



Igniting the Fire! Transforming Learning Through Inclusive, Integrated- Arts Practice

DR. EDEL FAHY

FROEBEL DEPARTMENT, MAYNOOTH
UNIVERSITY

INTO CONFERENCE

RADISSON HOTEL, SLIGO

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Workshop aims

- ❖ To engage in thematic, integrative arts content which promotes inclusivity, embraces multi-sensory methods and develops critical thinking skills.
- ❖ To explore a playful, integrated, inter-related approach to arts education (NCCA, 2025).

Benefits of Arts Education

Arts education enables children “to develop their creative and imaginative capacities through artistic expression and response” (Gol, 1999a: 35).



Positively affect overall academic achievement and development of empathy towards others (Fiske, 1999; Robinson, 2011; Russell-Bowie, 2009, 2010).





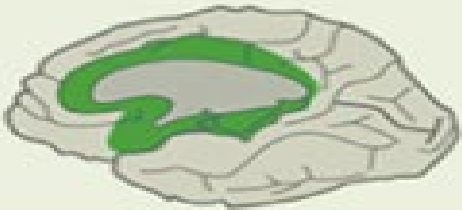
Inclusion and the Integrated Arts

- ❖ Integrated arts can provide creative ways to represent information through multiple learning modalities – visual, aural and kinaesthetic (Layne & Silverstein, 2020).
- ❖ Integrated arts can also offer alternative means for representing information.
- ❖ Engaging a wide range of learners in collaborative, creative learning experiences (Layne & Silverstein, 2020).
- ❖ Drama can have silence, dance can have words, a musical composition can be represented with visual art.

UDL Framework

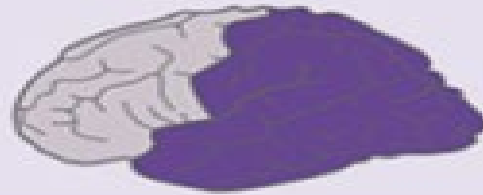
Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



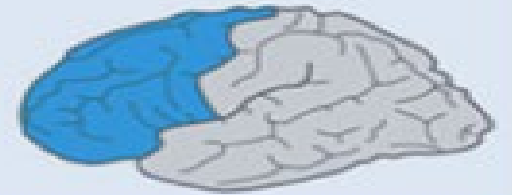
Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).



Engaging,
responding and
connecting with
content using
Music, Drama, Art
and Movement.

Representing
information using
Art, Drama and
Literacy,
supporting
different learning
styles.

Providing
opportunities for
physical, emotional
and creative
expression through
Drama, Music, Art
and Movement.

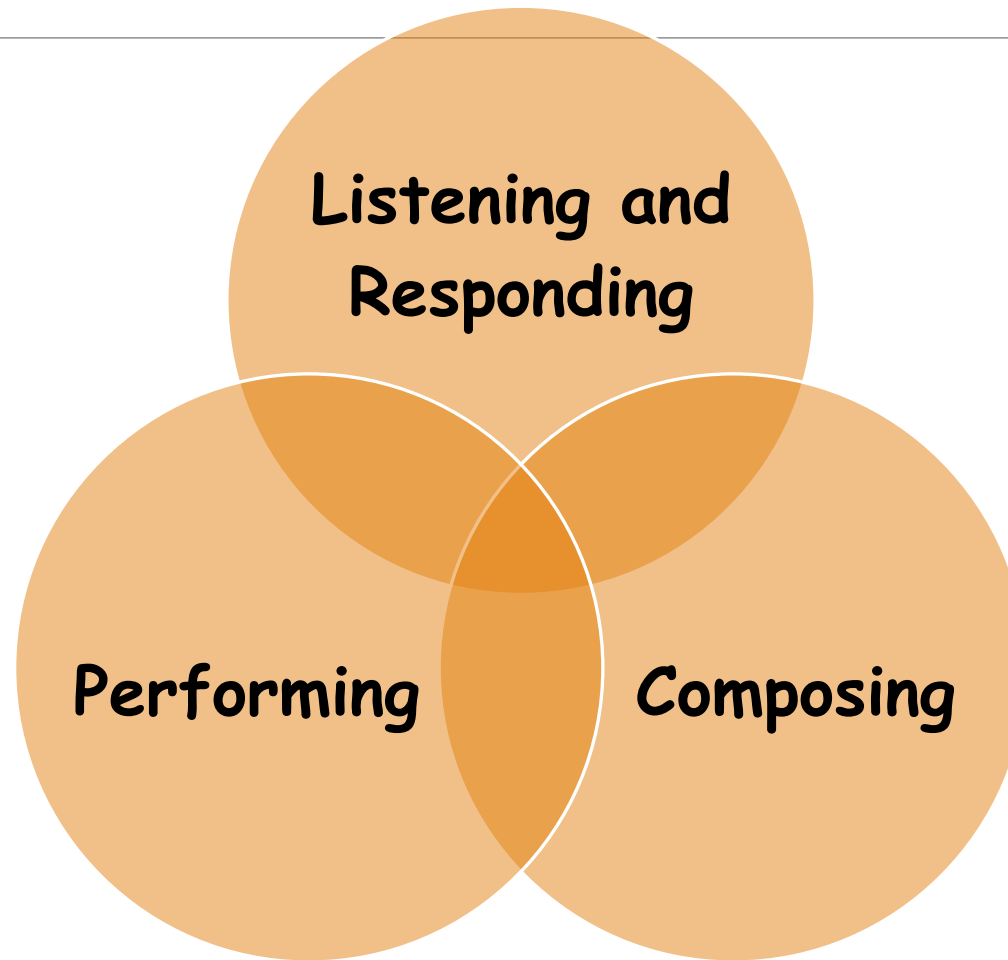
Arts Education Curriculum (NCCA, 1999)

Arts education in the Irish Primary School Curriculum comprised of Music, Drama and the Visual Arts Curricula.



Music Curriculum

(NCCA,1999)



Visual Arts
Curriculum
(NCCA, 1999)

Drawing

clay

Construction

Fabric and
Fibre

Print

Paint and Colour

Drama Curriculum

(NCCA, 1999)

Strand

Drama to explore feelings, knowledge
and ideas leading to understanding

Strand Unit

Exploring
and
making drama

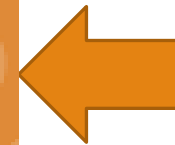
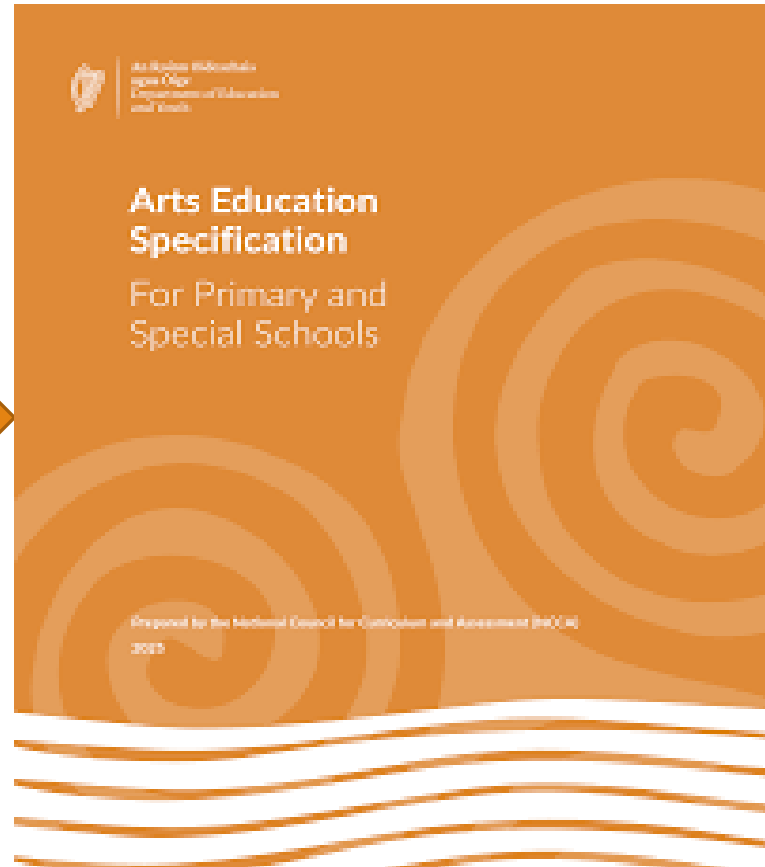
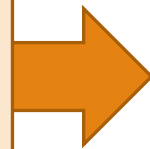
Reflecting
on
drama

Co-operating
and
communicating
in making drama

Arts Education Curriculum Specification (NCCA, 2025)

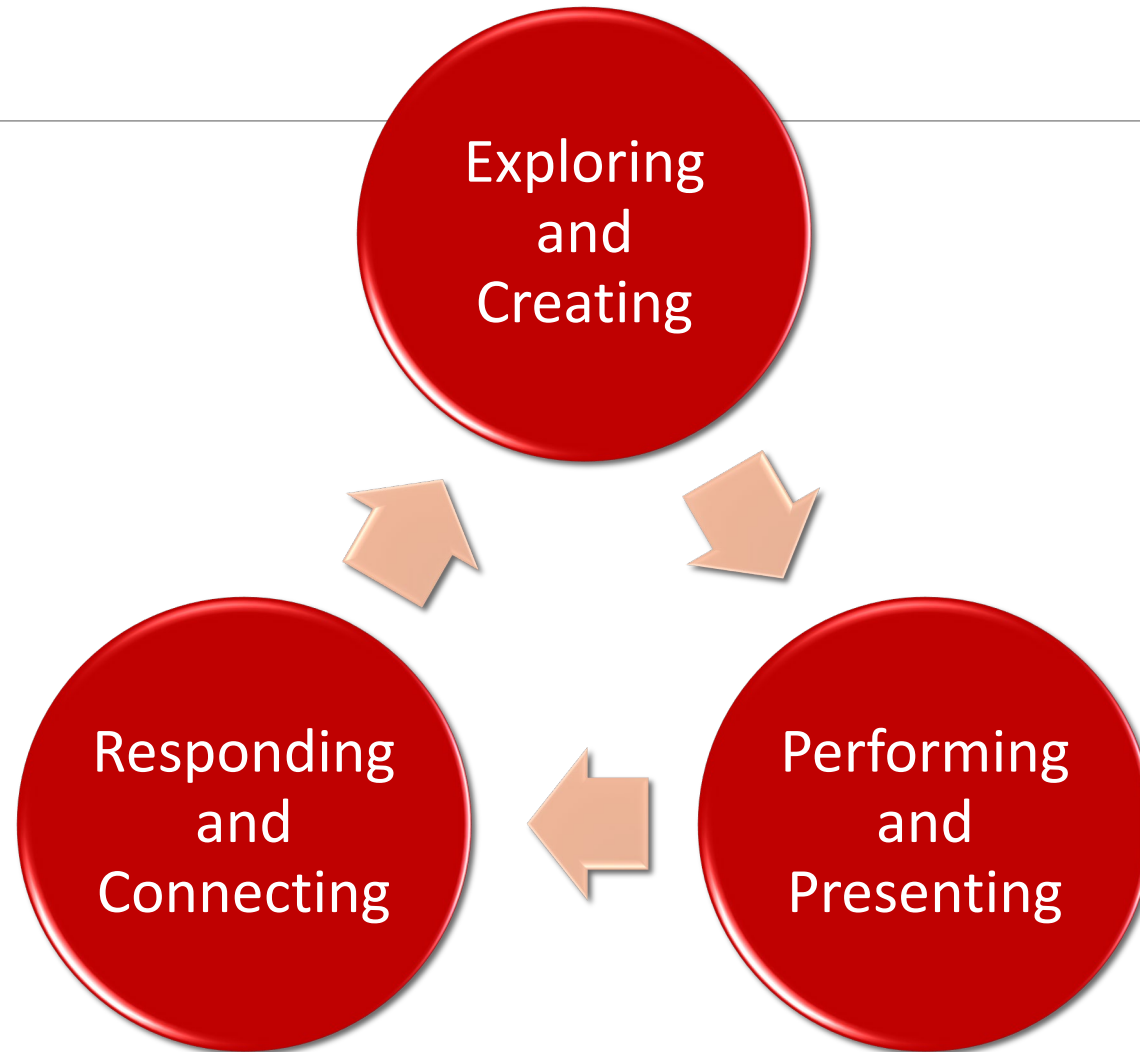
<https://www.curriculumonline.ie/primary/curriculum-areas/updated-arts-education/>

Newly re-developed Arts Education Specification supports a playful, integrated, inter-related approach to teaching and learning for Stage 1 and Stage 2 (NCCA, 2025).



For Stage 3 (3rd & 4th) and Stage 4 (5th and 6th), Arts Education curriculum areas are differentiated into subject areas (NCCA, 2025).

Arts Education Strands (NCCA,2025)



Arts Education Specification

(NCCA, 2025)

- ❖ Places an important emphasis on child and teacher agency
- ❖ Emphasises **active**, **sensory** and **embodied** engagement where children 'learn by doing'
- ❖ Encourages children to be reflective, expressive and to make informed creative choices as **arts-makers**
- ❖ Alongside both discrete and integrated learning experiences in Art, Drama, and Music, children have opportunities to engage with other artforms including dance and media arts.



Planning for Arts Education

Working towards Learning Outcomes over a two-year period.

Learning Outcomes will be revisited and deepened over time.

The Arts Education Specification includes three types of Learning Outcomes:

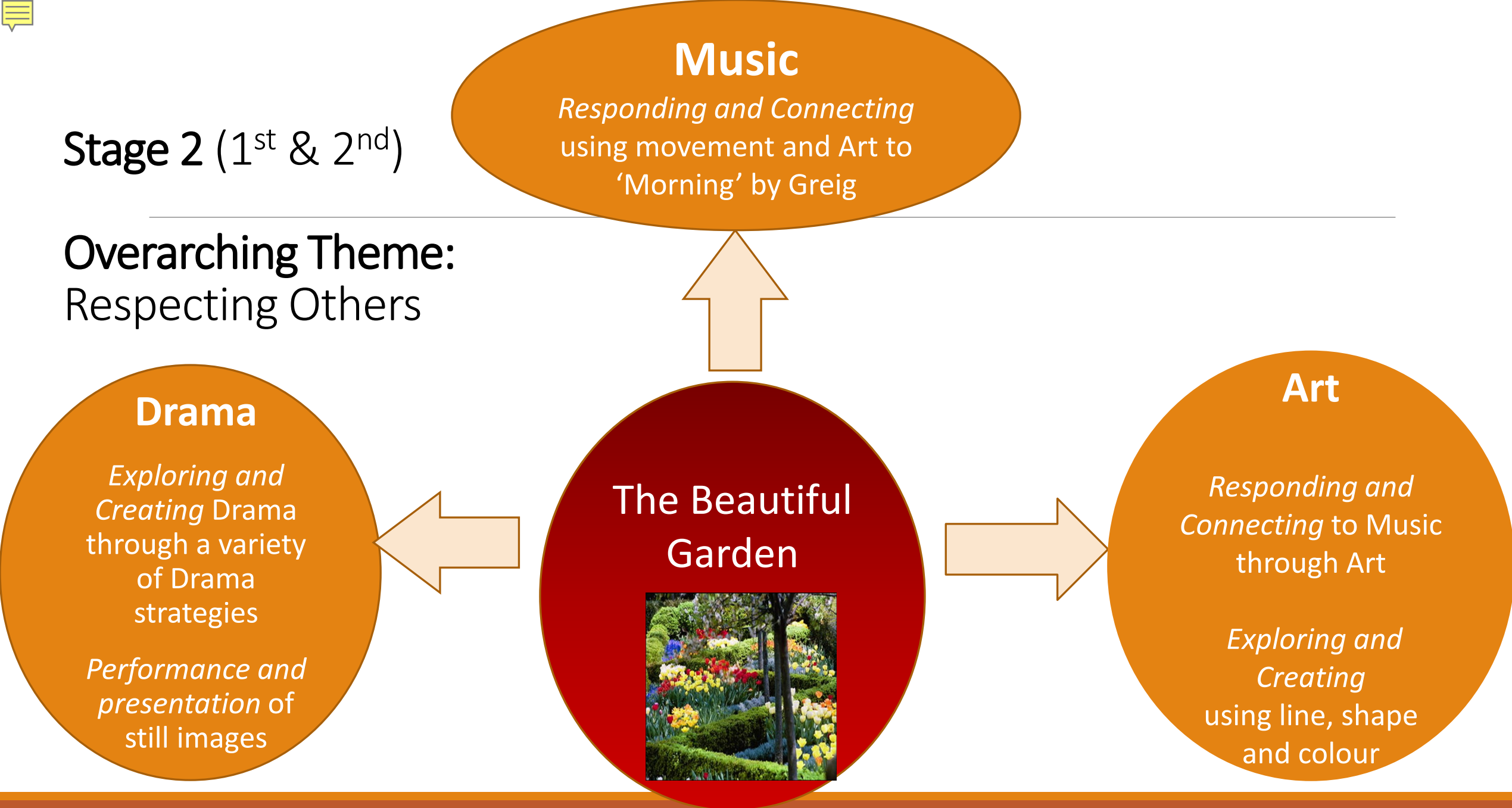
1. Subject-Specific Learning Outcomes for Art, Drama and Music.
2. Learning Outcomes that are applicable to Art, Drama, Music and other artforms (as appropriate).
3. Integrated Learning Outcomes that allow for a combination of artforms.





Stage 2 (1st & 2nd)

Overarching Theme:
Respecting Others



Let's get Warmed-Up!

Whole Body Warm Up

Say Hello!

Fiddly Fingers

'Pass the Ball' and move through
space (Click on the icon for Music)

Autumn Leaves





Autumn Leaves



Starting note: C'

Autumn leaves are falling*,
Orange, red and brown,
See them twirling in the wind,
And floating to the ground

Autumn Leaves

(Banana Splits)

Autumn leaves a canon

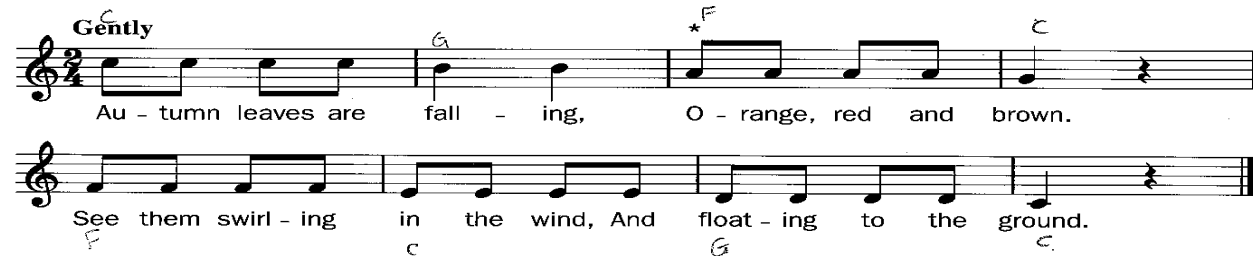


Autumn leaves are falling,
Orange, red and brown,
See them twirling in the wind,
And floating to the ground.

Tuned percussion accompaniment



Anonymous



The canon entry point is marked * in the music.

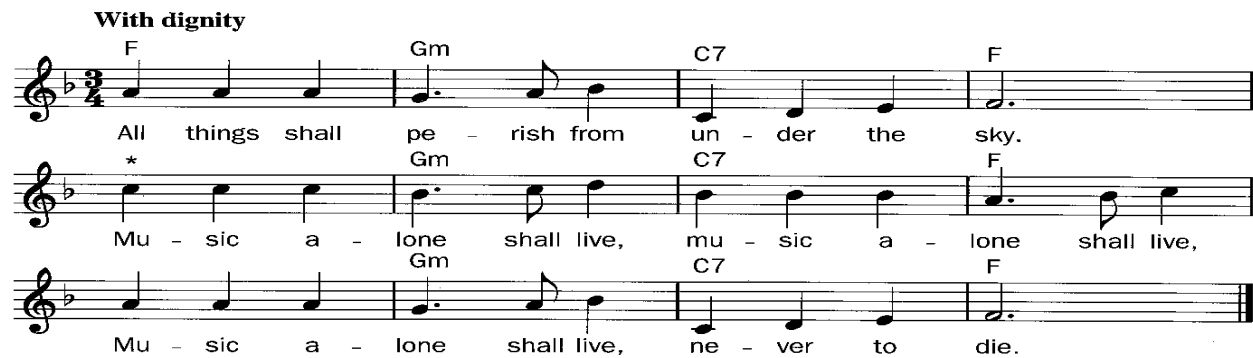
Music alone shall live a canon

All things shall perish from
under the sky.
Music alone shall live,
music alone shall live,
Music alone shall live, never to die.

Tuned percussion accompaniment



Traditional German



The canon entry point is marked * in the music.



Fiddly Fingers!



**Fiddly fingers,
Wriggly wrists,
Shimmery shoulders,
Iggly elbows,
Hobbly hips,
Knobbly knees,
Anxious ankles,
Shake it all out!**



Introduction

- ❖ Warm up activities
- ❖ Introduction of stimulus – *Responding and Connecting to Music*.
- ❖ Play 'Morning' by Grieg (from the Peer Gynt Suite).
- ❖ Do you like it? Why/why not? How does it make you feel? What instruments can you hear?





Responding and Connecting to Music

You might hear some of these instruments in the piece 'Morning'.
Click on the icon to hear what they sound like.



Development



Step 1:

- ❖ Respond to Music using movement and scarves – how does the music make you feel? (*Responding and Connecting to Music*).
- ❖ Respond to Music using Art – ‘create the beautiful garden you see in your imagination’ (*Responding and connecting to Music using Art*).
- ❖ Fill your page! Explore the use of **line**, **colour** and **texture** in your drawings.



Development



Step 2:

- ❖ Using your drawings, define the drama space using paper placement.
- ❖ Exploration of the beautiful garden using narrative mime, freeze and thought tracking (*Exploring and creating Drama*).



Development (continued)

Step 3:

- ❖ Creation of drama circle – Teacher in Role (TiR) as the Grumpy Man (*Exploring and creating in Drama*)
- ❖ The Grumpy Man explains his problem to the group.
- ❖ Encourage questioning.
- ❖ Discuss ideas and possible solutions.



Conclusion

- ❖ Talk and discussion – what can we do to restore the beautiful garden to its former glory?
- ❖ Groups plan how to help the Grumpy Man.
- ❖ Small group improvisations based on this.
- ❖ Freeze and thought track (*Exploring and Creating, Performing and Presenting in Drama*)
- ❖ Draw a picture, design a card or write a poem to the Grumpy Man (*Responding and Connecting through Art/other arts forms*).

(Adapted from 'Step by Step' Parkes, J, & Fitzgibbon, S. 2006)



SPHE

Showing kindness, forgiveness and respect to others – how can we do this in our daily lives?

SEE - Geography

Exploring flowers and fauna of Irish gardens

Maths

Measurement of school garden or outside play area using meter stick/trundle wheel. Prediction vs Actual

Literacy

Link with Oscar Wilde's 'The Selfish Giant'.
Writing in role – write a letter to the Grumpy Old Man to say that you are sorry

Possible ideas for curricular integration

Overarching theme:
Respecting Others

SEE – History

Link with 'The Selfish Giant'.
Understanding the past – how people lived, played, and cared for each other and their community

PE

Using the piece of music 'Morning', engage in movement and dance to explore the garden



Some concluding thoughts....

- ❖ Involving children in collaborative, creative learning experiences, opportunities for individual choice, autonomy and self-regulation abound (Silverstein, 2020).
- ❖ The integrated arts can provide strong foundations for transformational learning at all levels (Greene, 1995) encouraging individuals...

“To reach beyond....for what is not yet”

(Greene, 1995).

References

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