



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Level 1 Learning Programmes (L1LPs) in the Junior Cycle Music Classroom

Name \_\_\_\_\_

Class \_\_\_\_\_

## Teacher Assessment Checkpoints

Physical Education

The Arts

Being Part of a  
Community

Personal Care and  
Wellbeing

Numeracy

Communication,  
Language and  
Literacy



This document will support music teachers gathering evidence of students' learning in the Level 1 Learning Programmes (L1LPs). 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	Successfully Completed or Progress Achieved? written, song, project, performance, video, photo, folder or other?
<b>Developing communicative relationships</b>	1.1 Indicate awareness of sensory stimuli in the learning environment	
	1.2 Establish consistent patterns of attending to stimuli/personnel/activities in the immediate environment	
	1.3 Engage in an activity requiring joint attention with one or more people	
	1.4 Demonstrate turn-taking with a communicative partner	
	1.5 Show awareness of and/or use tone, body language, gestures, pace, vocalisations and volume to impact communication	
	1.6 Initiate communication with a familiar adult and peers	
	1.7 Engage in and enjoy a meaningful exchange with a communicative partner	
<b>Understanding</b>	1.8 Show recognition of personal and/or standardised objects of reference	
	1.9 Respond to verbal and non-verbal cues related to familiar communicative routines	
	1.10 Attend and respond to increased vocabulary in text	
	1.11 Consistently respond to familiar factual questions	
	1.12 Show signs of anticipating next steps in a familiar activity when presented with a stimulus	
	1.13 Predict outcomes for a familiar or unfamiliar story or event choosing from a range of possible outcomes	
<b>Exploring and using</b>	1.14 Clearly indicate preferred objects and/or activities and refuse non-preferred items	
	1.15 Request repetition and/or more of and/or change of objects or events	



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	1.16 Make a request and/or express a need, verbally or non-verbally	
	1.17 Participate in the sharing of a familiar or personal story, activity or event	
	1.18 Communicate to express feelings verbally or non-verbally	
	1.19 Express interests and opinions through a range of verbal or non-verbal communication methods	
<b>Reading</b>	1.20 Illustrate signs of engagement and enjoyment with stories, texts, poetry, funny or favourite material	
	1.21 Choose and handle books, demonstrating familiarity with book-handling skills	
	1.22 Show recognition and understanding of symbols, signs, logos, familiar words, letters or visual representations of items	
	1.23 Seek meaning from combinations of signs, symbols or text for enjoyment or practical purposes	
	1.24 Read a book, magazine or other text with understanding	
	1.25 Recall a story read or personal experience using objects, marks, gestures or vocalisations	
<b>Written expression</b>	1.26 Show enjoyment while making marks and or texts, and use gestures, sounds or words to focus attention on these, showing signs of understanding that texts carry meaning	
	1.27 Engage in/with mechanics of mark-making exercises to create a form of text according to ability, using motor or eye-gaze skills as appropriate	
	1.28 Explore a variety of implements and surfaces for creating texts	
	1.29 Place marks, signs, symbols or texts in the correct sequence and/or with the correct orientation to infer meaning	
	1.30 Use signs, symbols or text to share experiences, thoughts, opinions, preferences with peers with growing confidence	



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<b>Awareness of environment</b>	2.1 Discover and explore a range of objects/stimuli	
	2.2 Investigate objects/stimuli in motion	
	2.3 Recognise and/or show preferences for objects/stimuli	
	2.4 Match identical items that are familiar to the student	
	2.5 Recognise objects/stimuli that are the same and/or different in one or more ways	
	2.6 Participate in cause and effect activities	
	2.7 Explore the concept of object permanence	
<b>Pattern and sequence</b>	2.8 Explore pattern through a variety of sensory experiences	
	2.9 Observe patterns in the student's environment	
	2.10 Engage with language, objects, symbols, signs and stimuli associated with ordering and sequencing which forms part of the student's daily routine	
	2.11 Participate in activities where the aim is to repeat patterns	
	2.12 Recognise and/or anticipate familiar activities or routines with predictable patterns and sequences	
<b>Developing number sense</b>	2.13 Participate in counting activities	
	2.14 Explore and use familiar numerals	
	2.15 Explore the relationship between sets and numbers	
	2.16 Experiment with differences in quantity and the language associated with it	
	2.17 Explore the concepts of addition and subtraction	



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<b>Shape and space</b>	2.18 Experiment with the movement of body parts in the immediate environment	
	2.19 Participate in activities where the language of movement and position is used	
	2.20 Explore the features and properties of 2D and 3D regular and irregular shapes through a variety of sensory experiences	
	2.21 Recognise and/or identify shapes in the immediate and local environment	
<b>Measures and data</b>	2.22 Investigate objects and language in relation to measurement	
	2.23 Participate in everyday activities associated with measurement in the student's environment	
	2.24 Participate in a shopping experience <b>or</b> in an activity where real money is used functionally	
	2.25 Participate in recording and displaying number and/or familiar data	
<b>Time</b>	2.26 Engage with language, objects, symbols, signs, stimuli or activities associated with times of the day and/or days of the week	
	2.27 Explore language, objects and stimuli associated with significant personal and cultural events in the student's life	
	2.28 Participate in activities/actions that are used to transition from one event to the next or to show the passage of time, waiting or turn-taking	
	2.29 Use instruments such as timers, visual timetables, objects of reference or clocks functionally	



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<b>Self-awareness</b>	3.1 Demonstrate awareness of their own body	
	3.2 Show awareness of self in the immediate and/or wider environment	
	3.3 Recognise their own features as being unique to them	
	3.4 Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others	
	3.5 Exhibit perseverance and the motivation to develop and improve personal abilities and skills	
<b>Personal care and hygiene</b>	3.6 Co-operate with adults who provide daily support	
	3.7 Participate in personal care routines	
	3.8 Indicate personal care needs or ask for help verbally or non-verbally	
	3.9 Make choices related to personal care	
	3.10 Complete personal care tasks independently	
<b>Food and nutrition</b>	3.11 Use the senses to explore different types of foods	
	3.12 Show preferences for foods	
	3.13 Communicate hunger, thirst and messages such as 'more please' or 'no more' when being supported to eat and drink	
	3.14 Use eating and drinking utensils	
	3.15 Participate in preparing food	
	3.16 Demonstrate basic hygiene procedures around food	
	3.17 Follow safety rules for using kitchen equipment	
	3.18 Participate in making healthy snacks	
	3.19 Plan, shop for and prepare personalised healthy food (with support if necessary)	



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<b>Emotional wellbeing</b>	3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately	
	3.21 Show interest in the feelings expressed by others and react appropriately	
	3.22 Use coping strategies to self-regulate	
	3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities	
<b>Physical wellbeing</b>	3.24 Use the body to have an effect on objects in the environment	
	3.25 Move to improve gross motor control of the body	
	3.26 Practise fine motor control for self-help	
	3.27 Participate in activities to develop a healthy lifestyle	
	3.28 Identify preferred physical activities	
	3.29 Demonstrate enjoyment of co-operating with peers in team games and group activities	
<b>Personal safety</b>	3.30 Accept appropriate attention from others	
	3.31 Differentiate between familiar and unfamiliar people	
	3.32 Object to inappropriate attention and/or show awareness of another person/people who can help if uncomfortable in a situation	
	3.33 Follow agreed social rules	
	3.34 Show awareness of risks in familiar environments	
	3.35 Recognise public and private places and how they are different	
	3.36 Identify or name body parts using correct anatomical language	
	3.37 Follow social conventions of privacy	
	3.38 Demonstrate awareness of appropriate and inappropriate physical contact with others	



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<b>Relating to others</b>	4.1 Express contentment in the company of others	
	4.2 Acknowledge unfamiliar people	
	4.3 Show enjoyment from an interaction with another person or other people, and show a desire for it to continue	
	4.4 Respond consistently to familiar people	
	4.5 Indicate/choose preferred companion(s) for different activities	
	4.6 Communicate an ability to connect people with their roles	
	4.7 Engage in supported activities on daily life skills	
	4.8 Be a member of one or more groups in or outside of school, actively participating where possible	
	4.9 Communicate ideas of what it means to be 'a friend'	
<b>Using local facilities</b>	4.10 Participate appropriately in using different areas/rooms in their immediate environment	
	4.11 Visit and participate appropriately in using facilities in their environment	
	4.12 Demonstrate knowledge of where familiar items are stored/located in their environment	
	4.13 Make choices when using facilities	
	4.14 Show respect for items belonging to others and use them appropriately	
<b>Transitioning between environments</b>	4.15 Show recognition of being in familiar places	
	4.16 Respond with curiosity to unfamiliar environments	
	4.17 Co-operate in preparing for and transitioning to a new location	
	4.18 Actively engage in transitioning to a new location	





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	4.19 Respond to cues (visual, verbal, gesture, sound) to locate familiar places	
	4.20 Indicate a desire/request to leave a group or go to another place	
<b>Being safe in the community</b>	4.21 Gain attention from an adult if feeling unsafe or uncomfortable	
	4.22 Communicate 'No'	
	4.23 Move/remain near to a carer/guardian when in unfamiliar places	
	4.24 Observe rules of safety in different environments	
	4.25 Show recognition of places and people in the community who can help us	
<b>Contributing to the community</b>	4.26 Respond to positive reinforcement from others	
	4.27 Behave appropriately in familiar routine or special events and where possible play their expected role within it	
	4.28 Show awareness that actions have consequences	
	4.29 Participate in the care of the immediate and local environment	
	4.30 Engage in a task or job in the community	



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<b>Visual Art</b>	5.1 Explore and experience a variety of mark-making tools, media and materials, surfaces and techniques, including using parts of the body	
	5.2 Show interest in coloured light, colour in the environment and in art materials	
	5.3 Look at and handle natural and manufactured objects with different textures, shapes and patterns	
	5.4 Gather, explore and used 3D materials (new and recycled)	
	5.5 Participate in creating artwork based on real or imagined stimuli	
	5.6 Use visual art to communicate, including the creative expression of emotion	
	5.7 Work independently and/or collaboratively to produce a piece of art	
	5.8 Observe, appreciate and/or react to the work of self and others, including the work of famous local or global artists	
<b>Music</b>	5.9 Identify the source and direction of a sound	
	5.10 Listen and respond to a wide range of sounds and music (environmental, body percussion, vocal, instrumental, digital, technological, from a variety of traditions and cultures)	
	5.11 Respond to the elements of music (pitch, pulse, duration, dynamics, structure, timbre, texture, style, tempo)	
	5.12 Experiment with creating vocal sounds	
	5.13 Use parts of the body to make sounds by moving on/through a reactive environment	
	5.14 Explore and use a variety of sound-making equipment	
	5.15 Participate in choosing and/or making appropriate sounds for stories, events and celebrations	
	5.16 Participate in group music-making activities	



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	5.17 Create short pieces of music using relevant digital technologies	
	5.18 Link sounds to pictorial representations	
	5.19 Play an uncomplicated tune on a chosen instrument	
<b>Drama</b>	5.20 Show an awareness of being part of an audience	
	5.21 Explore and react to props, costumes, actions and sensory stimuli in a dramatic context	
	5.22 Participate in the re/telling of contemporary/historical/ cultural events or stories through interactive games and/or dramatic activities	
	5.23 Show an awareness of being part of an acting group	
	5.24 Co-operate or work alongside/in parallel with others in making, choosing and using props, costumes and sets	
	5.25 Work independently or collaboratively to produce a rehearsed piece of drama for an audience	
	5.26 Express and/or identify emotions in a dramatic context	



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<b>Movement skills (athletics/ gymnastics)</b>	6.1 Move whole or some body parts (arms, head, track with eyes etc.) voluntarily	
	6.2 Move whole or some body parts to explore immediate environment	
	6.3 Move purposefully/with intent	
	6.4 Develop consistent movements to have an effect on equipment or in response to a stimulus	
	6.5 Refine gross motor skills, supported by equipment where appropriate	
	6.6 Refine fine motor skills, supported by equipment where appropriate	
	6.7 Move whole body or individual limbs in a range of directions and at different speeds	
	6.8 Become aware of sensory signals as prompts for movement	
	6.9 Participate in activities which promote cardiovascular exercises and fitness	
<b>Co-operative activity (games)</b>	6.10 Participate in physical activities in parallel with/alongside others	
	6.11 Engage in an activity requiring joint attention with one or more people	
	6.12 Explore equipment and/or elements of traditional and invented games or sports in circuit activities	
	6.13 Participate in games with one or more people	
	6.14 Show awareness of, or interest in, being part of a team	
	6.15 Support and/or play sports for enjoyment as a member of the community (Special Olympics, representing class/school team etc.)	
<b>Creative movement (dance)</b>	6.16 Observe the movements of another and attempt to copy or imitate with sight of self in a mirror	
	6.17 Move whole or parts of body creatively in response to stimuli	
	6.18 Develop awareness of pathways and directions of movement	



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	6.19 Link two or more movements to create a sequence of movements	
	6.20 Interact with another/others to create co-ordinated movements	
	6.21 Move with control/poise showing awareness of others and the environment	
	6.22 Express emotional response to stimuli through movement	
<b>Aquatics</b>	6.23 Explore water in different situations and environments	
	6.24 Enter and exit swimming pool safely	
	6.25 Tolerate and adjust to water moving over body	
	6.26 Explore the effects of water buoyancy on self/others and other objects/floatation devices	
	6.27 Move through water in different directions – forwards, backwards, sideways, jumping, using swimming strokes etc.	
	6.28 Practise breath control – blowing and holding breath	
	6.29 Float on back and front in water	
	6.30 Move on the flat of the back through water	

