



Belong To LGBTQ+
Youth Ireland

JUNIOR CYCLE VISUAL ART



Rationale

Visual Art is a subject that promotes teaching and learning through art, craft and design. For adolescents and young adults, this involves becoming familiar with and applying the elements of art and principles of design, and the knowledge and skills associated with these processes, their histories and their contemporary practices. Visual Art also recognises and rewards a number of different forms of intelligence, including emotional intelligence; it develops personal qualities of expression and empathy.

Visual Art encompasses art, craft and design and involves practical work in a wide range of media leading to a specific outcome, e.g. an artwork, a design, an architectural study, an installation or an event. Making art develops the learner's imagination through developing an idea or concept and allows them to exercise personal responsibility for specific tasks.

Visual Art is ambiguous; there is no single 'correct answer' in Visual Art: The subject promotes divergent thinking and develops the learner's ability to interpret, make judgements and express opinions on a work. It also promotes respect for the work and the opinions of others.

Visual Art is concerned with the personal, cognitive and physical fulfilment of the learner in both the present moment - producing work that gives personal pleasure and reward in the short-term, as well as in preparation for longer-term, more distant goals.

The qualities that Visual Art develops are crucial components of the rounded general education that all young people should experience. These personal characteristics and attributes include creativity, critical

judgement, working with others or working individually, providing and receiving constructive criticism, and respecting differences.

Visual Art provides the learner with a space within which it is safe to experiment, to fail and to learn. It allows learners to collaborate on ideas and work. It facilitates and encourages the questions a learner may raise in travelling a path that may not lead to an anticipated outcome or that may produce a different outcome to what was planned. It gives them the capacity to understand and to express ideas, feelings and opinions: both their own and those of others.

Contemporary culture is highly visual. Visual literacy is an essential requirement of active citizenship. It enhances the young person's ability to interpret, critique and decode visual messages. The capacity to engage in critical thinking in the art class fosters the young person's competence and confidence in responding to and engaging with the visual culture of the contemporary world and with the natural and built environments. It opens their minds to the traditions and values of other cultures and influences. Visual literacy and the ability to appreciate visual culture adds to the wealth of learning available through historical artefacts and to an understanding of the evolution of works of art, craft or design across the development of human society.

In Visual Art, students build on the progress and skills they have already achieved in primary school in order to help them further improve.

Students of the subject will develop transversal skills, such as creativity, collaboration, ability to question, risk assessment, problem identification, problem-solving and management of their own emotions; skills that form a natural learning mechanism that can enhance their own development.

Students learn how best to use traditional and contemporary technologies for both creative and operational purposes. All these skills

and dispositions are key to future learning in senior cycle, higher education and also in the world of work.

Aim

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.

Structure

Learning outcomes in the junior cycle Visual Art specification is organized into three strands, with five shared cross-cutting strand elements

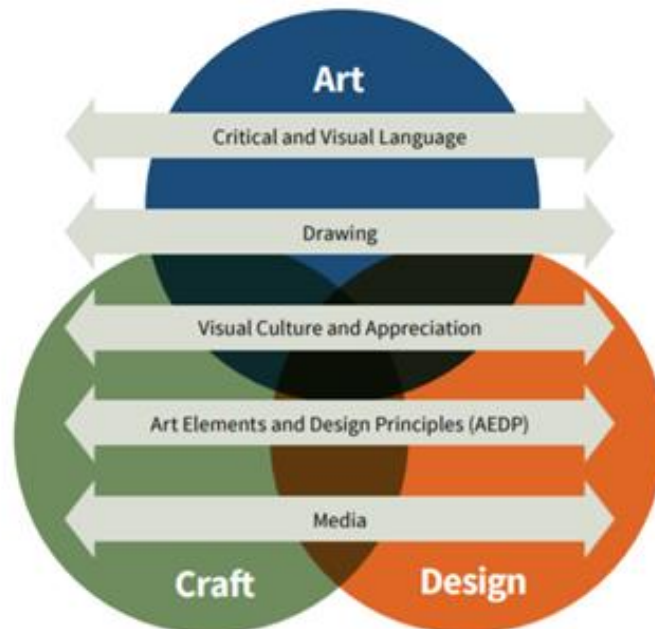


Figure 1: The three strands in junior cycle Visual Art

There is potential for teachers to include LGBTQ+ content and perspectives into their teaching and assessment of learning outcomes in junior cycle Visual Art. Sample learning outcomes with scope for inclusion of LGBTQ+ content and perspectives include:

Strand one: Art

ELEMENT: Critical and visual language

- 1.1 Analyse their work, or that of another, using appropriate vocabulary and knowledge

ELEMENT: Drawing

- 1.5 Interpret the world and communicate ideas through visual means
- 1.6 Use drawings to communicate their personal outlook or understanding

ELEMENT: 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 artwork

Strand three: Design

ELEMENT: 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

Ideas for Teaching and Learning:

Facilitate your students to:

- Learn about the works of LGBTQ+ artists and examine how they explore their lives and identity through their art, such as, such as, Adi Nes, Albrecht Becker, Alvin Baltrop, Andy Warhol, Annie Leibovitz, Cecil Beaton, David Hockney, Félix González-Torres, Gilbert & George, Hannah Höch, Jasper Johns, Keith Haring, Rotimi Fani-Kayode, Zackary Drucker. For example, by engaging with biographical information and the work of Frida Kahlo by

participating in lesson activities available:

https://www.stonewall.org.uk/system/files/frida_kahlo_home_learning_pack_secondary.pdf

- Explore representations of gender and relationships in art, for example, how masculinity, femininity, androgyny, and different relationships (including same-sex relationships) are presented in different artwork.
- Examine the context that art is created in, for example, the culture and traditions around gender and sexual orientation.
- Think about the relationship between identity and art, including the art they create. For example, by choosing three words to describe their own identity and from these building a self-portrait (using an appropriate art form), then presenting their work and with a focus on the ways that it combines, subverts, or reinforces stereotypes.
- Explore the way that art has been, and is being, used to effect social and political change, including LGBTQ+ equality. Discuss whether artists have a responsibility to be role models and create positive change.
- Create a craftwork inspired by the LGBTQ+ community symbols such as the rainbow flag, pink triangle etc. See: <https://www.marieclaire.com/culture/g32867826/lgbt-pride-flags-guide/> (flags); and <https://www.refinery29.com/en-us/lgbt-symbols> (symbols)
- Design a sign for a gender-neutral toilet. See: <https://www.irishtimes.com/news/education/schools-given-choice-of-gender-neutral-toilets-in-new-buildings-1.4543965>



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Belong To is a national organisation supporting LGBTQ+ youth.

Since 2003, we have worked with LGBTQ+ young people across Ireland offering safety and support through our services. Let your students and youth groups know about Belong To and what supports are available for them including LGBTQ+ youth groups, crisis counselling with Pieta and digital support services.

For educators, we offer online training, support and initiatives such as the LGBTQ+ Quality Mark. For youth workers, we support a National Network of LGBTQ+ youth groups and run the Rainbow Award – an action-focused accreditation programme that supports a whole-organisation approach to safe and supportive services for LGBTQ+ youth.

Learn more at www.belongto.org



Belong To
13 Parliament St
Dublin 2, D02 P658

info@belongto.org
www.belongto.org
01 670 6223

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