



# Supporting Transitions and Transition Year in Post-Primary Art Education



# Learning Intention

Continue to collaboratively plan a TY Art micro-module

Draft learning outcomes informed by Developmental Indicators and identify aligned activities



# Drafting a Rationale: Art & Culture



Oide

## Rationale

- Nature of the micro-module
- How the micro-module can contribute to realising the aims of the TYPs and the development of the student dimensions
- What are the unique aspects of this micro-module?
- Why should students study this micro-module?
- Why is this micro-module important for the world we live in today?

Celebrate cultural identity

Community and global awareness

Develop social & collaborative skills

Enhance artistic & reflective practice

Respond to & be influenced by contemporary artists

## Art & Culture

In an interconnected world, valuing diverse cultures is essential for creating inclusive societies.

This 10-hour Art micro-module supports students to engage with their cultural identity and use it as a stimulus. The micro-module will support students to develop a sense of belonging, building meaningful connections with others and the wider world and will enhance Key Competencies including working with others, communication and being creative.

This micro-module also encourages community engagement with links to contemporary artists.



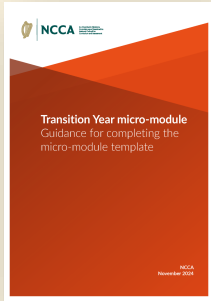
# Developing a Micro-Module Activity



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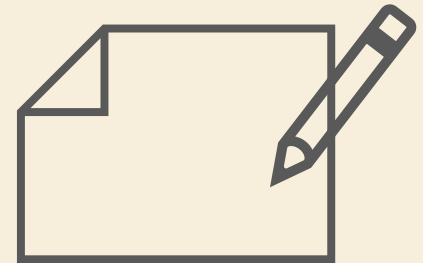
Part 3: In your departments, collaboratively...

Consider the prompt questions from the micro-module guidance p.7



Draft a rationale for your micro-module

Record your discussion



# Drafting the Aim: Art & Culture

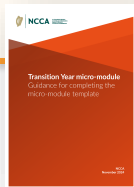


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## Aim

- What will students experience as a result of engaging with this micro-module?
- What will be the benefit for students taking the micro-module?

Micro-module guidance  
Page 7



Explore cultural identity through art: belonging, diversity and empathy

Investigate artistic processes:  
development of artistic voice

Co-operative activities:  
organisation skills  
social & emotional growth

Design & plan a cultural event/exhibition:  
goal setting, logistics

## Art & Culture

This module aims to support students to:

- explore, express, and share their cultural identity and traditions, through visual art, developing empathy with individuals, groups and societies.
- Engage with artists in their community to develop to their own artistic voice.
- collaborate to design and plan an arts event, developing students' organisational skills and nurturing their social and emotional growth.



# Developing a Micro-Module Activity



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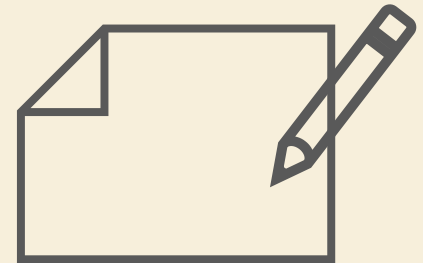
Part 4: In your departments, collaboratively...

Consider the prompt questions from the micro-module guidance p.7



Draft the aims of the micro-module

Record your discussion



Nominate a speaker to present an elevator pitch



# Elevator Pitch

Present a 2-minute 'elevator pitch' of your draft micro-module

Outline the following details:

- Title
- Time allocation (hours)
- Relevant Development Indicators
- Rationale
- Aim

Give feedback - comments, questions & suggestions





# Pause and Reflect

Number scale reflection

Reflect on your comfort level in supporting learning experiences in TY Art in response to the given statements.

Record response in the booklet.







# Learning Outcomes: Students should be able to

‘The learning outcomes ... are designed to promote teaching and learning that develop students’ knowledge, skills, values and dispositions incrementally, enabling them to apply their key competencies to different situations as they progress.’



*NCCA, 2025, Transition Year micro-module, Guidance for completing the micro-module template, p.8*



# Learning Outcomes

Students learn about	Students should be able to
	1.1
	2.1 2.2

The left-hand column outlines specific areas that students learn about. Each section of the 'Students learn about' column should have a title and a brief outline of the areas student learn about.

The right-hand column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning...(and)... are informed by the development indicators...

Taken together, these provide clarity and coherence with the other sections of the micro-module.

# Revisit: Micro-Module Art & Culture



Oide

## Rationale

In an interconnected world, valuing diverse cultures is essential for creating inclusive societies.

This 10-hour Art micro-module supports students to engage with their cultural identity and use it as a stimulus. The micro-module will support students to develop a sense of belonging, building meaningful connections with others and the wider world and will enhance Key Competencies including working with others, communication and being creative.

This micro-module also encourages community engagement with links to contemporary artists.

## Aim

This module aims to support students to:

- explore, express, and share their cultural identity and traditions, through visual art, developing empathy with individuals, groups and societies.
- Engage with artists in their community to develop to their own artistic voice.
- collaborate to design and plan an arts event, developing students' organisational skills and nurturing their social and emotional growth.

### PERSONAL GROWTH

#### Developmental Indicator :

Adapting better to groups and new social environments

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### CIVIC AND COMMUNITY ENGAGEMENT

#### Developmental Indicator :

Understanding better the interconnections of local, national and global communities

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### BEING A LEARNER

#### Developmental Indicator :

Setting learning goals and reviewing them regularly

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# Revisit: Micro-Module Art & Culture



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## PERSONAL GROWTH

Developmental Indicator :

Adapting better to groups and new social environments

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## BEING A LEARNER

Developmental Indicator :

Setting learning goals and reviewing them regularly

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- collaborate to design and plan an arts event, developing students' organisational skills and nurturing their social and emotional growth.



# Identifying Student Learning



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## Students learn about

Each section of the 'Students learn about' column should have a title and a brief outline of the areas students learn about.

## Students should be able to

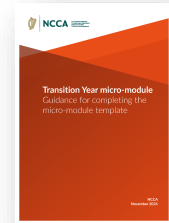
Describes the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning...(and)... are informed by the development indicators...

### Title: Event Management

- Communication strategies
- Effective organisational skills
- Design and curation processes.

### Learning Outcome

- 1.1 Design and plan an arts event that celebrates diverse cultures in the school community
- 1.2 Communicate clearly, collaborate effectively and apply their organisational skills to realise shared goals



Micro-module guidance  
Page 8



What should we consider when writing effective learning outcomes?



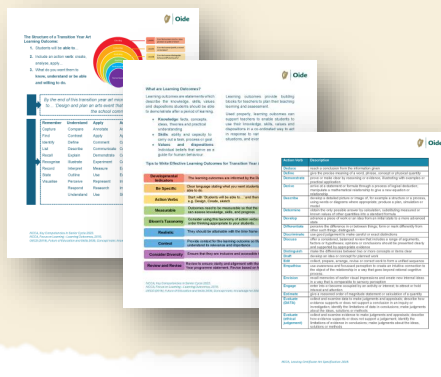
# Developing a Micro-Module Activity

Part 5: In your departments, collaboratively...

Identify an area of learning

Students learn about

Consider the action verbs and tip sheet

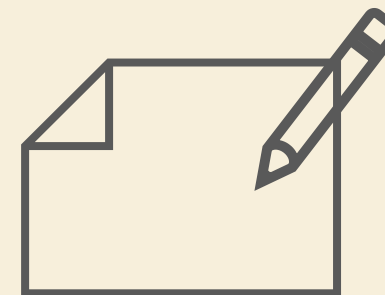


Draft learning outcomes

Students should be able to

1.1  
2.1

Record your discussion



Did you encounter any surprises or challenges during the process?

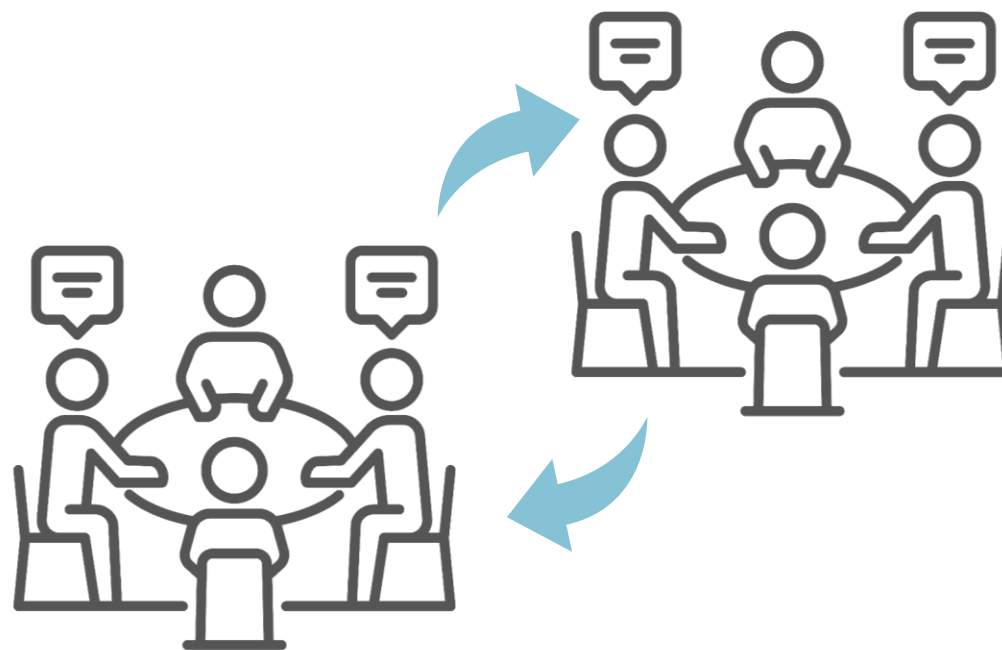


# Ideas Exchange

Rotate tables to review the micro-module

Consider the alignment between;

- Aims of the TYPs
- Rationale and Aim of the micro-module
- Relevant Development Indicators
- Learning Outcomes



Share - comments, questions & suggestions

Return and review ideas shared





How did the planning approach support your  
development of a TY Art micro-module?



# Areas of Consideration



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Contents	
What is a TY micro-module?	1
Supporting material	1
Completing the template	1
Externally developed TY micro-modules	2
[Replace this text with the title of your TY micro-module]	3
Transition Year	3
Key competencies of senior cycle	4
Student Dimensions of Transition Year	5
Rationale	7
Aim	7
Time allocation	7
Learning Outcomes	8
Teaching for student learning	9
Assessment	10
Reporting	12
Evaluating	12
Resources [Optional Section]	13

Areas to for further consideration in your department

Teaching for student learning

Assessment

Reporting

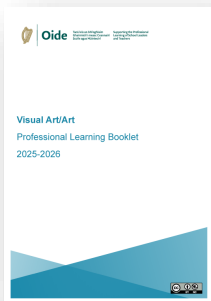
Evaluating

Resources



# Pause to Reflect

What one actionable step will you take to better support students in your TY art classroom?



Page 18

*Gerrard, J. 2020, Mirror Pavillion*



# Today we have...

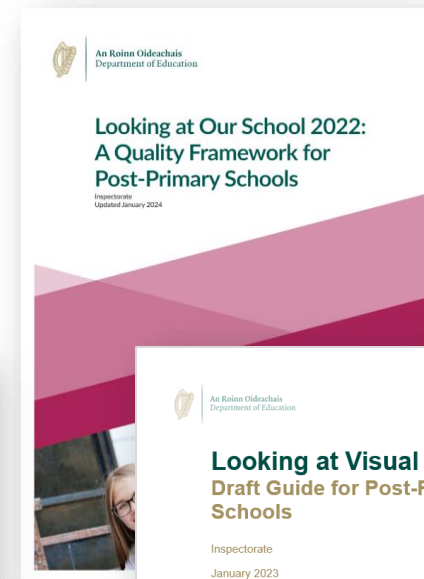
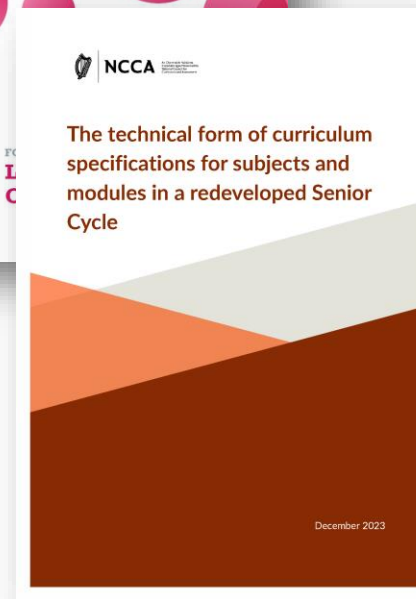
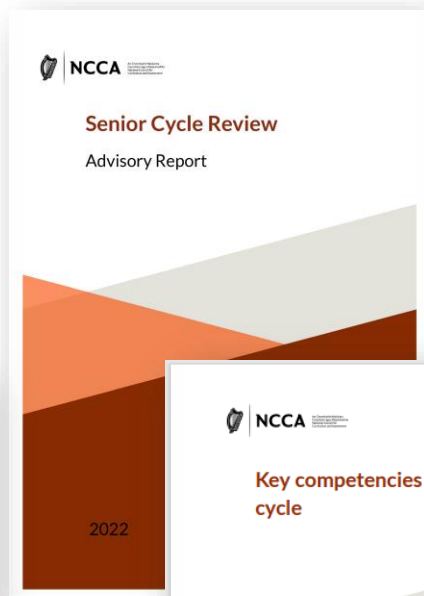
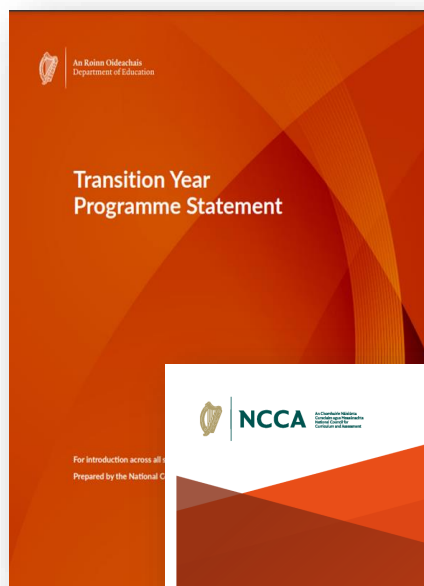
Examined how learner transitions are supported within post-primary art education, considering recent curriculum developments.

Explored the purpose of Transition Year in the context of post-primary art education.

Developed an understanding of the TY Programme Statement and designed a micro module.



# Key Documents



# Visual Art /Art Supports



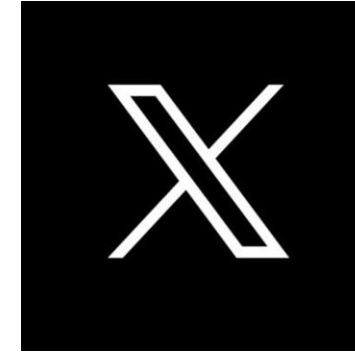
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Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Thank you

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