



Professional Development | An tSeirbhís um Fhorbairt
Service for Teachers | Ghairmiúí do Mhúinteoirí



An Roinn Oideachais
Department of Education

LCA Subject Development Day 2022

Craft and Design

Session 1

Welcome and Introductions
Learning outcomes
An Overview of the LCA Programme and assessment

Tea/Coffee Break

Session 2

Subject specific content
Activity and discussion

Lunch

Session 3

Evaluations
Subject area: Practical strategies for teaching, learning and assessment
Plenary

By the end of this seminar participants will have:

Become familiar with the curriculum and assessment procedures in Leaving Certificate Applied.

Explored the approaches to teaching, learning and assessment in LCA.

Become familiar with your subject specific module descriptor.

PDST - Introduction

What we are

Teachers & School
Leaders

Teacher
Educators
Facilitators/Enablers

Purveyors of Lifelong
Learning

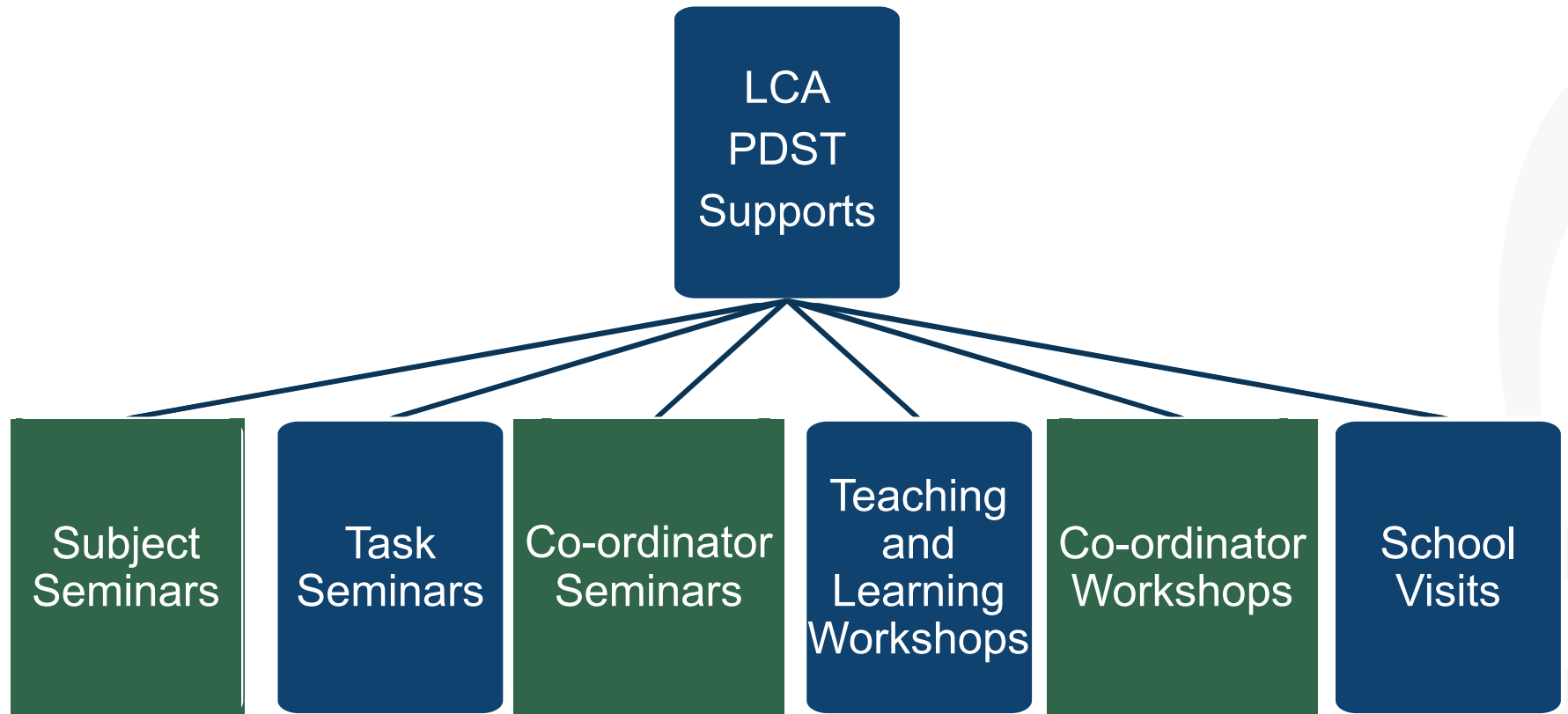
What we are not

Evaluators

Policy Makers

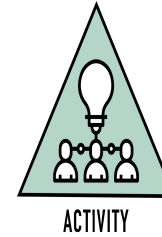
Curriculum
Developers

LCA Supports provided by PDST



@PDST_LCA

Email: lca@pdst.ie



What do you hope to get from today's seminar?



LCA Curriculum Framework & Credits Allocation

Course Name	Year One		Year Two	
	Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June
Vocational Preparation				
Vocational Preparation & Guidance	→ 2 2	→ 2 Enterprise 2	→ 2 2	2 Guidance 2
English & Communications (Exam = 12 credits)	Personal & Social Communications	Communication & the Digital World	Communication in Media	Express Yourself
VOC. PREP. TASK				
Vocational Education				
Mathematical Applications (Exam = 10 credits)	Mathematics & Planning	Mathematics & the World Around Me	Mathematics & Life Skills	Mathematics & Work
Vocational Specialisms (Choose 2 from 11 options. Exams = 12 credits each)	1 1	1 1	1 1	1 1
Introduction to Information and Communication Technology	→	2	→	2
VOC. ED. TASK				
General Education				
Arts Education (Drama, Dance, Visual Arts, Music)	→	2	→	2
Social Education (Exam = 10 credits)	1 My/Com →	1 Ctp/tes 1 Soc/Health	1 Ctp/tes 2 →	1 Tx/Change 1 Soc/Health
Languages (2 exams = 6 credits each)	1	1	1	1
Leisure & Recreation (including PE)	→	2	→	2
GENERAL ED. TASK				
Elective Courses	2	2	2	2
30 Hour Modules (3 to 4 class periods per week)			PRACTICAL ACHIEVEMENT TASK	
→ Indicates that the module credits may be taught in this session but cannot be claimed until May of that year. □ Indicates that the module credits can be claimed at the end of this session.				
All tasks have a value of 10 credits each				

Revised 01/22

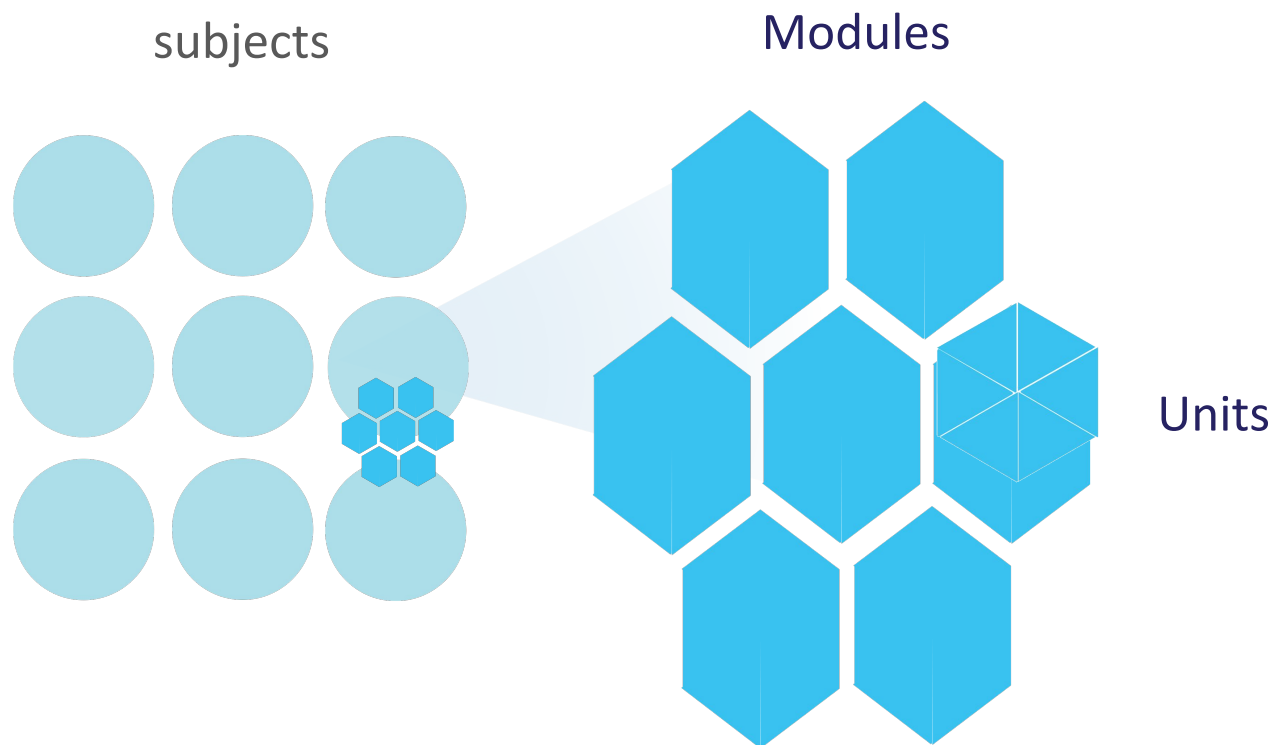
LCA Curriculum frame

https://drive.google.com/file/d/1_GsjFhsK7HPChxu-N_V7CSYQxznS7axY/view?ts=6319bbea

LCA Curriculum Framework

Vocational Preparation	<ul style="list-style-type: none">• Vocational Preparation & Guidance• English & Communications
Vocational Education	<ul style="list-style-type: none">• Mathematical Applications• Vocational Specialisms* (<i>Choose 2 from 11 options</i>)• Introduction to Information Communication Technology
General Education	<ul style="list-style-type: none">• Arts Education (<i>Dance, Drama, Music, Visual Arts</i>)• Social Education• Languages (<i>Gaeilge and French/Italian/German/Spanish</i>)• Leisure & Recreation (<i>including Physical Education</i>)
Elective courses	<ul style="list-style-type: none">• Religious Education (for example)• Science (for example)

LCA Programme Structure

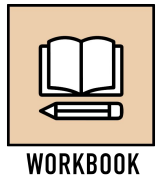
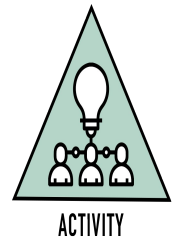


LCA Curriculum Framework

Please fill in:
Two specialisms
Your own subject (if different)
Any elective

LCA Curriculum Framework & Credits Allocation

Course Name	Year One		Year Two	
	Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June
Vocational Preparation	Vocational Preparation & Guidance	→	→	Guidance
	English & Communications (Exam = 12 credits)	Personal & Social Communications	Communication & the Digital World	Communication in Media Express Yourself
		VOC. PREP. TASK		
Vocational Education	Mathematical Applications (Exam = 10 credits)	Mathematics & Planning	Mathematics & the World Around Me	Mathematics & Life Skills Mathematics & Work
	Vocational Specialisms (Choose 2 from 11 options (Exams = 12 credits each))			
	Introduction to Information and Communication Technology	→		→
		VOC. ED. TASK		VOC. ED. TASK
General Education	Arts Education (Drama, Dance, Visual Arts, Music)	→		→
	Social Education (Exam = 10 credits)	My/Com	Ctp/Iss1 Soc/Health	Ctp/Iss 2 Tk/Charge Soc/Health
	Languages (2 exams = 6 credits each)			
	Leisure & Recreation (including P.E.)	→		→
	GENERAL ED. TASK		CONT. ISSUES TASK	
Elective Courses				
30 Hour Modules (3 to 4 class periods per week)			PRACTICAL ACHIEVEMENT TASK	
→ Indicates that the module credits may be taught in this session but cannot be claimed until May of that year. □ Indicates that the module credits can be claimed at the end of this session.			All tasks have a value of 10 credits each	



Revised 01/22

Layout of Module Descriptors

Transdisciplinary Links
Rationale
Number and sequence of modules
Description of Modules
General Recommendations
Modules
Purpose
Prerequisites
Aims
Units
Learning Outcomes
Teacher Guidelines
Key Assignments

Transdisciplinary Nature of the LCA Course

English &
Communications

Communications
and the working
world

Visual Arts

Module 1:
Individuality
& Identity

Religion

Module 1:
Looking in

Unit 2:
Oral
communication
and listening
skills

Gaeilge

Module 1:
An Ghaeilge
thart timpeall
orainn

Sign
Language

Module 1:
Making Contact

MFL

Module 1:
Social
Relationships

LCA Certification

Awarded at three levels

Pass

120 - 139
credits

60-69%

Merit

140 - 169
credits

70-84%

Distinction

170 - 200
credits

85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a

'Record of Experience'

LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance

- Evidence of completion of **key assignments** for each module
- One credit per course module in which there is a final exam

62
credit
s

31%

<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>
<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>

• Two credits per course module in which there is NO final exam

7 Student tasks @ 10 credits each

70
credit
s

35%

English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications
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Final examinations 12 credits	12 credits each	6 credits each	10 credits	10 credits
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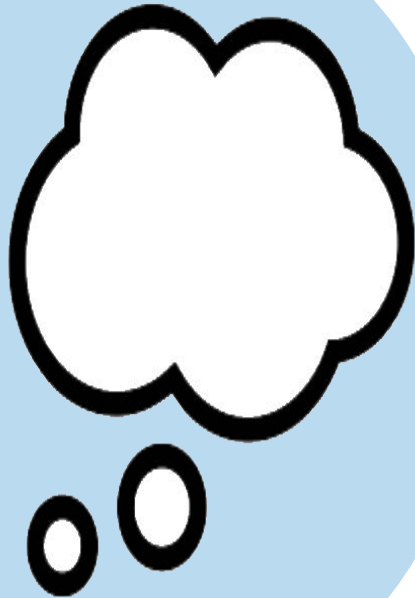
68
credit
s

34%

LCA Modes of Assessment

<p>Satisfactory completion of modules + 90% attendance</p> <p>Evidence of completion of key assignments for each module</p> <p>One credit per course module in which there is a final exam</p> <p>Two credits per course module in which there is NO final exam</p>	<p>62 credits</p>	<p>31%</p>
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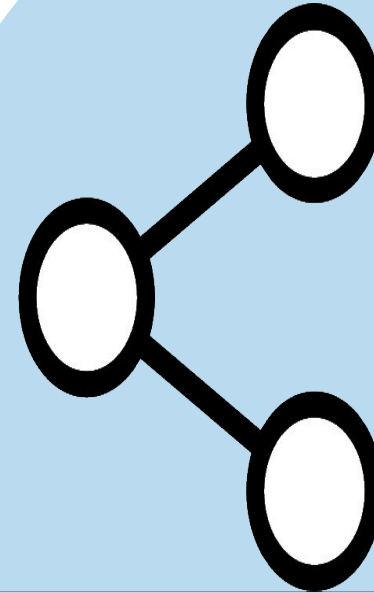
What is a key assignment?



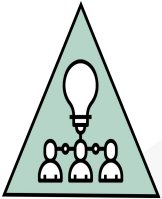
Think



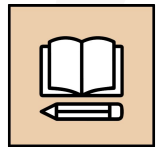
Pair



Share



ACTIVITY



WORKBOOK

What is a key assignment?

Key assignments

Number of Key learning experiences

Listed at the end of each module

Selected by NCCA

Verified completed by teacher

LCA Modes of Assessment

<p>Satisfactory completion of modules + 90% attendance</p> <p>Evidence of completion of 4 key assignments for each module</p> <p>One credit per course module in which there is a final exam</p> <p>Two credits per course module in which there is NO final exam</p>	<p>62 credits</p>	<p>31%</p>						
<p>7 Student tasks @ 10 credits each</p> <table border="1" data-bbox="73 1076 1315 1396"> <tr> <td data-bbox="73 1076 486 1236"><i>Vocational Preparation</i></td> <td data-bbox="486 1076 900 1236"><i>Vocational Education (x2)</i></td> <td data-bbox="900 1076 1315 1236"><i>General Education</i></td> </tr> <tr> <td data-bbox="73 1236 486 1396"><i>Contemporary Issue</i></td> <td data-bbox="486 1236 900 1396"><i>Personal Reflection</i></td> <td data-bbox="900 1236 1315 1396"><i>Practical Achievement</i></td> </tr> </table>	<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>	<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>	<p>70 credits</p>	<p>35%</p>
<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>						
<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>						

Summary of Tasks

Task	Credit	%	Completed in session	Assessed
1. General Education <i>Originating in Arts Education, Leisure & Rec., Language or Social Education</i>	10	5	1	Jan/Yr 1
2. Vocational Preparation <i>Originating in either Vocational Preparation & Guidance or English & Communication</i>	10	5	2	May/Yr 1
3. Vocational Education - 1st specialism <i>Originating in one Vocational Specialism</i>	10	5	2	May/Yr 1
4. Vocational Education - 2nd specialism <i>Originating in the second Vocational Specialism</i>	10	5	3	Jan/Yr 2
5. Contemporary Issues <i>Anchored in Social Education</i>	10	5	3	Jan/Yr 2
6. Practical Achievement <i>Generally out of school/centre</i>	10	5	3	Jan/Yr 2
7. Personal Reflection <i>Statement 1 from year one will be stored and returned to SEC when statement two is complete</i>	10	5	on-going	May/Yr 2

LCA Modes of Assessment

<p>Satisfactory completion of modules + 90% attendance</p> <p>Evidence of completion of 4 key assignments for each module</p> <p>One credit per course module in which there is a final exam</p> <p>Two credits per course module in which there is NO final exam</p>	62 credits	31%
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7 Student tasks @ 10 credits each			70 credits	35%
<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>		
<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>		

Final examinations					68 credits	34%
English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications		
12 credits	12 credits each	6 credits each	10 credits	10 credits		

Total	200 credits	100%
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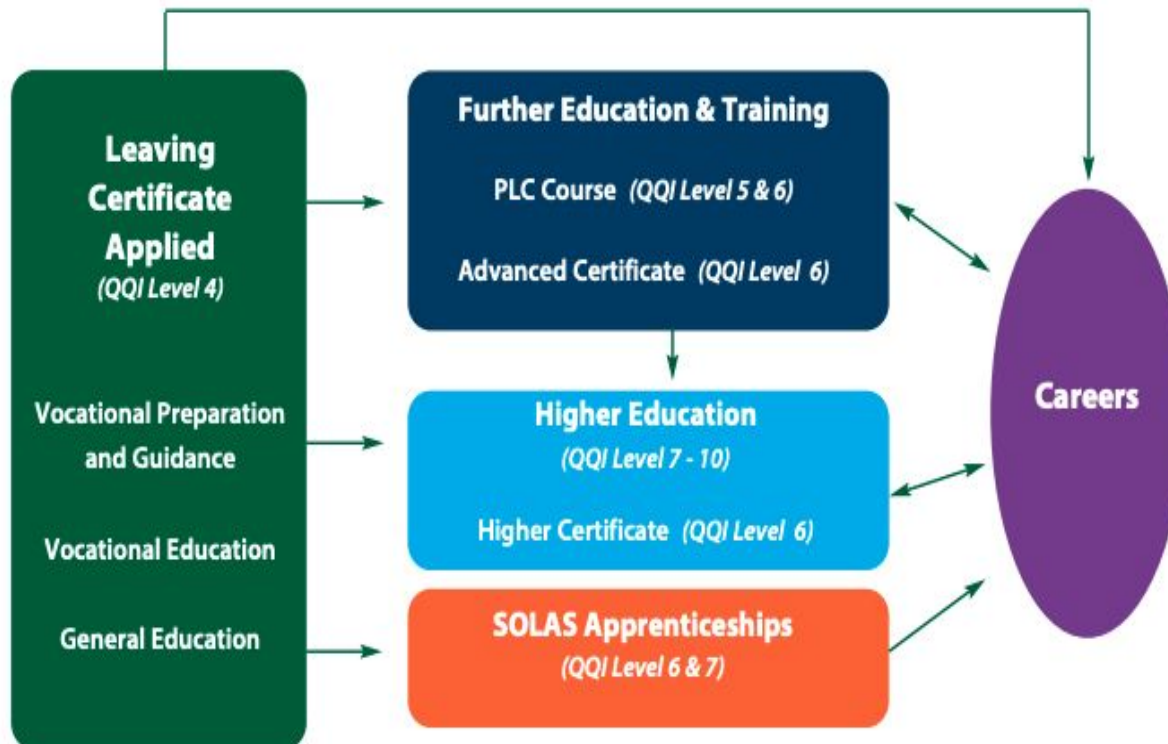
Final Examinations

Area	Credits
English & Communication Oral and written incorporating audio visual	12
Vocational Specialisms (x2) Practical and written – practical briefs issued in advance <i>(see next slide for details)</i>	12 each
Languages (x2) Oral and written incorporating aural	6 each
Social Education Written incorporating audio	10
Mathematical Applications Written – research topic (Q. 2. issued in advance)	10
Total	68

The Leaving Certificate Applied Route Map

Leaving Certificate Applied Pathways

Route Map Options



Recommended Reading

LCA Chief Examiners Report 2014

For full details go to examinations.ie

DES Inspectorate Report

<https://www.education.ie/en/Publications/Inspection-Reports-Publications/>

By the end of this seminar participants will have:

Become familiar with the curriculum and assessment procedures in Leaving Certificate Applied.

Explored the approaches to teaching, learning and assessment in LCA.

Become familiar with your subject specific module descriptor



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End of Session 1
Enjoy a well
deserved break



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Session 2

The Visual Art course

By the end of this seminar participants will have:

Become familiar with the structure of the Arts Education course

Explored the approaches to teaching for the module Individuality and Identity

Engaged with examples and planning for the module

THE LCA VISUAL ART COURSE

should enable students to:

Develop abilities to **understand** and use the language of **visual expression** and other forms of **communication**.

Extend their capacity to **research, analyse, plan,** take **decisions** and **realise** intentions

Develop **competent and safe practice** in the use of tools, equipment, materials, techniques and processes

Develop **self-expression, imagination, feeling** and **sensitivity**

Make connections between education in Visual Art and other elements / programme of the Leaving Certificate Applied

Develop an **awareness** of the opportunities for further education and training in, and engagement with, the area of **Visual Art**



THE ARTS EDUCATION COURSE

VISUAL
ART

MUSIC

DRAMA

DANCE

VISUAL ART

Module 1 – My Local Environment

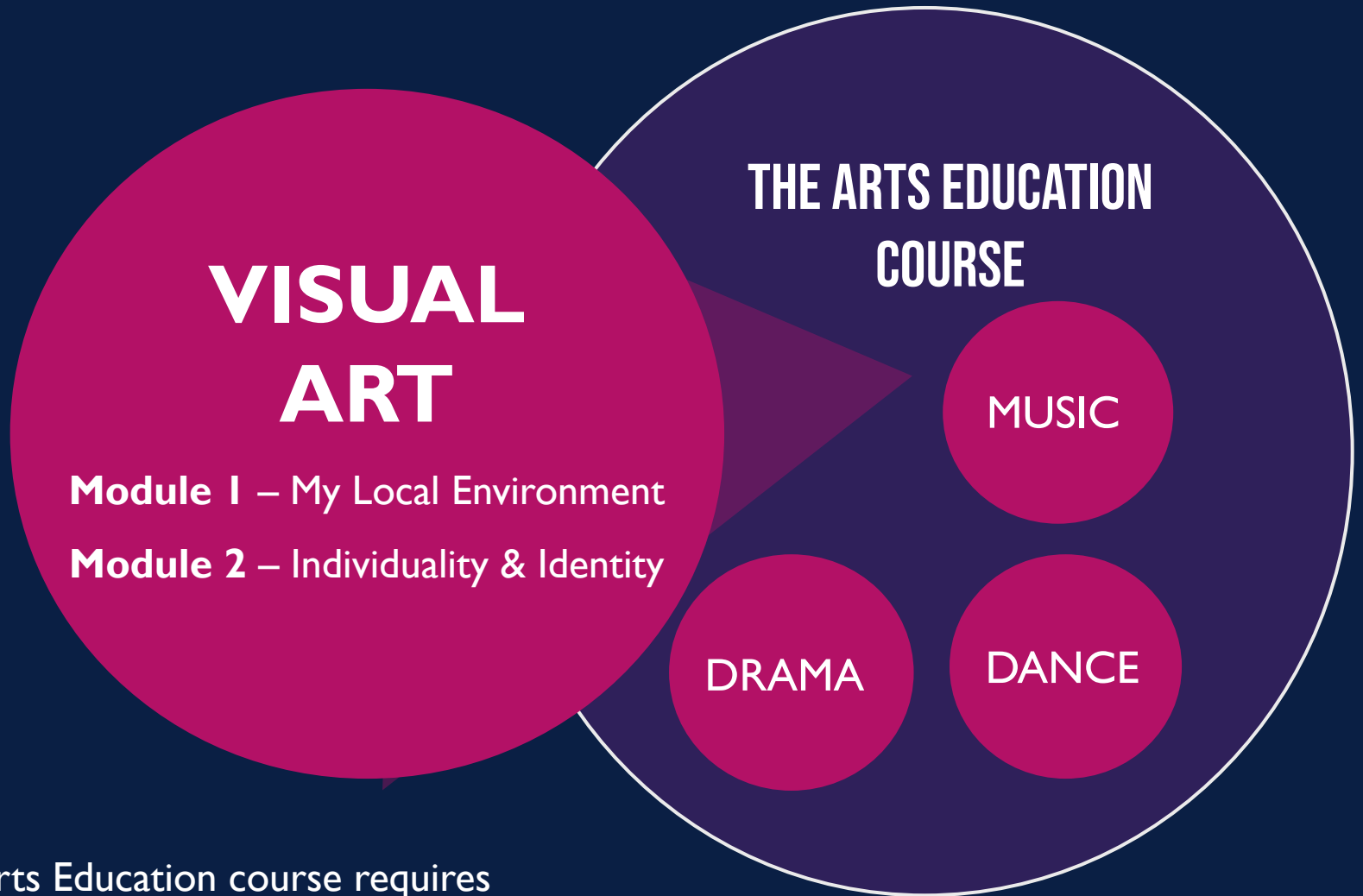
Module 2 – Individuality & Identity

THE ARTS EDUCATION COURSE

MUSIC

DRAMA

DANCE



The Arts Education course requires the completion of **two modules**

Students can take any 2 modules from these subject areas, both from art, if they choose

THE ARTS EDUCATION COURSE

VISUAL
ART

MUSIC

DRAMA

DANCE



TEACHING THE VISUAL ART MODULES

Approach for LCA

Example projects

Module Planning

Identity: Zine fold

Environment:
Maps from home to
school.



TEACHING THE VISUAL ART MODULES

Important things to bear in mind:

STRENGTHS

Teach to your own strengths

FACILITIES

Use the facilities available to you in your art room

ABILITIES

Bear in mind your students abilities





TEACHING THE VISUAL ART MODULES

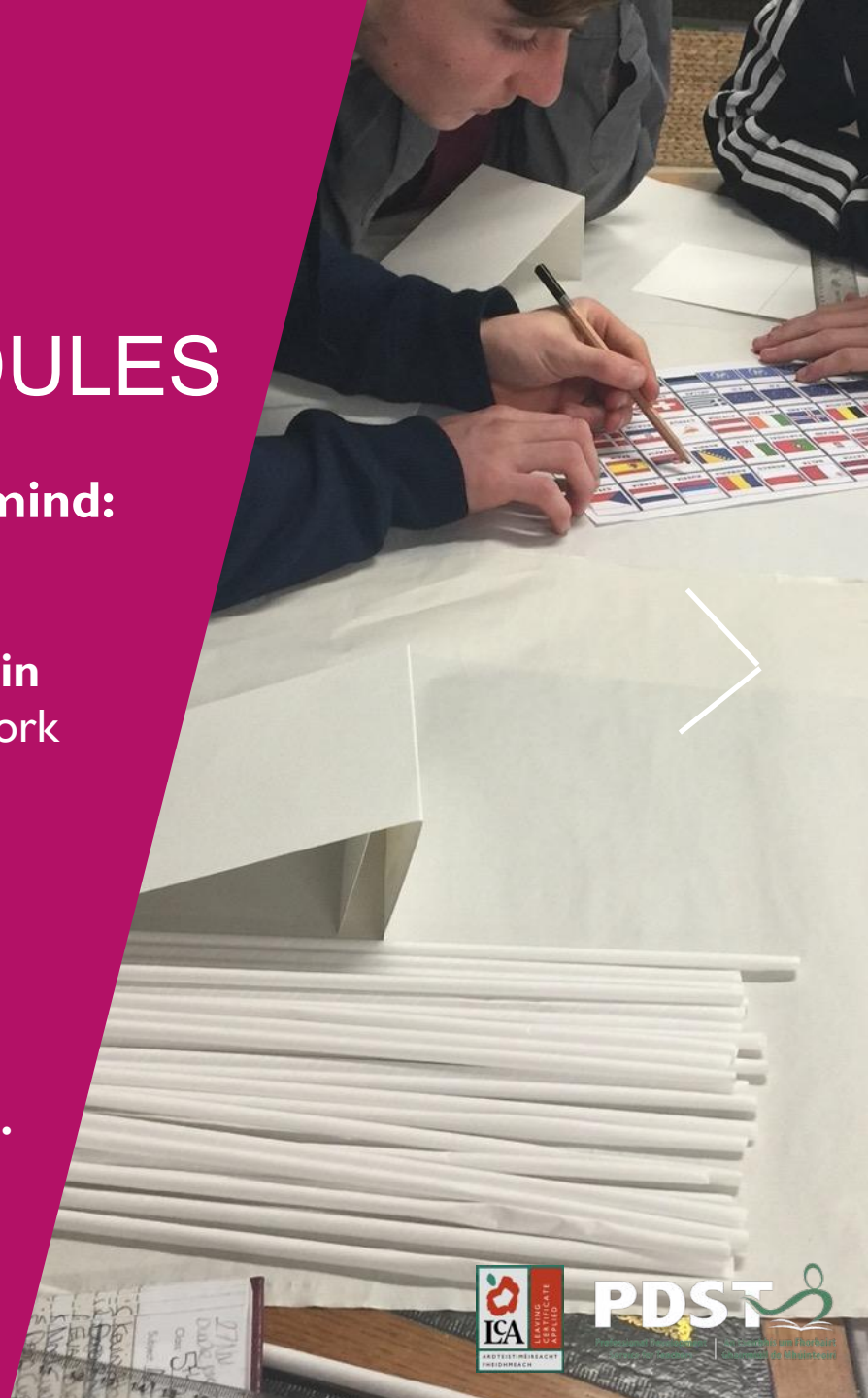
Important things to bear in mind:

ENVIRONMENTAL FACTORS

The location that your school is in can influence the kinds of projects/work undertaken

STARTING POINTS

Most importantly to use starting points which are of interest to your students. This will motivate them.





TEACHING THE VISUAL ART MODULES

PLANNING

is of the utmost importance and will make both the teachers and students life a lot easier.

TIMING OF OTHER TASKS

Find out the the timing of work experience placements, other task deadlines when planning the teaching of the Art module.

PAIR UP

A visit may be planned (perhaps in another subject) this visit may be of an opportunity to gather visual information a starting point for work,

HAVE AIMS READY ON DAY ONE

These should be stuck to the inside cover of the Art Folder, so at a glance the student can see what to work on.)



TEACHING THE VISUAL ART MODULES

LEARNING OUTCOMES

There **4 learning outcomes** for each module

KEY ASSIGNMENTS

There are **4 Key Assignments** for each module

KEY ASSIGNMENTS → LEARNING OUTCOMES

The learning outcomes will come about when following the Key Assignment model, no matter what media/craft method is being used to teach the module.

(Full Visual Art Module Descriptor available on curriculumonline.ie)

KEY ASIGNMENTS

I collected visual information about myself & other people

I developed ideas suitable for making artwork

I completed a piece of artwork

I kept notes on how I did the work and described what was good and bad about the work..

LEARNING OUTCOMES

The student will be able to:

1. Create visual artwork which reflects their own sense of 'self' and co-operate with others to create group-oriented work

2. Collect imagery and other resource material and develop ideas

3. Identify and experiment with visual elements and with a range of materials and tools, to create work of an appropriate quality

4. Recognise the ways in which artists have dealt with the concept of "self"



VISUAL ART MODULE 1: INDIVIDUALITY AND IDENT

Sample Projects

Understanding Units



MODULE 1

INDIVIDUALITY & IDENTITY

“ZINE”

LCA SAMPLE
PROJECT





MODULE 1 INDIVIDUALITY & IDENTITY

ZINE

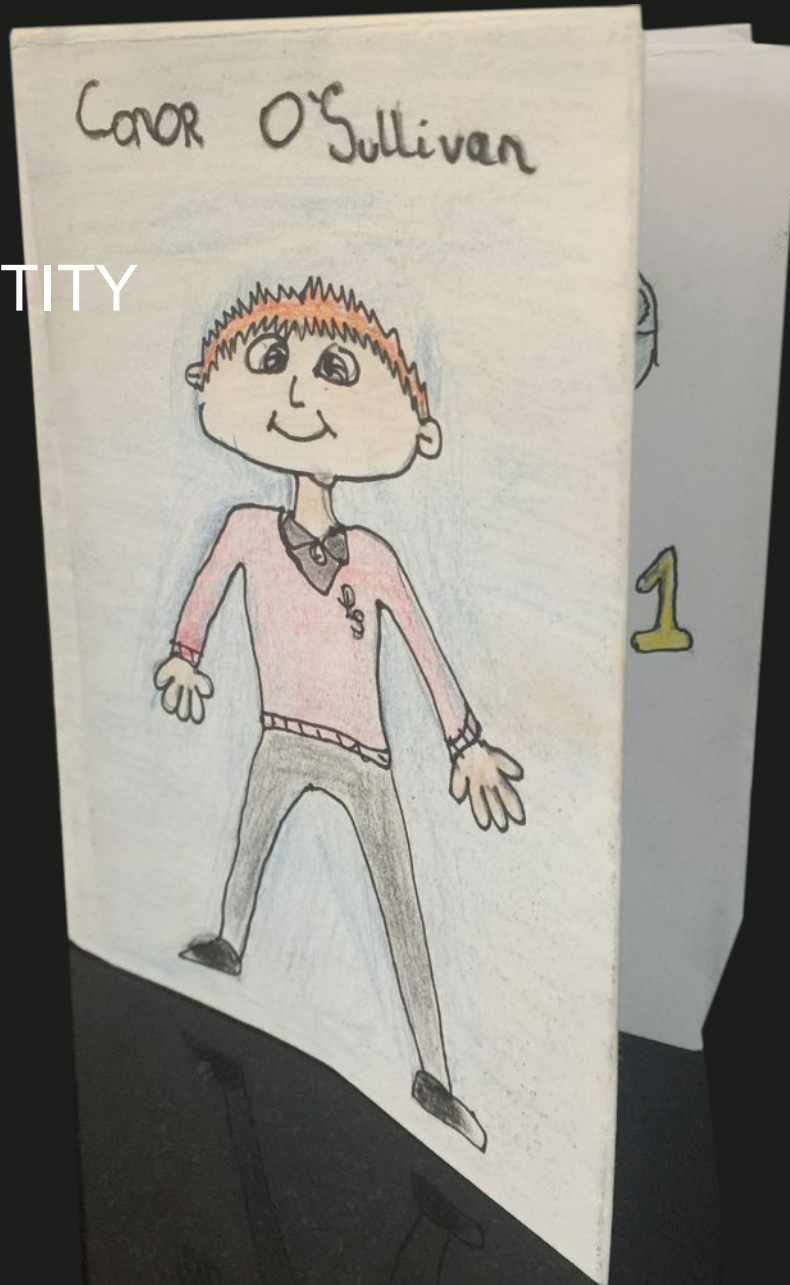
LCA SAMPLE PROJECT

Students create
8 Page 'zine' about
themselves

1 week project

Introduce mind map

Apply practical spacial
reasoning,
making/thinking





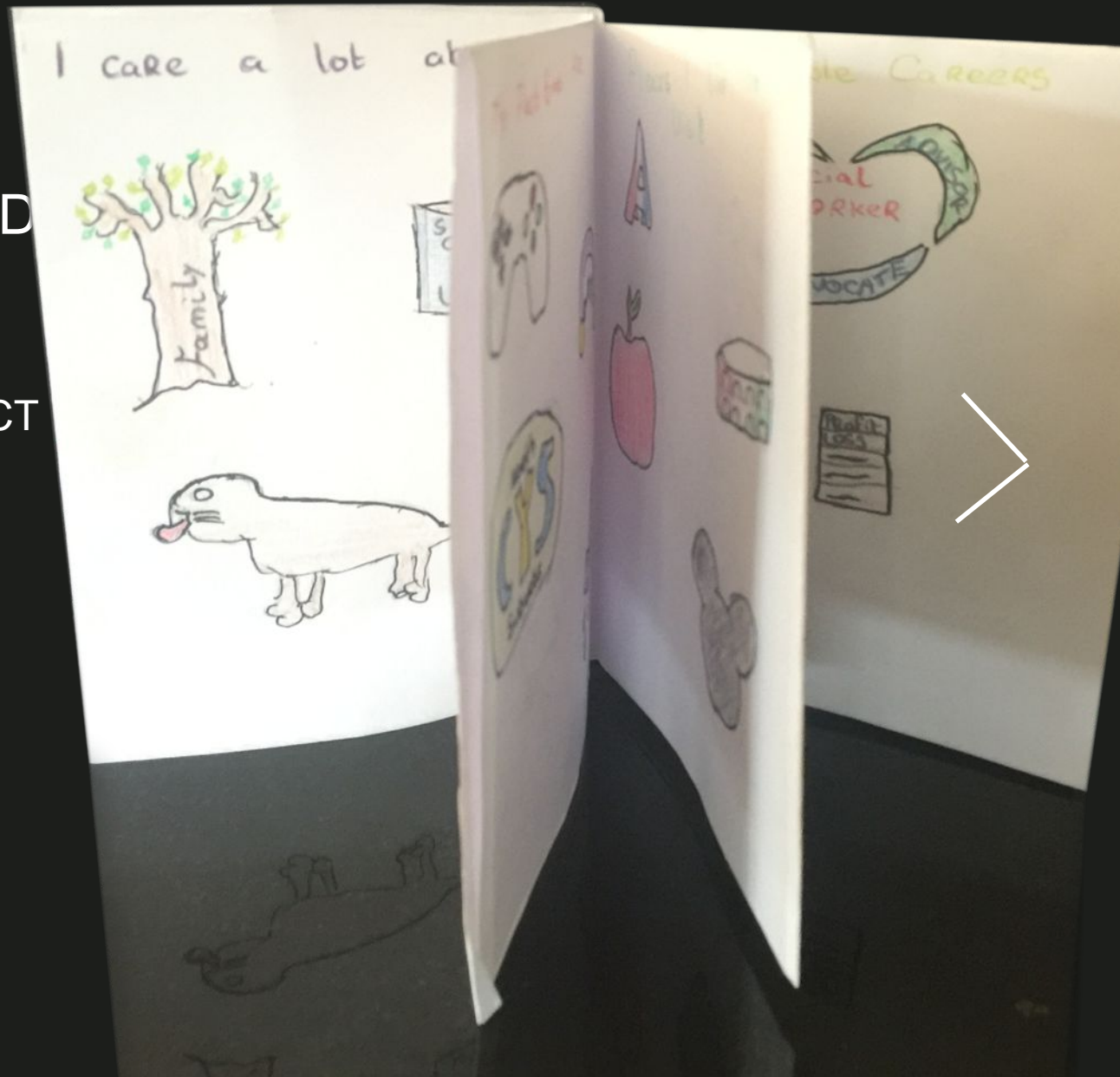
MODULE 1 INDIVIDUALITY & ID ZINE

LCA WARM-UP PROJECT

Teacher gains understanding of students Interests & motivations without direct questions.

Words and images:

- My hobbies
- My favourite subjects
- What I want to be after LCA
- Who I Am





MODULE 1
INDIVIDUALITY & IDENTITY

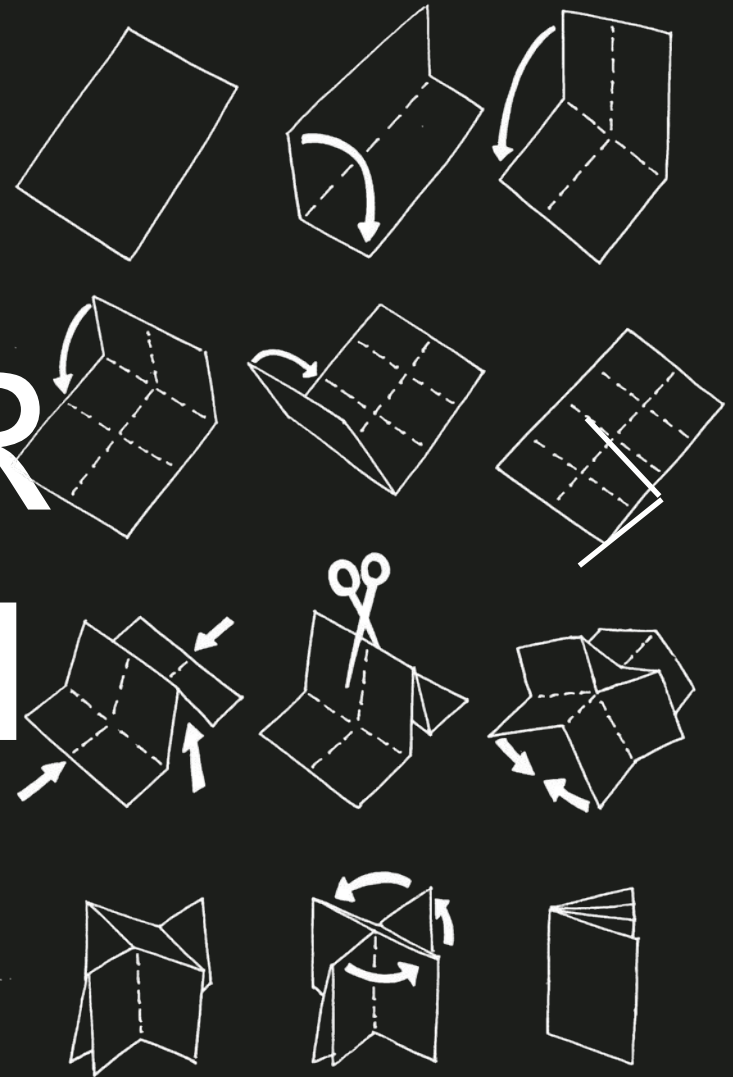
ZINE

LCA SAMPLE PROJECT

YOUR
TURN

Words and images:

- My name
 - My hobbies
 - My favourite things
 - What I wish I was
 - Who I am
-





MODULE 1 INDIVIDUALITY & IDENTITY

The sense of satisfaction that can result from personalised work is the main focus of this module



EACH PROJECT HAS

5 UNITS

(OR STAGES)





1

RESEARCH



2

DEVELOPING
IDEAS



3

MAKING



4

CONTEXTUA
L
REFERENCE
S



5

REFLECTION
& EVALUATION



THE 5 PROJECT UNITS

UNIT 1

RESEARCH

Making studies of oneself, one's physical and social environment, one's peers and people of influence. Collecting and analysing and discussing examples of figurative imagery from pop culture and the art world. Collecting and categorising information and material related to hobbies, interests and occupations.

1
RESEARCH

2
DEVELOPING
IDEAS

3
MAKING

4
CONTEXTUAL
REFERENCES

5
REFLECTION &
EVALUATION



THE 5 PROJECT UNITS

UNIT 2 DEVELOPING IDEAS



Using the research to come up with initial ideas and concepts

1
RESEARCH

2
DEVELOPING
IDEAS

3
MAKING

4
CONTEXTUAL
REFERENCES

5
REFLECTION &
EVALUATION



THE 5 PROJECT UNITS

UNIT 3 MAKING



Producing individual or group "self portraits" in two or three dimensions.

1

RESEARCH

2

DEVELOPING
IDEAS

3

MAKING

4

CONTEXTUAL
REFERENCES

5

REFLECTION &
EVALUATION



THE 5 PROJECT UNITS

UNIT 4 CONTEXTUAL REFERENCES

Examples of artwork in the autobiographical tradition, for example, the work of Munch, Picasso or Warhol.

Examples of popular culture imagery, for example, individuals represented as heroes, stars, celebrities or cult figures.

1

RESEARCH

2

DEVELOPING
IDEAS

3

MAKING

4

CONTEXTUAL
REFERENCES

5

REFLECTION &
EVALUATION



THE 5 PROJECT UNITS

UNIT 5 REFLECTION & EVALUATION



Making statements on the expressive meaning and quality of individual or group "portraits". Explaining how people are represented in pop culture imagery.

1
RESEARCH

2
DEVELOPING
IDEAS

3
MAKING

4
CONTEXTUAL
REFERENCES

5
REFLECTION &
EVALUATION



THE 5 PROJECT UNITS



KEY ASSIGNMENTS
MODULE 1: INDIVIDUALITY AND IDENTITY

CHECKLIST

- I collected visual information about myself and other people,
- I developed ideas suitable for making art work
- I completed a piece of artwork
- I kept notes on how I did the work and described what was good and bad about the work.



1
RESEARCH

2
DEVELOPING
IDEAS

3
MAKING

4
CONTEXTUAL
REFERENCES

5
REFLECTION &
EVALUATION



1

RESEARCH



2

DEVELOPING
IDEAS



3

MAKING



4

CONTEXTUA
L
REFERENCE
S



5

REFLECTION
& EVALUATION



EXAMPLE PROJECT

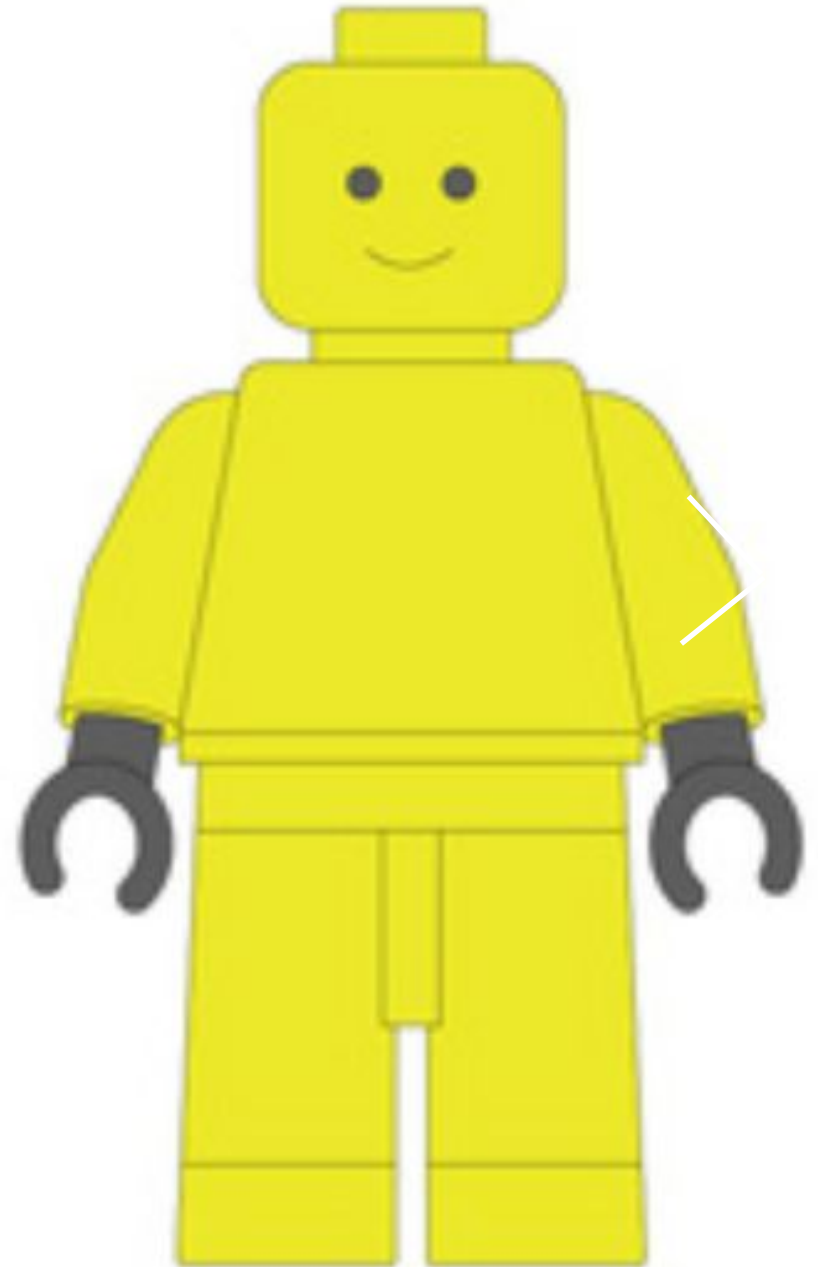
“LEGO ME”





LEGO ME PROJECT

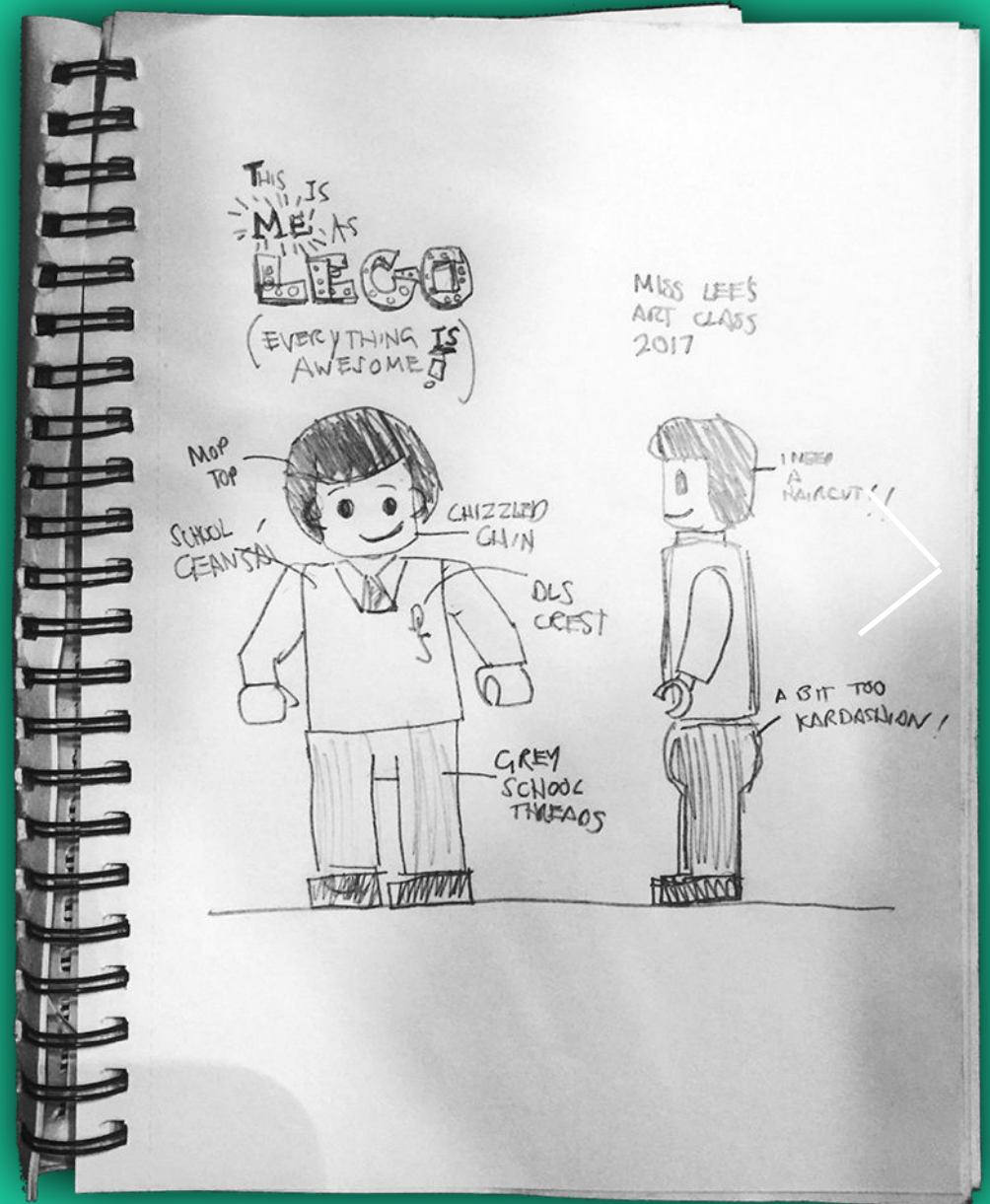
Students design a Lego figure based on their own appearance





LEGO ME PROJECT

Students design a Lego figure based on their own appearance





LEGO ME PROJECT

Final design is
manufactured,
Students are
presented with
these at
graduation





SAMPLE PROJECT

What
Makes
YOU
Scream?





Example Project

Individuality & Identity
Module

What Makes **YOU** Scream?

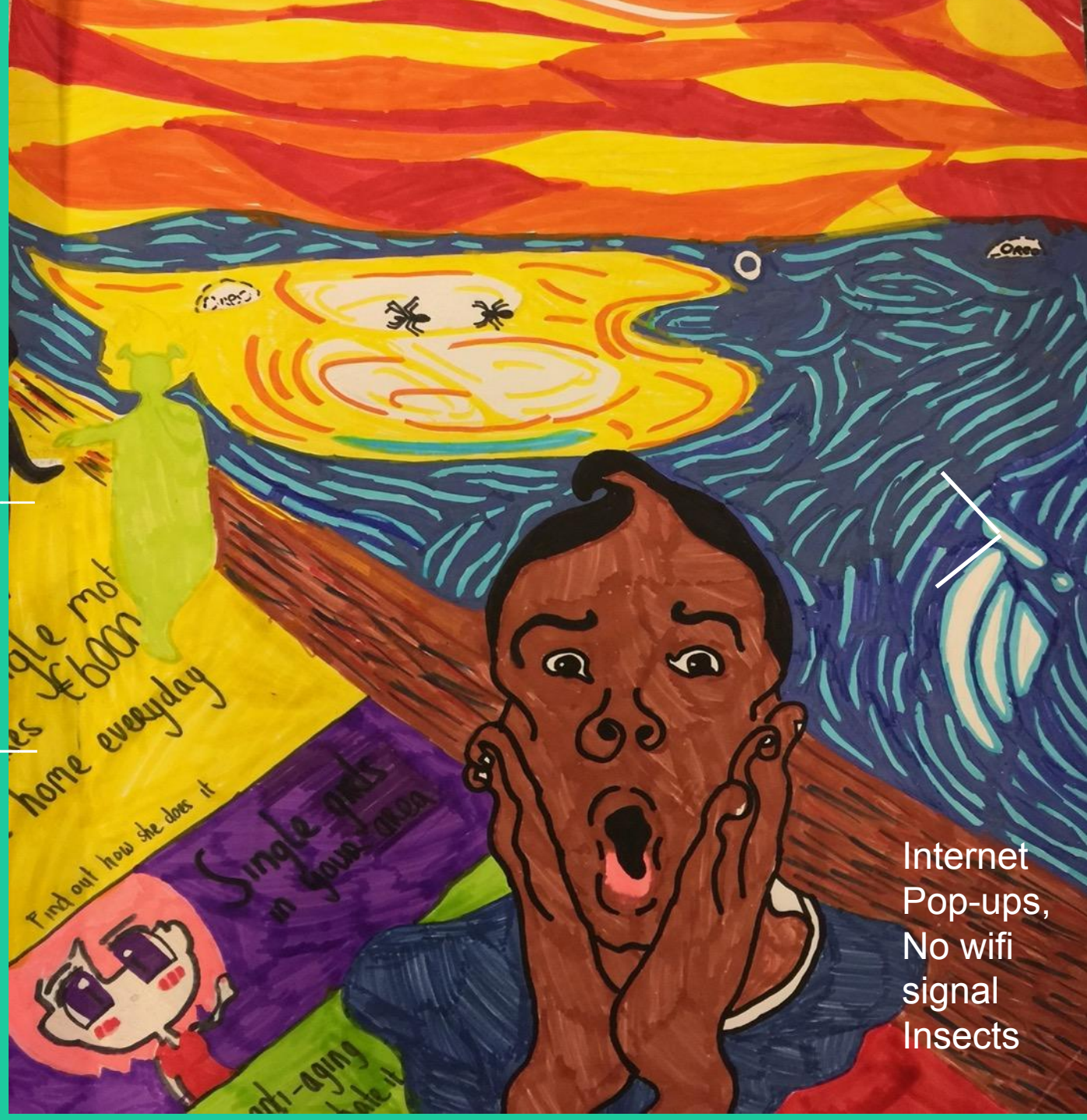




Example Project

Individuality & Identity
Module

What
Makes
YOU
Scream?





Example Project

Individuality & Identity
Module

What
Makes
YOU
Scream?

The taste of garlic,
Bad grades,
Bee stings
Paper cuts,
Splinters ,
Computer not working





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End of Session 2

By the end of this seminar participants will have:

Become familiar and explored approaches to teaching and learning for the module my local environment

Engaged with examples and planning for the module



VISUAL ART MODULE 2

MY LOCAL ENVIRONMENT

Module Outline

Sample Projects



LCA MODULE 2

MY LOCAL ENVIRONMENT MODULE OUTLINE

In this module students can undertake a study of their local built and natural environments. This should lead to awareness of their local environment and improved aesthetics.





LCA MODULE 2

MY LOCAL
ENVIRONMENT

SAMPLE PROJECT

Transparency
Painting





LCA MODULE 2

MY LOCAL ENVIRONMENT

Sample Project

Transparency Painting





LCA MODULE 2

MY LOCAL ENVIRONMENT

Sample Project

Transparency Painting





LCA MODULE 2

MY LOCAL ENVIRONMENT

Sample Project

Transparency Painting





LCA MODULE 2

**MY LOCAL
ENVIRONMENT**

Sample Project

Transparency Painting

**YOUR
TURN**





LCA MODULE 2

MY LOCAL
ENVIRONMENT

SAMPLE PROJECT

My Everyday
Journey
to School





LCA MODULE 2

MY LOCAL ENVIRONMENT

Sample Project:

“My everyday journey to school”

Expect a diverse range of abilities in LCA





LCA MODULE 2

MY LOCAL ENVIRONMENT

Sample Project:

“My everyday journey to school”

Expect a diverse range of abilities in LCA





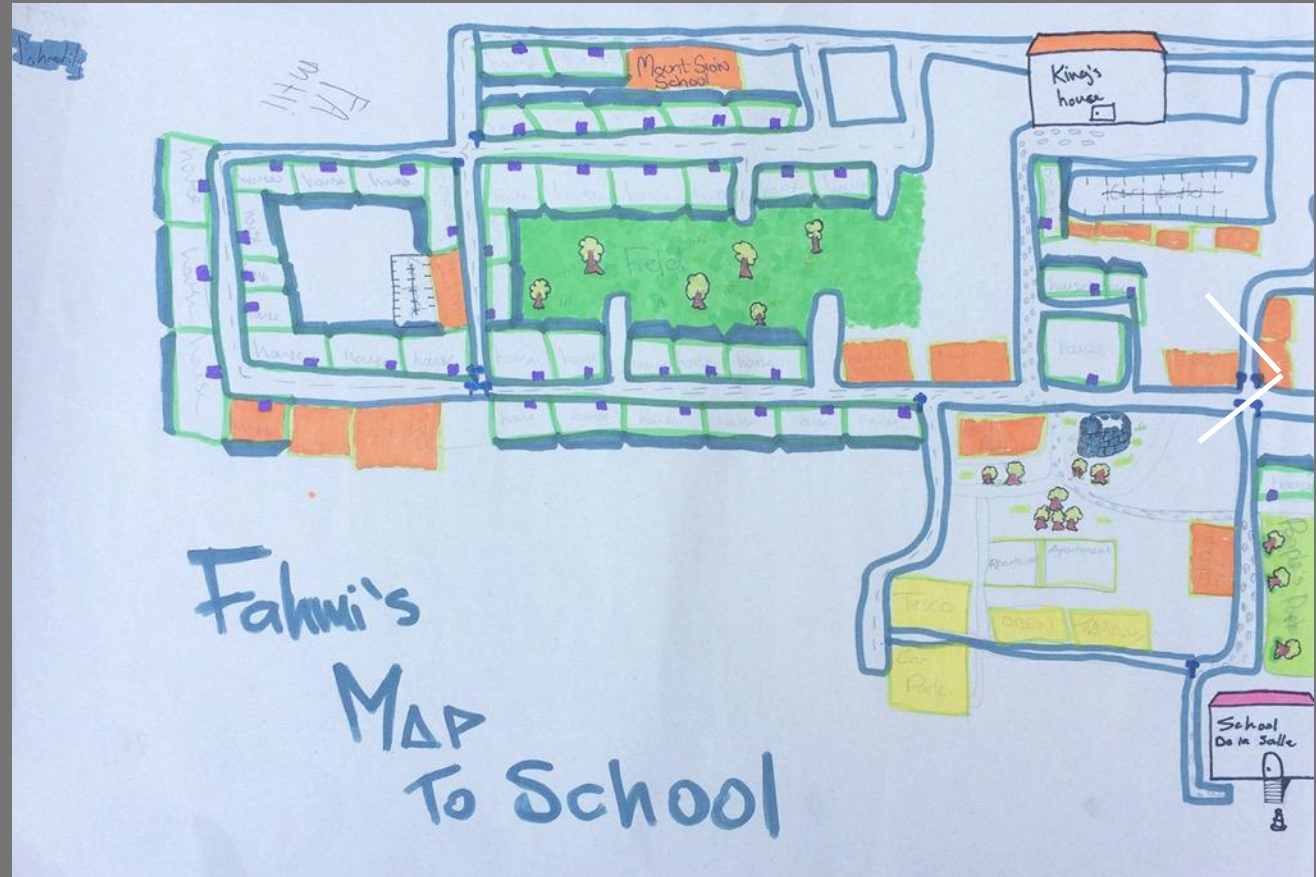
LCA MODULE 2

MY LOCAL ENVIRONMENT

Sample Project:

“My everyday journey to school”

Expect a diverse range of abilities in LCA



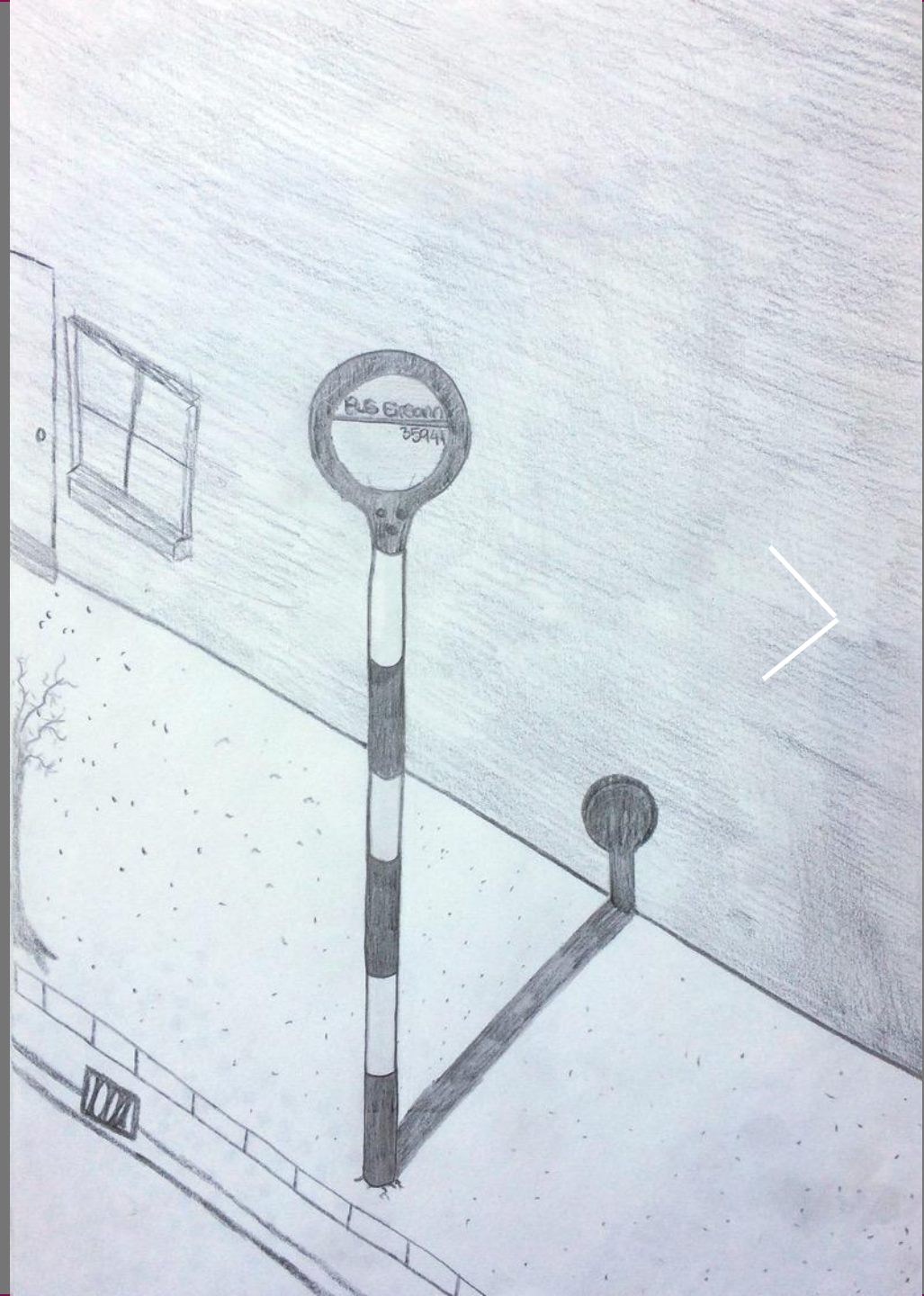


LCA MODULE 2

MY LOCAL ENVIRONMENT

Sample Project:

“My everyday
journey to
school”



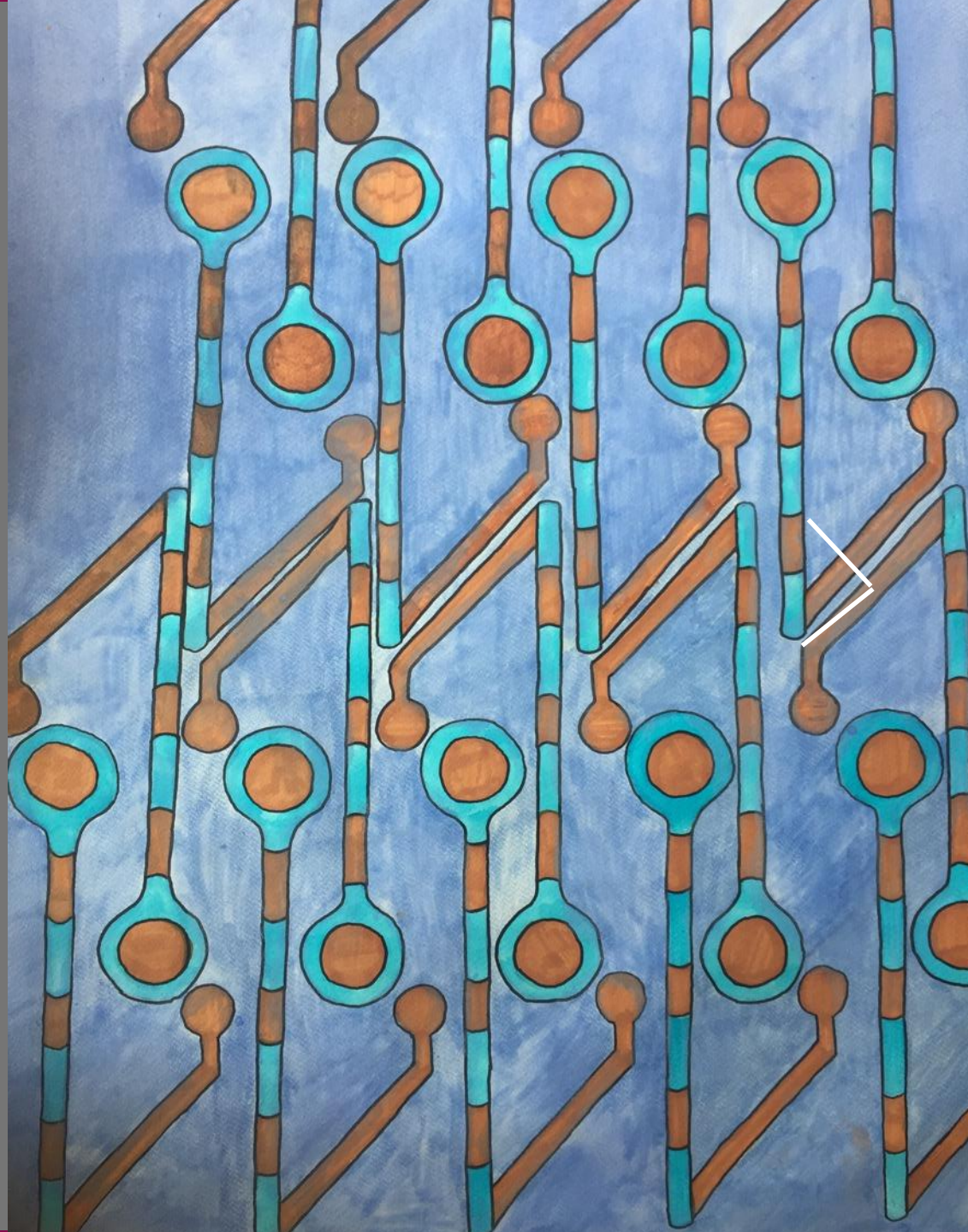


LCA MODULE 2

MY LOCAL ENVIRONMENT

Sample Project
Development

Placing a
practical
element to the
creative
process of
repeat pattern,
Applying a
function to
finished work



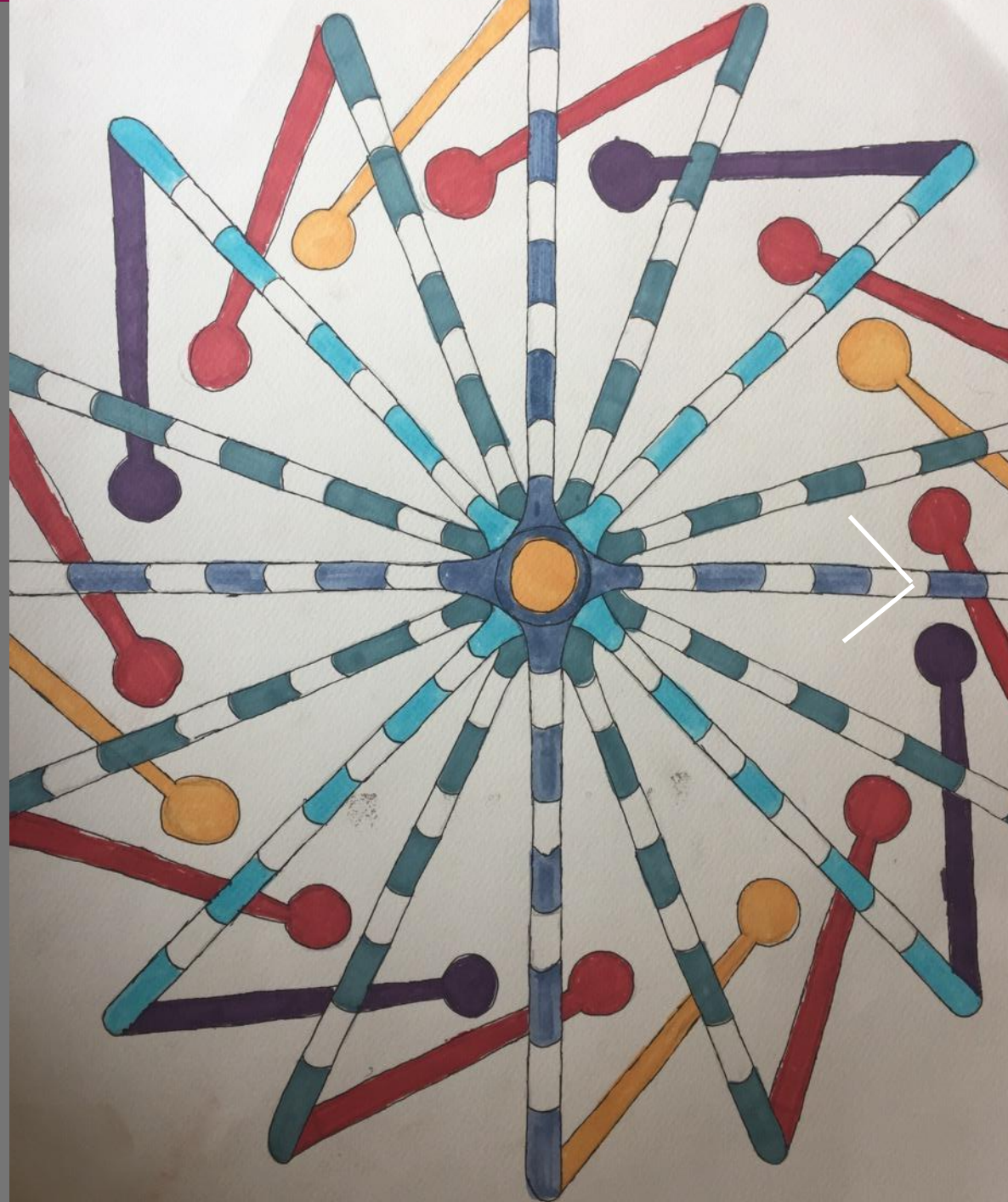


LCA MODULE 2

MY LOCAL ENVIRONMENT

Sample Project
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Placing a
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LCA MODULE 2

MY LOCAL ENVIRONMENT

Applying the fished piece to a practical application

Here is where the LCA student realises their success

Finishing the project now has value





PROJECT TASK CHECKLIST

Task planning and
Scheduling

Goals and Targets list LCA PRINTMAKING PROJECT

Week/Date	Topic Covered	Aims and tasks
Week 1 14/11/16	Intro to creative engagement and lino printmaking.	Explain in a diagram what creative engagement is... Describe with notes what lino printmaking is.
Week 2 21/11/16	Intro theme Brain storming The 3 Key ideas	Record info about the theme make notes from the video Read through the timeline
Week 3 28/11/16	Complete development sheet Select 3 moments	Brainstorm the theme Identify 3 key moments to explore Visual sketches
Week 4 12/12/16	Stretching Ideas Types of Drawing Variation of media	Create a series of sketches Use different drawing styles and different media
Week 5 19/12/16	Preliminary sheet development	Layout A2 sheet 3 different ideas Full plan Notations
Week 6 26/12/16	Continue preliminary sheet/design transfer final plan	Transfer design and cut into block. Remaining continue final plan.
Week 7 23/1/17	Design transfer and cutting	Cutting into the block, take rubbings
Week 8 30/1/17	Cutting the block	Progress the cutting of the block Take rubbings
Week 9 6/2/17	Cutting the block or/And Printing induction	Progress the cutting of the block, take rubbings Print stations notes
Week 10 13/2/17	Printing the Lino Block	Printing the block.

Homework list for LCA PRINTMAKING PROJECT

Week/Date	Homework Set	Action for Sketch book
Week 1 14/11/16	Research the life of St John the Baptist, pick 3 key moments to explore	Enter all information from class into sketch book. Use one page to record information about St John baptises and highlight the three key moments, and why!
Week 2 21/11/16	Visual research of St John the Baptist. Print out three different images of SJB representing different moments. These need be no larger than A5 in size.	Stick each image onto one page a description of the piece underneath. Followed by a series of points on what it is about the piece that interests you... ie use of colour, composition, use of texture, the symbolism of the imagery. How do you intend to take these ideas into your own work?
Week 3 / /	No HMK	No HMK
Week 4 / /	Visual Research Lino Artists 2 different Artists 1 piece by each artist	Stick each image onto one page with a description of the piece underneath followed by a series of points on what it is about the piece that interests you i.e. use of line, texture, movement, technique. How do you intend to take these ideas into your work.



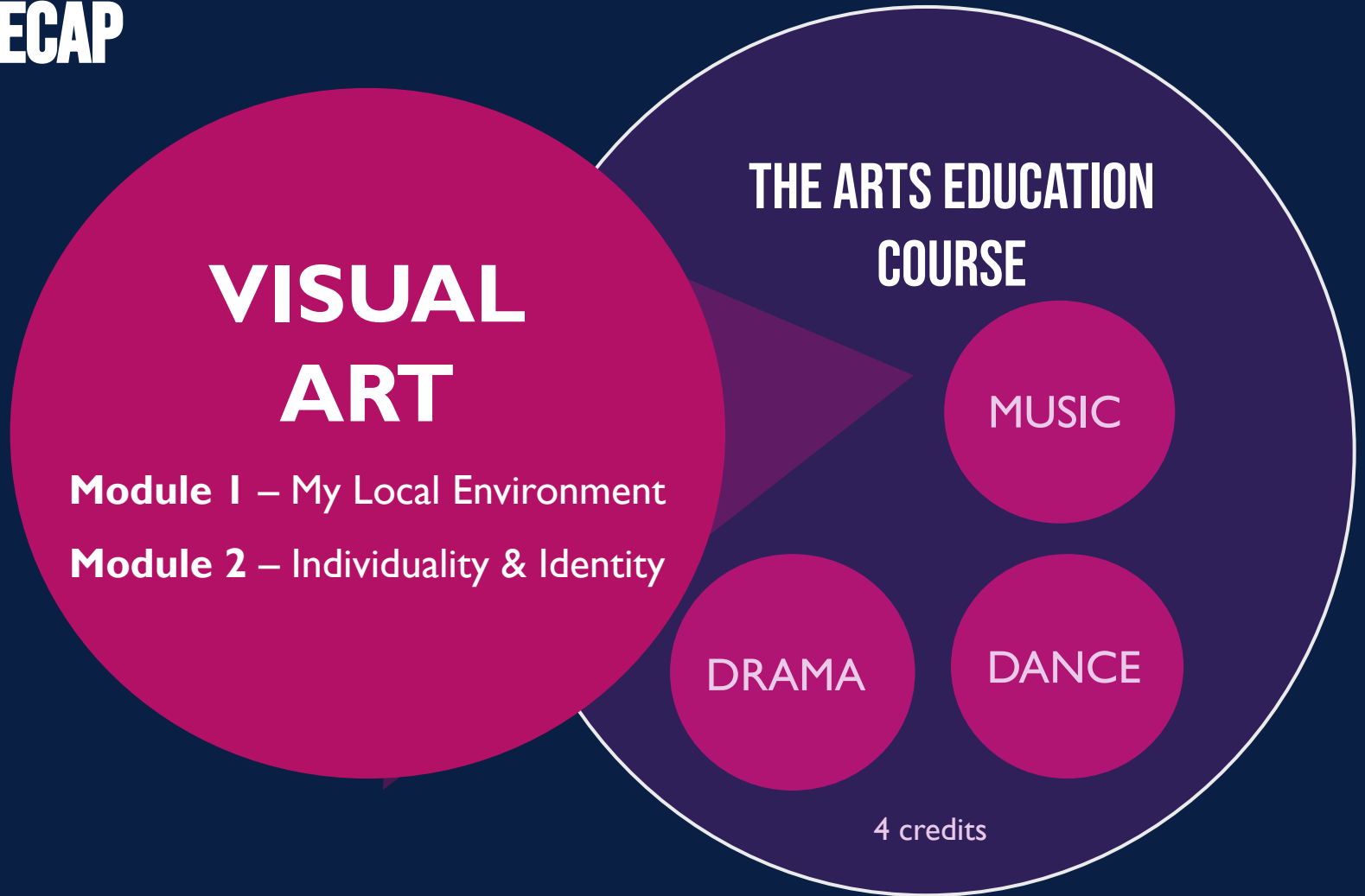
VISUAL ART LINKAGE IN THE LCA COURSE



General
Education Task

Credits

QUICK RECAP



The Arts Education course requires the completion of **two modules**

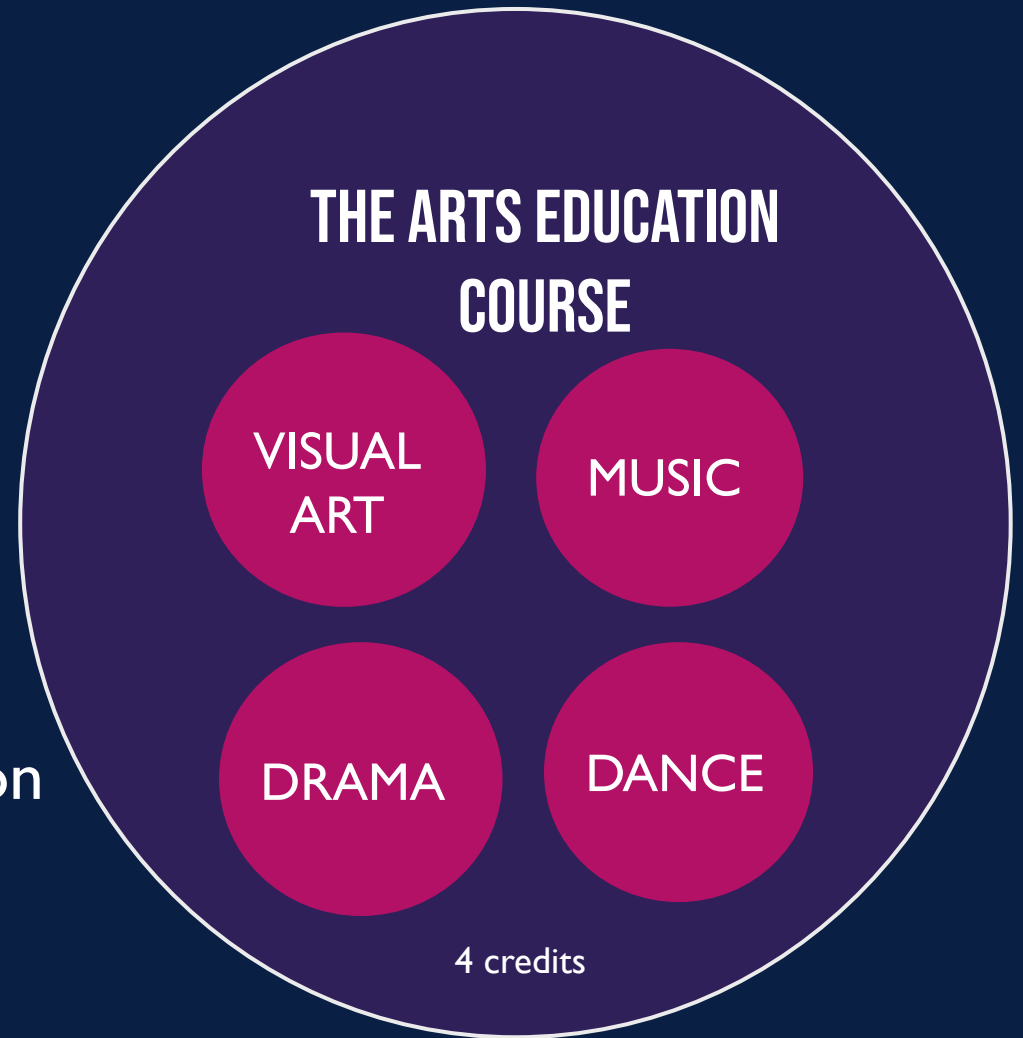
Each module is worth 2 credits

VISUAL ART

Can Account for
4 CREDITS

Fulfilling the full Arts Education
course

i.e. 2 Modules, 2x Credits each



THE GENERAL EDUCATION TASK

THE ARTS EDUCATION COURSE

VISUAL
ART

MUSIC

DRAMA

DANCE

Visual Art may be also anchored
in the General Education Task

This task is completed in Session One
worth 10 credits



MAKING ART RELEVANT FOR LCA







I ❤️ ART

Boby Cleary
6th Year LCA
Student
Acrylic on Canvas
2018



JUNK
Kouture
by
Bank of Ireland



WHY CAN'T I DO THAT TOO?



WAYNE PEPPER – LCA
FINALIST
JUNK KOUTURE 2018



LCA - WORKING
TOGETHER

RESOURCES

<https://artsandculture.google.com>

<https://www.tes.com/>

<https://www.khanacademy.org>

<https://www.theartofed.com>

<https://www.teacherspayteachers.com>

<https://www.theartyteacher.com>

<https://scoilnet.ie>

<https://www.bbc.co.uk/bitesize/subjects>

<http://www.pdst.ie>