

## ABSTRACT

In my dissertation I discuss the development of the Leaving Certificate Applied Programme. A new and experimental course aimed specifically at students where the traditional Leaving Certificate would not be suitable. It is the intention of this paper to demonstrate the comparisons between the Applied and Traditional Leaving Certificates, for example the new assessment procedures. I designed a task suitable for the Three Dimensional Module where work is currently in progress. In conclusion I saw a radical change in all of the students, confidence skills and abilities. This I am sure is due to the “ student friendly” nature of the course.

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**3D WORK AS A MODULE IN  
THE LEAVING CERTIFICATE APPLIED PROGRAMME**

A Dissertation submitted to the Faculty of Education

in

Candidacy for the

DIPLOMA FOR ART AND DESIGN TEACHERS

by

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To super sister Mary, friends Denise and Elaine  
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## INTRODUCTION

This is a study of the relatively new alternative to the Traditional Leaving Certificate, the Leaving Certificate Applied.

In my first chapter I discuss the historical aspect of how and why the Leaving Certificate came about and who it was designed for.

In chapter two, I discuss the reasons why the Principal in Holy Child Community School chose to include the course and how they went about implimenting it into the school structure.

In chapter three I discuss a scheme designed specifically for my sixth year Leaving Certificate Applied students, which involves Three Dimensional Studies.

I chose the Leaving Certificate Applied for a number of reasons. I was asked to work with a group of sixth years on the course, and saw this as an ideal opportunity in familiarising myself in what is rapidly becoming a popular choice with many of tommrows dissaaffected youth.



# CHAPTER 1

## History of the Leaving Certificate Applied Programme

### An alternative to the Leaving Certificate in the Irish Curriculum

Necessary changes began to occur in the senior cycle curriculum during the mid-seventies. This was due in part to the recession that caused widespread unemployment not only in Ireland but in the entire European Community. The demand for unskilled labourers fell. This highlighted the threat of long term unemployment especially those who left school early or those without a formal education qualification. These groups were now least likely to compete successfully in the job market. (1)

The EC responded in 1976 by proposing and implementing certain initiatives that concentrated on trying to keep the students in school long enough to acquire a formal qualification. The Leaving Certificate as it stood did not cater for all students particularly those unsuited to academic subjects. There was a large failure rate which needed addressing.

A relevant quote taken from Hylands' "Issues in Education 1" illustrated this point clearly when she wrote :

*'...there is world-wide awareness that the needs of those in the 15-18 age group not proceeding to higher education must be addressed in new and more imaginative ways. The uncertain employment markets makes this problem a particularly urgent one at this time. The education and training system must*



*respond accordingly to provide for those for whom the traditional Leaving Certificate is not seen as satisfactory'. (4)*

Studies were done to find out exactly what employers were seeking in an employee. The following list emerged and would therefore need to be considered in any education or training programme :-

Competencies of literacy, Numerical skills, Manipulative skills, Generalisable skills together with a positive attitude towards learning, and Innovation. (5) It was decided that the course should work on developing the skills which in theory would produce employable individuals.

In the 1970's the pre-education programme was revised and decided that it no longer fulfilled the requirements. A new programme was devised called "*The Vocational Preparation Programme*". The V.P.T was a one year course designed for the early school leaver. The programme was also seen as taking a practical approach to gaining entry into the workforce. *...bridging the gap between the values and experiences normally part of traditional education and those current in the adult world of work.* (6) For four years the V.P.T students were paid thirty-three pound per month. This money was funded by the European Community in the hopes of shortening dole queues throughout Europe. However as far as many schools were concerned it proved to be a disincentive in many ways. The money dried up and so did the interest. An alternative Leaving Certificate was required

In 1984 the V.P.T.2 was introduced, also a one year programme. Its primary purpose was to acquire technical skills and work experience. (7)





These young people could then follow vocational preparation years if they so wished.

At this time there were also ongoing talks about the senior cycle and its problems. In 1985 C.E.B set about trying to cater for all students as the needs of many were not being met. The V.P.T.1 and V.P.T.2 programmes catered for some of the senior cycle. The Leaving Certificate and Senior Certificate programmes catered for others but not all student needs were being met or satisfied.

Following consultation with the main education partners it was agreed that a common certificate within the Leaving Certificate programme would be introduced. It was to be awarded to all senior cycle students and would specify particular programmes followed and courses taken. The current Leaving Certificate programme would be used as a basis for further development of this new programme. (8)

Educationalists advocated that the complete senior cycle should be a “seamless robe”, with ease of movement between one programme and another as necessary for students. (9)

A proposal along these lines was submitted by the National Council for Curriculum and assessment for inclusion in the Green Paper published in June 1992 “*Education for a changing world*”.

Some of the references to the senior cycles included the following:



The necessity to cater for a wide range of abilities and aptitudes of students in the senior cycle. (10) 15% of pupils failed to obtain five grade D's in the Leaving Certificate examinations.

The **National Council for Curriculum Awards** then recommended the following proposals for the new senior cycle:

That students would take courses within two national programmes, for example the Leaving Certificate and the senior cycle. That the Leaving certificate and Senior Certificate would be two year programmes. The Senior Certificate however would be constructed in two modules of one year each, with certification available at the end of each year. Students would be allowed to choose courses from the Leaving Certificate and the Senior Certificate in any one year. Certification of senior cycle education would record the achievements of students under the Leaving Certificates and/or Senior certificates. (11)

Students would no longer be restricted to either the Leaving Certificate Applied, Senior Certificate Programme or the Leaving Certificate Vocational programme they would be allowed to "Pick and Mix" elements from any of the three programmes. (12)

March 1993 the N.C.C.A published a policy 'Towards the new century'. It was a significant step by the N.C.C.A in conjunction with the Department of Education. Information packs were sent to schools about the new Leaving Certificate. The expanded range of options available within the Senior Cycle since 1990 which are the transition year option,



the Leaving Certificate traditional Leaving Certificate, the Vocational programme and the Leaving Certificate Applied programme.

*....the new Leaving Certificate Applied would comprise of a distinct self contained programme replacing and expanding an existing Senior Cycle Certificate and Vocational Preparational Programmes. (13)*

The Leaving Certificate Applied Programme is a new and experimental activity based course specifically aimed at students where the traditional Leaving Certificate would not be suitable.

It was found that 16,000 of a 66,000 cohort in the traditional Leaving Certificate were gaining just mediocre results, either five bare passes or fails. It has been recognised that young people without educational qualifications are six times more likely to spend their lives in poverty.

Niamh Bhreathnach, Minister for Education, stated.... *'I want every student in Ireland to leave school with educational qualifications relevant to every student's talents'*

## Background

Drawing on the VPTI of senior certificate the leaving certificate applied was designed by the National Council for Curriculum Awards, as a two year programme with an altogether innovative modular form of course structure. Some found these changes rather daunting as the rate of curricular change has never been so high. The programme places specific emphasis on the active teaching and learning experiences of the student.



Also placing emphasis on a strong community dimension which encourages students to learn out of school involving work experience and other community based events. Also, that the students have the option to gain further education by progressing onto post-leaving certificate courses, which are not calculated for points but entry to 3rd level education may be obtained.

The three main elements of the programme which form its structure are Vocational Preparation, Vocational Education and General Education. Vocational preparation includes guidance, work experience, English and communication, enterprise education, and preparation for work. Vocational education includes the specialist areas or vocational occupation, together with mathematical applications and information technology. General education includes modules in social education, languages, leisure and recreation and art education on which this dissertation will concentrate.

With such a different curriculum structure the Leaving Certificate Applied requires a uniquely imaginative system of student assessment and certification of which had not previously been known in Irish education. This is done through three different but complementary ways. Satisfactory completion of module is awarded forty credits, Student task completion (of which there are nine) and are awarded twenty seven credits. Finally written external examinations are awarded thirty three credits.

Formal exams, which represent 95% of the Traditional Leaving Certificate, were only ever accountable for two types of intelligence;





Linguistic and Logical. The Leaving Certificate Applied aims at developing all of seven intelligence's recognised by Howard Gardener. These seven multiple intelligence's are Linguistic which is fluency in the production of language, Logical/Mathematical like logicians, mathematicians and scientists, Bodily kinaesthetic which is the ability to solve problems or fashion products by using the whole body (dancer, athlete) or parts of the body for example a surgeon, Musical where one thinks fluently in musical terms analogous to linguistic intelligence, Visual/Spatial intelligence is the capacity to operate on representations of large scale space (pilot) or more local forms of space (chess player, architect), Interpersonal and Intrapersonal intelligence's which helps one to understand oneself and to understand others.

An added advantage of the Leaving Certificate Applied is that of the short term goals students receive the results of their assessments very quickly. This aids motivation as opposed to the traditional Leaving Certificate where gratification is deferred until after two months of the two year course. Feedback is important and goals are achievable with a common curriculum for all.

Contrasting with the traditional Leaving Certificate emphasis is placed on the process rather than the product. That the learner would through the 'doing' gain the skills to attain the product, placing more importance on the process.

Another comparison which may be made with the traditional Leaving Certificate and Applied is that students are given five minutes to discuss



their work with an external examiner, this personal approach is another of the programmes features. Interviews also help improve confidence and are valuable learning experiences, aimed at developing interpersonal and intrapersonal intelligence's in preparation for life and work.

The draft modules for Arts and Education Visual Art Section the aims of the Leaving Certificate Applied are to promote communication skills of personal development, develops enterprise, co-operation, self-confidence, responsibility, creativity and self-appraisal skills. Encourages co-operation between the school and the local community, and the application of knowledge, skills and of active learning for lifelong education. Finally, to treats all participants equally, while recognising differences in gender, interest, aptitudes and abilities.

Senator Feargal Quinn was appointed Chairman of the Leaving Certificate Applied steering committee and helped develop the programme, having the view of an employer.

*"..Aim to create a new type of leaving certificate, ...a Leaving Certificate which brings together all the student teams at school and help them apply it in preparing for life and work and I am excited at the calibre of young people on this course, I wish them well' (14)*

### The Role of the Teaching Team

The Teaching Team have many roles to play in ensuring the success of the Leaving Certificate Applied Programme. The Team must identify original course modules for each task and therefore actively involving students in



the selection of tasks. To do this the teachers clarify for each student the nature of her/his task, explain what is required of her/him and then agree on dates when to begin and end. Supervision for each student's task must be agreed upon along with the provision of support for students to ensure maximum integration. During discussion the teaching team led by the co-ordinator may identify other courses/modules which would contribute to the completion of the student task. Time must also be set aside during each session for Task completion and preparation of the report, as no time is allotted for this in the given 10-40 hour task time.

The team also have the responsibility of ensuring community involvement in student task completion. To promote student work by facilitating the display of outcomes of tasks, to the school and local community. Ideas for this may be generated through team discussion and also by involving students.

*'it is the teachers job to work like a gardner rather than a farmer differentiating the treatment of each subject and each learner as the gardener does each flower bed and each plant.'*(15)

There were concerns over the fact that the new Leaving Certificate Applied would be considered as a "soft option" by students and employers. Unless schools designed and planned the programme properly it would be of little use to students for entry to the job market and possible further education at third level.



Concerns were also voiced about the types and amount of preparation teachers would need in order to teach in a variety of different situations and methods. A re-training strategy would have to be implemented. Training manuals and all relevant information to the Leaving Certificate applied was given to all participating schools.

There are currently three hundred and fifty schools participating in the Leaving Certificate Applied programme. Comparing these numbers with those recorded in 1964, of 25,000 pupils attending post primary education, 24,000 were enrolled on a Leaving Certificate course and 1,000 pupils enrolled in Vocational/Technical programmes. (14) In 1997/98 134,000 pupils are enrolled in senior cycle, a further 24,000 pupils are enrolled mostly in Post-Leaving Certificate courses. This indicates that participation rates are higher possibly because of the availability of several courses which suit a wider range of student ability and attitude.

*...we should not underestimate what can be achieved by a society which recognises an urgent need and is prepared to recognise and welcome the talents of all it's members. Returning to be bound by past prejudices and exclusions. Such a society can bring the energy, intensity, ingenuity and caring which has focus on sport or war to this peaceful, constructive task, a curriculum re-defined, a curriculum for the 21st Century. (16)*





## FOOTNOTES CHAPTER 1

1. Kellaghan. T “Contemporary challenges to Education - The transiti  
response”. Vocational preparation and training programmes :  
achievement and aspiration. par.6
2. Veritas 1984 “Unemployment, a crisis for schools” - Vocational  
preparation and training programme. par.6
3. Hyland.Aine “Issues in education”. par.10
4. Ibid. par.11
5. Ibid. par.6
6. Veritas 1984 “Unemployment, a crisis for schools” - Vocational  
preparation and training programme. par.7
7. Ibid. par.6
8. Hyland.Aine “Issues in education”. par.16
9. Ibid. par.16.
10. Ibid. par. 17
11. Ibid. par.19
12. Ibid. par.14
13. Ibid. par.17
14. An Roinn Oideachais “Leaving Certificate Applied - A different  
way” promotional video sponsored by the NCCA 1997.



## CHAPTER 2

### A study into the social background of the Holy Child Community school and why they chose the Leaving Certificate Applied Programme

The Holy Child Community School has a student population of nearly 500 with approximately equal numbers of boys and girls. The school was founded by the Sisters of the Holy Child Jesus in 1970 as a girls secondary school. In 1974 it became a multi-denominational, co-educational Community School.

A board of Management is responsible for the running of the school. There are nine members the Board, representing the Society of the Holy Child Jesus, parents and teachers. The Principal, Mr. Brian McNamera is responsible for the day to day running of the school assisted by the Vice-Principal, Mr Patrick Lyons.

#### School Philosophy

The Holy Child Community School aims to develop a wide range of skills; to promote knowledge and understanding; to provide a secure and happy environment that encourages the students to grow in self confidence and respect.



## Interview with the school Principal

Being interested in why the School decided to implement the Leaving Certificate Applied, I conducted an interview with the Principal, Mr Brian McNamara on 27 January 1998.

The interview did give an insight into the reasons for including the Leaving Certificate Applied as part of the senior cycle curriculum framework.

The School had a high drop-out rate after the Junior Certificate. Only 83-84% of students participated at the Leaving Certificate traditional level. The Principals aim was that every student would complete the senior cycle. The Leaving Certificate Applied was introduced in a bid to increase student participation by offering a wider choice. This would be targeted at students who may not have wished to follow the academic course. The schools aim to increase participation was also reflecting government intention that ninety percent of the age cohort would complete senior cycle by the year 2000.

It was common knowledge that not all students were able to cope with the traditional Leaving Certificate. The pressure of the academic examination situation was not feasible for non-academic students. There was a negative attitude in the local area toward obtaining a Leaving Certificate because many of the students would be the first in their family to pursue such a qualification. The School had as its policy the intention to attract students from all socio-economic backgrounds.



The Principal believes that the Leaving Certificate Applied is an innovative two year programme with a specific emphasis on active teaching and learning. The feature that attracts him the most is the strong community dimension which results from work experience and out-of-school learning. The Holy Child Community School hopes that the common curriculum for all students and the particular emphasis on vocational specialisms will prove effective and will result in an increased participation rate at senior cycle.

#### Implementing the Leaving Certificate Applied in the Holy Child Community School

In June 1998 the first students of the Leaving Certificate Applied in the Holy Child Community School will graduate. The 1994/95 school year was spent planning and organising to introduce the Leaving Certificate Applied, in September 1996 the preparation involved several inservice meetings. These meetings proved to be rather vague and resulted in the staff organising their own unit meetings to implement the programme in a more effective manner. Due to these regular meetings the school timetable was frequently disrupted.

In the first year eighteen students signed up for the course. Only six of these have persevered. These students were “strongly” advised by staff members not to follow the traditional Leaving Certificate course. The question still remains as to whether these students had the ability to





successfully complete the Leaving Certificate Applied , and/or was it the pressure from the school and staff to create the class.

In the second year September 1997 numbers had to be limited to twenty one. It was clear that student and parental perception of the Leaving Certificate Applied changed over the course of just one year. Already the pattern of poor attendance would indicate that two or three of these students may dropped out by the end of the school year 1998. However, regular assessment which is monitored externally helps the students to focus on their work and motivation.

The final year written exam represents thirty three percent of the students final grade and therefore has the added advantage of relieving a lot of the stress usually associated with traditional Leaving Certificate exams. This highlights one of the most important aspects of the Leaving Certificate Applied which is that students are not obliged to answer in a three hour written examination what they have spent two years learning.

The Principal stated *“I don't think their commitment to study will be any less to that of the traditional Leaving Certificate exams, as the general pace begins to increase coming up to this period. The assessment procedures seem to keep the students focused ”*



## CHAPTER 3

### METHODOLOGY

#### Motivation in the classroom

Motivation is a vital part of the learning process. It helps a student to focus clearly on a task and also stimulates enthusiasm for the work ahead.

Motivation may be appreciated in numerous ways each of which is important. Each student is an individual and what may work for one may not work for another. All these aspects must be taken into account when addressing a group of students.

Some effective ways to enable students to motivate themselves include :

Verbal discussion - conversation with ability to input relevant information

Visual experience - visual aids - secondary source material

Direct experience - taking part e.g. an observational study trip, recording information through drawing,

Material experience - manipulation of artists materials e.g. exploring the qualities of lead pencil from creating flat tone to a visually textural surface.

Sensory experience - using hearing, sight, touch, smell to gather information which increases the students awareness of his/her environment.

Developing perceptive awareness - such as asking students to gather objects from their environment which they have chosen to develop for



their task e.g. pebbles on the beach, washed up shells, driftwood. After collecting these natural organic forms the student would then examine through a series of analytical drawings what aspects of objects may be discovered and where possibilities for further investigation may be uncovered.

*'An effective teacher functions as a student-curriculum broker, ever vigilant for educational prosthetics, texts, films, software, that can help convey the relevant contents, in as engaging and effective a way as possible to students who exhibit a characteristic learning mode'.(1)*

One of the most successful methods of inspiring and motivating students is through the use of good and relevant visual aids.

The learning environment is a vital element in the success or failure of a group. The environment is the responsibility of the teacher who should aim at creating a non-threatening environment.

The non-threatening learning environment may occur naturally within the group as did with my sixth year Leaving Certificate Applied students. But sometimes this may not be the case and a discussion or contract agreement is advisable in the early stages of the programme. Therefore it may be advisable to take into consideration elements such as the respect for you, the teacher, the learner and the respect between the learners themselves. These elements may be able to counteract or avoid any absolution of environmental breakdown. Victimisation, which so often occurs even in dilute form it can have disastrous effects on the victim and indeed entire group. Other more trivial subjects could be discussed for example whether



music should be played, what channel or tapes and allow the students the responsibility of decision making and compromise.

*'Good teachers, good materials, of the right educational atmosphere can make an enormous difference. Whether we will choose to follow this route, to educate for understanding is a political issue rather than a scientific or pedagogical one.'* (2)

The features of the student task compose of a substantial piece of work which takes at least ten hours to complete. In the case of the Three dimensional studies students are allotted forty hours. The students must complete a written report and present it to the external assessor. This report gives evidence of how the task was performed with reference to headings such as title statement of aims action plan, research activity undertaken, execution of the task, presentation and analysts of findings, statement of learning outcomes, evaluation of students own contribution and integration across the curriculum.

I have found that completing the from gives students the opportunity to clarify the process of task or in other words, an overview or task completed. Students must complete the report outside the ten or forty hour task time.

The course emphasises Vocational aspects of Craft and Design disciplines through the development and understanding of procedures and processes employed in the services, mass media and manufacturing industries. The importance of quality Craft and Design in the Community is highlighted. The course aims to create an environment for a collective approach to the





study of real life problems.

### Implementation

A meeting was organised between myself and the several of the Leaving Certificate Applied teaching team. As the tasks and had been decided on earlier in the school year it was quite difficult to successfully integrate my proposals for cross curricular links. However teachers were very helpful and a satisfactory result incurred.

The teacher involved included the woodwork, English, Geography and computers teachers. Each of whom agreed to work with the sixth years on their Three Dimensional task.

Several further meetings were held with the agenda being 'Review of progress to date'. The support of the team greatly helped with the smooth running of the task and enriched it further through their experience and knowledge.

*'The student task has a key role to play in providing a vehicle for curriculum integration through the active co-operation of teachers of constituent courses of the Leaving Certificate Applied'. (3)*

I gave a brief to students entitled "Three Dimensional Lamp Design". Students were asked to design and make a working contemporary free-standing lamp using their local environment as a source. The brief was worded in such a way that the students were being commissioned as a qualified designer would be.



## Aims and Objectives of the 3D Lamp Task

The task was to reflect the objectives set that is, knowledge, skill and aptitudes. Hoping that the students would develop an awareness of their local environment, develop skill in presentation, develop perceptual skills, sketching, drawing gathering visual information, develop design ideas and knowledge of the design process, brief, specification, research, ideas, development of final drawings, evaluation. Also that the student would gain an awareness in the practice and use of equipment materials, tools, processes and techniques.

The student could also develop a historical sense of change in craft and design work and processes and an awareness of the importance of craftworkers and designers in society through examination of their work. To develop an awareness of three dimensional construction through the making of a maquette and final piece. Develop responsibility skills in self examination and problem solving which are recognising the problem, understanding the problem, gathering information, working out a plan and choosing the best solution, carrying out the plan, and the Follow up and evaluation. Finally the aims and objectives would be to develop responsibility skills in students in self evaluation and to develop an awareness of the opportunities for training and employment related to task.

## Development of Scheme for the 3D studies

I was offered the opportunity to work with the sixth year Leaving



Certificate Applied class and immediately accepted.

There were six students in the group ranging between ages seventeen to eighteen. Four are male, two female and all are of mixed ability. One student has expressed an interest to further his future career in the field of art.

I have devised a scheme of work for a period eight weeks, ten hours suitable for sixth year Leaving Certificate Applied students. The aim of the sequence for the scheme was that the students would design and make a free standing lamp based on their local environment and using any materials they could find.

The scheme began with an observational drawing project. Students were given the brief to select objects from their belongings or art room. The task was to complete a series of line drawings, to develop the students understanding of the various different effects which may be achieved through the use of a pencil line - sharp and angular, soft and curved. I introduced the students mark making using a pencil, an eraser, basic drawing materials but important as a foundation for research to be undertaken. I introduced this lesson through visual aids which were examples of my own work and supported by the work of Jim Dine - Line Drawings. In addition, I used the blackboard to illustrate the ideas and techniques.

In week two a lesson in presentation skills was included. I felt that dealing with this from the onset would help develop the students awareness of the



importance of good presentation. Students were asked to experiment with various lay-outs for thumbnail design page. After the evaluation I conducted, a discussion took place as to what sources in the local environments students would use for their projects. Students came up with various ideas but Dunlaoighre beach was agreed on.

Week three involved an observational study trip to Dunlaoighre beach. Students had organised drawing boards, clips, paper and materials. Before embarking on the journey I showed the students visual aids and support studies of 'Turner's storm on a steamship'. This being particularly relevant as the weather was not good. After the introduction, we made our way down to the pier. I asked the students to use as many different marks as possible and also reminded them of lesson one. Their task was to complete a series of observational drawings using various artists materials which they would also use as a source for their designs.

For the fourth lesson the students were asked as homework to collect objects from the area they were working in, such as pebbles, rocks and seaweed. The task here was to make a series of analytical drawings where the student would gather information of structure, texture and tonal variations of the natural forms. I demonstrated the various techniques for this type of drawing. As support I used the anatomical studies by Leonardo Da Vinci.

The objective of lesson five is that students would gain an understanding of how to generate design ideas through thumbnail format. The students were asked to complete a series of thumbnail sketches using the analytical





and observational drawings as a primary source. I asked the students to describe 'Design'. They were vague in their explanations initially. I explained that design is the way we solve problems and find the best solutions to them. I then asked the students to look around the classroom and to point out anything which they thought may have been designed. One student thought that everything was designed and that it was only the natural forms which had not. I emphasised the importance of the design process continually throughout the scheme, brief analysis, research and investigation, ideas, best solution, working drawings, construction and evaluation. I showed the students the work of Lichenstein and explained how the artist used thumbnails to develop his work. The visual aids consisted of my own work, thumbnail designs for the lamp.

In week six students were asked to select a design which was both functional and well formed. The students were then asked to make a plan, elevation and end view. By doing this students were developing their Spatial intelligence through visualising the design in three dimensions. I demonstrated how to do this and was supported by the work of an American Sculptor Claes Oldenburg.

In week seven having completed the plan, elevation and end view of the lamp design, students were asked about the type of materials they thought would work in the construction of their individual lamps. I conducted a brainstorming session and used the blackboard to record the results. Various accessible materials were listed and paper was mentioned. I had anticipated this as the objective of the lesson being the student would gain an understanding of the expressive potential of paper. I showed the



students various types of paper I had made using tissue paper to trap objects between and also examples of handmade paper. I intended that the student would see the paper that they use every day in a different light and that they would become aware of the revival of the traditional paper making process. This type of discussion is an important element of the lessons as it aids the development of the learners Linguistic intelligence to which the students is reliant upon in their personal presentation to external assessors. Recycling was mentioned and it was decided that this should be an important feature of the lamp construction. The students volunteered to collect found or recycled material/objects for use in the construction process. They also went about making their own examples of paper which was used for experimentory pieces for the final lamp design.

Lesson eight students were asked to construct a maquette using materials gathered. I brought materials from the 'Travellers Resource Warehouse' which is a recycling centre in north Dublin. Demonstrations were very important at this stage as a wide range of materials were being used by each individual therefore necessitating a wide range of demonstrations of construction techniques. Due to the nature of the materials the students were working with certain tools and machinery needed in the classroom. We had a discussion on the safety precautions which were necessary. I supported these with reference to various Irish sculptures, Tony O'Malley, Maria Funnican... In this lesson students were developing their Bodily Kinesthetic intelligence, solving problems by making the product by using their hands along with the Logical-Mathematical and Spatial intelligence's.



Week nine saw the final construction process having accumulated techniques and abilities over the previous weeks, the students were able to confidently begin construction of the final design. As already mentioned in chapter one the emphasis is on the learning process rather than the product. I feel that this is a valid point however I believe for motivation purposes and moral development a working model is also of valid importance. I demonstrated various other construction techniques relevant to the students chosen materials. I then showed the students another of Claes Oldenburg's maquettes which he later translated into full scale.

Students are currently nearing the end of the construction process and are on target for task completion deadline. It was my first experience working as a teacher and therefore with the sixth year Leaving Certificate Applied group. I have been very pleased with their progression, their creativity and professionalism. They have been easily motivated and enthusiastic throughout.



### FOOTNOTES CHAPTER 3

1. Gardner, Howard. The unschooled mind : Hoe children learn and how schools should teach. New York basics books, 1991 p.246
2. National Council for Curriculum and assessment, Department of Education "leaving Certificate Applied Programme Materials" Craft and Design draft course outline B6. p.3&4





## Conclusion

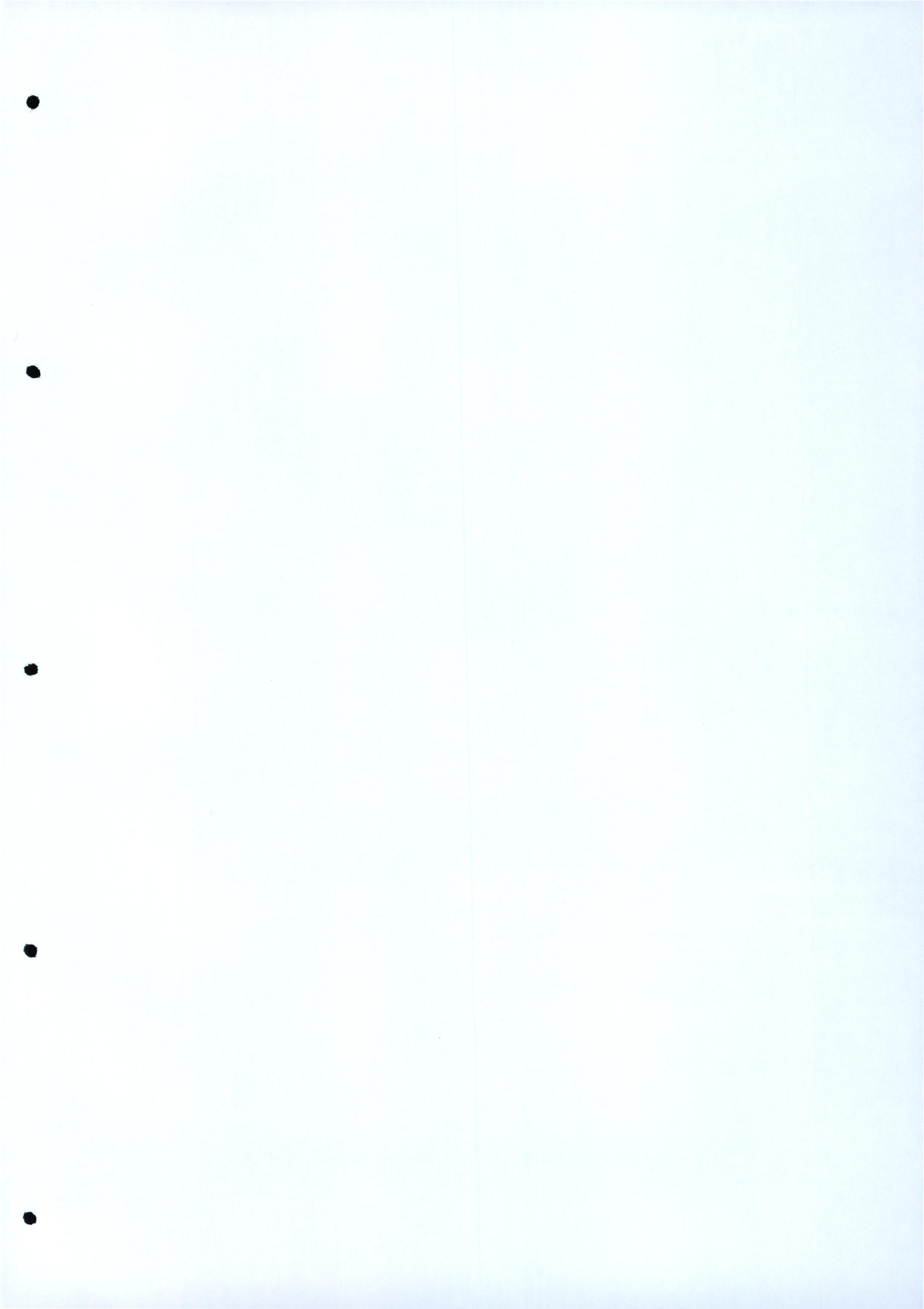
Working on the three dimensional task has been a great benefit to the development of the sixth year students. I have noticed a change in attitude and the confidence level within the group has soared. Students had very little experience working with found and recycled materials or with the design process. Working in three dimensions has allowed the students to express themselves in ways which other subjects do not provide.

After three years the success of the Leaving Certificate Applied has been substantial. Each year has shown a rise in student participation numbers. This rise confirms the existence of a nationwide need for an alternative Leaving Certificate course. A course where students are prepared for the transition to working and adult life. The introduction of the Leaving Certificate Applied has brought about justice in the education system which has been long since overdue. Thus ensuring a drop in early school leaving numbers and disaffected youth.

The Leaving Certificate Applied has many strong points, common curriculum for all, work experience, community dimension, development of skills...but also in my opinion and that of the Leaving Certificate Applied students Principals and Teachers, has room for improvement as with any new course.

Steps should be taken to try and eliminate the stigma which is attached to the course such as introducing a higher and lower option. This would give students a wider more varied choice. Having spoken to many Teachers the







majority felt that the course was 'excellent' and long overdue but most would agree that the written examinations which are allotted thirty-three percent of the overall grade, are too easily attainable. It is important to ensure that goals are attainable but in this case I believe it is damaging to student moral.

Despite this the course is an obvious addition to the improvement of the Irish Education System.



## LIST OF ILLUSTRATIONS

### STUDENT WORK

- 1 Observational drawing, DunLaoighre. Compressed charcoal
- 2 .....Mixed media, charcoal,  
and oil pastel.
- 3 Observational drawing of found objects. Mixed media.
- 4 Thumbnail design.
- 5 Paper making, entrapping objects between tissue paper.
- 6 Sheeting, using deckle and mould.
- 7 Example of hand made paper using recycable material.
- 8 Story board with finished maquette.
- 9 Constructing frame for final lamp design.
- 10 The same students colour study for lamp.
- 11 Using pulp to mould.
- 12 Wood work, cutting base for lamp.
- 13 Applying paper pulp to lamp stand to give an organic effect.
- 14 Attaching electrical fittings to lamp.

### SUPPORT STUDIES

- 15 O'Mally, Tony. Irish Sculptur. Construction.
- 16 Bichler, Wolfgang. German Sculptur. Design and construction.

### VISUAL AIDS

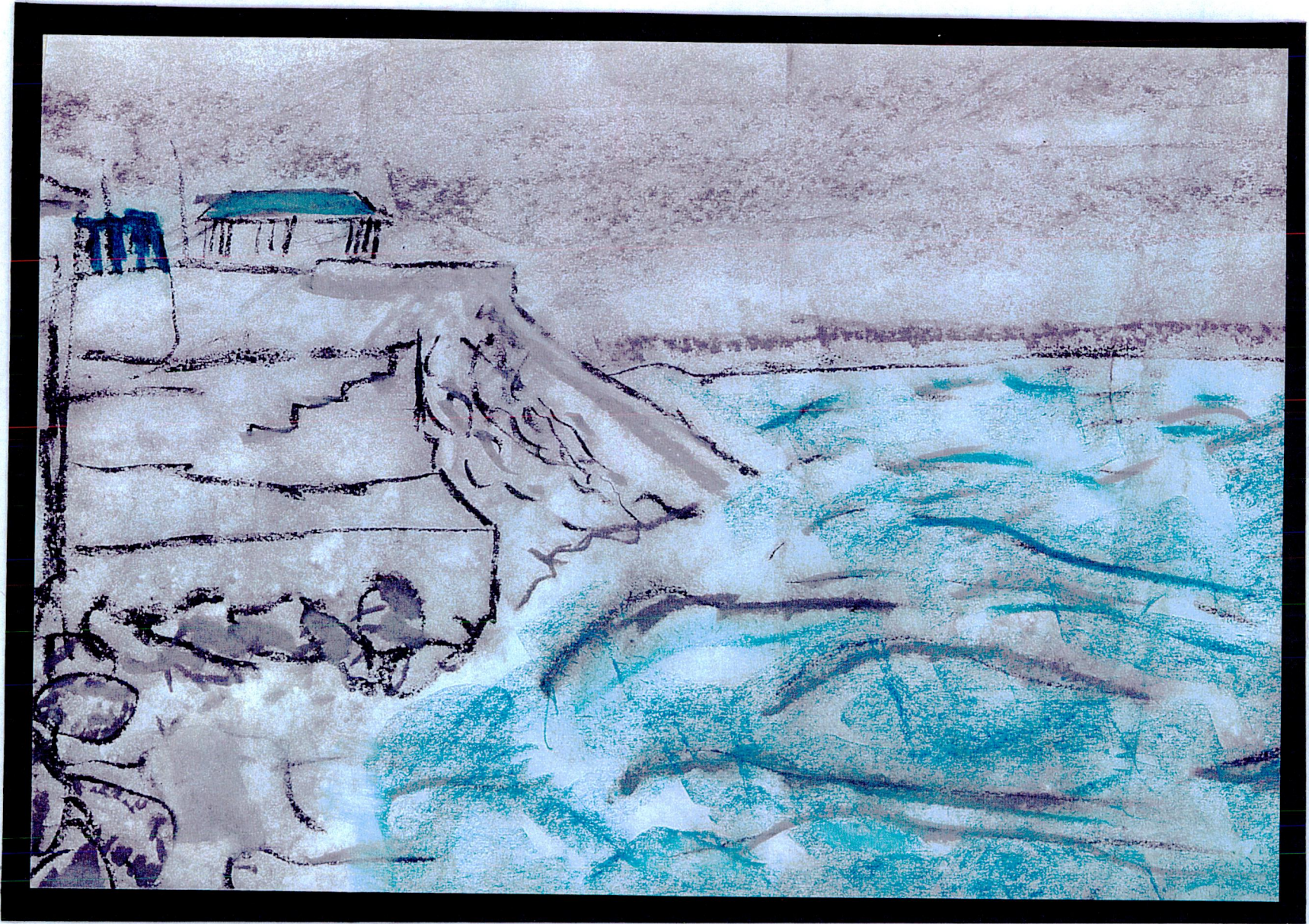
- 17 Observational drawings from Temple Bar, Painting VAC.
- 18 Rocking Lamp/Clock. Cardboard construction,
- 19 Back view of Lamp.





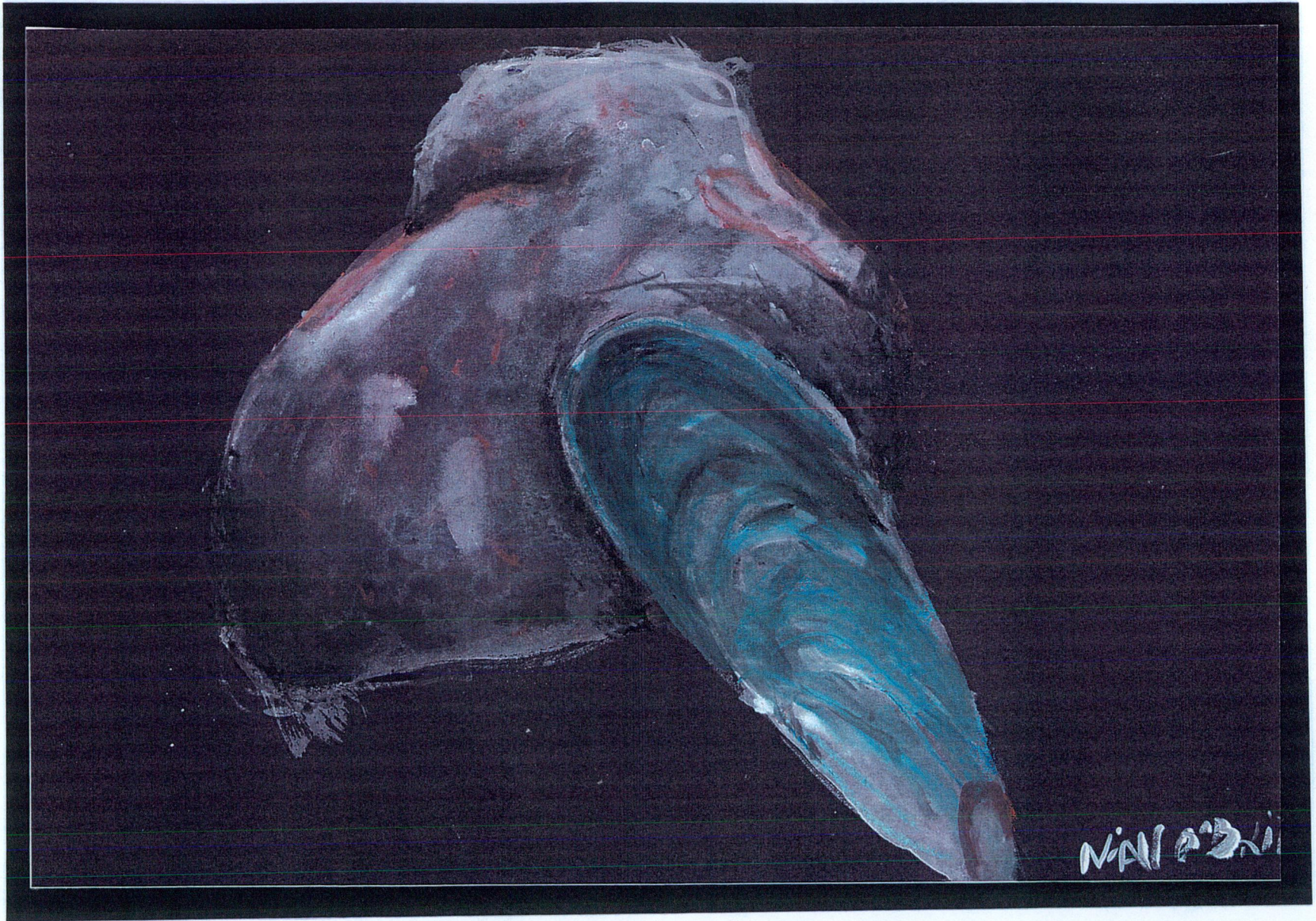






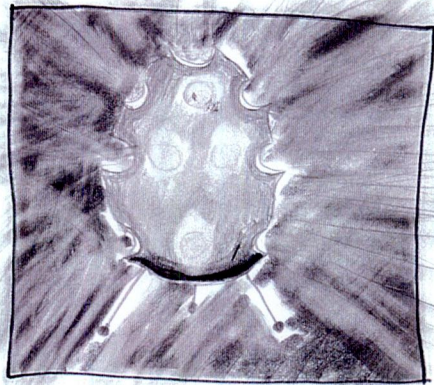
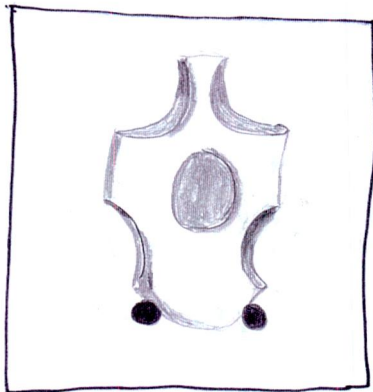
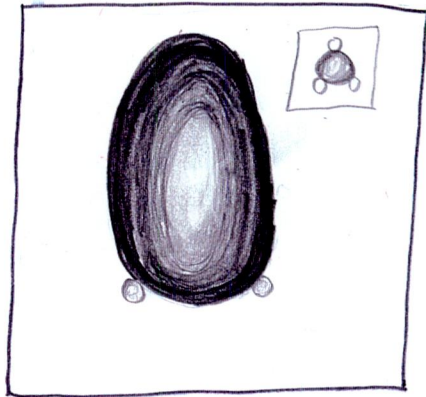


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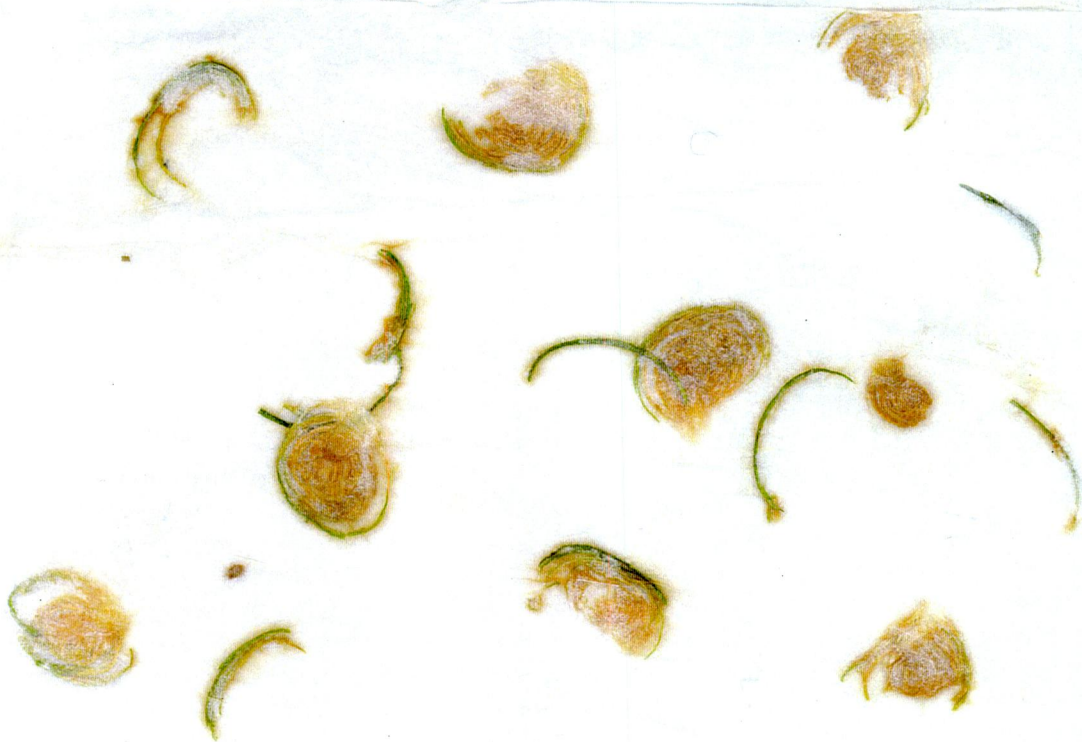
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6-?



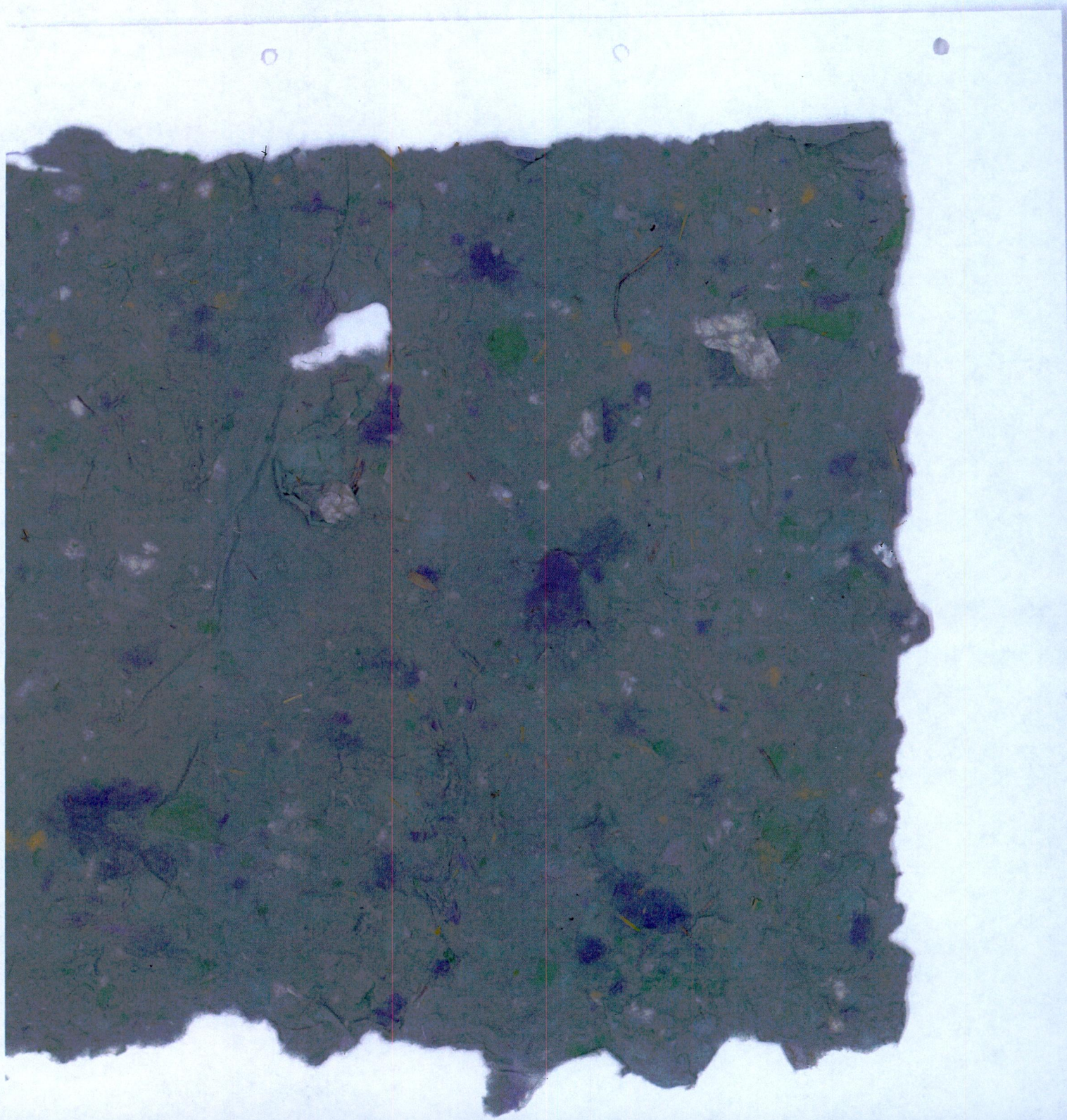














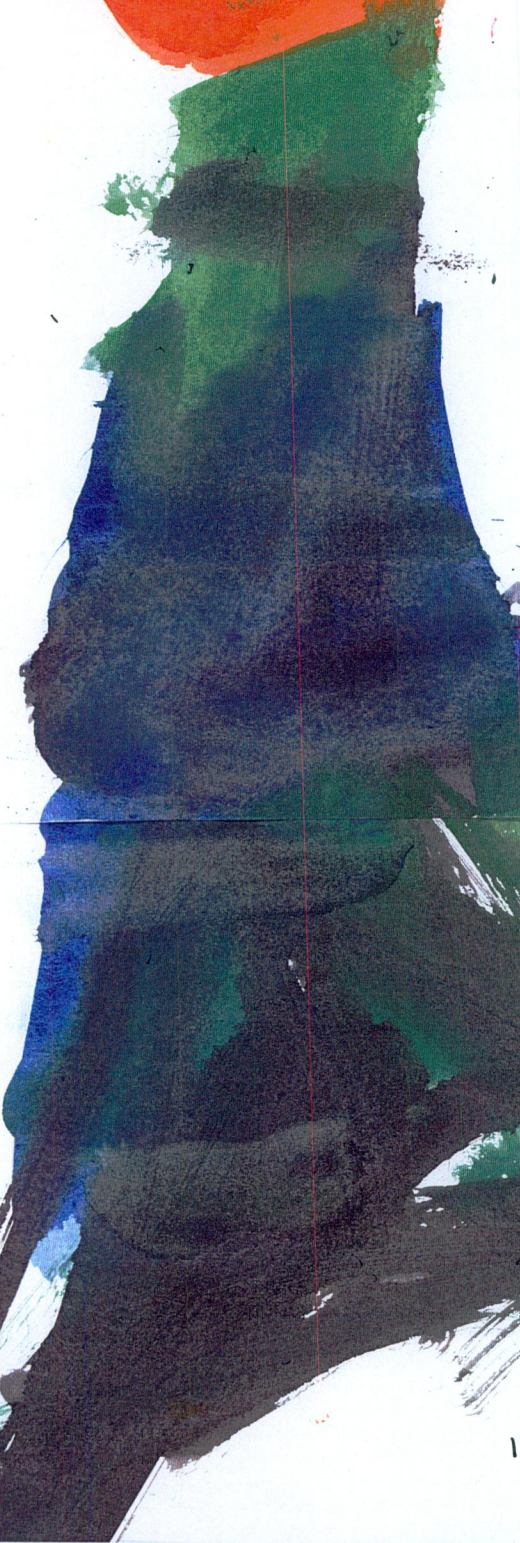


















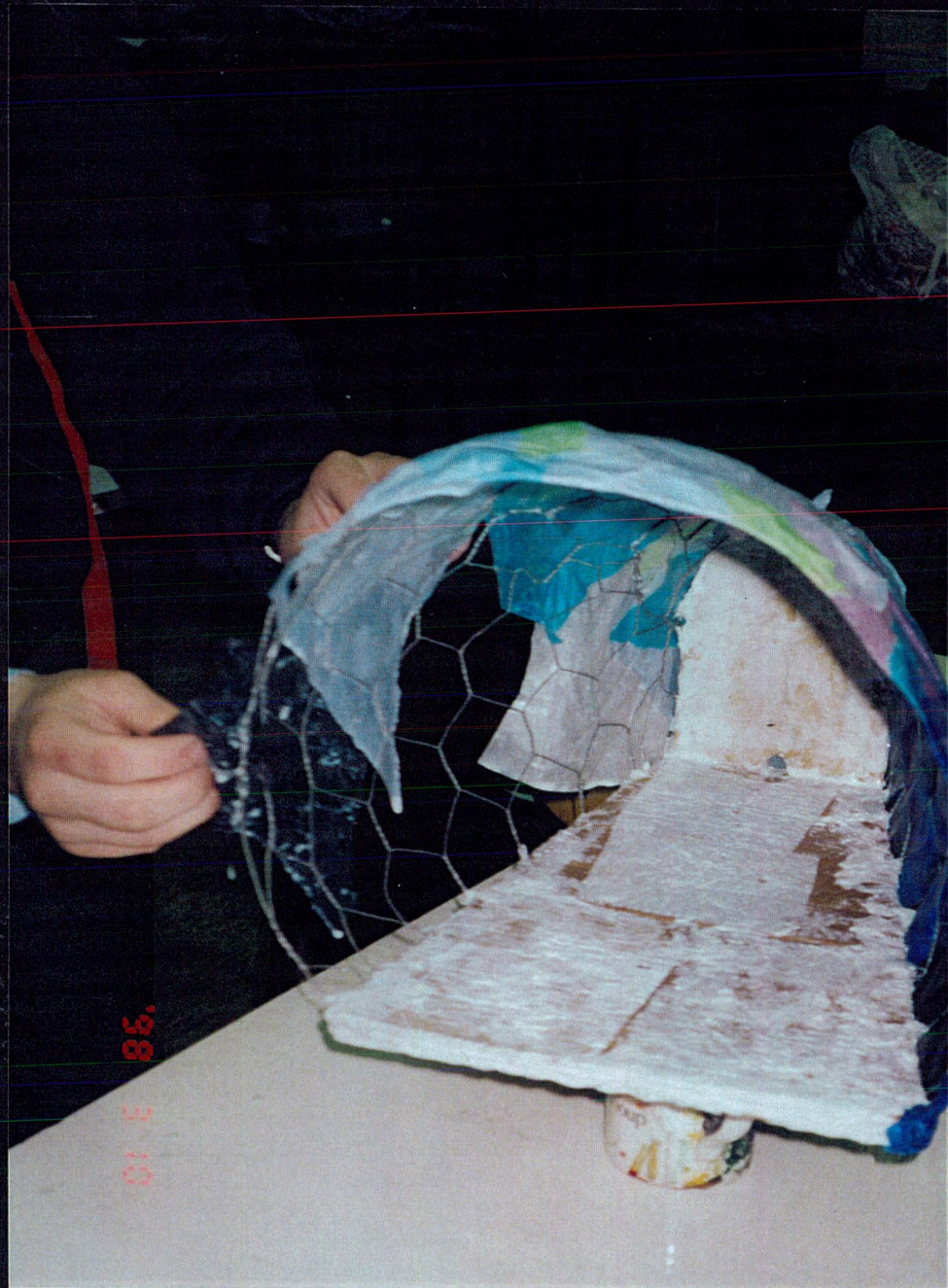
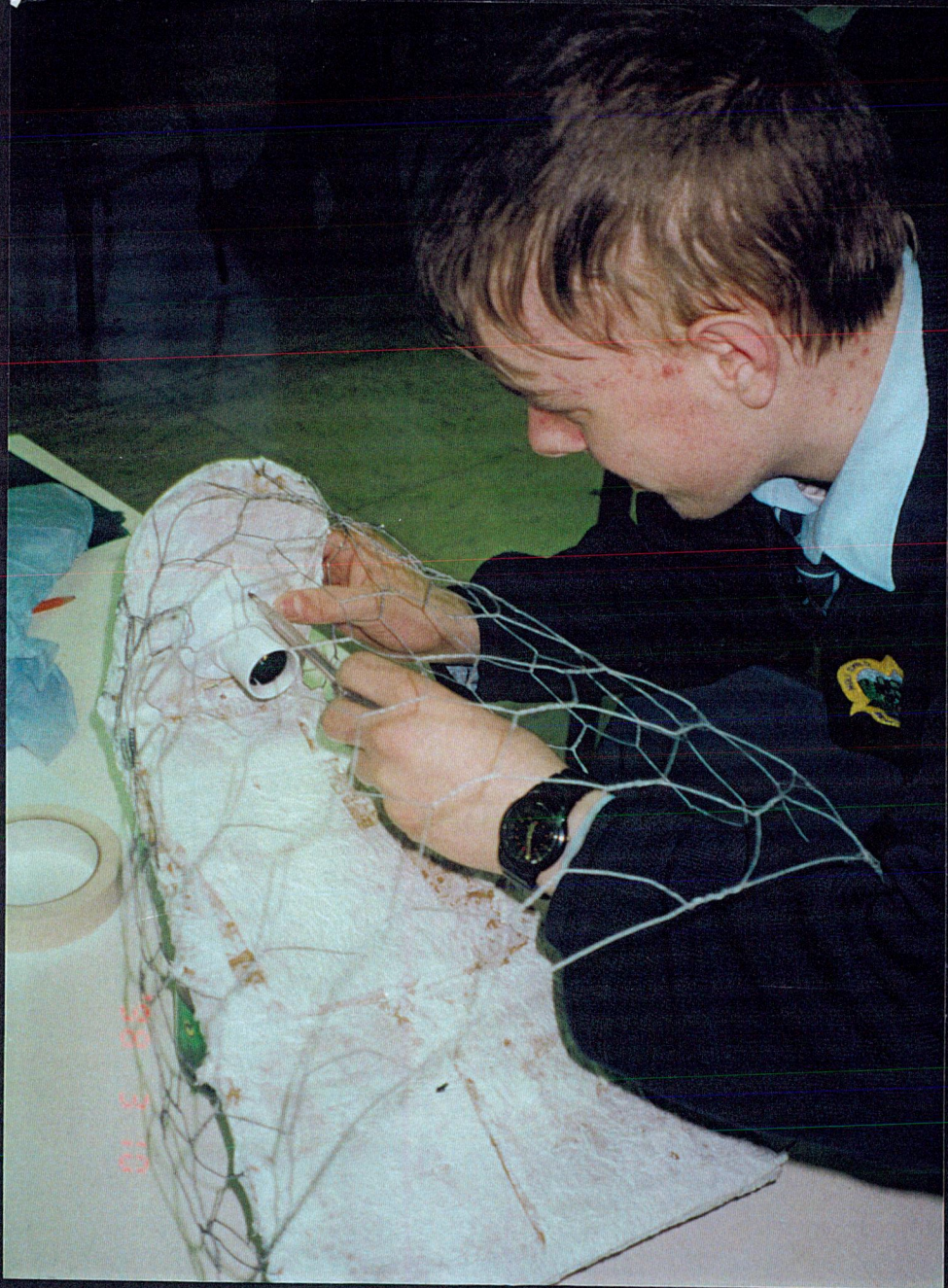
















Pig & Moon











17

ANCILESEA ST.

INTERESTING CURVE FROM THIS VIEW POINT. WANTED TO GET IMPRESSION OF DISTANCE IN STREET. BOILING OF TRUCKS FROM DRYME STREET. WAFTS OF EXHAUST FUMES MINGLING WITH ACOUSTIC AROMAS, PROBLEMS FROM KITCHEN VENTILATION ON STREET. BELTS WHIRLING UP & DOWN. POWER WINDING. INTERESTING BUILDINGS WITH OLD TIME LAMPS (HALOGEN BULBS) GARBOILS. BUT NOT REALLY LOCKS DISTORTED BECAUSE OF POLLUTION. MARBELED SURFACE ON SHELF SHINY PILLARS. CONTRASTIVE WITH HIGHLY BUMPY OF COBBLED STREET. FLAGS WAVING, BILLOWING. ILLEGALLY PARKED CARS WITH HAZARD LIGHTS. 'CK ONE' PASSES BY. COMPRESSED CATHEDRAL.



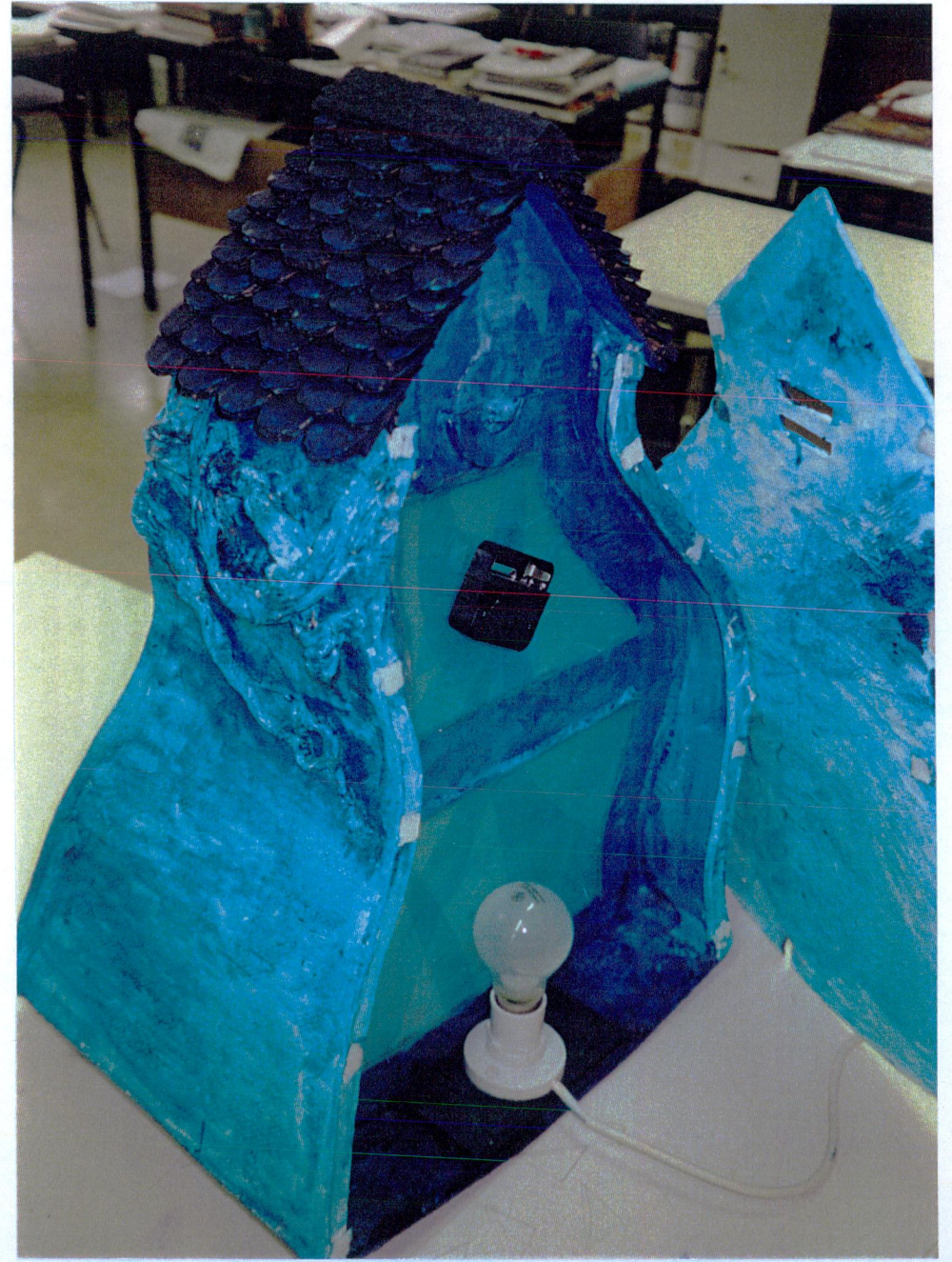
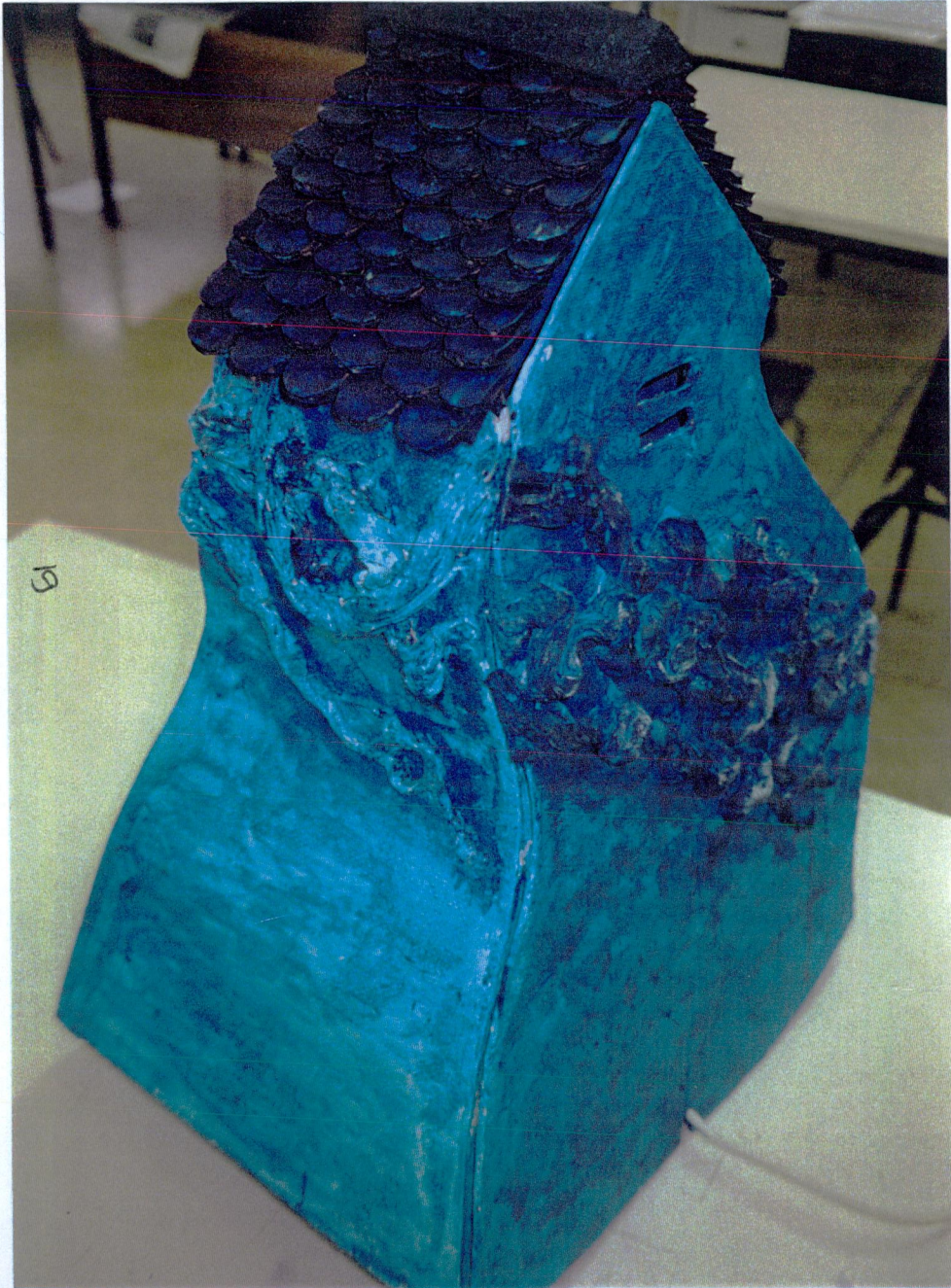
ROADS FIRST  
INTERESTING STREET

THAT THE DRAWING... INTERESTING... LONDON... STREET... BUILDINGS... COBBLED STREET... HAZARD LIGHTS... COMPRESSED CATHEDRAL.











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