



An Roinn Oideachais
agus Óige
Department of Education
and Youth

The arts

Junior Cycle Level 1

Priority Learning Unit (PLU)

Prepared by the National Council for Curriculum and Assessment (NCCA)

PLU 5: The arts

This unit covers the three areas of visual art, music and drama. Students are exposed to a rich and varied range of experiences using all of their senses. They are creatively engaged in learning and have opportunities to express their emotions, reactions and imaginations as an individual and as a member of a group. Due to the strong visual, auditory and tactile aspects of each of the three elements, students with visual and hearing impairments are included fully and successfully in learning. The arts can support all students in making sense of the world around them.

They learn about their own cultural heritage and traditions and that of others. Students are exposed to the work of artists, musicians and to the world of theatre and performance. Through the retelling of contemporary and historical events which become familiar, students become more secure and relaxed in their surroundings. In this PLU's elements, there is an emphasis on experiencing, exploring and creating in:

- Visual art
- Music
- Drama.

A student will work on learning outcomes based on their strengths, interests and needs as indicated in their SSF. A student may achieve a learning outcome at any one of the eight progression pathways. Curriculum content from any curriculum area can be used to achieve the learning outcomes.

Element	Students should be able to...
Visual art	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 use 3D materials (new and recycled)
	5.5 participate in creating art work 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

Element	Students should be able to...
Music	<p>5.9 identify the source and direction of a sound</p> <p>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)</p> <p>5.11 respond to the elements of music (pitch, pulse, duration, dynamics, structure, timbre, texture, style, tempo)</p> <p>5.12 experiment with creating vocal sounds</p> <p>5.13 use parts of the body to make sounds by moving on/through a reactive environment¹</p> <p>5.14 explore and use a variety of sound-making equipment</p> <p>5.15 participate in choosing and/or making appropriate sounds for stories, events and celebrations</p> <p>5.16 participate in group music-making activities</p> <p>5.17 create short pieces of music using relevant digital technologies</p> <p>5.18 link sounds to pictorial representations</p> <p>5.19 play an uncomplicated tune on a chosen instrument</p>
Drama	<p>5.20 show an awareness of being part of an audience</p> <p>5.21 explore and react to props, costumes, actions and sensory stimuli in a dramatic context</p> <p>5.22 participate in the re/telling of contemporary/historical/cultural events or stories through interactive games and/or dramatic activities</p> <p>5.23 show an awareness of being part of an acting group</p> <p>5.24 co-operate or work alongside/in parallel with others in making, choosing and using props, costumes and sets</p> <p>5.25 work independently or collaboratively to produce a rehearsed piece of drama for an audience</p> <p>5.26 express and/or identify emotions in a dramatic context</p>

¹ Reactive music adapts to a listener and their environment by using built-in sensors, e.g. camera, microphone, touch screen. In this way, listeners become part of the creative process.



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