



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Senior Cycle Level 2 Learning Programme: Visual Art Elective Module

For introduction to schools in September 2025.

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

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Introduction

The Senior Cycle Level 2 Learning Programme (SCL2LP) consists of a range of curriculum areas, each designed on a modular basis. There are four curriculum areas at the heart of the SCL2LP: Numeracy; Communication and Literacy; Personal Care; and Electives. Visual Art is an Elective Module.

Visual Art is designed for a minimum of 60 hours of teaching time/class contact time over two years.

Module title	Recommended time in hours
Visual Art	60

Rationale

Learning through the arts significantly contributes to the development of the whole person. Art is a way to communicate visually. It is a language that gives ideas form. Visual Art aims to develop and support students' physical, sensory and emotional engagement with the artistic world around them to enable exploration and expression of their feelings and experiences. It helps motivate students to participate in art in all its forms in school, at home and in their communities through engagement and enjoyment of a range of artistic activities and experiences.

Visual Art is a medium for self-expression, creativity and discovery, allowing students to focus on communication, reaction and self-expression, where students are enabled to engage with and develop their artistic, interpersonal, intrapersonal and communication skills. Participating in Visual Art will enhance students' confidence and overall wellbeing as they experience artistic activities in a structured and supportive setting. Through these experiences, students will gain a sense of accomplishment, develop resilience and build their self-confidence.

The development of students' understanding of how art can be enjoyed, as well as its importance in life, contributes to the development of key competencies in senior cycle. When this happens, all learning across senior cycle is supported and the development of important life skills are promoted. Students stand to benefit in many ways as they progress in learning pathways and as they transition to life beyond school.

Continuity and progression

This module is designed to consolidate and progress students' learning and experiences from junior cycle. The module is structured to provide continuity from the Primary Art curriculum and Junior Cycle Visual Art specification to progress, enhance and deepen their learning in senior cycle.

Visual Art supports the development and progression of the student's key skills of managing self, staying well, communicating and promotes development and learning in areas such as communication, language, numeracy, motor coordination and spatial awareness.

Students are given opportunities to demonstrate how learning acquired here can be linked to prior learning, to other curriculum areas, wider school activities and life outside of school, applying their learning in areas such as Communication and Literacy, Numeracy, Personal Care, Music, The past in my place, Drama, Being part of the community or their area of special interest. This will reinforce learning and progress students' ability to be active, communicate and interact. This helps to provide a continuous learning experience for students throughout senior cycle. This supports students beyond school and provides them with a sense of achievement and confidence as they transition to the world of occupations, study or further services beyond school.

Teaching and learning

The Visual Art module emphasises active participation, social engagement, experiential hands-on sensory learning, focusing on guided discovery. Students should be encouraged to engage with a variety of art materials, tools and techniques, identify their preferences and begin to understand the concept of art in a meaningful way. Students learn that learning art is personal yet universal.

Activities are the medium through which students achieve the learning outcomes. Therefore, schools should endeavour for students to engage in a range of activities designed to enable students to appreciate the artistic world around them. Students may participate in individual activities as well as involvement in activities as part of a group and should be given many opportunities to experience the fun, enjoyment, creative and the social aspects of Visual Art. Collaborative projects promote social interaction and communication as students engage with their peer group and the broader community. While some ideas are listed, schools have the flexibility to provide their own activities depending on available resources, local amenities and their students' interests. Examples of activities include but are not limited to: working with paint, sponges, crayons, pencils, pastels, chalks, clay, play dough, sand paper, fabric, photography, video, digital media. Lego, school activities such as the school show, setting up stations with different textures, construction materials, tools including relevant technologies, visits to areas of artistic interest, guest artists, visits to galleries, exhibitions or museums. These allow students to explore visual art at their own pace, provide students with additional resources and real-world engagement opportunities.

Visual Art activities are structured in a way that support students' physical and emotional development while being flexible to accommodate individual needs. Many artistic activities naturally build motor skills, like holding brushes, tearing paper, mark making, sculpting with clay or play dough. These activities develop strength, control, and promote coordination and support the development of their imagination as students engage with the creative process.

Considerations may apply when teachers are planning their students' art activities. This may apply to choosing equipment, technology and exploratory activities appropriate to students' needs. The initial learning point for some students may be to become comfortable to the textures, acoustics or smell of art materials while some students may be wholly reliant on technology to create. Where appropriate, digital and assistive technology is used to support learning and participation. Visual aids, raised line drawing tools, adaptive tools for creating, and communication devices, visual and object cues, may enhance students' ability to engage with the curriculum.

Module: Visual Art

Module descriptor

Students will experience, participate in and enjoy various forms of Visual Art as an individual and within a group. This module enables students to identify artistic activities they enjoy and motivate students to engage with art within and outside of school.

Students learn about

Students should be able to

Being a creator of art

Students create their own art that reflects their emotions or experiences, encouraging them to think about how they feel or what they want to show through their work. The emphasis is on the process, to enjoy art. Students experiment with and experience the artistic process to create their own work.

- a. engage with different art elements such as texture, colour, materials using hands, tools or techniques
- b. choose elements such as texture, colour, lines, materials or form for a familiar task
- c. identify dot, colour, line and shape and combine to observe the result
- d. identify own skills and preferences in creating art
- e. follow example, familiar technique or processes to create a piece of work
- f. create a piece of art based on personal experience, emotion or imagination
- g. use art to represent emotions visually
- h. create art with an auditory component (e.g., making art that accompanies sounds or using materials that make noise when touched)
- i. communicate what inspired their work
- j. describe the creative techniques, materials, processes, resources, tools or technologies used in creating their own work
- k. identify good composition in a creative work
- l. respond to questions about particular aspects of a creative work, in everyday language
- m. describe their work using appropriate language or terminology

Art having meaning

Students react to art. They communicate on their own or another's work, gaining confidence in their own artistic work.

- n. identify and recognise art in their local environment
- o. express a preference on, or opinion of, a piece of art or another's work
- p. express an opinion about how a piece of work should look
- q. prepare own work for display and display own work
- r. understand some technical language e.g. shade, brief, tone
- s. work to a given brief
- t. recognise art from different cultures, periods in time and artistic styles
- u. express ideas on art from other cultures
- v. demonstrate knowledge of some artists, designers and genres from different places and times
- w. recognise how some styles and designs are associated with their cultural past and present

Glossary of terms

Form	Form refers to three dimensional objects. Forms have three dimensions (height, width and depth)
Composition	Composition is the way in which the different elements of the art work are arranged
Mark Making	<p>Mark making describes the way artists produce different lines, dots, marks, patterns and textures. Mark making can be creative and experimental - it can be done with any materials and tools. Different types of mark making techniques include but are not limited to:</p> <ul style="list-style-type: none">• stippling• dabbing• pouring• splattering• scribbling



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