



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Draft Arts Education Curriculum Specification

For all primary and special
schools

For consultation

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1. Introduction

The primary curriculum supports high-quality learning, teaching, and assessment for all children attending primary and special schools. The *Primary Curriculum Framework*¹ recognises primary education as a time of 'being' and 'becoming' – highlighting the importance of interesting, relevant, and appropriately challenging experiences for children. It is important that children enjoy and feel empowered through their engagement with these experiences in the present, whilst simultaneously equipping them for learning in the years ahead.

Arts Education occupies an important space in children's holistic education. By supporting and promoting artistic and creative development, the curriculum enables children to be creative, to express themselves, to explore their feelings and ideas and the perspectives and worldview of others. In the primary curriculum, Arts Education incorporates the subjects of Art, Drama, and Music, while also providing opportunities for broad-ranging experiences in the arts, including dance and media arts that play a valuable role in children's experience of childhood. As young children perceive and experience learning in an integrated way, Arts Education is presented as an integrated curriculum area for Stages 1 and 2, with increased emphasis placed on subject-based learning in Art, Drama and Music in Stages 3 and 4.

The curriculum acknowledges that from birth, children begin their educational journey through interactions and experiences with the world around them. In primary and special schools, children have playful and engaging learning experiences that build upon the knowledge, skills, dispositions, attitudes, and values they have acquired at home and in preschool settings through *Aistear: The Early Childhood Curriculum Framework*². As children move through primary and special school their learning connects with, and is further progressed through, the learning experiences provided in Junior Cycle. Each child's learning journey is different, and so the curriculum provides agency and choice to teachers and school leaders as they support children in their holistic development, ensuring equality of opportunity, participation and outcome for all.

Principles of learning, teaching and assessment

Eight overarching principles underpin and guide schools in pursuing the vision of the *Primary Curriculum Framework*. These principles convey what is valued in primary and special education and what lies at the heart of high-quality learning, teaching, and assessment in the primary curriculum. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences, and abilities. Table 1 presents a set of examples of the principles in action within Arts Education.

¹ Department of Education (2023). *Primary Curriculum Framework*. Dublin: Department of Education. Accessed at <https://www.curriculumonline.ie/Primary/The-Primary-Curriculum-Framework/>

² National Council for Curriculum and Assessment (2009). *Aistear: The Early Childhood Curriculum Framework*. Dublin: National Council for Curriculum and Assessment. Accessed at <https://curriculumonline.ie/Early-Childhood/>

Table 1: Principles of learning, teaching and assessment

Principles of learning, teaching and assessment	Examples within Arts Education
Pedagogy	<ul style="list-style-type: none"> • Engaging children in active and hands-on experiences in creating, performing and responding. • Using technology e.g. virtual tours of art galleries, digital music composition tools or video-editing software. • Fostering empathy and a broader worldview through a broad range of artistic experiences.
Engagement and participation	<ul style="list-style-type: none"> • Encouraging children to select themes and make choices and informed decisions about their work. • Creating opportunities for children to experiment with different materials, techniques and ideas. • Emphasising the value and importance of groupwork and collaboration.
Learning environments	<ul style="list-style-type: none"> • Encouraging exploration, observation, and interaction with multiple learning environments e.g. art installations, musical performances or drama-based activities. • Sharing and celebrating children’s artwork, musical compositions or drama photos and recordings. • Organising the space for movement, access to art supplies, musical instruments and drama props/dress-up box.
Inclusive education and diversity	<ul style="list-style-type: none"> • Making connections between and appreciating various art forms, music genres, and dramatic traditions from different cultures. • Using varying art forms for children to express their unique identities and experiences. • Using artistic expression to challenge stereotypes and misconceptions and promote inclusivity, empathy, respect, and multi-perspectivity.
Relationships	<ul style="list-style-type: none"> • Developing positive values through engagement in the arts to promote positive relationships. • Encouraging collaboration, sharing of ideas, and compromise. • Including members of the community to enhance learning in the arts and provide opportunities to present to a range of audiences.
Assessment and progression	<ul style="list-style-type: none"> • Encouraging group discussions and feedback as opportunities for shared learning and progression through concepts. • Providing opportunities for children to share their work to a wider audience such as exhibitions or performances. • Using a diverse range of assessment methods appropriate to the arts and to the learning context.
Partnerships	<ul style="list-style-type: none"> • Collaborating with local artists, museums and organisations to share expertise, resources or workshops. • Inviting family and community members to participate, attend or contribute to events, fostering a sense of involvement and shared experience. • Engaging with artistic projects in the local community.
Transitions and continuity	<ul style="list-style-type: none"> • Building on children’s prior learning and providing opportunities for them to share their work and experiences in the arts.

- Encouraging collaboration and communication between home, preschool, and post-primary school.
- Recognising and sharing children's particular interests or strengths in Arts Education as children transition in and out of primary and special school.

Overview of the Primary Arts Education Curriculum

The opening chapters of the Primary Arts Education Curriculum present the Rationale, Aims, Strands and Learning Outcomes. Chapter 6 provides guidance on the curriculum in practice, while the final chapters provide an overview of the online Arts Education Toolkit and glossary of terms. Appendices at the end of the document provide an overview of progression in the concepts of the curriculum subjects Art, Drama and Music.

The curriculum area will be supported by the online Arts Education Toolkit. It will contain a range of supports for enacting the curriculum such as support materials and examples of children's learning.

Contents of the *Primary Arts Education Curriculum*



Contents of the *Primary Arts Education Toolkit*



Figure 1: Contents of the Primary Arts Education Curriculum

2. Rationale

Arts Education is a vital part of a holistic education for all children. By engaging in Arts Education, children learn to express themselves creatively and meaningfully, and to develop a range of skills. Arts Education helps children to appreciate and make sense of the world around them. Arts Education supports children's learning and development in Art, Drama and Music. It also allows for and celebrates connectivity between multiple art forms including dance and media arts.

Arts Education is for all children

Arts Education fosters a sense of community and belonging for all children. It provides opportunities for children to develop themselves as artists, and engage with the arts in the world around them. A broad and balanced Arts Education is important for children's holistic development, and can ignite their imaginations as they explore, create and express themselves through artistic processes. Arts Education can promote a sense of identity, self-awareness and self-fulfilment.

Arts Education promotes expressiveness and skills development

Arts Education allows children to make, receive and share ideas through a unique form of communication. Learning in Arts Education provides children with tools to express ideas, feelings, responses, and creative solutions in a range of ways. In Arts Education, children engage multiple senses, and develop aesthetic, aural, oral, visual, and kinaesthetic skills.

Through Arts Education, children can exercise agency in their own learning as they become innovative, reflective, broadminded and playful learners who experiment with and engage in symbolic meaning-making. It develops children's cognitive skills while building their capacity to take creative risks, make and learn from mistakes and 'think outside the box'. Children learn to collaborate with others, and to develop persistence and discipline in their artistic practice as they progress in their learning.

Arts Education helps children to make sense of the world around them

In Arts Education, children learn to explore and appreciate multiple interpretations of the world and develop respect and empathy for multiple viewpoints. They develop cultural appreciation that enhances their understanding of their local community, Ireland, and the wider world, and how others use their skills, thoughts and ideas to express themselves artistically. With this, children can come to realise how their work in the arts could positively contribute to the world around them.

Arts Education allows for connectivity between multiple art forms

Through engagement with a variety and combination of experiences in Art, Drama and Music, and related art forms including dance and media arts, children come to appreciate the interconnectedness of the arts. This consolidates their learning in Arts Education and can also complement learning in other curricular areas.

Art

In Art, children develop increased sensitivity to the visual, the spatial and the tactile, and enhance their capacity to observe, demonstrate and communicate their understanding of the world around them. They learn to analyse and appreciate their own artwork and that of others. Through investigation, exploration and creativity, children engage as art-makers, and express their unique

ideas, feelings and experiences in tangible form across a range of media. During their time in primary school, children can cultivate aesthetic and cultural sensitivity, and develop understanding and competence across the range of skills, processes, genres, and concepts associated with Art.

Drama

In Drama, children learn to explore and communicate thoughts, feelings and ideas through embodied storytelling in dramatic form. By engaging with a variety of drama forms, strategies and resources in a safe, playful and scaffolded environment, children take on roles and characters, develop narratives, and engage with various themes and multiple points of view. As drama-makers, children develop their confidence and competence to improvise, devise, refine, perform and reflect on their dramatic work in a meaningful way. Children can also look at, respond to and appreciate the drama work of others. This can inform their own drama practice, promote their cultural awareness and contribute to a life-long understanding of drama as an art form.

Music

In Music, children learn to appreciate the significance of sound in the world around them. By engaging meaningfully with sounds in the environment, and with vocal and instrumental music across a range of genres and sound sources, children can develop enhanced aesthetic and cultural understanding and begin cultivating their unique and collective musical identities. Experiential, playful, and discovery-based music education scaffolds children's capacity to understand musical concepts and to engage as active and agentic music-makers. Throughout their time in primary school, children develop increased confidence and competence in composing, performing, interpreting and in responding to music.

Through playful and creative learning opportunities in Arts Education, children can experience the power, joy, wonder, excitement, beauty, potential and relevance of the arts.

3. Aims

The aims of Arts Education encompass creativity, expressiveness, artistic engagement, conceptual understanding, multi-sensory engagement, aesthetic appreciation, and cultural and contextual awareness. Importantly, these aims are interwoven and interdependent.

Creativity

- The ability to be imaginative, inquisitive, persistent, open-minded and flexible and to collaborate with others, persevere, embrace differences, and take creative risks.

Expressiveness

- The ability to express personal and shared ideas, knowledge, feelings and experiences in a range of artforms.

Artistic engagement

- The ability to engage with, participate in, understand, and critique the arts for personal development, fulfilment, and lifelong appreciation

Conceptual understanding

- The ability to understand and apply the concepts, knowledge, skills and techniques that underpin the subjects of Art, Drama, Music and other art forms.

Multi-sensory learning

- The ability to notice, observe, respond to and value visual, oral, aural, kinaesthetic, tactile and spatial qualities of the world around them and within the arts.

Aesthetic appreciation

- The ability to experience, create, express, and value the beauty of the world around them and within the arts.

Cultural and contextual awareness

- The ability to understand the context in which the arts are created and to respond to, appreciate, participate in and value the arts in local, Irish, and diverse cultures and settings.

4. Strands

In Arts Education, the strands represent the key processes through which children learn as well as the organisers for the key learning they will demonstrate as they progress through primary education. Whether it is in Art, Drama or Music – or in other art forms – meaningful and child-centred learning in Arts Education occurs as children actively engage and participate in the interrelated processes of Creating, Performing and Presenting, and Responding and Connecting.

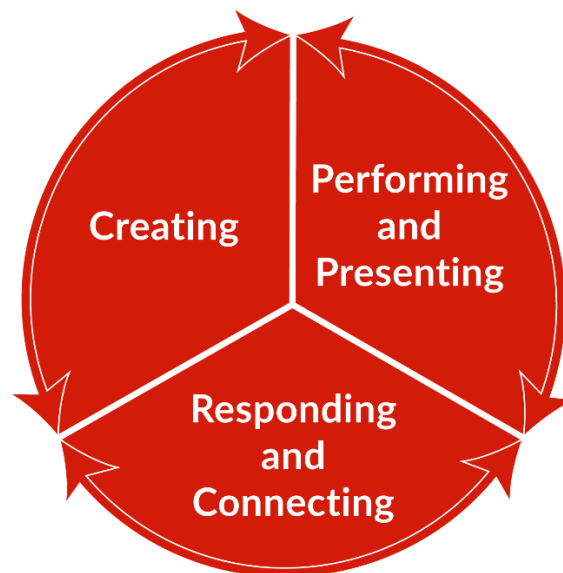


Figure 2: Strands in Arts Education

Creating, Performing and Presenting, and Responding and Connecting are each fundamental to a broad and balanced approach to Arts Education in primary school, where children participate as part of a community of informed and engaged arts-makers. It is natural to move from one to the other in a given lesson or as part of a group of lessons. For example, children may initially respond to arts works, making connections to broader contexts, before creating something new and then sharing this with their peers.

A brief overview of these Strands is provided in the table below. Further detail is provided in Chapter 6a.

Table 2: Overview of Strands

Title	Overview
Strand 1: Creating	Children explore, generate ideas, take creative risks, and experiment with and apply materials, skills and concepts to create, revise and refine personal and collaborative artwork. They engage creatively and imaginatively to improvise, create, design and make in Art, Drama and Music, and can apply their skills in dance and other integrated art forms.
Strand 2: Performing and Presenting	Children communicate and perform through a range of different art forms and media. They express their thoughts, feelings and ideas through multi-sensory methods that involve sound, visuals, movement and gesture. They present, exhibit, share and discuss their work in Art, Drama, Music, and integrated arts, with others and appreciate the importance of audience to the arts.
Strand 3: Responding and Connecting	Children critically reflect, observe, listen, analyse, respond to and appreciate arts works by themselves and other artists connected to the local community, Ireland and the wider world. They should experience a range of styles and genres in Art, Drama and Music as well as dance and other integrated art forms. They learn to construct meaning, explore, and connect their experiences to broader cultures and contexts and the wider world of the arts.

5. Learning Outcomes

Learning Outcomes are used to describe the expected learning and development for all learners at the end of a two-year stage, when due account is taken of individual abilities and varying circumstances. They encompass the knowledge, skills, dispositions, attitudes, and values that children develop within Arts Education.

Reflecting the principles and pedagogical approaches in the *Primary Curriculum Framework*, the 'stem' 'Through appropriately playful and engaging learning experiences' is used to introduce Learning Outcomes across all stages. A playful and engaging approach to learning and teaching serves to present Arts Education as an open and accessible learning space. This Learning Outcome stem emphasises a learning environment that motivates children to engage actively, playfully, and creatively in Arts Education. It provides for rich learning experiences that reflect relevant pedagogical approaches as outlined in Chapter 6, 'The *Primary Arts Education Curriculum in Practice*'.

Key competencies

The primary curriculum has seven key competencies which overlap and combine to support the curriculum's vision. As outlined in the *Primary Curriculum Framework*, the competencies build on the capabilities children acquire through their early childhood education experiences with *Aistear: the Early Childhood Curriculum Framework*; and are further strengthened in post-primary school in Junior Cycle. As children work towards the Learning Outcomes in the Primary Arts Education Curriculum and engage in rich learning experiences in the arts, they simultaneously build and develop these key competencies.

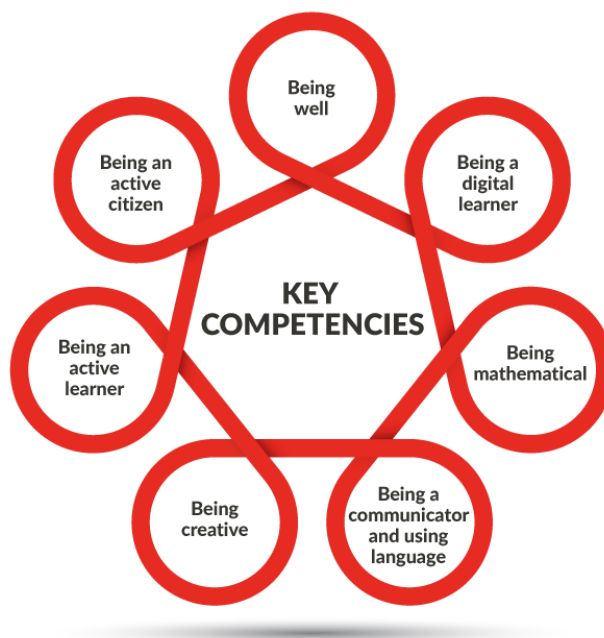


Figure 3: Seven key competencies

Table 3: Examples of how each key competency is developed through learning in Arts Education

Key competency	Examples of attributes developed through learning in Arts Education
Being creative	<ul style="list-style-type: none">• Expressing ideas and feelings in diverse ways, through music, drama and art to create original work pieces.• Encouraging experimentation and exploration, allowing children to experience various techniques, materials, and approaches.
Being an active learner	<ul style="list-style-type: none">• Engaging actively as arts-makers throughout the primary school.• Encouraging children to reflect on their own work and the work of others, prompting them to think about their choices, techniques and creative processes.
Being a communicator	<ul style="list-style-type: none">• Learning how to share their experiences, thoughts, ideas and feelings in a variety of ways through the arts.• Learning how to observe, listen to, interpret and be open to the perspectives of others.
Being an active citizen	<ul style="list-style-type: none">• Exploring different cultures and perspectives, developing empathy and understanding towards others and fostering a sense of global citizenship.• Encouraging the generation of new ideas and novel approaches to address challenges and effect positive change.
Being well	<ul style="list-style-type: none">• Engaging in creative endeavours where children have opportunities to express themselves meaningfully.• Participating in collaborative artistic projects that foster social connections and a sense of community.
Being a digital learner	<ul style="list-style-type: none">• Exploring the use of different media for arts-based creations, such as digital software, graphic design tools, and multimedia platforms.• Communicating and collaborating with others through digital technology, including the use of technology for recording.
Being mathematical	<ul style="list-style-type: none">• Recognising and creating patterns and connections in art, drama, music, dance and media arts.• Using spatial reasoning and understanding proportions in art, drama, music, dance and media arts.

To assist teachers in identifying the Key Competencies that have been embedded within the Learning Outcomes you will see initials beside each Learning Outcome, as explained in Table 4.

In each instance, the three key competencies most relevant to the Learning Outcome are identified. It should be noted that in many instances other key competencies, outside of the three identified, are also embedded in the Learning Outcomes.

Table 4: Key competencies identified within Learning Outcomes

Key competency	Initials
Being well	W
Being a digital learner	DL
Being mathematical	M
Being a communicator and using language	CL
Being creative	C
Being an active learner	AL
Being an active citizen	AC

Concepts

While Art, Drama, and Music have a common creative process grounded in Creating; Performing and Presenting; and Responding and Connecting, and share transferable skills, like all art forms, each has its own knowledge, concepts, skills, and intrinsic value.

The concepts are the key ingredients and essential building blocks for Art, Drama and Music. Similar to the key competencies, they play a vital role in underpinning the Learning Outcomes across all stages of the curriculum. Engagement with a range of images, sounds, arts works and other stimuli from various contexts and environments supports children’s conceptual learning and development in Art, Drama and Music, and in other art forms including dance and media arts. There is an inherent connection between children’s conceptual learning in Music and Drama, and their learning experiences with movement and dance. The concepts may provide useful entry and reference points in relation to preparation, teaching and assessment and may serve to remind teachers of key knowledge at each stage.

Table 5 provides definitions of the concepts in Art, Drama and Music, and Appendix A provides an overview of progression in the concepts to support teachers with their preparation in Arts Education.

Table 5: Concepts in Arts, Drama and Music

Art concepts	
Line	Connects two points, and can be thick, thin, delicate, bold, curved, straight, continuous or broken.
Shape	Geometric, like squares and circles, or organic, like free-form or natural shapes.
Form	Constructed in 3D art by using a range of materials and techniques, and suggested in 2D art by using colour and tone.
Colour and Tone	Colour is based on the colour wheel. Tone is the lightness or darkness of a colour. Temperature refers to whether a colour is ‘warm’ or ‘cool’.
Texture	Roughness or smoothness of a surface, and how it feels to touch. Can be constructed in 3D art by using a range of materials and techniques. It can be suggested by using line, colour and tone in 2D art.
Space	The areas around, within and between different parts of a composition.

Drama concepts

Plot	What happens in the drama.
Role/Character	Roles and characters in the drama, how they look/move/sound/behave and how they relate to each other.
Place/Space	Setting of the drama and how this is symbolised.
Time	Time period, the time of day, the duration or the sequence of the action.
Tension	Dilemma, conflict, issue, problem or mystery.
Movement	The use of the body in exploration and expression.
Sound	The use of sounds in exploration and expression.

Music concepts

Pulse	Underlying 'heartbeat' that can be felt in music, often called 'steady beat'.
Tempo	Speed of the pulse in music (fast/slow).
Duration	Length of sounds (long/short). <i>Rhythms</i> combine sounds and silences of different durations.
Pitch	High/low quality of sounds.
Dynamics	Loud/soft quality of sounds/music.
Structure	Overall organisation of a piece of music, built by contrast and repetition.
Timbre	Unique and characteristic sound(s) made by different natural/instrumental/digital sound sources (e.g. voice, piano, tin-whistle, drum).
Texture	Layering of sound in music (solo (unison) /multiple sound sources at once).

Learning Outcomes

Strand: Creating			
Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
Through appropriately playful and engaging learning experiences, children should be able to			
<p>explore, experiment and improvise in Art, Drama and Music. AL, C, CL</p>		<p>Art explore and experiment with various tools, materials and techniques in 2D and 3D media. AL, C, CL</p>	<p>Art explore, experiment with and choose various tools, materials and techniques in 2D and 3D media. AL, C, CL</p>
<p>create 2D and 3D art using various tools, materials and techniques with use of space and a variety of lines, shapes, colours, forms and textures. AL, C, CL</p>	<p>design and create 2D and 3D art using various tools, materials and techniques with use of space and increased variety of lines, shapes, colours, forms and textures. AL, C, CL</p>	<p>plan, design and create 2D and 3D art with use of space and a variety of lines, shapes, forms, colours, tones, and textures. AL, C, CL</p>	<p>plan, design, reimagine, create and refine 2D and 3D art with use of space and a variety of lines, shapes, forms, colours, tones, and textures. AL, C, CL</p>
<p>co-create with teacher support simple stories and characters through a variety of dramatic forms that use movement, sound, space, objects and tension. AL, C, CL</p>	<p>create simple stories and characters through a variety of dramatic forms that use movement, sound, space, objects and tension. AL, C, CL</p>	<p>Drama explore, improvise and represent ideas in a range of dramatic forms, using character, movement, sound, space, objects and tension in a spontaneous and/or rehearsed way. AL, C, CL</p>	<p>Drama explore, improvise, represent and adapt ideas in a range of dramatic forms, developing character, movement, sound, space, objects and tension in a spontaneous and/or rehearsed way. AC, AL, C</p>
<p>create music using a range of sound sources with very contrasting pitches, durations, timbres, tempos and dynamics. AL, C, CL</p>	<p>create and notate with symbols, short musical pieces using a range of sound sources with a variety of pitches, rhythms, timbres, tempos and dynamics. AL, C, CL</p>		

explore, experiment, improvise and create integrating a combination of art, drama, music, dance and/or media arts.
AL, C, CL

Drama contd.

create, plan, prepare, structure, storyboard and rework improvised scenes/stories that communicate ideas and explore human themes, relationships and dilemmas
AL, C, CL

Music

explore, improvise and extend sounds, rhythms and melodies using a range of sound sources.
AL, C, CL

create and notate structured musical pieces using a range of sound sources with a variety of pitches, rhythms, timbres, tempos, dynamics and textures.
AL, C, CL

Art, Drama, Music, and other art forms

explore, experiment, improvise, plan and create integrating a combination of art, drama, music, dance and/or media arts.
AL, C, CL

Drama contd.

create, adapt, plan, prepare, structure, storyboard, rework and refine scenes/stories to explore and communicate complex ideas, themes, relationships and dilemmas
AC, AL, C

Music

explore, improvise, reimagine and extend sounds, rhythms and melodies using a range of sound sources.
AL, C, CL

create, refine and notate structured musical pieces using a range of sound sources with purposeful use of pitch, rhythm, timbre, tempo, dynamics and texture to evoke themes or ideas.
AL, C, CL

Art, Drama, Music, and other art forms

explore, experiment, improvise, plan, create and refine integrating a combination of art, drama, music dance and/or media arts.
AL, C, CL

Strand: Performing and Presenting

Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
Through appropriately playful and engaging learning experiences, children should be able to			
perform, present and share Art, Drama and Music with others. AL, C, CL		Art show and explain design, planning, and use of tools and techniques across a range of artforms, styles and media. AL, C, CL	Art show and explain design, planning, choice and use of tools and techniques across a range of artforms, styles and media. AL, C, CL
show and explain choice of space, line, shape, colour, form, and texture to represent ideas, figures, and objects. AL, C, CL	show and explain choice and use of space, line, shape, colour, form, and texture to represent ideas, figures, and objects. AL, C, CL	show and explain how their use of space, line, shape, colour, form, and texture enhances their art-making. AL, C, CL	show and explain how their choice and use of space, line, shape, colour, form, and texture enhances their art-making. AL, C, CL
enact simple dramatic stories in an improvised or rehearsed way showing a basic awareness of character, space, movement, sound and tension. AL, C, CL	enact dramatic stories in an improvised or rehearsed way showing an awareness of character, space, movement, sound and tension. AL, C, CL	Drama prepare and participate in improvised or rehearsed dramas, for sharing in class or with the wider school community. AL, C, CL	Drama prepare, structure, participate in and refine improvised or rehearsed dramas, for sharing in class or with the wider school community. AL, C, CL
perform chants, play instruments and sing songs (with/without movement) showing pulse and contrasting texture, tempos and dynamics. AL, C, CL	perform chants, play instruments and sing songs (with/without movement) showing basic control of pulse, pitch, rhythm, texture, tempo and dynamics. AL, C, CL	show how their use of character, space, movement, sound, time and tension enhances their dramatic story-telling. AL, C, CL	show how their choice of role/character, space, movement, sound, time and tension enhances their dramatic story-telling. AL, C, CL
perform, present and share using two or more art forms including dance and/or media arts. AL, C, CL			

Music

sing and play chants, songs and musical pieces across a range of styles and genres (by ear, from memory and notation, with/without movement).

AL, C, CL

show controlled use of pulse, pitch, rhythm, texture, timbre, phrasing, tempo and dynamics in their music-making.

AL, C, CL

Art, Drama, Music, and other art forms

structure, present and share artwork, drama work, songs, dances and musical pieces, and work combining and integrating art forms with others in impactful ways through portfolios, performances, exhibitions and/or digital recordings.

AL, C, CL

Music

sing and play extended chants, songs and musical pieces across a range of styles and genres (by ear, from memory and notation, with/without movement).

AL, C, CL

show controlled and expressive use of pulse, pitch, rhythm, texture, timbre, phrasing, tempo and dynamics in their music-making.

AL, C, CL

Art, Drama, Music, and other art forms

organise, structure, present and share artwork, drama work, songs, dances and musical pieces, and work combining and integrating art forms with others in impactful ways through portfolios, performances, exhibitions and/or digital recordings.

AL, C, CL

Strand: Responding and Connecting

Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
Through appropriately playful and engaging learning experiences, children should be able to			
<p>engage with a variety of stimuli, materials, arts works, events and performances from Ireland and the wider world. AC, AL, CL</p> <p>share and talk about arts connected to their lives, and traditions from home, school, and local communities (e.g. songs, activities and events). AC, AL, CL</p> <p>experience and respond to a variety of arts works in a range of ways (e.g. improvised movement and discussion). AL, C, CL</p> <p>experience and notice space, line, shape, colour, form and texture in artworks and in the world around them. AL, C, CL</p>	<p>engage with and describe a variety of stimuli, materials, arts works, events and performances from Ireland and the wider world. AC, AL, CL</p> <p>share and talk about arts connected to their lives, and traditions from home, school, local and wider communities and cultures (e.g. songs, activities and events). AC, AL, CL</p> <p>experience, describe, and respond to a variety of arts works in a range of ways (e.g. improvised movement, discussion, brainstorming). AL, C, CL</p> <p>experience, observe and describe space, line, shape, colour, form and texture in artworks and in the world around them. AL, C, CL</p>	<p>Art recognise and describe use and effect of space, line, shape, colour, form and texture when responding to a variety of artworks from Ireland and the wider world. AL, C, CL</p> <p>explore and identify art characteristics and techniques associated with different media, styles, genres and contexts of artworks from Ireland and the wider world. AC, AL, CL</p> <p>Drama respond to and make connections with the plot, characters, relationships, themes and dilemmas in dramas and consider courses of action. AC, AL, CL</p>	<p>Art analyse and critique use and effect of space, line, shape, colour, form and texture when responding to a variety of artworks from Ireland and the wider world. AL, C, CL</p> <p>identify, compare and contrast art characteristics and techniques associated with different media, styles, genres and contexts from Ireland and the wider world. AC, AL, CL</p> <p>Drama respond to, make connections with and share insights about the plot, characters, relationships, themes and dilemmas in dramas, and evaluate courses of action. AC, AL, CL</p>

respond to and make connections with the plot, the characters and themes, the action and dilemmas of dramas.
AC, C, AL

notice pulse, and very contrasting timbres, pitches, durations, textures, tempos and dynamics when listening and responding to music through movement, guided discovery and discussion.
AL, C, CL

respond to and make connections with the plot, the characters, themes and dilemmas of dramas and consider courses of action
AC, AL, CL

show and describe pulse, timbre, pitch, rhythm, texture, tempos and dynamics when listening and responding to music through movement, guided discovery and discussion.
AL, C, CL

Drama contd.
explore, identify and recognise the effect of various dramatic forms associated with different times, genres and contexts from Ireland and the wider world.
AC, AL, C

Music
recognise and describe use and effect of pulse, timbre, pitch, duration, texture, tempo, structure and dynamics when listening and responding to a variety of music.
AL, C, CL

explore and identify music characteristics and techniques associated with different styles, genres and contexts from Ireland and the wider world.
AC, AL, C

Art, Drama, Music, and other art forms
appreciate the structure, effect, impact and aesthetic qualities of digital or in-person arts works, events, exhibitions and performances from Ireland and the wider world.
AC, AL, CL

Drama contd.
explore, identify, compare and recognise the effect of various dramatic forms associated with different times, genres and contexts from Ireland and the wider world.
AC, AL, C

Music
analyse and critique use and effect of pulse, timbre, pitch, duration, texture, tempo, structure and dynamics when listening and responding to a variety of music.
AL, C, CL

identify, compare and contrast music characteristics and techniques associated with different styles, genres and cultural contexts from Ireland and the wider world.
AC, AL, C

Art, Drama, Music, and other art forms
appreciate and critique the structure, effect, impact and aesthetic qualities of digital or in-person arts works, events, exhibitions and performances from Ireland and the wider world.
AC, AL, C

		<p>share and talk about arts connected to their lives, and traditions from home, school, local and wider communities and cultures with sensitivity to the context. AC, AL, CL</p> <p>interpret and respond to a variety of arts works in a range of ways (e.g. improvised movement, discussion, brainstorming). AL, C, CL</p>	<p>share and discuss arts connected to their lives, and traditions from home, school, local and global communities and cultures with sensitivity to and increased understanding of the context. AC, AL, C</p> <p>interpret and respond to a variety of arts works in a range of ways (e.g. improvised movement, discussion, brainstorming, creative solutions). AL, C, CL</p>
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6. The Arts Education Curriculum in Practice

Arts Education is underpinned by the vision, principles, key competencies and statements on learning, teaching and assessment in the *Primary Curriculum Framework*. The central, reciprocal and responsive relationship between child and teacher is seen as foundational to realising the vision of the curriculum. Learning within Arts Education is enhanced through the skilful design of a broad range of learning experiences that have a clear focus of new learning and ways in which children can demonstrate their knowledge and understanding. This chapter describes the fundamental features of children’s learning within Arts Education and the corresponding pedagogical practices that support and enhance learning.

6a. Learning in Arts Education

Children will have opportunities to engage in Creating, Performing and Presenting, and Responding and Connecting as part of their learning in Arts Education. Within these three Strands it is important that children have opportunities to:

Creating	Performing and Presenting	Responding and Connecting
use their imagination	take risks	look at and listen to significant and renowned arts works
generate ideas and develop creative solutions	develop confidence and see themselves as an artist	identify and appreciate the value of the arts
explore, discover, innovate	self-express and communicate with confidence and efficacy	interpret, appreciate challenge and critique creative works
improvise, compose, devise, design, make, adapt	consider the purpose and the audience	make connections by analysing and applying knowledge
develop and apply skills in disciplines	choose multimodal approaches and/or digital technologies to present	recognise cross-curricular connections
co-create, collaborate, work as a team	interpret, arrange, adapt and refine performances and presentations	collaborate with other artists
foster a broad range of skills for self-expression		recognise identities and diversity in the arts of local, Irish, and wider cultures and communities
be determined be playful	be persistent be inclusive	be reflective be open-minded

Being an arts-maker

As outlined in *The Primary Curriculum Framework*, a broad experience in the arts is integral throughout primary school. The arts give expression to and extend children's understanding, imagination, and creativity through a broad range of experiences. Such experiences have the capacity to engage, inspire, and enrich, exciting children's imagination and encouraging them to reach their creative and expressive potential.

Art, Drama, and Music provide opportunities for broad-ranging experiences in the arts, including media arts and dance, that play a valuable role in children's experience of childhood. While Art, Drama, and Music have share common processes and transferable skills, each has its own knowledge, concepts, skills, and intrinsic value.



Figure 4: Children as Arts-Makers

In Arts Education, being an arts-maker emphasises children's active participation and engagement in the arts across all stages of the primary school. This includes discrete learning experiences in Art, Drama and Music, and in learning experiences where more than one artform is combined in a meaningful way.

Children are active art-makers when they experiment with and use a variety of materials, techniques and genres to generate ideas, and make pieces of 2D art (e.g. drawing, painting, colouring and printing) and 3D art (e.g. clay, construction, fabric and fibre) in a variety of styles and forms. Children's art-making is enhanced by observing, experiencing, and responding to a range of artworks.

Children are active drama-makers when they experiment with a variety of situations and stories to generate dramatic ideas and create dramas. Children's drama-making is enhanced by active engagement with a variety of dramatic forms and conventions that allow them to express, symbolise moments, improvise scenarios, role-play, enact and reflect on stories in Drama.

Children are active music-makers when they explore, improvise and create sounds and musical pieces, and when they perform chants, sing a variety of songs, and play a range of percussion and

other instruments. Children's active music-making is enhanced by listening to, moving and responding to a variety of music in a range of styles and genres.

As the *Primary Curriculum Framework* outlines, children live their lives in an integrated world and need opportunities to use knowledge and skills flexibly. Integrated learning experiences can provide that context. By drawing on more than one subject or concept, learning in other art forms can be enhanced and developed through an integrated approach to Arts Education. This can offer an important means of fostering purposeful, meaningful and agentic arts-making.

Deep engagement in appropriately challenging arts-making as part of a community of learners is scaffolded and supported by teachers. Children's agency in Arts Education is fostered and nurtured as they develop confidence and competence in Creating, Performing and Presenting, Responding and Connecting, and as they build knowledge and understanding of the key concepts.

Experiences of observing, listening, responding, and reflecting on, a broad range of arts works from Ireland and the wider world are vital for enriching and enhancing children's ability to engage as active arts-makers who understand and appreciate the relevance, beauty and value of the arts.

Supporting all learners

Each child is an individual with a unique set of strengths that need to be nurtured. Learning Outcomes provide the opportunity for children to learn through multiple pathways supporting individualised and inclusive learning experiences, particularly for children with additional needs. Additional Support Pathways (ASP) help identify the most appropriate learning experiences for children with additional needs as they engage with Learning Outcomes in the curriculum. Using the pathways teachers can consider the learning experience in greater detail and identify appropriate levels of challenge for children. In the course of their learning children can be experiencing, attending, responding, initiating, acquiring, becoming fluent and generalising. Table 6 describes these in more detail.

Table 6: Additional support pathways

Additional Support Pathways	The child . . .
Experiencing	is present during a learning activity. They are exposed to and/or aware of the learning environment. They are beginning to acclimatise to the learning environment for Arts Education including a range of stimuli, objects, people, sounds and other sensory experiences.
Attending	becomes attentive to and/or engaged with Arts Education learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. They are acclimatised to the learning environment.
Responding	demonstrates capacity to actively or purposefully take an interest in aspects of Arts Education within the learning environment. They begin to indicate likes, dislikes or preferences in relation to images, sounds, songs, movements, and performances. They actively respond to a learning activity with or without support.
Initiating	shows curiosity about the Arts Education learning environment. They actively and independently seek opportunities to engage with and/or influence that environment.
Acquiring	demonstrates that knowledge, a concept or a skill associated with Arts Education is being learned. They explore and participates in the learning.
Becoming fluent	moves towards fluency and accuracy in familiar learning contexts. They independently and consistently demonstrate recall mastery of the skill/concept/knowledge learned.
Generalising	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

6b. Teaching Arts Education

'How' children learn is as important as 'what' children learn. When teaching in Arts Education, attention is given to:

- knowledge of children and their prior learning
- knowledge of the curriculum and the intended new learning
- the sequencing, structuring, and scaffolding of learning
- ensuring active engagement and meaningful interactions
- children's learning variability with high expectations for all
- a balance between teacher-led, teacher-guided and child-led approaches.

Key areas for consideration in the teaching of Arts Education are shown in Figure 5 below. These include: Creative Approaches, Playful Approaches, Sensory and Embodied Approaches, Integration, Culturally Responsive Pedagogy, and Collaboration and Partnerships.

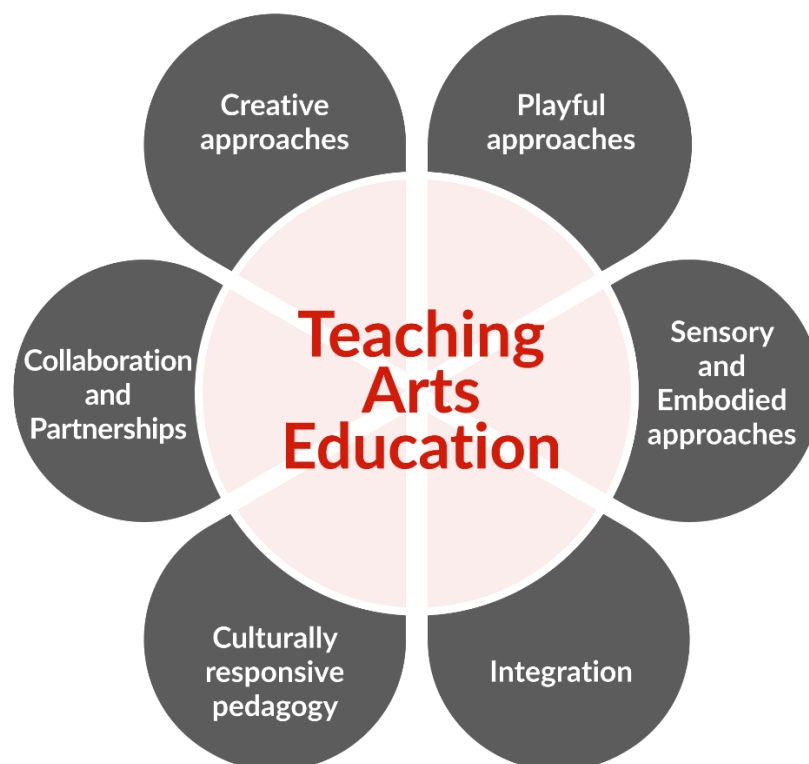


Figure 5: Teaching Arts Education

Creative approaches

Teachers teach creatively by responding to children's choices and by making professional decisions based on children's interests, curiosities, prior learning and needs. They can also work creatively and collaboratively with colleagues and other professionals.

Being Creative is one of the key competencies in the *Primary Curriculum Framework* and involves, imagination, discipline, collaboration, persistence, and inquisitiveness. This competency recognises children's innate creativity, their creative energy, and their need for opportunities for creative behaviour.

Promoting children's creative potential can impact positively on their motivation, self-esteem, and overall development. Teachers utilise a broad range of arts-based methodologies and strategies to facilitate the flow of ideas across arts disciplines.

Teachers can promote creativity by:

- valuing and enabling deep creative engagement for its expressive potential
- promoting an atmosphere of playful curiosity, discovery, risk-taking, flexibility, persistence, patience, experimentation and reflection, where children feel free to fail and try again
- providing a variety of stimuli and access to cultural experiences to inspire children and nurturing their imaginations
- encouraging children to engage with pieces of art, drama, music and other artforms such as dance, and cultivating an appreciation for the arts through reflection on the qualities of other artists' work
- encouraging children to use their imaginations and to explore individuality in their work so they can create new possibilities, generate and communicate diverse ideas, problem-solve, and create products
- nurturing and promoting children's interests and opportunities for meaningful creative experiences through exploring, clarifying, and expressing ideas and feelings
- providing opportunities for the formulation of ideas in collaborative supportive environments
- nurturing individuality in children's work.

Playful approaches

Playful approaches are central to learning and teaching in Arts Education. It is important for teachers to cultivate a safe environment where active engagement, self-expression, and openness to creative risk-taking and learning from mistakes are emphasised. In such an environment, and through purposeful games, playful exploration and experimentation and playful response, children can learn naturally and joyfully across all stages of the primary school. Playful approaches to teaching involve varying levels of adult guidance and scaffolding. It is important that teachers consider alignment to the Learning Outcomes, and children's abilities and interests when identifying the most appropriate playful learning experiences.

Teachers can adopt playful approaches by:

- incorporating art games, drama games, music and singing games to support children's experiential learning, guided discovery, and consolidation of concepts

- encouraging children to engage in playful exploration and experimentation, considering various possibilities and courses of action, and selecting, applying, modifying, and evaluating materials, ideas and techniques in their arts-making
- encouraging children to collaborate, improvise, inquire and (co-)create in Arts education, as a means of applying and deepening their knowledge of skills, techniques and concepts
- encouraging children to engage deeply, through playful response, with arts works in a variety of styles/genres through guided, open-ended, playful and sensory artistic activities that can involve improvisation, collaboration, dance, movement, hands-on response with materials and objects, and (re-)creation
- flexibly and reflectively adapting their role in the classroom to that of a co-player, an observer and a facilitator supporting, modelling, guiding and scaffolding children's learning, where required.









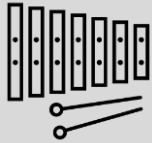






It is important to strive for a balance between different playful approaches used in the classroom and it is important that playful learning is purposeful and connected to the Learning Outcomes and concepts in Art, Drama and Music.

Sensory and embodied approaches

Children use their minds and senses to experience, notice, engage with, respond to, and learn about the arts and the world around them. Appreciating the interconnectedness of the body and the mind, teaching in Arts Education places emphasis on children's active, sensory and embodied engagement.

When engaging children in sensory and embodied Arts Education, teachers apply a range of strategies for visual, aural and kinaesthetic learning. These are summarised in Table 7, which includes reference to: images, sounds and textures from the world around them; visual artworks; songs, scripts and pieces of music; dances, dramas and songs with movement; stimuli; movement; symbols and notation; visual cues; instruments and sound sources; hands-on and tactile activities; and playing instruments.

Table 7: Engaging children in sensory and embodied Arts Education

Engaging children in sensory and embodied Arts Education				
Visual				
Experiencing, noticing, thinking and talking about, experimenting with, and responding to...				
				
Images from the world around them	Visual Artworks	Stimuli	Symbols and notation	Visual cues
Aural				
Experiencing, noticing, thinking and talking about, experimenting with, and responding to...				
				
Sounds from the world around them	Songs, scripts, and pieces of music	Stimuli	Instruments and sound sources	
Kinaesthetic				
Experiencing, noticing, touching, moving, experimenting with, and responding to...				
				
Materials and textures from the world around them	Movement	Hands-on and tactile activities		
				
Dances, Dramas, Songs with Movement	Stimuli	Playing Instruments		

When engaging children in sensory and embodied learning in Arts Education, teachers encourage:

- sensory and aesthetic awareness and development
- use, engagement with and manipulation of a wide range of materials, images, sounds, textures, objects, media, props and instruments
- active engagement, attentive listening and observation, movement and holistic learning in and through the arts
- meaningful exploration, discovery, identification and consolidation of key concepts in Art, Drama and Music
- development of increased understanding and competence in use of a range of techniques for arts-making
- honing of fine-motor and gross-motor skills, and creative and structured movement
- reflection, response and creative decision-making
- multi-modal and multi-sensory engagement that links children's body, mind, senses and emotions to their learning in Art, Drama, and Music, and in other artforms including dance and media arts.

Integration

Integration provides opportunities for dynamic and creative pedagogy to facilitate engaged and purposeful learning. Integrated Learning Outcomes can be found across each stage and these can contribute to integrated learning within the arts. This section sets out how integration can occur *within* the arts and *through* the arts.

Integration within the arts

Integration within the arts involves making connections across artforms including, but not limited to, Art, Music and Drama. Integration *within* the arts is an approach to teaching in which interdisciplinary knowledge and creative processes can be blended in multimodal forms of expression. This incorporates common artistic concepts, processes, and ways of thinking. Two or more arts disciplines can be explored together in ways that are mutually reinforcing, elaborating on ideas and extending learning. For example, if making a short film, the children can explore visual, dramatic and musical elements that may go into to creating this integrated artform.

Integration through the arts

Integration *through* the arts involves connecting ideas across curricular areas. This process connects art forms and other subject areas and addresses learning in both. This holistic approach recognises the potential for the arts to deepen or extend learning in other areas - for example using song to teach language, drama to teach history, or art to communicate understanding of social and environmental issues. In this way, children can develop the dispositions to apply their knowledge and use their skills flexibly. Such diverse learning experiences provide children with opportunities for problem solving, decision making, creativity, and collaboration. Children can engage in inquiry-based learning, design-thinking processes and/or explore multiple themes in project-based work. Integration through the arts should always be purposeful, and connected to learning outcomes and concepts in Art, Drama and Music.

Dance: Integration within and through the arts

Dance is an artform that integrates within and through the arts. Children create, perform, present, respond and connect when learning in dance, aligning with the Learning Outcomes in Arts

Education. They engage with movement in line with the Drama concepts as a means of exploring and expressing with their bodies. Children also explore and apply movement and dance as they engage with Music, demonstrating deepening understanding of concepts including pulse, tempo and dynamics.

Children explore body awareness, space awareness, effort and relationships through movement. These ideas are reinforced when children use a variety of levels and pathways in their dancing and when they consider their physical relationships to others. Exploring types of dance from diverse heritages and cultural contexts, including folk dancing, provides children with a knowledge and experience of dance from both Irish and broader cultures. Such experiences can link with learning about cultures, heritages and identities in other curricular areas also

Arts Education reflects the expressive quality of movement and the appreciation of the aesthetic and artistic qualities found in dance. When dancing, children learn how to effectively use their physicality to express ideas, feelings and musicality. As such, dance is an artform that integrates aims, concepts and learning outcomes from Arts Education and Physical Education, both within and through the arts.

Culturally responsive pedagogy

Culturally responsive pedagogy recognises and values children's unique capabilities, interests, diverse backgrounds, languages, and cultures. It seeks to foster an inclusive learning environment for all. Where it celebrates the rich tapestry of cultural diversity, including local, national, Irish and international traditions and heritages, Arts Education helps children to appreciate and value different identities.

Children bring a wealth of understanding, knowledge and experience of the arts into the classroom. Teachers should promote genuine intercultural, Irish and international understanding and appreciation by:

- fostering relationships through collaborative ways of working encouraging children to share examples of the arts from their own families and communities
- incorporating diverse cultural perspectives in the teaching of Arts Education
- ensuring children's learning in the arts has meaningful links to local and broader communities and contexts
- providing opportunities for children to experience dance, music and arts works associated with local, national, Irish and international traditions, cultures and heritages
- supporting children to consider artist intentionality, viewer interpretation, and how these are informed by different contexts and cultures.

Connecting to broader cultures should be carried out with sensitivity. Children are encouraged to make connections between the arts and geographical, historical, contemporary social and cultural contexts. This integrates with and complements learning and teaching in SEE.

Collaboration and partnerships

Teachers are best placed to respond to the context and needs of the children in their class. However, in some instances, teachers can work in collaboration with a partner (be that a colleague in the school/neighbouring school, artist, external facilitator or digital resource) to facilitate learning in the arts. If working in such partnerships, a mutually respectful and

collaborative approach to the provision of learning experiences is essential. Planning should consider the school context, connections with children's prior learning and ensure that the needs of all children are met. Schools and teachers should ensure any external input aligns with approaches to learning, teaching and assessment as outlined in the *Primary Curriculum Framework* and the *Primary Arts Education Curriculum*.

Connections between schools and the broader arts community can enrich and extend children's learning. When planning for Arts Education, teachers can seize opportunities to extend children's engagement with a variety of rich and meaningful arts experiences. Visits to exhibitions, plays, and musical performances in person and/or online can enrich Arts Education. Alternatively, musicians, visual artists, dramatists, dancers or other arts-makers may come to the school to share their work with children.

Input from others should be balanced with input from the class teacher to ensure that teachers retain the central role in the delivery of the *Primary Arts Education Curriculum*. Consideration should also be given to the progression of children's learning, alignment between the external facilitator and the *Primary Arts Education Curriculum* in terms of content, pedagogical approaches and the children's needs, age and maturity. Where external inputs, programmes, and facilitators are featured, the classroom teacher retains a central and active role in the teaching and learning. This can include supporting children, team teaching and ensuring meaningful connections with prior and future learning.

Following experiences with collaboration or partnership, teachers should provide opportunities for reflection and making connections. This supports the teacher to gather feedback, reflect on and appraise the effectiveness of the learning experience in complementing the children's holistic Arts Education, and consider next steps for teaching and learning.

6c. Assessing Arts Education

Assessment is an integral part of learning and teaching in Arts Education. It involves teachers and children working together in an inclusive, ongoing, shared, and collective process to inform and support learning and teaching. Teachers are committed, skilled and agentic professionals. Responding to their unique classroom contexts, they gather, record, and evaluate evidence to make appropriate judgments about learners' progress and make key decisions about learning and teaching in Arts Education. These decisions are informed and shaped by:

- Knowledge of the children and their prior learning
- Knowledge of the curriculum
- Knowledge of pedagogy

Knowledge of the children and their prior learning

Children engage with and process their learning in Arts Education in different ways depending on their age, ability, strengths, preferences and interests. Having a solid knowledge of children's prior learning and understanding in Arts Education is fundamental for fostering an inclusive, supportive and effective learning environment. Children's prior learning and current understanding forms the starting point for new learning.

Knowledge of the children, their prior learning and their current understanding, informs the appropriate learning sequence and scaffolds that support children to build on and deepen their knowledge, skills and concepts. It supports teachers to tailor the learning environment and experiences to meet their needs and interests, fostering an inclusive environment where all children can participate in relevant, meaningful, enjoyable learning experiences, are appropriately challenged and experience success.

Encouraging children to express their ideas, thoughts and preferences in the learning process promotes increased ownership and agency in Arts Education. Teachers also learn more about the children and their learning experiences.

Knowledge of the curriculum

As children work towards Learning Outcomes, and develop and deepen their knowledge, skills, concepts, dispositions, attitudes, and values in Arts Education, assessment provides useful insights and information about children's progress. This information can be observed, interpreted, and used by teachers or children in a responsive way to support ongoing decision-making about the next steps for learning and teaching.

Knowledge of pedagogy

By reflecting on learning opportunities (as described in section 6a) and pedagogical practices (as described in section 6b), teachers can refine and adjust the learning environment and pedagogical practices to enrich children's Arts Education learning experiences. Learning is built upon a shared understanding of successful arts-making and what it means to engage as active and agentic arts-makers. Awareness that this looks different for everyone, and does not strive for perfection and replication, supports teachers in responding appropriately to children's learning. Professional conversations with colleagues, continuing professional development and accessing teaching resources as part of the online Arts Education Toolkit provide further supports for teachers.

Opportunities for assessing learning in Arts Education

The ability to extend the potential learning arising from children's everyday Arts Education activities is critical to planning for assessment. The Arts Curriculum supports a continuum of assessment presented in the *Primary Curriculum Framework* (as shown in Figure 7).

During the learning process in Arts Education, assessment often happens incidentally and intuitively. Embracing unplanned opportunities for learning and seizing valuable insights from children's experiences, responses, and questions, can yield rich assessment data.

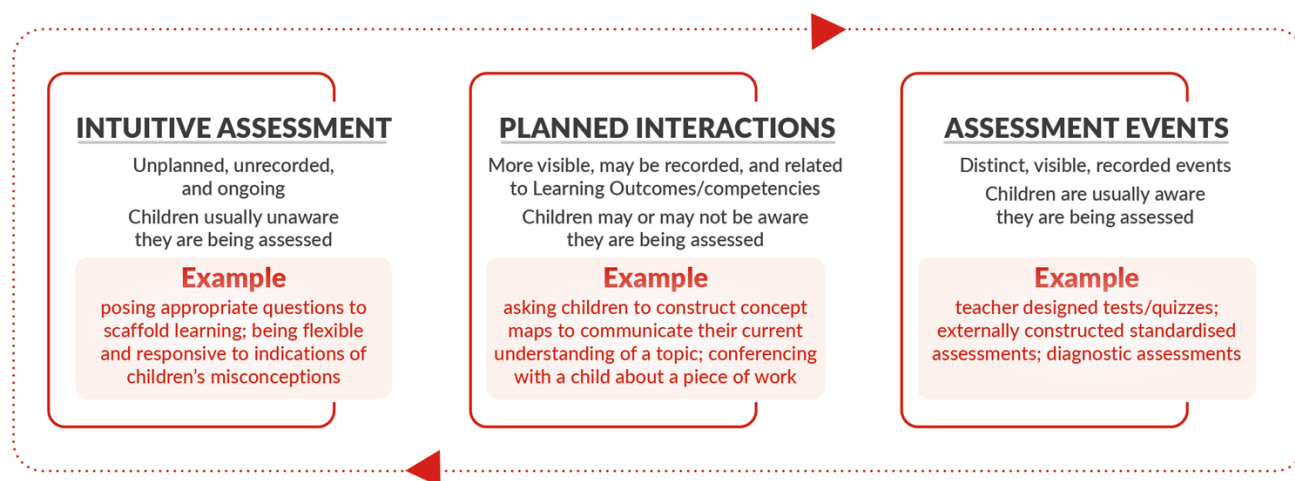


Figure 6: Continuum of Assessment (Primary Curriculum Framework, 2023)

Methods for assessing Arts Education

Assessment in Arts Education strives to support children in recognising their ability to engage as active and agentic Arts-Makers who develop, appraise and enhance their work. Use of a range of assessment methods interchangeably can help to build a comprehensive picture of children's learning in Arts Education over time. Below are some of the methods that can support teachers in making informed and responsive decisions about future learning and teaching opportunities for all children.

Observation: Teachers are well placed to actively observe, listen to, and interact with children as they engage in learning experiences in Arts Education and to respond to opportune learning situations as they arise. This provides vital assessment information for teachers. Observations can be particularly useful for assessing skills, participation and engagement, behaviours and interactions with others.

Feedback: Feedback can be interwoven throughout learning experiences. Providing effective, timely, and constructive feedback related to the focus of learning can create opportunities for children to reflect, recognise and appreciate their progress and achievements, identify challenges, make suggestions and decisions about next steps.

Questioning: Effective, well-crafted and probing questions that are open and accompanied by appropriate wait time can support teachers to gauge children's understanding. Questioning can also help develop children's understanding by encouraging them to reflect, think critically, make connections, and consider different perspectives and courses of action. Children are encouraged

to express their responses creatively, and to formulate and ask questions as part of the learning process.

Checklists, rubrics and success criteria: Checklists, rubrics and success criteria involve the use of a coherent set of criteria for evaluating arts-making. They should be clear and concise, and link to specific skills, processes, concepts, and/or knowledge. Although these may be designed by teachers, children can also play a key role in co-creating checklists, rubrics and success criteria to guide and support their own learning as they engage in Creating; Performing and Presenting; and Responding and Connecting.

Performance-based assessment: Performance-based assessment in Arts Education encourages children to demonstrate their learning through positive, meaningful and child-centred experiences of Creating; Performing and Presenting; and Responding and Connecting. This can assess their application of knowledge, skills, concepts, dispositions, attitudes, and values across a range of 'real-world' contexts. It can involve written, oral, practical demonstrations or presentations that can be carried out individually or as part of a group.

Portfolios: Portfolios are a unique form of performance-based assessment where children select pieces of work to represent their ongoing learning. They can be assembled digitally or otherwise to compile evidence of children's learning in Arts Education, capturing concrete artwork, images, videos and digital recordings. With space for children to include learning stories and reflections outlining the process of their arts-making, portfolios provide a source of self-reflection, feedback and assessment, and demonstrate learners' growth and development over time.

Self- and peer-assessment: In Arts Education, teachers use a range of strategies to support children to engage in self- and peer-assessment. Placing children at the centre of the assessment process, they are encouraged to reflect on their arts-making, and explain their artistic choices and interpretations. Work in pairs or small groups facilitates group reflection and feedback sharing. To support children's engagement in meaningful self- and peer assessment, it is important to cultivate an open, respectful and collaborative classroom culture and learning environment.

Purposeful use of documentation supports good assessment practice. Documentation arises out of the process of gathering evidence, and includes the annotations and notes made by the teacher. Such documentation contributes to the rich, full picture that teachers need of each child as a learner in order to provide the support and experiences to support progression and development across the curriculum.

7. Outline of the Arts Education Toolkit

The online Arts Education Toolkit will include a range of supports for teachers, including examples of children's learning and support materials for teachers to use with the Primary Arts Curriculum.



8. Glossary

The glossary highlights key words and terminology used in the curriculum which may be new to teachers or which may require further explanation.

Arts works	An overarching phrase that refers to all types of works in the arts, including art, music and drama e.g. musical compositions, films, plays etc.
Artworks	Refers to works specifically in visual art e.g. painting, clay, print etc.
Chants	Pieces of music that involve repeated spoken rhythms or melodic phrases
Concepts	The key ingredients and essential building blocks for Art, Drama and Music and learning in other art forms
Contour	Outline
Dramatic forms	Different forms of creating drama e.g. collaborative play, improvisation, mime, freeze-frames, devised scenes, interpreting and performing scripted work, reader's theatre, puppetry, radio plays and docudrama
Exhibitions	A display or demonstration of learning and work in the arts.
External facilitators	Professionals who bring their skillsets to the school to complement the work of the teacher and children
Genre	The style, form or category of arts
Improvise	Create spontaneously and/or without preparation
Media	Materials and tools used by artists
Media arts	Creating through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media
Melody	A melody/tune is made by combining rhythms and pitches
Multimodal	Using various ways to enable and demonstrate learning e.g. speaking, exhibiting, using technology
Musical identity	Perception of an individual's musical self, which is constantly evolving
Others	Different types of audiences from peers, small groups, other classes, whole-school or parents
Ostinatos	A repeated pattern of melody or rhythm to accompany a song or piece of music
Phrasing	The shaping of short passages/phrases as part of a larger structure
Sound sources	Equipment or phenomena which generate sound e.g. voice, tuned, untuned and percussion instruments, body percussion or digital tools
Symbolic meaning-making	Using symbols such as words, gestures, and images, to convey information or express thoughts, feelings or ideas to others

9. Appendices

Appendix A: Overview of progression of concepts in Art

Art Concept	Stage 1	Stage 2	Stage 3	Stage 4
<p>Line Connects two points, and can be thick, thin, delicate, bold, curved, straight, continuous or broken.</p>	<p>discover lines and markings in the natural and constructed environment</p> <p>explore and show how lines can have a variety of qualities, create movement, and represent figures and objects</p>	<p>use lines of varying qualities expressively across a range of media to create movement and pattern, and to represent figures, objects and contexts</p>	<p>use lines of varying qualities expressively across a range of media to create movement, pattern, emphasis, symmetry, and to represent, and contour figures and objects including abstract forms</p> <p>use line sketches and diagrams to plan project and design ideas to be interpreted in 3-D form</p>	<p>observe, explore and use lines of varying qualities expressively across a range of media and with sensitivity to materials and tools to interpret, create movement, pattern, emphasis, symmetry, and contrast and to represent and contour figures and objects including abstract concepts</p> <p>use line sketches, drawings and diagrams to problem-solve and plan project and design ideas to be interpreted in 3-D form</p>
<p>Shape Geometric, like squares and circles, or organic, like free-form or natural shapes</p>	<p>observe and discover that shapes are formed by connecting lines</p> <p>discover and recognise simple geometric shapes in natural and constructed environment, and in artworks</p>	<p>show and recognise simple shapes with varying qualities (combinations, interactions and use of negative space) in the natural and constructed</p>	<p>observe, explore and use shapes with varying qualities (combinations, interactions and use of negative space) expressively across a range of media to create movement, pattern, and symmetry, and to begin representing figures</p>	<p>observe, explore and use increasingly complex shapes with varying qualities (combinations, interactions and use of negative space) expressively across a range of media to interpret, create movement, pattern, symmetry, and contrast and to represent figures and objects</p>

		environment, and in artworks	and objects including abstract forms	
		use shape to create movement and pattern and to begin representing figures and objects across a range of media		
Form Constructed in 3D art by using a range of materials and techniques, and suggested in 2D art by using colour and tone.	explore a variety of form in 3-D artefacts in the natural and constructed environment handle, feel, manipulate and construct simple 3-D artefacts using a range of malleable materials (e.g. clay, plasticine)	recognise a variety of form in 3-D artefacts in the in the natural and constructed environment manipulate and construct 3-D artefacts using a range of materials (e.g. clay, plasticine, paper, constructed objects) with attention to balance	construct a variety of form in 3-D artefacts using a range of materials with attention to balance, pattern, symmetry and play of light and shade explore and use form expressively across a range of media discover how use of line, shape, colour and tone on a flat surface can suggest form in 2-D artefacts	construct and combine a variety of form in 3-D artefacts using a range of materials with attention to balance, pattern, symmetry, and play of light and shade observe, explore and use form expressively across a range of media with specific context explore and use line, shape, colour and tone expressively on a flat surface to suggest form, and create the illusion of depth in 2-D artefacts
Colour and Tone Colour is based on the colour wheel. Tone is the lightness or darkness of a colour.	discover and classify simple colours in the natural and constructed environment mix primary colours to make secondary colours and	observe, show and recognise a variety of colour and tone in the natural and constructed environment	carefully observe, show and recognise a variety of colour and tone in the natural and constructed environment discover and classify between warm and cool colours based	use detailed observation to explore and recognise a variety of colour and tone in the natural and constructed environment, and to inform artistic thinking and creation across a range of media

<p>Temperature refers to whether a colour is 'warm' or 'cool'.</p>	<p>distinguish between light and dark</p>	<p>explore, observe and create a variety of tones from basic hues</p> <p>use colour and tone across a range of media with attention to pattern, repetition, variety and contrast</p>	<p>on the colour wheel, and analyse and mix increasingly lighter and darker tones</p> <p>use colour and tone across a range of media with attention to pattern, repetition, variety, contrast, and harmony</p>	<p>discover, explore, mix and use warm and cool colours, and complementary and harmonious colours and variations in their artwork</p> <p>use colour and tone across a range of media to create pattern, repetition, variety, contrast, harmony, emphasis and proportion, and to suggest form</p>
<p>Texture Roughness or smoothness of a surface, and how it feels to touch. Can be constructed in 3D art by using a range of materials and techniques. It can be suggested by using line, colour and tone in 2D art.</p>	<p>explore textures that appear in the environment and found objects and discover the relationship between how things feel (e.g. smooth, rough, silky, furry, sticky, bumpy etc) and how they look (shiny, matte, jagged, spiky etc)</p> <p>transfer texture from one surface to another and discover that uneven surfaces make effective rubbings and prints</p>	<p>explore textures that appear in the environment and found objects and discover the relationship between how things feel (e.g. smooth, rough, silky, furry, sticky, bumpy etc) and how they look (shiny, matte, jagged, spiky etc)</p> <p>transfer texture from one surface to another and discover that uneven surfaces make effective rubbings and prints</p>	<p>suggest the illusion of texture in 2D works with use of various lines, patterns and tones in drawings and paintings and experiment with a range of instruments</p> <p>create real surface textures in 3D works including the use of etching, embossing, piercing, patterning, pinching, pressing, scraping, smoothing and experiment with a range of materials and tools</p>	<p>suggest the illusion of texture in 2D works with use of various lines, patterns and tones in drawings and paintings and experiment with a range of instruments</p> <p>create real surface textures in 3D works including the use of etching, embossing, piercing, patterning, pinching, pressing, scraping, smoothing and experiment with a range of materials and tools.</p>
<p>Space The areas around, within and between</p>	<p>observe and show how people and objects occupy space (e.g. a person inside a house or the</p>	<p>explore how people and objects occupy space (e.g. a person inside a house or the clouds up in</p>	<p>discover and show simple understanding of depth and perspective by making distant objects smaller and placing</p>	<p>show foreground, middle ground and background to give the illusion of depth by overlapping objects or casting shadows and creating</p>

<p>different parts of a composition.</p>	<p>clouds up in the sky or a cat under a table) in 2D and 3D art</p> <p>develop an understanding of how spaces can be constructed and organised through the placement of objects</p>	<p>the sky or a cat under a table) and show a sense of proportion (e.g that the cat is smaller than the table)</p> <p>create structures that can stand by themselves</p>	<p>them on higher other page to show that they are further away</p> <p>explore proportion and scale of objects beside each other (e.g. that the two-storey house 5-6 times taller than the person standing beside it)</p> <p>design and construct models with multiple spaces that can stand by themselves</p>	<p>perspective by making objects in the distance smaller and closer to the top of the page, shapes and lines closer together or farther apart, and the position of the horizon line</p> <p>consider the depiction of background space in a wide shot, a medium shot or a close-up</p> <p>understand and apply basic human proportions e.g. the space between both eyes should be the width of one eye or that the average adult is 7-8 heads tall</p> <p>design and construct models with multiple open and closed spaces that can stand by themselves</p>
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Appendix B: Overview of progression of concepts in Drama

Concept	Stage 1	Stage 2	Stage 3	Stage 4
Plot What happens in the drama	draw on material that explores a variety of themes and content, entering into a fictional scenario and engaging with the action of the drama, explore scenes from stories (familiar stories, stories taken in a new direction or a stories that unfold during a lesson)	draw on material that explores a variety of themes and content, entering into a fictional scenario and commit to the action of the drama, respond to scenes from stories (familiar stories, stories taken in a new direction or a stories that unfold during a lesson), consider cause and effect in the action	draw on material that explores a variety of themes and content, entering into a fictional scenario and committing to the action of the drama recognising cause and effect in the action, considering the structure of the plot and the most significant moments within the story appreciating that the rest of the concepts in drama can enrich the story, and how this might be shared using drama	draw on or devise material that explores a variety of themes and content, entering into a fictional scenario and committing to the action of the drama with help and exploring how they could be dramatized consider the structure of the plot and the most significant moments within the story appreciating that the rest of the concepts in drama can enrich the story and drive the drama, recognise the influence of culture and identity in how stories are told
Role/Character The roles and characters in the drama, how they look/move/sound/behave and how they relate to each other.	commit to a fictional role, listening and responding in role to other characters in role, communicating the attitude, voice, or emotional state of a character, using body language (e.g. posture, gestures, facial expression, stance) and	commit to a fictional role and maintaining focus in role, listening and responding to others in role, communicating the attitude, voice, or emotional state of a character, using body language (e.g. posture, gestures, facial expression, stance) and	commit to maintaining focus in a role, listening and responding to others in role, considering the inner and outer life the character, communicating the attitude, voice, or emotional state of a character, using body language (e.g. posture, gestures, facial expression,	commit to and maintaining focus in a role, listening and responding to others in role, communicating the attitude, voice, or emotional state of a character, using body language (e.g. posture, gestures, facial expression, stance) and varying vocal levels and tone, differentiating between stereotypes and authentic characters, analysing the

	varying vocal levels and tone	varying vocal levels and tone	stance) and varying vocal levels and tone	background, motivation, and relationships of fictional and non-fictional characters
Place/Space Setting of the drama and how this is symbolised.	pretend to be in the setting of the drama, using simple objects and props to represent place and space for themselves	pretend to be in the setting of the drama, using simple objects and props to represent place and place for themselves and others who might observe the drama	establish a clear setting using simple objects, props and furniture to represent place and space, sustaining focus and exploring how characters inhabit the space, considering how others could observe the drama	establish a clear setting using simple objects, props and furniture to represent place and space, sustaining focus and explore how characters inhabit the space, considering how others could observe the drama, modifying this to suit different audiences
Time Time period, the time of day, the duration or the sequence of the action.	understand that dramatic stories can have a past, present and future, being aware of the time period and that we can jump in time from one part of the story to another	understand that dramatic stories can have a past, present and future, being aware of the time period (e.g. past, present, future), duration (e.g. one hour/year), the time of day (e.g. 3am) and that we can jump in time from one part of the story to another	consider the significance of the time period (e.g. medieval times), the time of day (e.g. the middle of the night), the duration (e.g. five years), that stories and characters have a past, present and future and that we can jump in time from one part of the story to another	consider the length of the drama, the significance of the time period (e.g. 100 years from now), the time of day (e.g. first thing in the morning), the duration (e.g. ten years), that stories and characters have a past, present and future and that we can jump in time from one part of the story to another
Tension Dilemma, conflict, issue, problem, mystery or suspense.	engage with dilemmas that come up in the drama and sustaining belief in the mystery or suspense that can be present as the drama unfolds	engage with dilemmas that come up in the drama and sustaining belief in the mystery or suspense that can be present as the drama unfolds	engage with dilemmas and identifying factors that contribute to mystery or tension in a drama, creating or responding to tension that arises between characters when each values	engage with or devise dilemmas that drive the drama forward, identifying factors that contribute to mystery or tension in a drama, creating or responding to tension that arises between characters when each values or desires

			or desires something different, considering actions or decisions that could be taken towards a resolution	something different or has varying points of view, considering actions or decisions that could be taken towards a resolution
Movement The use of the body in exploration and expression	respond imaginatively and create through movement to stimuli (e.g. words, stories, poems, pictures, music), explore the movements of different parts of the body and the ways in which the body can move in space with or without others using simple body actions such as travelling, levels, gesture and stillness	respond imaginatively and create through movement to stimuli (e.g. words, stories, poems, pictures, music), explore the movements of different parts of the body and the ways in which the body can move in space with or without others using simple body actions such as travelling, levels, gesture and stillness to communicate a range of moods and feelings	respond imaginatively through movement to stimuli, explore the movements of different parts of the body and the ways in which the body can move in space with or without others using body actions such as travelling, levels, gesture and stillness, to communicate a range of moods and feelings, and appreciating movement as a means of expression, communication and relationships to others	respond imaginatively and devise through movement to stimuli, explore the movements of different parts of the body and the ways in which the body can move in space with or without others using body actions such as travelling, levels, gesture and stillness, appreciating movement as a means of expression and communication and relationships to others, appreciating the aesthetic and artistic qualities of movement
Sound The use of sounds in exploration and expression.	explore how can sound set the scene, adding to the atmosphere using sound effects, voice and music and/or silence	explore how can sound to set the scene in the drama; setting the scene, adding to the atmosphere using sound effects, voice and music and/or silence	explore how the use of sound can be applied to enrich the story-telling in the drama; setting the scene, adding to the atmosphere using sound effects, voice and music, digital technologies, and/or silence	explore and devise sounds that can be applied to enrich the story-telling in the drama; setting the scene, adding to the atmosphere using sound effects, voice and music, digital technologies, and/or silence

Appendix C: Overview of progression of concepts in Music

Music Concept	Stage 1	Stage 2	Stage 3	Stage 4
<p>Pulse Underlying 'heartbeat' that can be felt in music, often called 'steady beat'.</p> <p><i>Moving e.g. Clapping, Tapping, Marching, Singing games, Dancing and free movement</i></p>	<p>discover and show the steady beat in music through movement</p>	<p>show the steady beat through movement and by keeping time to music</p> <p>discover and show strong and weak beats through movement by listening, moving, singing and playing</p>	<p>recognise and show the steady beat through movement and by keeping time to music</p> <p>discover, recognise and show music with strong and weak beats corresponding to dances from the local community, Ireland and familiar cultural contexts by listening, moving, singing and playing</p> <p>discover the difference between pulse and rhythm</p>	<p>demonstrate understanding of pulse through movement and by keeping time to music</p> <p>discover and recognise music with signature strong and weak beats corresponding to dances from the local community, Ireland, and familiar/unfamiliar cultural contexts by listening, moving, singing and playing</p> <p>show the difference between pulse and rhythm</p>
<p>Tempo Speed of the pulse in music (fast/slow).</p> <p><i>Moving e.g. Clapping, Marching, Singing games, Dancing and free movement</i></p>	<p>discover and show the difference between fast and slow in music by listening, moving, singing and playing</p>	<p>show, understand, and differentiate between fast and slow in music by listening, moving, singing and playing</p>	<p>show, understand, and differentiate between fast and slow in music listening, moving, singing and playing</p> <p>discover and recognise that music can get faster and</p>	<p>demonstrate understanding of fast(er) and slow(er) in music by listening, moving, singing, playing, and notating with symbols and/or standard notation</p>

		discover, recognise and show that music can get faster and slower suddenly by listening, moving, singing and playing	slower gradually as well as suddenly discover, recognise and show how tempo can be used expressively	recognise, show and explain how tempo can be used expressively
<p>Duration Length of sounds (long/short). Rhythms combine sounds and silences of different durations.</p> <p><i>Moving e.g. Clapping, Marching, Singing games, Dancing and free movement</i></p>	<p>discover and show longer and shorter sounds through listening, moving, singing and playing</p> <p>listen to, imitate, create and perform simple rhythms with/without movement</p>	<p>show, understand and differentiate between long(er), short(er), same sounds, and silences by listening, moving, singing, playing and notating with symbols</p> <p>listen to, imitate, create and perform simple rhythms with/without movement</p> <p>discover the rhythm of known songs and melodies through listening, moving, singing and playing</p>	<p>show, understand and differentiate between long(er), short(er), same sounds, and silences by listening, moving, singing, playing and notating with symbols and/or standard notation</p> <p>listen to, imitate, create and perform a variety of rhythms with/without movement</p> <p>discover, recognise and show the rhythm of simple songs and melodies through listening, moving, singing, playing and notating with symbols and/or standard notation</p>	<p>show, understand and differentiate between long(er), short(er), same sounds and silences by listening, moving, singing (<i>with or without rhythm syllables</i>), playing, and notating with symbols and/or standard notation</p> <p>listen to, imitate, create, extend and perform a variety of rhythms with/without movement</p> <p>discover, recognise and show rhythms of simple songs and melodies through listening, moving, singing, playing and notating with symbols and/or standard notation</p>
<p>Pitch High-low quality of sound(s).</p>	<p>discover and show high, low and same sounds from familiar</p>	<p>show, understand and differentiate between high(er), low(er), and same</p>	<p>show, understand and differentiate between high(er), low(er) and same</p>	<p>show, understand and differentiate between high(er), low(er) and same sounds by</p>

<p><i>Moving e.g. Stretching, Crouching, Gestures, Hand-signs, Singing games, Dancing and free movement across different levels</i></p>	<p>songs through listening, moving, singing and playing</p> <p>sing simple songs and melodies with/without movement</p>	<p>sounds from familiar songs by listening, moving, singing, playing and notating with symbols</p> <p>sing simple songs, and listen to, imitate, and create simple melodies with/ without movement (e.g. call-and-response)</p> <p>discover and show the contour of known songs and melodies through movement</p>	<p>sounds by listening, moving, singing (<i>with/without solfa</i>), playing, and notating with symbols and/or standard notation</p> <p>sing a variety of songs, and listen to, imitate, and create a variety of melodies with/without movement</p> <p>discover, recognise, and show the contour of simple songs and melodies through listening, moving, singing, playing and notating with symbols and/or standard notation</p>	<p>listening, moving, singing (<i>with/without solfa</i>), playing, and notating with symbols and/or standard notation</p> <p>sing a variety of songs and listen to, imitate, and create a variety of melodies with/without movement</p> <p>discover, recognise and show the contour of simple songs and melodies through listening, moving, singing, playing and notating with symbols and/or standard notation</p>
<p>Dynamics Loud/soft quality of sounds/music.</p> <p><i>Moving e.g. Clapping, Marching, Using hand gestures, Singing games, Dancing and free movement – demonstrating force and energy</i></p>	<p>discover and show the difference between loud and soft in music by listening, moving, creating, singing and playing</p>	<p>show, understand, and differentiate between loud and soft in music by listening, moving, singing, playing and notating with symbols</p> <p>discover, recognise and show that music can get louder and softer (suddenly) by listening, moving,</p>	<p>show, understand, and differentiate between loud and soft sounds in music by listening, moving, creating, performing, singing, playing and notating with symbols and/or standard notation</p> <p>discover, recognise and show that music can get</p>	<p>demonstrate and use understanding of loud(er) and soft(er) in music by listening, moving, creating, singing, playing and notating with symbols and/or standard notation</p> <p>recognise, explain and show how different dynamics can be used to expressively</p>

		creating, singing, playing and notating with symbols	louder and softer (gradually and suddenly) by listening, moving, creating, singing, playing and notating with symbols and/or standard notation discover, recognise and show how dynamics can be used expressively	
<p>Structure Overall organisation of a piece of music, built by contrast and repetition.</p> <p><i>Moving e.g. Hand gestures, Singing games, Dancing, Free movement</i></p>	<p>discover and show the difference between 'start' and 'stop', and between 'beginning' and 'end' in music</p> <p>understand and participate in musical call-and-response</p>	<p>discover and show the difference between beginning, middle and end in music by singing, playing, through movement and graphic notation/symbols</p> <p>discover and show very different and repeated sections and phrases in music by listening, moving, creating, singing, playing and notating with symbols and/or standard notation</p>	<p>show, understand and differentiate between beginning, middle and end in music by listening, moving, singing, playing, creating and notating with symbols and/or standard notation</p> <p>discover, recognise and show contrasting and repeated sections and phrases in music, and verse-chorus structure, through moving, performing, creating and notating with symbols</p>	<p>understand, identify and use simple structures (e.g. ABA, where A represents the first section and B a second, contrasting section)</p> <p>recognise, explain, and show contrasting and repeated sections and phrases in longer pieces of music through moving, performing, creating and notating with symbols and/or standard notation</p>
<p>Timbre Unique and characteristic sound(s) made by different</p>	<p>discover and show the difference</p>	<p>discover, show, experiment with, make and use a range</p>	<p>show, understand, classify and differentiate between</p>	<p>show, understand, classify and differentiate between different</p>

<p>natural/instrumental/digital sound sources (e.g. voice, piano, tin-whistle, drum).</p> <p><i>Moving e.g. Body percussion, Clapping, Singing games, Nature walks, Dancing, Free Movement</i></p>	<p>between speaking and singing</p> <p>discover, describe and classify sounds in the natural and found environment</p> <p>experiment with and make sounds using a range of sound sources</p>	<p>of body percussion and sounds</p> <p>discover and classify very different instrumental sounds (e.g. triangle, drum)</p>	<p>different sounds and instruments</p> <p>recognise and show how different sounds and instruments can suggest and communicate a range of feelings and ideas</p>	<p>sounds, instruments, and families of instruments</p> <p>recognise, explain, and show how different sounds and instruments can suggest and communicate a range of feelings and ideas for a range of purposes</p>
<p>Texture Layering of sound in music (solo (unison)/multiple sound sources at once).</p> <p><i>Moving e.g. Body percussion, Clapping, Singing game, Dancing, free movement</i></p>	<p>discover, show and classify between music and sounds from individual source and from more than one source with very different timbres in the natural and found environment</p> <p>sing simple songs in unison with basic movements</p>	<p>discover, show and classify between music and sounds from an individual source and from more than one source with very different timbres (e.g. voice and piano)</p> <p>sing simple songs with basic ostinatos and/or movement</p>	<p>discover, show, understand, and identify differences between sounds from an individual sound source and from more than one source, visually (from symbols) or aurally (when listening)</p> <p>sing simple partner songs and/or canons with movement</p>	<p>show, understand and recognise single sounds from one or more than one sound source, visually (from symbols and/or standard notation) or aurally (when listening)</p> <p>sing songs, partner songs and/or canons with movement</p>



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