Formal Education Learning Outcomes

A young critics programme can be used by teachers to deliver elements of the secondary school curriculum in both Ireland and the UK. Youth Theatre Ireland has partnered with Arts in Junior Cycle to deliver young critics workshops to English teachers.

Below is an illustration of how the outcomes of a young critics programme can be aligned to the desired outcomes of a formal education curriculum (namely the Irish Junior Cert Cycle).

Young Critics and the Junior Cert Cycle

Delivering a young critics programme to students is particularly relevant to the following key skills identified in the Framework for Junior Cycle:

Managing Information and Thinking
- Bring curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting and evaluating my learning
- Using digital technology to access, manage and share.

Being Creative
- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology.

Communicating
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using language
- Using numbers and data
- Using digital technology to communicate

Working with Others
- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

The programme can also be used to achieve specific outcomes identified for Junior Cycle English including:

Oral Language 1: Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information,

stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.

Oral Language 8: Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way.

Reading 9: Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them.

Reading 4: Use an appropriate critical vocabulary while responding to literary texts.

Writing 3: Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read.

Writing 7: Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, image.