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**Level 2 Learning Programmes (L2LPs)**

**in the**

**Junior Cycle Music Classroom**

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**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**Teacher Assessment Checkpoints**

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This document will support music teachers gathering evidence of students' learning in the Level 2 Learning Programmes (L2LPs). These checkpoints can be used to check in on the ongoing learning as well as identifying the achieved learning across the chosen learning outcomes.

| Element | Learning Outcomes | Ongoing or Acheived? written, song, project, performance, video, photo, folder or other? |
| --- | --- | --- |
| Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener | 1.1 Listen to obtain information relating to more than one option |  |
| 1.2 Ask questions to obtain information |  |
| 1.3 Follow a series of spoken instructions under supervision |  |
| 1.4 Express personal opinions, facts and feelings appropriately |  |
| 1.5 Participate in practical formal and informal communications |  |
| 1.6 Listen to and respond to a range of stories |  |
| Using non-verbal behaviour to get the message across | 1.7 Identify a range of non-verbal communications methods |  |
| 1.8 Use appropriate non-verbal behaviour in communicating a simple idea |  |
| 1.9 Relay a response or request non-verbally |  |
| 1.10 Respond to non-verbal signals and signs encountered in daily life |  |
| 1.11 Follow a sequence of non-verbal instructions/ directions for a frequent activity |  |
| Reading to obtain basic information | 1.12 Read familiar words that are commonly used and personally relevant |  |
| 1.13 Use simple rules and text conventions that support meaning |  |
| 1.14 Interpret different forms of writing and text, including social sight signs and symbols |  |
| 1.15 Find key information from different forms of writing |  |
| 1.16 Use a range of reading strategies |  |
| Using a range of writing forms to express opinions | 1.17 Write/type notes and messages needed for simple tasks |  |
| 1.18 Write/type atleastfive sentences so that they convey meaning or information |  |
| 1.19 Use the main rules of writing appropriately |  |
| 1.20 Use a range of spelling patterns appropriately |  |
| 1.21 Use a range of different forms of writing to suit purpose and audience |  |
| Using expressive arts to communicate | 1.22 Participate in a performance or a presentation |  |
| 1.23 Create a range of images using a variety of materials |  |
| 1.24 Produce a piece of work for display |  |
| 1.25 Listen to a range of music and respond by discussing thoughts and feelings |  |
| 1.26 Use drama or dance to explore real and imaginary situations |  |
| Using suitable technologies for a range of purposes | 1.27 Identify three everyday uses of technology |  |
| 1.28 Use technology requiring not more than three functions, for personal, home and educational/workplace use |  |
| 1.29 Use technology to communicate in an activity with others |  |
| 1.30 Use a new piece of ICT equipment |  |
| 1.31 Turn a personal computer on and off safely, |  |
| 1.32 Identify the information symbols on a desktop |  |
| 1.33 Use frequently used keys appropriately |  |
| 1.34 Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely |  |
| 1.35 Access a range of websites on the internet |  |
| 1.36 Find information for a project on the web |  |
| 1.37 Send and open an email |  |

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| --- | --- | --- |
| Managing money | 2.1 Recognise frequently used Euro notes and coins |  |
| 2.2 Pay for an item correctly and count the change in a mock-up or real-life shopping transaction |  |
| 2.3 Explain a shopping receipt, in relation to what was bought, money tendered, and correct change given |  |
| 2.4 Understand a common household bill in relation to the service provided, how much being charged and how it can be paid for |  |
| 2.5 Recognise the difference between using money to buy essential items and luxury items |  |
| 2.6 Plan a personal budget for a week |  |
| 2.7 Save a small amount of money each week to buy an item |  |
| Developing an awareness of numbers | 2.8 Recognise numbers up to 100 in N |  |
| 2.9 Recognise place value in relation to units, tens and hundreds |  |
| 2.10 Add two-digit whole numbers that total less than 100 in the context of an everyday situation |  |
| 2.11 Subtract two-digit whole numbers in the context of an everyday situation |  |
| 2.12 Estimate quantities to the nearest value in broad terms |  |
| Develop an awareness of temperature | 2.13 Use appropriate words to describe temperature |  |
| 2.14 Identify instruments used for indicating and adjusting temperature |  |
| 2.15 Relate temperatures to everyday situations |  |
| 2.16 Locate appropriate temperatures on a cooker dial |  |
| 2.17 Compare temperatures for the different times of the year |  |
| Develop an awareness of weight and capacity | 2.18 Use appropriate vocabulary to describe the units of weight and capacity |  |
| 2.19 Identify the marks for the units of weight and capacity |  |
| 2.20 List some examples of weight and capacity from daily life |  |
| 2.21 Use a graduated vessel to work out the capacity of liquids |  |
| 2.22 Use a weighing scales to work out the weight of powders and solids |  |
| Developing an awareness of length and distance | 2.23 Use appropriate vocabulary to describe the units in length and distance |  |
| 2.24 Identify the units of length and distance on a ruler, metre stick and measuring tape |  |
| 2.25 Use a ruler to draw and measure different lengths of lines |  |
| 2.26 Estimate the length of common objects |  |
| 2.27 Measure the length of common places |  |
| Using a calculator | 2.28 Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ÷, =) on a calculator |  |
| 2.29 Use a calculator to solve simple problems |  |
| 2.30 Use a calculator to correct work which has been completed without the use of a calculator |  |
| 2.31 Find and use a calculator on a mobile phone to work out how much several items will cost in a shopping trip |  |
| Developing spatial awareness | 2.32 Use appropriate vocabulary to describe direction |  |
| 2.33 Use a simple map to find a given location |  |
| 2.34 Draw a simple map to give directions |  |
| 2.35 Calculate the distance between two places on a map |  |
| 2.36 Use the body or body parts to move in a given direction |  |
| 2.37 Move a range of objects in given directions |  |
| Using data for a range of different purposes | 2.38 Identify uses of data in everyday life |  |
| 2.39 Identify basic approaches to data collection |  |
| 2.40 Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records |  |
| 2.41 Interpret basic data of two criteria |  |
| 2.42 Construct basic representations to communicate data with two criteria |  |
| 2.43 Talk about /discuss information from basic data |  |
| Using Shapes | 2.44 Name common 2D and 3D shapes in everyday life |  |
| 2.45 Divide a line into two equal segments without measuring |  |
| 2.46 Find axes of symmetry of familiar 2D shapes and figures by folding, and mark them |  |
| 2.47 List the properties of common 2D shapes and 3D forms |  |
| 2.48 Sort 2D and 3D shapes and forms in relation to size |  |
| Developing an awareness of time | 2.49 Tell the time from an analogue clock for the hour, half hour and quarter hour |  |
| 2.50 Tell the time from a digital clock for the hour, half hour and quarter hour |  |
| 2.51 Identify key times during the day, on the hour, half hour and quarter hour |  |
| 2.52 Solve problems to work out the passage of time |  |
| 2.53 Find a specified day or date on a calendar or timetable |  |
| 2.54 Match months or activities with their seasons |  |

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| --- | --- | --- |
| Developing good daily personal care | 3.1 Identify essential daily personal care practices |  |
| 3.2 Describe the most important ways of keeping the body clean |  |
| 3.3 Identify some benefits of good personal care |  |
| 3.4 Explain the benefits of a range of daily personal care products |  |
| 3.5 Maintain an agreed personal care plan |  |
| 3.6 Give two or three reasons to care for personal belongings |  |
| 3.7 Identify appropriate clothing for a range of routine activities at home, at work and in the community |  |
| Developing healthy eating habits | 3.8 Sort familiar foods according to food group |  |
| 3.9 Describe typical foods and drinks associated with a well-balanced diet |  |
| 3.10 Describe common consequences of good diet |  |
| 3.11 Participate in the preparation of healthy meals |  |
| 3.12 Identify common safe practices associated with food preparation and storage |  |
| 3.13 Demonstrate appropriate food hygiene and safety practices |  |
| Developing a healthy lifestyle | 3.14 Identify three personal benefits of regular exercise |  |
| 3.15 Outline a personal weekly exercise plan |  |
| 3.16 Demonstrate the principles of safe exercise practice |  |
| 3.17 Maintain an exercise routine in a well-structured environment |  |
| 3.18 Explain how the food we eat contributes to our state of health |  |
| 3.19 Give two examples of lifestyle choices which affect our health |  |
| 3.20 Identify a range of emotional and physical states |  |
| Being able to manage stress | 3.21 Describe school/personal/community situations that are stressful |  |
| 3.22 Recognise some of the signs of stress |  |
| 3.23 Identify some ways to relax |  |
| 3.24 Demonstrate a relaxation technique |  |
| 3.25 Practise a range of relaxation techniques in real life circumstances |  |
| 3.26 Identify a range of situations in which ability to relax has been helpful, |  |
| Knowing how to stay safe | 3.27 Identify key safety risks in the workplace/ home/community |  |
| 3.28 Recognise when personal safety is threatened |  |
| 3.29 Name daily practices that promote personal safety |  |
| 3.30 Describe appropriate response when a risk is identified |  |
| Becoming aware of one’s sexuality | 3.31 Identify the standard names of the sexual organs |  |
| 3.32 Describe the functions of the sexual parts of the body |  |
| 3.33 Recognise the physical and emotional changes which occur in girls and boys during adolescence |  |
| 3.34 Recognise the difference between appropriate and inappropriate ways of expressing feelings |  |
| 3.35 Recognise the difference between a friendship and a more intimate relationship |  |
| Recognising emotions | 3.36 Identify common emotions and associated words used to express them |  |
| 3.37 Recognise their own emotional responses to a range of situations |  |
| 3.38 Describe appropriate ways of expressing their emotions |  |
| 3.39 Recognise the emotions of others |  |
| 3.40 React in an emotionally appropriate way in a given situation |  |
| Making personal decisions | 3.41 List the main values in the student’s life |  |
| 3.42 Describe how values are linked to making decisions in a range of scenarios |  |
| 3.43 Make a list of what and who can influence decision- making |  |
| 3.44 Identify the choices and consequences involved in an imminent short-term decision |  |
| 3.45 Explore the consequences of decisions made, both while implementing and on conclusion |  |

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| Developing good relationships | 4.1 Recognise different kinds of relationships |  |
| 4.2 Identify situations where people speak differently depending on audience |  |
| 4.3 List ways in which name calling and teasing can be hurtful to self and others |  |
| 4.4 Recognise/list ways in which they would like to be treated |  |
| 4.5 Describe ways of making and keeping friends |  |
| 4.6 Participate co-operatively in a group situation |  |
| 4.7 Recognise the importance of respect in relationships |  |
| Resolving conflict | 4.8 Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it |  |
| 4.9 Describe ways of handling peer pressure |  |
| 4.10 Demonstrate an ability to negotiate with peers |  |
| 4.11 Describe the characteristics of bullying behaviour |  |
| 4.12 Identify the school’s approach to dealing with bullying behaviour |  |
| 4.13 Identify the steps for dealing with conflict |  |
| Using local facilities | 4.14 List ways of spending leisure time |  |
| 4.15 Identify familiar places and organisations in the local community |  |
| 4.16 Distinguish between what is free and what has to be paid for in the local community |  |
| 4.17 Participate in a school-based community project and record their participation |  |
| Seeking help and advice | 4.18 Name the relevant agencies that offer support and advice to the public |  |
| 4.19 Describe the school’s procedure for reporting an incident |  |
| 4.20 Compile a short list of people or groups who can provide support, including personal contacts and groups / organisations |  |
| 4.21 Describe how to contact a range of people or organisations in their local area that can provide help and advice |  |
| 4.22 Visit a local community organisation and ask for advice |  |
| Making consumer choices | 4.23 List two organisations that work on behalf of consumers |  |
| 4.24 Describe situations when an item needs to be brought back to a shop |  |
| 4.25 Describe what a guarantee is |  |
| 4.26 Identify labels on packages, clothes |  |
| 4.27 Recognise the most important signs and symbols on labels |  |
| 4.28 Write a complaint or make a verbal complaint in a mock situation |  |

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| --- | --- | --- |
| Being able to set goals for learning | 5.1 Set learning goals |  |
| 5.2 Create a learning plan which includes the necessary steps and timeframe to complete it. Link the plan to an IEP |  |
| 5.2 Implement the plan |  |
| 5.4 Express opinions on how performance could be improved |  |
| Finding out about work | 5.5 Identify different jobs that people do in their school |  |
| 5.6 List three local employment opportunities |  |
| 5.7 Describe one way in which people get a job or course of their choice |  |
| 5.8 List possible jobs that they are interested in and find information on the requirements for the jobs |  |
| 5.9 Visit a local employer and review the visit |  |
| 5.10 Use a variety of ways to check for the advertisement of jobs |  |
| Preparing for a work-related activity | 5.11 Identify and list their own talents |  |
| 5.12 Create a curriculum vitae including personal profile, education and work experience details |  |
| 5.13 Participate in a short interview |  |
| 5.14 Keep a punctuality and attendance record for a month |  |
| 5.15 Carry out specific tasks in a range of roles in school |  |
| 5.16 Keep a record of tasks completed in a journal |  |
| Developing an awareness of health and safety in using equipment | 5.17 Give examples of safe practices in three distinct workplaces |  |
| 5.18 Use all tools and equipment correctly and safely in a range of practical classes |  |
| 5.19 Describe and use electrical equipment correctly and safely in a range of practical classes |  |
| 5.20 Store all tools, materials and equipment safely |  |
| 5.21 List the different procedures for self-protection at work |  |
| 5.22 Identify the fire exits in a school |  |
| 5.23 Follow the instructions for a fire drill |  |
| Taking part in a work- related activity | 5.24 Gather background information to help plan and participate in the activity |  |
| 5.25 Sequence a number of steps to be taken to successfully complete the activity |  |
| 5.26 Assume a role in the activity and identify tasks linked with the role |  |
| 5.27 Use key words associated with the activity correctly |  |
| 5.28 Identify safety procedures and/or permissions required for the activity |  |
| 5.29 Learn how to use tools or equipment associated with the activity safely and correctly |  |
| 5.30 Participate in the activity |  |
| 5.31 Review the activity to evaluate its success |  |
| 5.32 Assess effectiveness of own role in the activity |  |