Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Primary Arts Curriculum

Curriculum Enactment

Facilitator:

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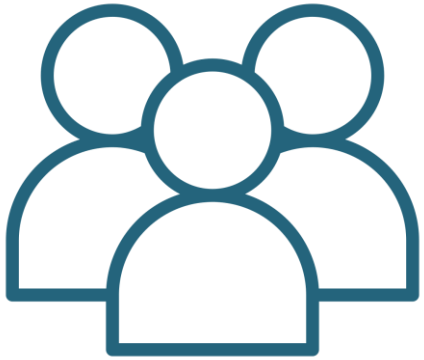
Expectations













Overview of the Day

Oide

Session One	• Consider the purpose of the Arts Curriculum with a focus on our own context
	Sos
Session Two	• Look at Strands, Elements and Concepts in Arts Education • Explore Learning Outcomes in action
	Lón
Session Three	• Engage with Creative Learning Experiences • Select where we go next

Key Messages for Enactment

The successful enactment of the Arts Education specification relies on effective preparation for learning, teaching and assessment by teachers and schools.



Enactment is about bringing to life what is set down in the specification and embedding it in children's Learning Experiences that reflect the vision of the curriculum.



Enactment involves purposeful engagement with the specification and its supports, as well as the development of whole-school curriculum plans and whole-school agreed approaches.

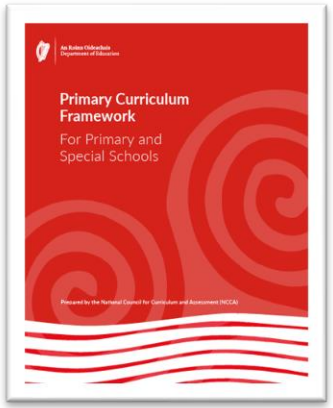


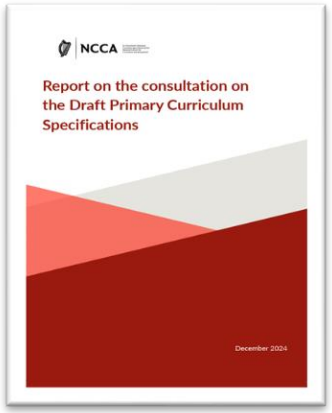
Fáilte!



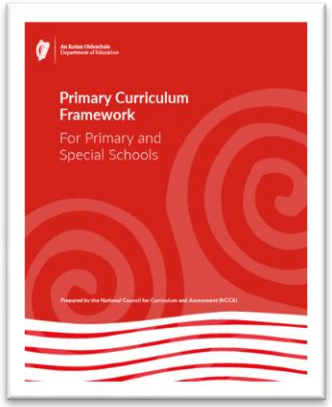
'Children are encouraged to be reflective, expressive and to make informed creative choices as arts-makers.'
(Arts Education Specification, p.2)

Our Journey So Far











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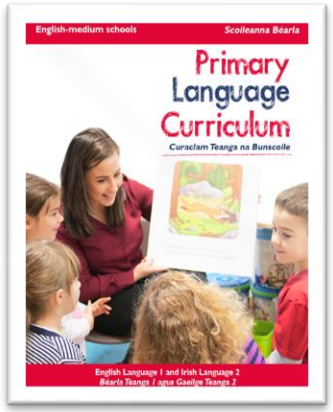

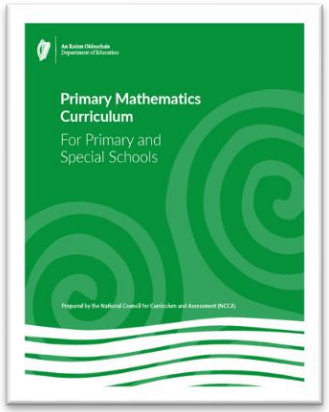

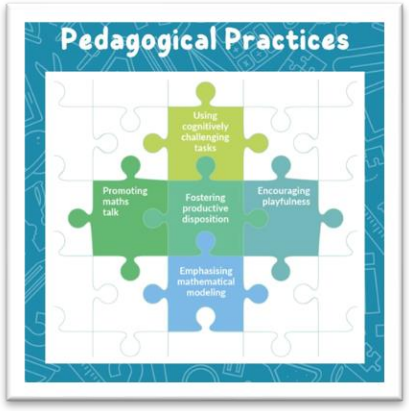

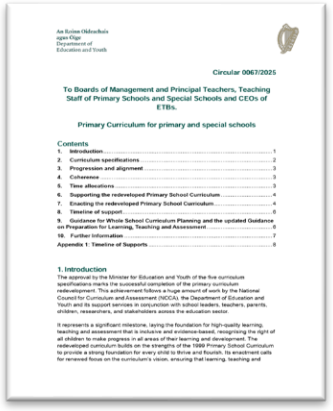

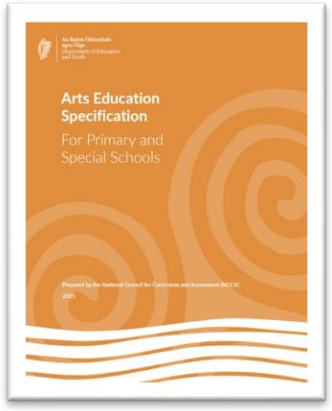

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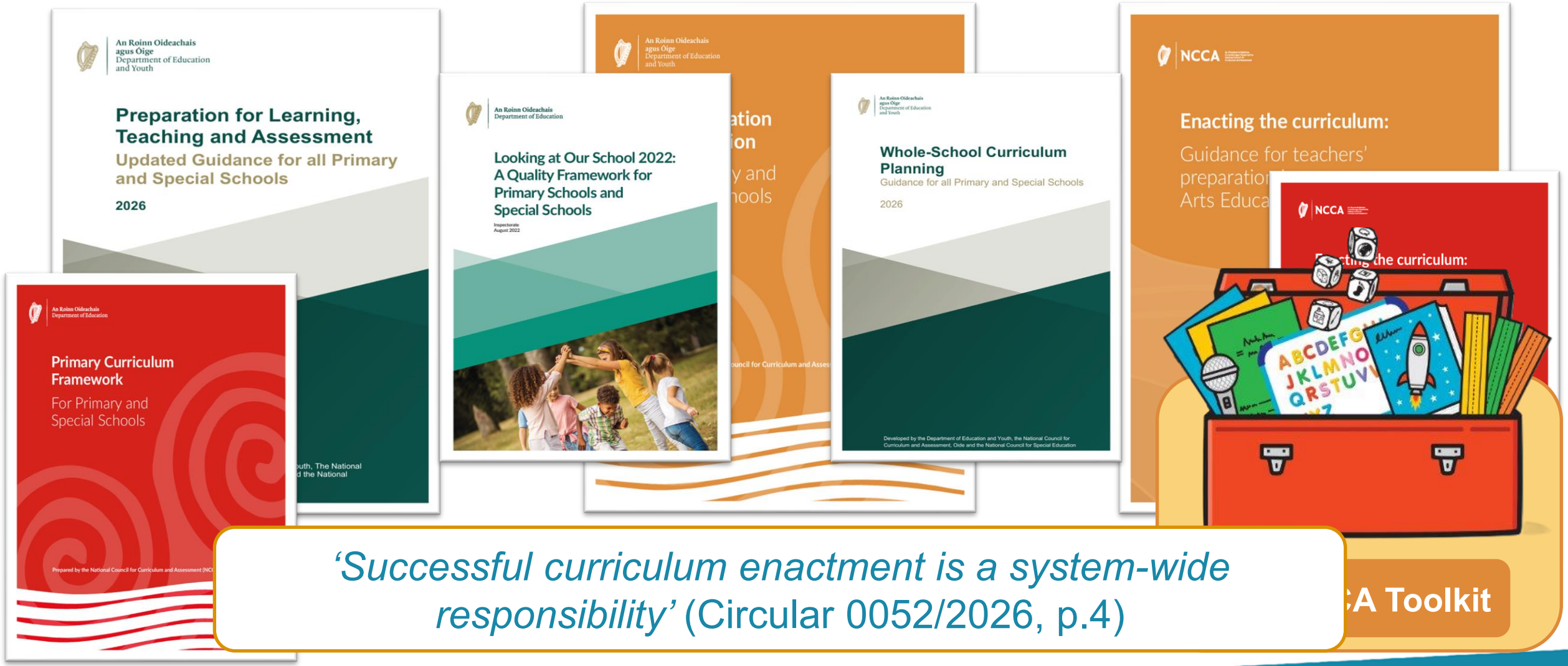
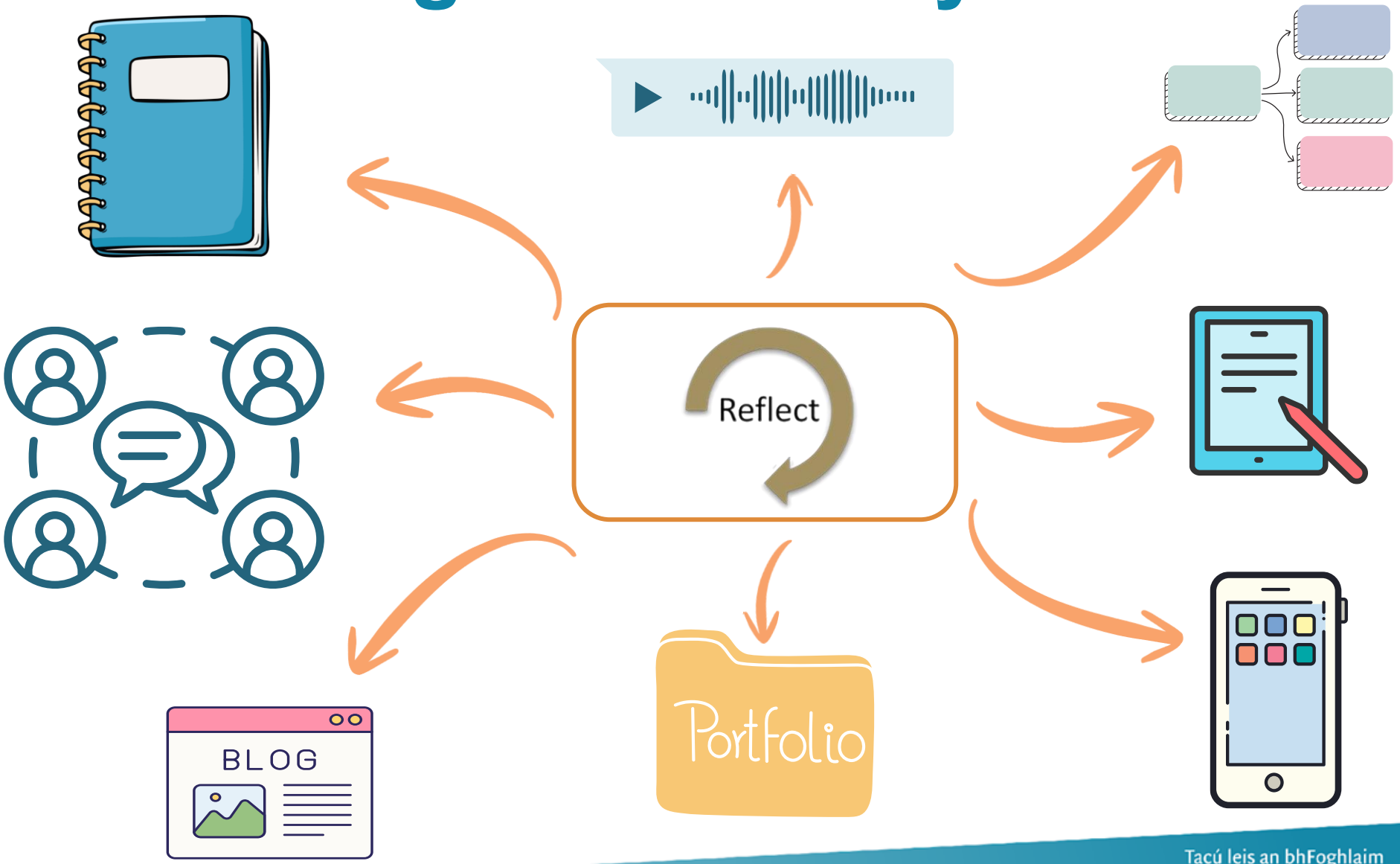
Supporting the Professional Learning of School Leaders and Teachers

Supports for Enactment



'Successful curriculum enactment is a system-wide responsibility' (Circular 0052/2026, p.4)

Documenting the Journey



Reflect
Select
Enact

Arts Education





Reflect
Select
Enact

How has Arts Education Evolved?

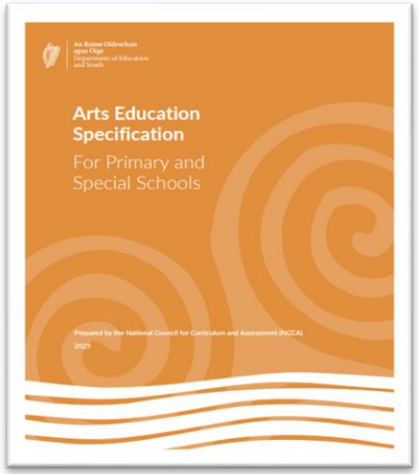
Oide

Structure



Other Artforms





Strands



Children as Arts-makers



Concepts



Learning Outcomes





Chapter 1: Introduction

Oide

Contents of the *Arts Education* specification

- Rationale, Aims, Strands & Elements
- Learning Outcomes
- The *Arts Education* Curriculum in Practice

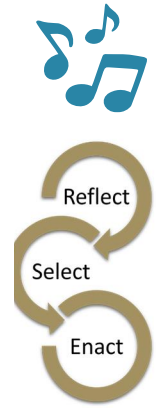
The online Primary Curriculum Toolkit

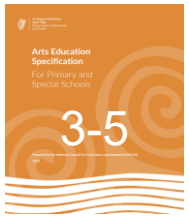
The online *Arts Education* Toolkit

Support materials for teachers
Examples of children's learning
Supports for progression



'A broad and balanced approach to Arts Education'
(Arts Education Specification, p.5)





Chapter 2: Rationale



'Arts Education provides important opportunities for all children to engage their senses and ignite their imaginations, while experiencing the joy and beauty of the arts as part of a holistic education.'
(Arts Education Specification, p.8)

Sense making

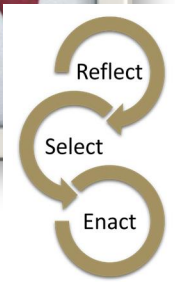


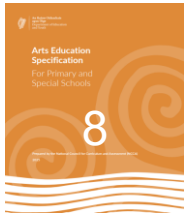


Agency

Connection



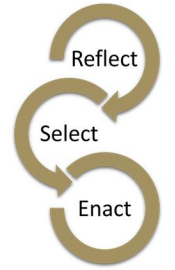


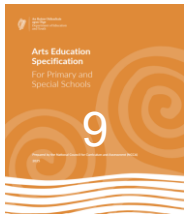


Chapter 3: Aims

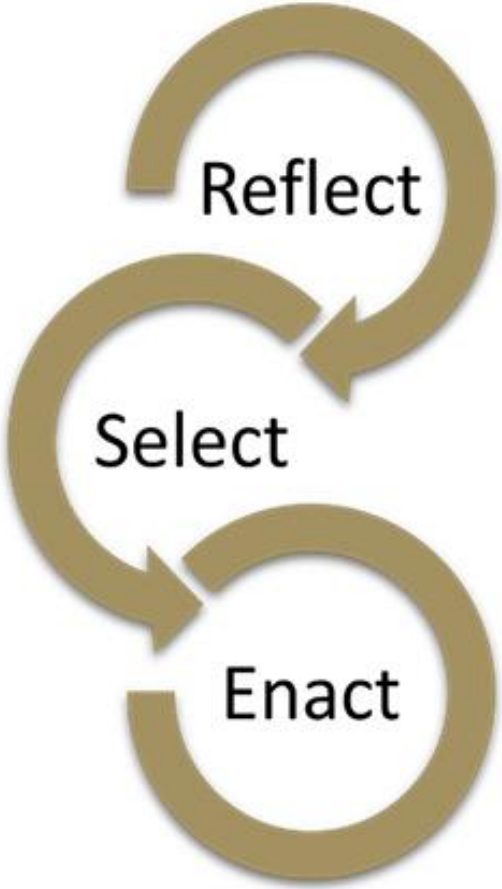
'Arts Education develops children's confidence, knowledge and understanding to engage as active and agentic arts-makers.' (Arts Education Specification, p.9)







Moving Forward





Oide

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Supporting the Professional Learning of School Leaders and Teachers



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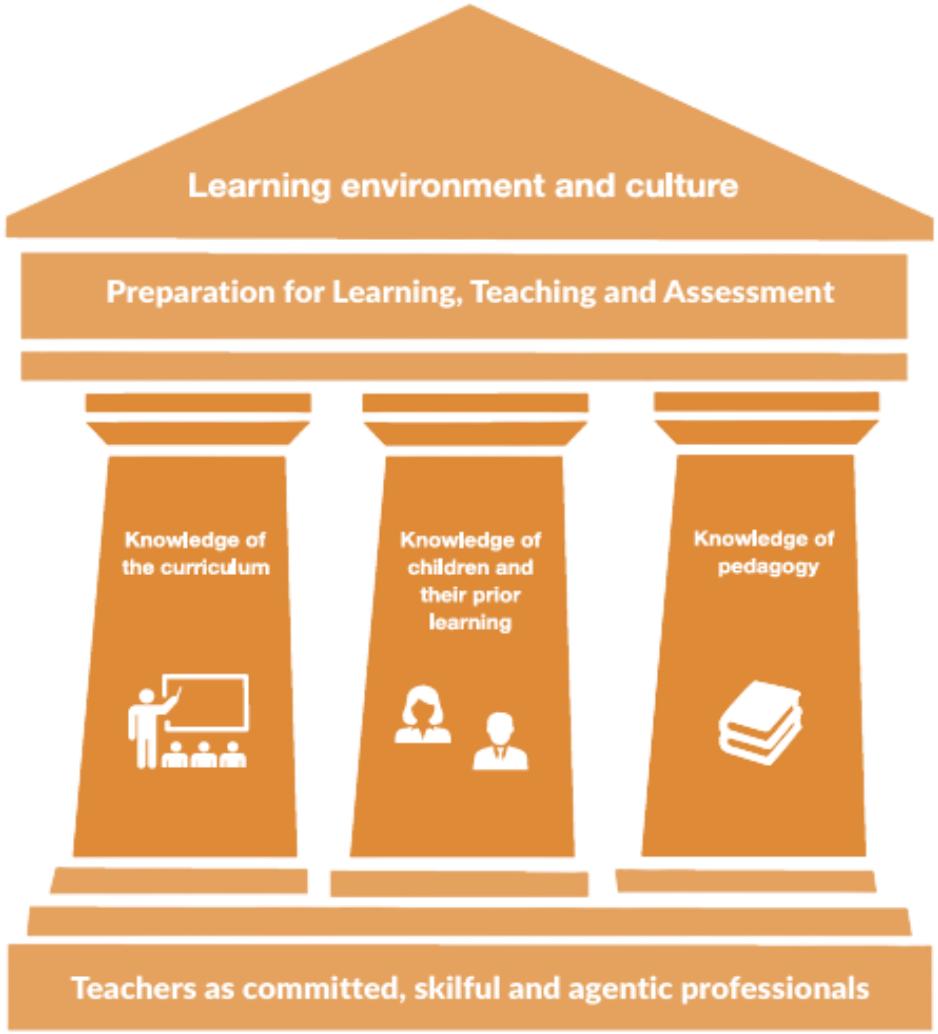
Fáilte ar ais!



‘Every child is an artist, the problem is how to remain an artist when we grow up – Pablo Picasso’
(Arts Alive, p.9)

Learning, Teaching and Assessment

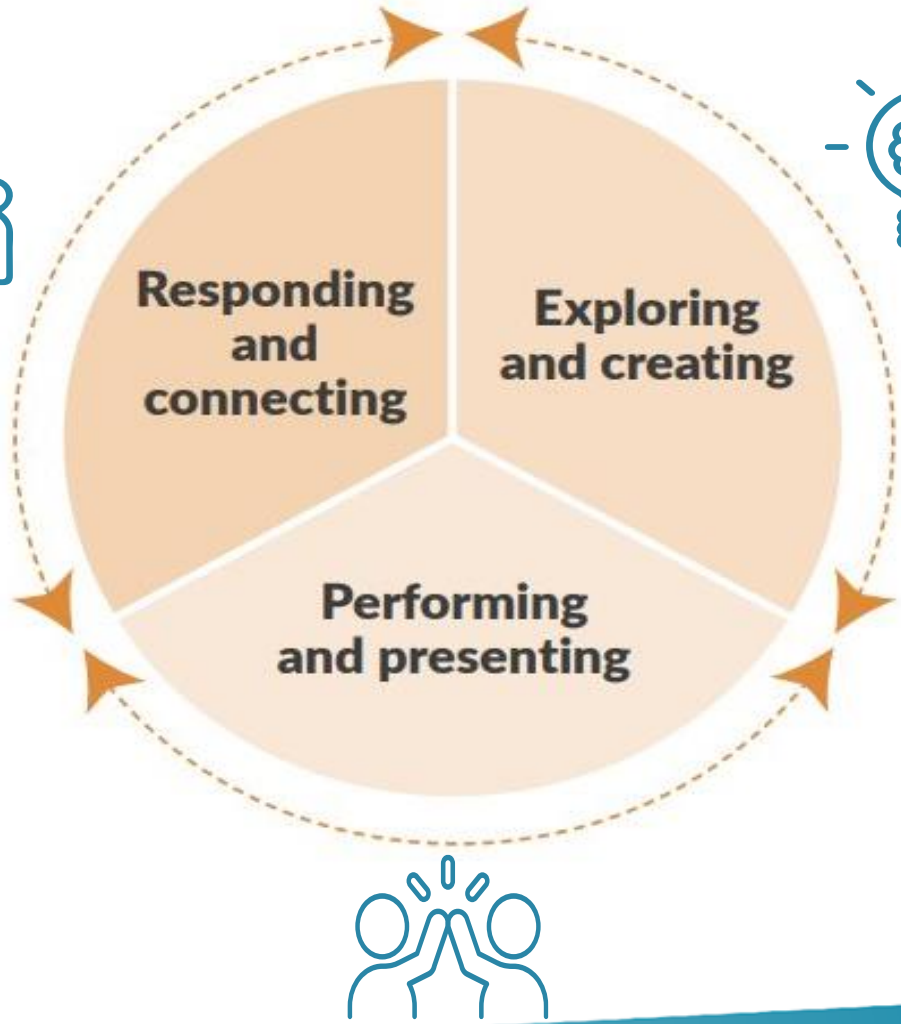


'The child is at the centre of the learning process and so an understanding of their prior learning, interests, experiences and knowledge is crucial for creating inclusive and appropriately challenging learning experiences.'
(Arts Education Specification, p.25)

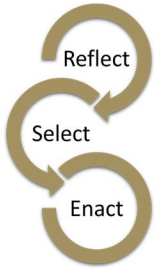
Chapter 4: Strands and Elements

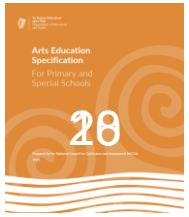
Oide

Strands



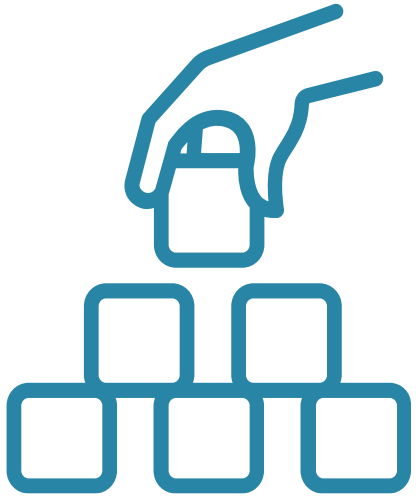
Elements





Chapter 5: Concepts





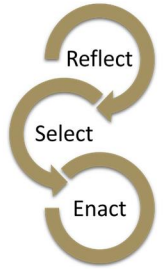
Concepts

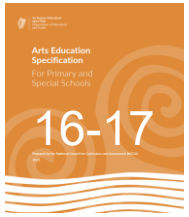
1. Read your assigned concepts

2. Discuss where they are present in your current Arts experiences

3. Tier the concepts from more developed to less developed in your practice

4. Note areas for further focus





Preparation for Learning, Teaching and Assessment

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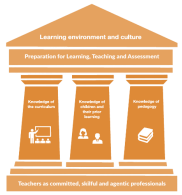
'... recognises that teachers are bringing the curriculum to life in their classrooms.'
(Glossary of Terms)



Learner ⟷ Curriculum ⟷ Contextual



Chapter 5: Learning Outcomes

The strands are broken down into Learning Outcomes as follows:

Art 25

Drama 25

Music 25



Art, Drama, Music and Other Artforms 18

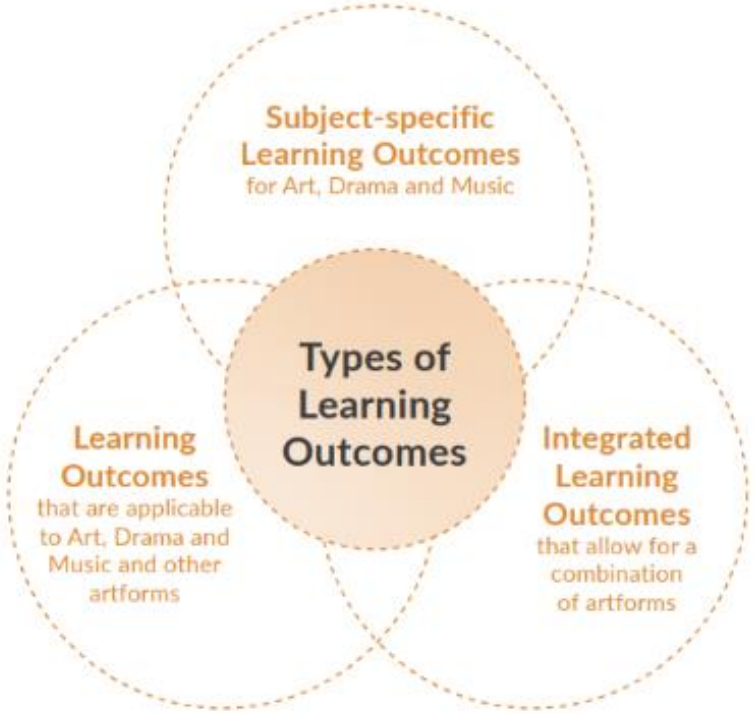
Chapter 5: Learning Outcomes

Oide

Every child

Each stage

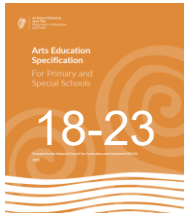
Support progression



Assessment

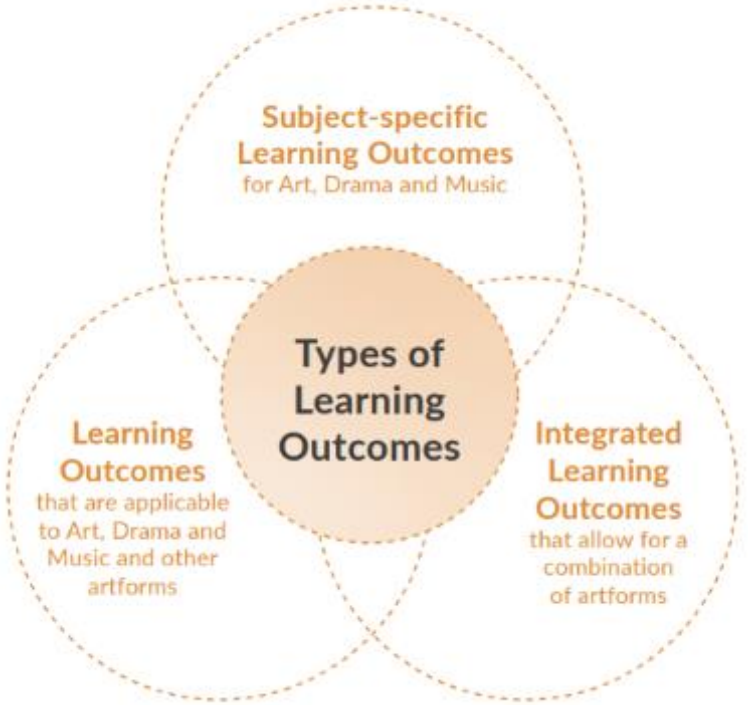
Responsive

Evidence Informed



Chapter 5: Learning Outcomes

explore, experiment, improvise and create, integrating a combination of Art, Drama, Music and/or other artforms. AL, CL, C



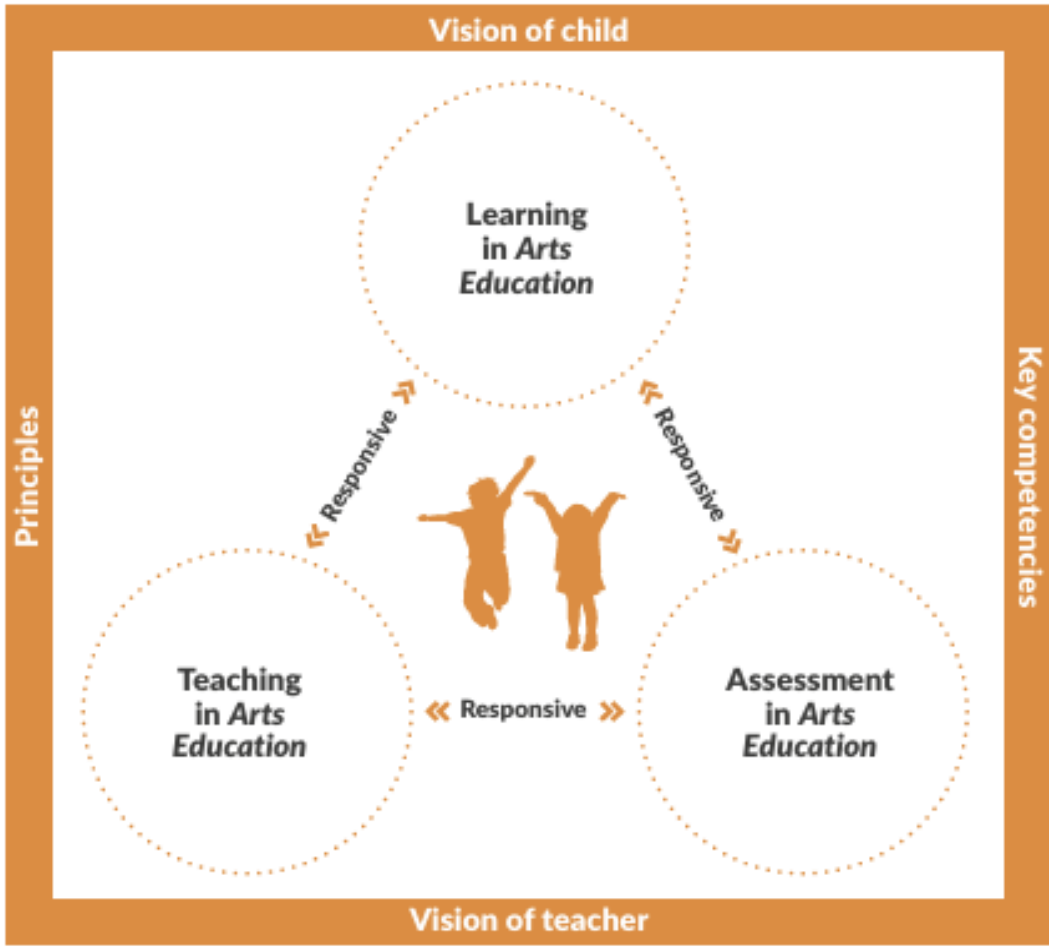
Chapter 5: Learning Outcomes

Oide

Learning Outcome

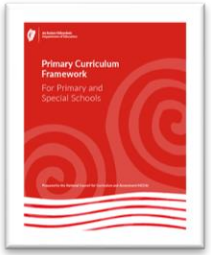
Focus(es) of Learning

Learning Experiences



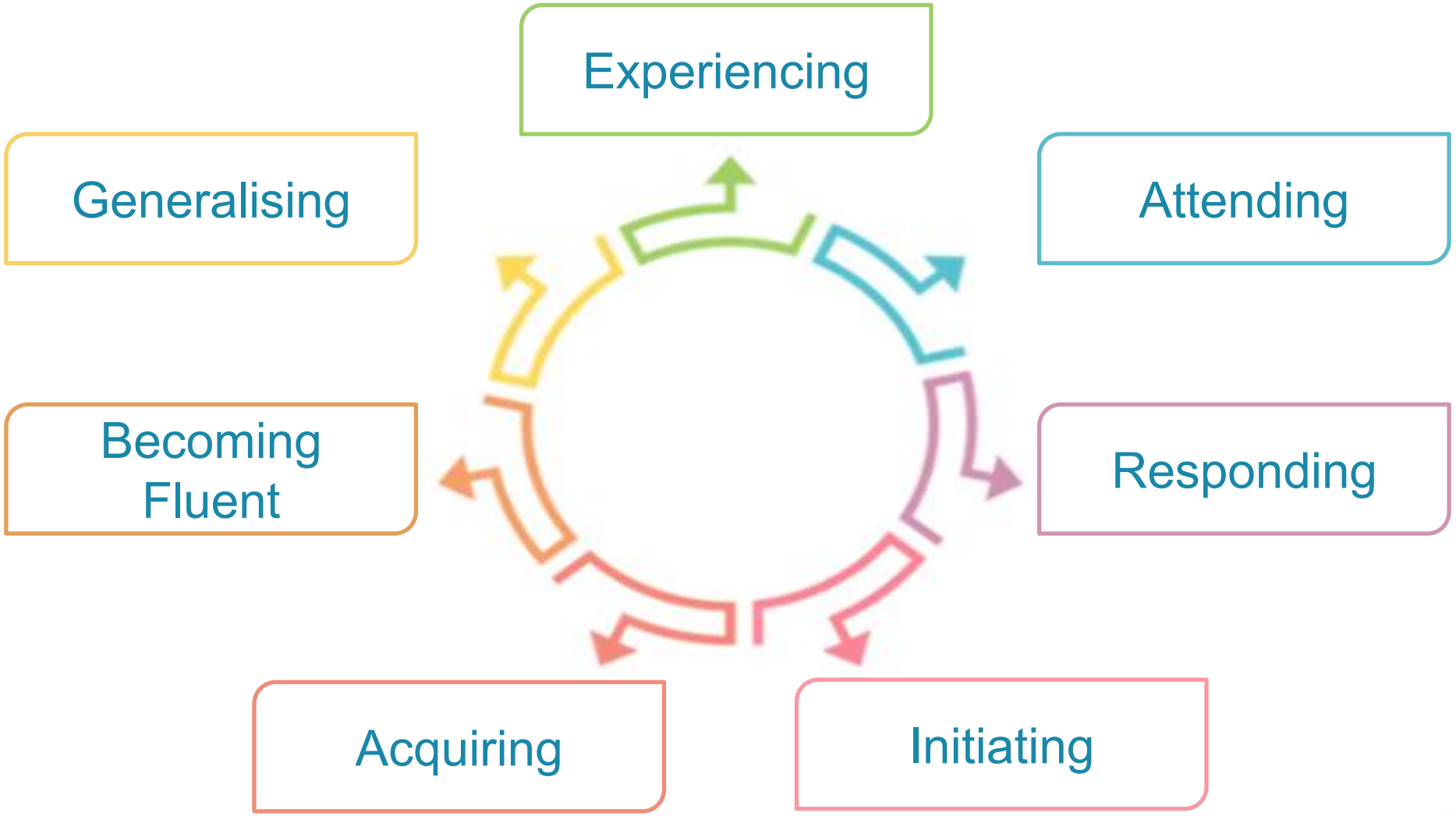
Inclusive Practice

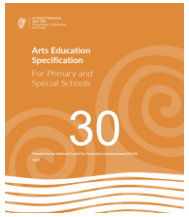
Assessment and Progression



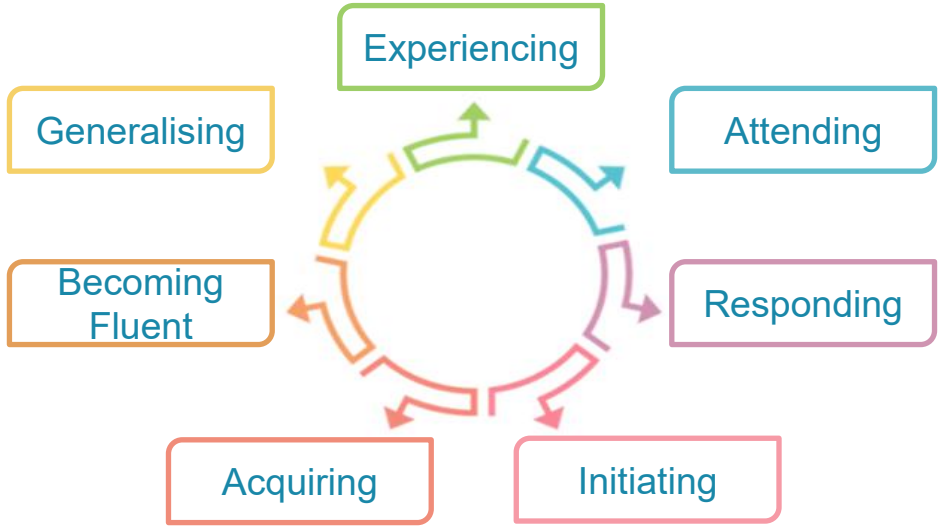


Chapter 6: Additional Support Pathways





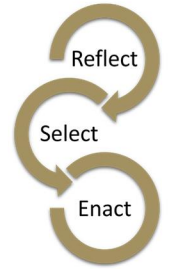
Chapter 6: Additional Support Pathways

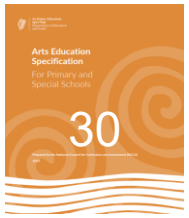


How do we support **all** children in our school to thrive and flourish?

How do we facilitate progression?

What step(s) could we take to further develop inclusive practice?

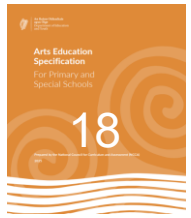




Chapter 5: Learning Outcomes

Oide

Learning Outcomes for Strand: **Exploring and 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:			
Drama			
improvise and enact fictional scenarios on a variety of themes in response to stimuli and Teacher-in-role. AL, CL, C	improvise, enact and sustain engagement with fictional scenarios on a variety of themes in response to teacher engagement and the use of stimuli. AL, CL, C	explore, improvise and represent ideas in a range of dramatic forms that communicate ideas and explore human themes, relationships and dilemmas. AL, CL, C	explore, improvise, represent and adapt ideas in a range of dramatic forms to explore and communicate complex ideas, themes, relationships and dilemmas. AL, CL, C
co-create and/or adapt simple stories and characters (with support) using movement, sound, space, objects and tension. AL, CL, C	create and/or adapt simple stories and characters using movement, sound, space, objects and tension. AL, CL, C	devise, structure and rework action or scenes using character, movement, sound, space, objects and tension in a spontaneous and/or rehearsed way. AL, CL, C	devise, adapt, structure, rework and refine action or scenes developing roles, characters, movement, sound, space, objects and tension in a spontaneous and/or rehearsed way. AL, CL, C



Exploring a Learning Outcome
Integrated Learning Outcome

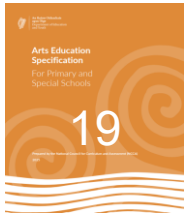
Strand: Exploring and Creating

Stage: 3 (Third and Fourth Class)

explore, experiment, improvise, plan and create, integrating a combination of Art, Drama, Music and/or other artforms.

AL, CL, C





Focus(es) of Learning

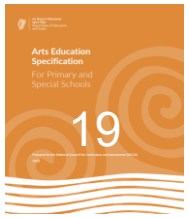
Exploring 3D **form** using a variety of materials and techniques – The Three Little Pigs

Improvising scenes using **character**, **movement** and **tension** in a spontaneous way

Creating a rap using voice, **structure** and **pulse**

Planning and creating drama through storyboarding and/or scripting

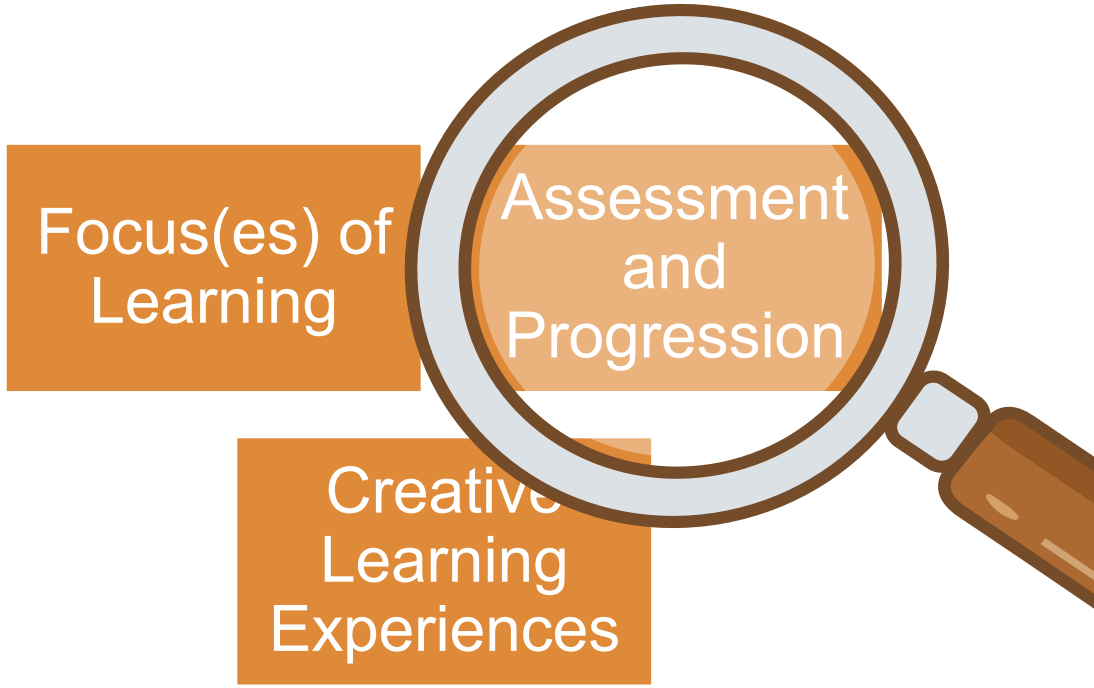
explore, experiment, improvise, plan and create, integrating a combination of Art, Drama, Music and/or other artforms.
AL, CL, C



Exploring a Learning Outcome
Integrated Learning Outcome

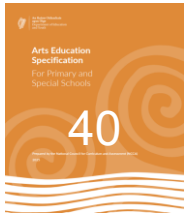
Strand: Exploring and Creating

Stage: 3 (Third and Fourth Class)



explore, experiment, improvise, plan and create, integrating a combination of Art, Drama, Music and/or other artforms.

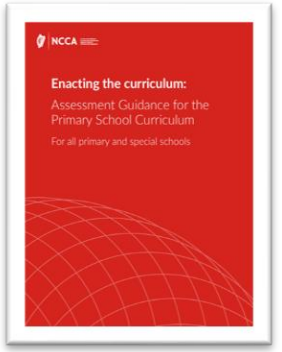
AL, CL, C



Focus(es) of Learning

Exploring 3D **form** using a variety of materials and techniques – The Three Little Pigs	Teacher observation and discussion
Improvising scenes using **character**, **movement** and **tension** in a spontaneous way	Peer-assessment
Composing a rap using voice, **structure** and **pulse**	Rubric
Planning and capturing their drama work through storyboarding and/or scripting	Checklist

Assessment and Progression



Exploring a Learning Outcome
Integrated Learning Outcome

Strand: Exploring and Creating

Stage: 3 (Third and Fourth Class)

explore, experiment, improvise, plan and create, integrating a combination of Art, Drama, Music and/or other artforms.
AL, CL, C



Oide

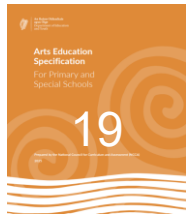
Design and create a 3D house using a range of materials, selecting and combining them to make a sturdy 3D structure **(form)** of the pig's house.

Improvise short scenes from the Three Little Pigs (building their houses, negotiating with the wolf, the aftermath) exploring **character** and how best to use **movement** and **tension.**

Focus(es) of Learning ⇔ Creative Learning Experiences

The children plan a Three Little Pigs rap performance in small groups to showcase the piece that they have created, considering **pulse**, **structure**, and rhyme.

Children are encouraged to write, rehearse and rework their script for the Three Little Pigs (storyboarding if they choose), reflecting on **structure** and audience engagement.



Exploring a Learning Outcome

Applicable to Art, Drama, Music and other artforms

Oide

Strand: Responding and Connecting

Stage: 2 (First and Second Class)

engage with and describe a variety of stimuli, arts works, digital and in-person events, exhibitions and performances from Ireland and the wider world.

AC, CL, C



Exploring a Learning Outcome
Subject-specific Learning Outcome

Strand: Performing and Presenting

Stage: 4 (Fifth and Sixth Class)

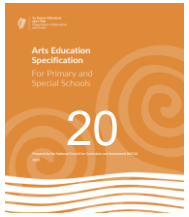
Focus(es) of Learning

Assessment and Progression

Creative Learning Experiences

use voice, body, instruments, techniques and/or digital tools creatively to arrange, interpret, sing, play and record a variety of songs and musical pieces.

AL, C, DL

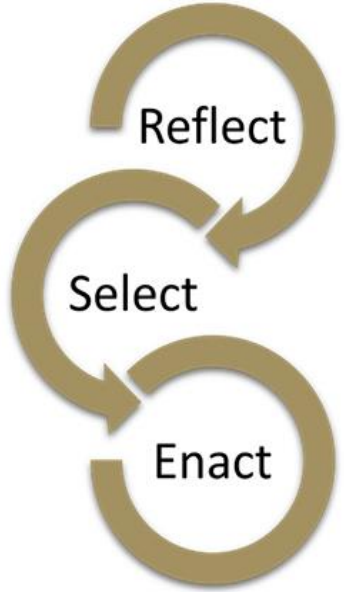


Moving Forward

Oide

Choose a Learning Outcome that you could explore in your setting in the coming weeks.





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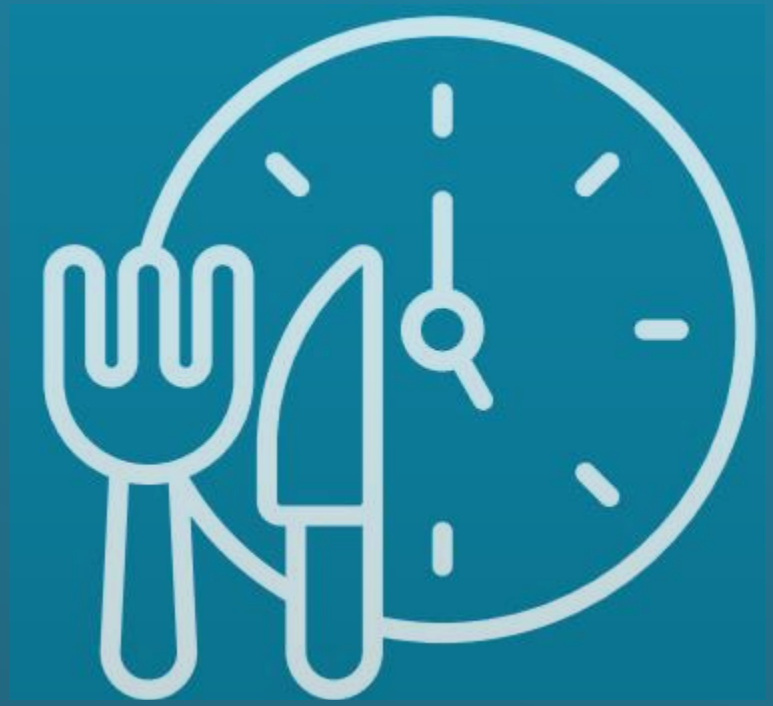
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



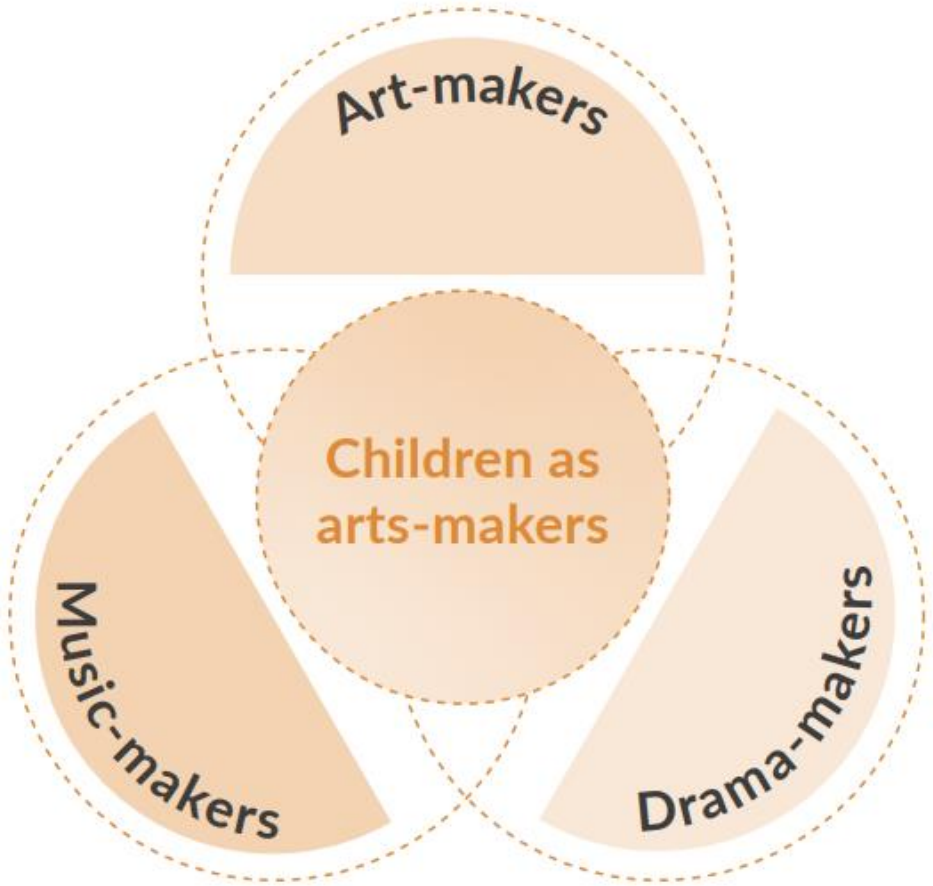
CC BY NC

Fáilte ar ais arís!

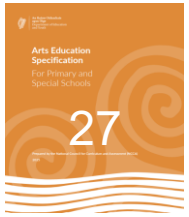


'When we engage with the Arts, a strange and magical alchemy takes place.'
Michael D. Higgins

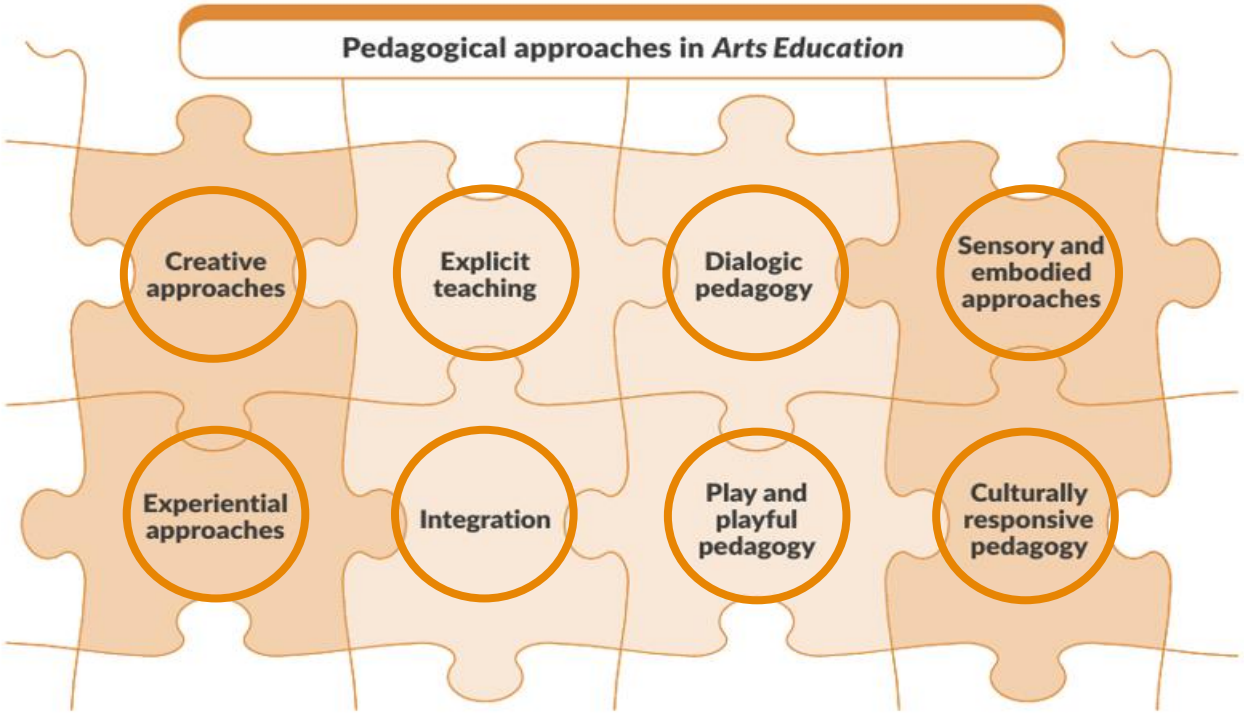
Chapter 6(a): Being an arts-maker



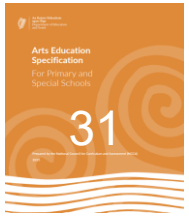
'How' children learn is as important as 'what' they learn.' (Arts Education Specification, p.31)



Chapter 6(b): Teaching in Arts Education



Facilitating a broad range of playful artistic experiences and approaches



Creativity in Action!

What Learning Outcome could I work towards?

How would I tailor this creative experience to suit my class?

What professional decisions would I need to make as the teacher?



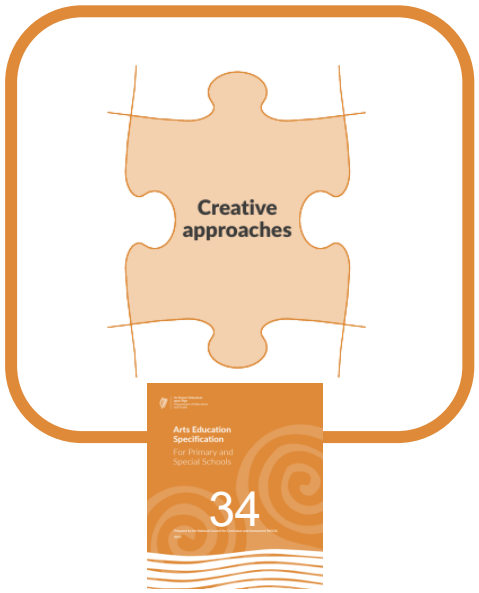
Art

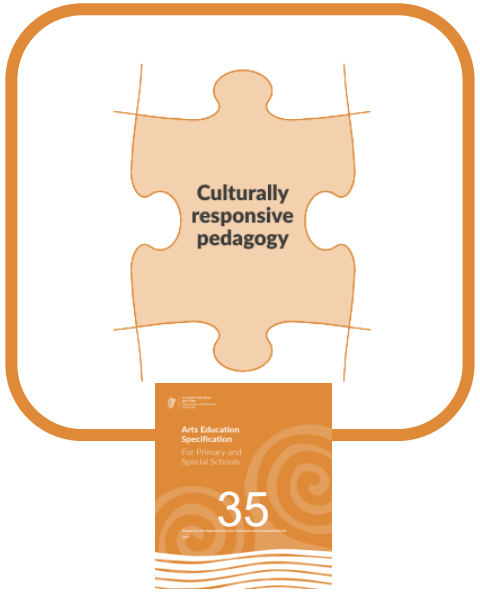
Drama

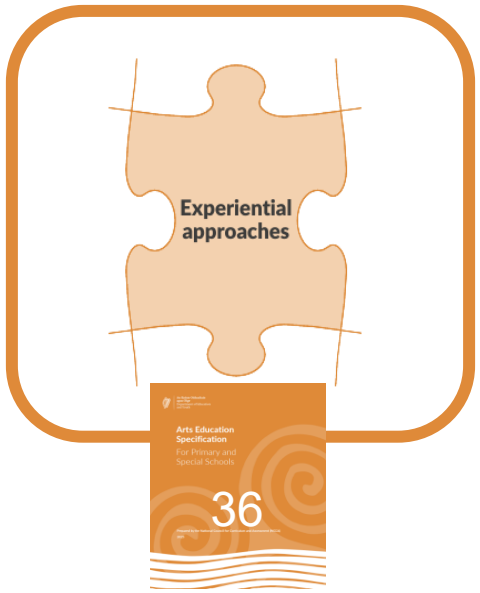
Music

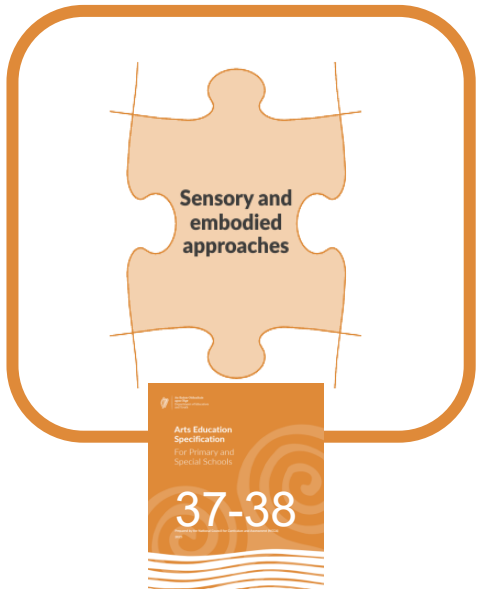


Pedagogy in Practice



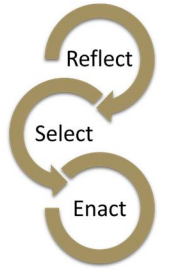


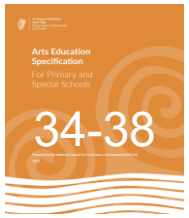




While reading the examples on pages 34, 35, 36 and 37-38:

1. Reflect on how these were evident in the creative learning experiences.
2. How could you bring these pedagogical approaches into Arts experiences in your context?



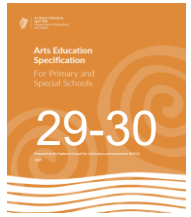


Chapter 6(a): Supporting children's learning in Arts Education

'Each child is an individual with a unique set of strengths that need to be nurtured. Learning Outcomes provide the opportunity for all children to learn through multiple pathways supporting individualised and inclusive learning experiences.'
(Arts Education Specification, p.29)



Creative Learning Experiences



Chapter 6(d): Broad-ranging experiences in Arts Education

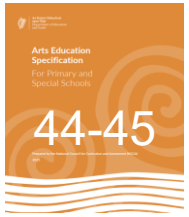


Other Artforms

Collaboration and Partnerships

School Community and Wider Community

Reflect
Select
Enact



Oide

Whole-School Action Planning



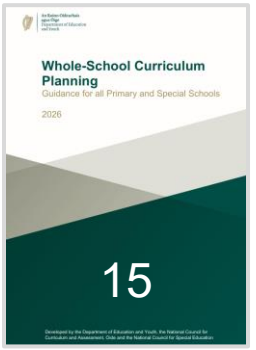
Whole-School Action Planning

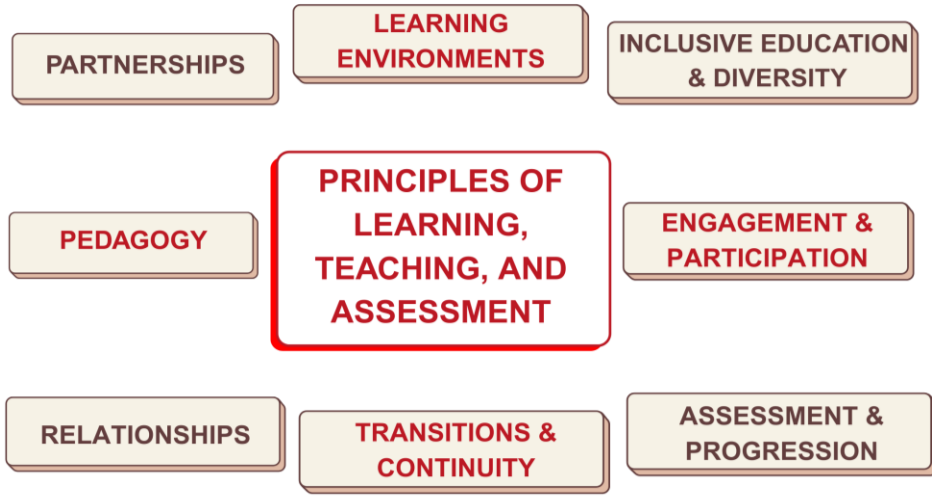
Reflect



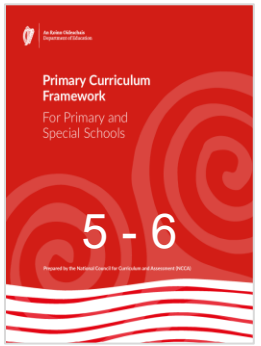
REFLECT

Thinking about today's learning, what are you noticing about your current practice in relation to the Arts?



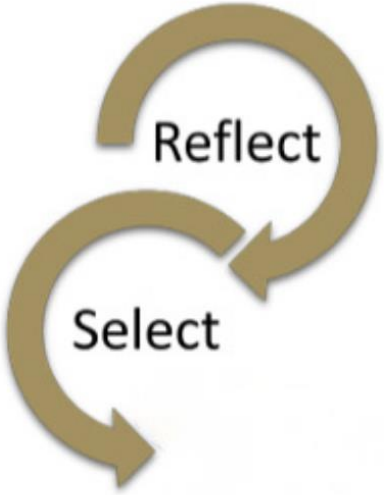


'The principles provide the lens through which schools should reflect on their whole-school practice in enacting the redeveloped curriculum.' (Whole-School Curriculum Planning, p.6)



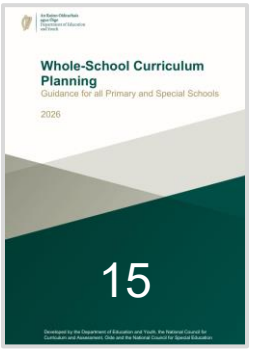
Whole-School Action Planning

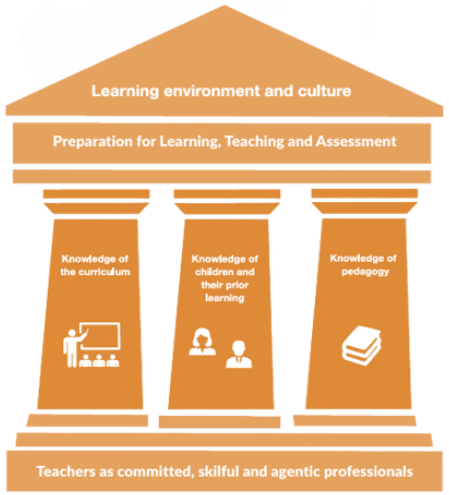
Select



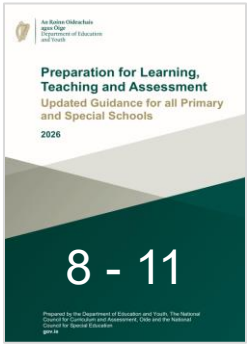
REFLECT
Thinking about today's learning, what are you noticing about your current practice in relation to the Arts?

SELECT
What is the most important area for us to focus on now?



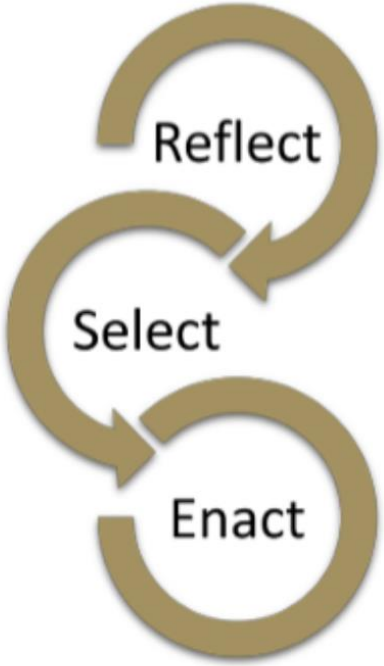


'Teachers make decisions every day about learning, teaching and assessment in their school… these decisions are shaped by the three key pillars.'
(Preparation for Learning Teaching and Assessment, p.8)



Whole-School Action Planning

Enact



REFLECT

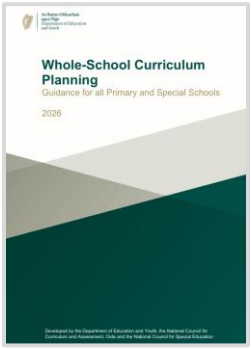
Thinking about today's learning, what are you noticing about your current practice in relation to the Arts?

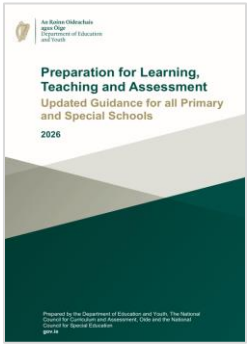
SELECT

What is the most important area for us to focus on now?

ENACT

What is the first step we could take to begin this work?





Whole-School Next Steps

From Reflection to Action

Oide

WHAT

What will we do before the next visit?

WHO

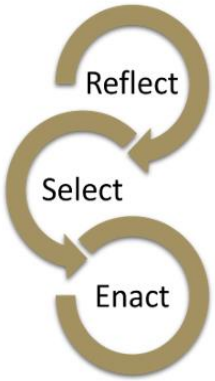
Who will coordinate it, and how will everyone contribute?

WHEN

When will it begin, and when will we check progress?

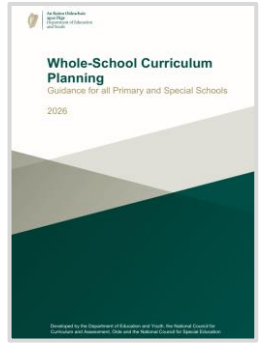
SUPPORT

What resources, learning or collaboration will help?



EVIDENCE

What will we notice or gather from children's learning?

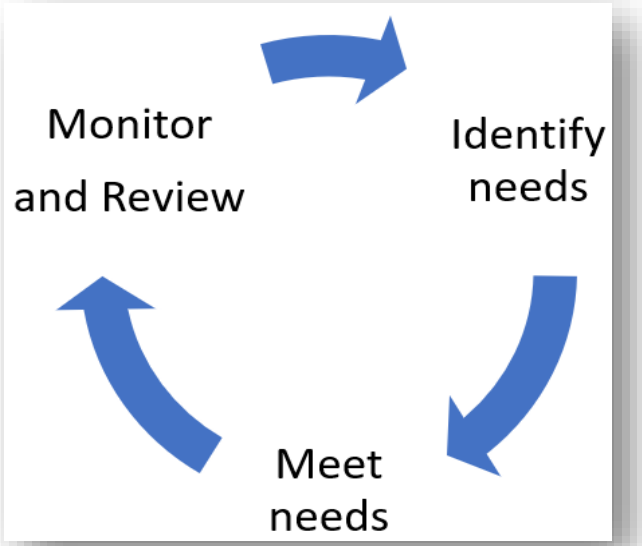


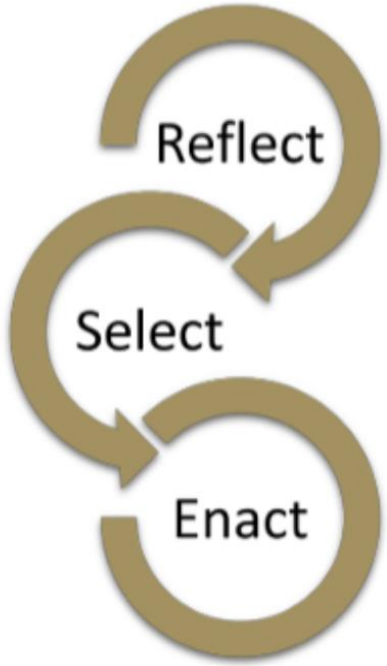
REVIEW

When will we discuss what worked and what needs to change?

School Self Evaluation
An Engine for Change







How are we using the SSE process to plan, monitor and evaluate curriculum enactment in our school?

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Míle Buíochas

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