likely

Not so likely

Not at all likely



15. Any further comment?

Submit

Appendix 2 Designer Maker Evaluation Form

DesignSKILLS Evaluation for Designer Makers

Crafts Person Name:

Teacher Name:

School Name:

Year Group:

1. Please give a brief overview of your project? For example how you approached the theme, what research technics were explored, how the process unfolded once in the classroom.
2. What were your expectations of the DesignSKILLS programme?
3. Did the programme meet, exceed or fall short of these expectation? Please Explain.
4. We would like to know how you found the planning and preparation day. Do you feel it is a valuable addition? Please give a brief reason for your answer.
5. How do you feel the collaborative process with the teacher worked in practice?
6. What was the level of engagement with the students in the project: did they find the process easy/difficult, how did you work collaboratively with them during the project?
7. Do you feel this programme impacted your professional practice? Please Explain.
8. How did you and the teacher document the process? Were there any barriers to documenting the project? Did you find this documentation process helpful?
9. Did you find the reflect event at the end of the project to be a useful part of the programme? Please explain.
10. Were there any logistical issues you feel would need to be addressed in planning future programmes?
11. Would you recommend DesignSKILLS to other designer makers/teachers? Y N

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

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