



“Shut your eyes and see”

- James Joyce, Ulysses

MoLI’s Primary School Learning Programme For 3rd, 4th, 5th and 6th class.

Our Mission

At the core of MoLI’s vision is the desire to bring visitors on an inspiring journey through Irish writing, and to engage children of all abilities to explore their creative potential, with a focus on imaginative development, aesthetic observation, curiosity and creative play.

Our two guiding principles when working with children are **Creativity and Goodwill.**

Creativity - The raw energy of creativity is transformative: we believe that all members of our society should be empowered to harness their creative potential.

Goodwill - We endeavour to treat our staff, visitors and partners with unfailing good humour, honesty and goodwill.

Your visit to MoLI

How to book -

- Teachers can book online on our website in the Schools and Teachers section of Learning at MoLI. Here you choose your date to visit MoLI, choose the workshop you would like your class to participate in, and fill in the necessary information required in order to accommodate the needs of your group.
- The workshops take place on weekday mornings, at 10 - 12pm, during the school term.
- Up to 30 students can attend the workshop at any time.
- In line with MoLI's Child Safeguarding Policy and Procedures, we require a minimum of two adults for every school group of 16, and recommend one other adult for every extra 8 students.
- If you cannot attend, please let us know as soon as possible learning@moli.ie

When you arrive on the morning of the visit

- Welcome to MoLI! You will arrive at 10am to register at the reception area in Newman House.
- Each participant fills in a name tag.
- Wayfinding and Health and Safety will be briefly explained.
- Toilet break is encouraged at this point - we have no toilets on the Learning Room level.
- The exhibition tour will begin at 10.15am and take no longer than 30 minutes.
- Your workshop begins after the exhibition tour. The group will walk up the stairs, or take the lift to the 4th floor into the Learning Room. The workshop will take up to 1.5 hours.
- All materials are provided by MoLI.
- You will be in MoLI for a total of 2 hours.
- Feedback will be requested at the end of your session.
- All groups finish in MoLI at 12pm.

About the MoLI Primary School Learning Programme

Our school programme is facilitated by Jennie, the Learning Manager, alongside a team of garda vetted volunteer learning room assistants.

Our programme of curriculum-linked workshops for Primary School were developed with teachers, educators, administrators and JCSP librarians, with different learning styles in mind. Each workshop reflects elements of the school curriculum, in addition to our exhibition spaces and gardens.

Our School Learning Programme was developed through facilitated outreach workshops with our Learning Partner Schools;

- Trinity Comprehensive, Ballymun, Dublin 11.
- Virgin Mary, Ballymun, Dublin 9.
- St. Patrick's Cathedral Choirschool, Dublin 8.
- St. Brigids, Glasnevin, Dublin 11.

We are committed to providing a safe, creative and enjoyable environment, where children of all abilities can engage in the museum and learning programme. We have activities suitable for students of all ages and backgrounds. All programmes are delivered in line with MoLI's Child Protection and Welfare Policy.

We welcome feedback from young people and educators, and together we have collaborated in developing an innovative and robust education programme that is both participative and fun.

We are thankful to all of our learning partners and key stakeholders for their insight and unique observations that have shaped our inaugural MoLI Schools Learning programme.

Workshop 1 - Wild, Wild Words

A Poetry and Wild Writing Workshop.

A primary school education programme exploring the connection between awareness, nature, and the creative writing process.

Nature has served as a rich source of inspiration to Irish writers and artists, and students will have the opportunity to creatively explore their relationship with the environment in a creative way.

This is a multi sensory workshop that begins in our garden, (weather permitting, or via observation from the large gothic windows in the learning room), and will offer students an opportunity to reflect on how they use their senses in the natural world. The students will immerse themselves in nature and sounds, and will use colour, poetry and wild writing.

By offering this workshop at MoLI, we aspire to instill an appreciation for the natural world, while also supporting the students to develop their observation, reflection and writing skills.

MoLI Take - Away - Students will customize their own MoLI bookmark and tassel to take home with them.

4 key pieces from MoLI exhibition and gardens that are linked to this workshop.

- **Riverrun of language** - a digital art installation that immerses you in the sound of Irish writing from mythology and folklore to the present day.
- **Joyce's notebooks** - be inspired by notebooks from Joyce's Ulysses, and see just how complex (and messy!) his creative process was.
- **Joyce's graduation tree** and Reading Garden - the tree where James Joyce had his graduation photograph taken in 1902.
- **Bob Quinn statue 'Birdsong'** - this statue has the past and present of the house wrapped up in it, from its religious history as the Catholic University with Cardinal Newman, to reading, and now we think he has stopped reading to listen to the birds coming to our new garden.

Key Primary School Strands (3rd to 6th class)

English

Strand: Reading - Strand unit: Developing cognitive abilities

- Listen to, read, learn, recite and respond to a challenging range of poetry
- Retrieve and interpret information in a variety of ways
- Extend participation in listening and silent reading activities.

Strand: Writing - Strand unit: Developing emotional and imaginative life through language

- Express his/her reactions to particular experiences in writing
- Write about the relationship between poems and personal experience

Strand: Writing - Strand unit: Developing confidence and competence and the ability to write independently

- Choose to write for himself / herself only
- Write, without re-drafting, on a given or chosen topic within certain time constraints
- Take part in co-operative writing activities

Strand: Oral Language - Strand unit: Developing receptiveness to oral language

- Discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, video tapes and film clips
- Use mime to convey ideas, reactions, emotions, desires and attitudes
- Take part in games in which unseen objects are identified from descriptions given by other pupils

Visual Arts

Strand: Paint and colour - Strand unit: Painting

- Explore the relationship between how things feel and how they look
- Express his/her imaginative life and interpret imaginative themes using colour expressively

Strand: Drawing - Strand unit: Making drawings

- Make drawings from recalled experiences, emphasising pattern, detail, context and location
- Draw imaginative themes using inventive pattern and detail
- Draw from observation

Strand unit Drawing and Painting: Looking and responding

- Look at and talk about his/her work, the work of other children and the work of artist

Geography

Strand: Environmental awareness and care - Strand Unit: Environmental awareness

- Identify, discuss and appreciate attractive and unattractive elements of natural and human environments
- Explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world
- Recognise how the actions of people may have an impact on environments

Strand: Environmental Awareness and Care Strand Unit: Caring for my locality/Caring for the environment

- Come to appreciate individual, community and national responsibility for environmental care

Strand: Natural environments -Strand Unit: The local natural environment

- Investigate, become familiar with some natural features in the local environment

Workshop 2 - Once upon a time: Me!

A drama based workshop exploring folklore, curious objects and storytelling.

In this workshop, students will examine photographs, props (including hats, spectacles and messy journals) and pieces of text, which will ignite their imagination in small working groups.

Life through a Lens will use drama games and creative exercises as tools to explore feelings and the relationship between story, theme, empathy and life experience.

This workshop will encourage students to develop self awareness and recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways. Students will further develop the ability to express personal opinions, thoughts and ideas - and listen to, respect, think about, and comment critically and constructively on the views of others.

MoLI Take - Away - The class will leave with an Instax MoLI Pic. An instant group photo, a keepsake that documents their time with us!

4 key pieces from MoLI exhibition and gardens that are linked to this workshop -

- **Riverrun of language** - a digital art installation that immerses you in the sound of Irish writing from mythology and folklore to the present day
- **Irish Writing Now** - Young Adult Writing - our mini-exhibition on the first floor highlights some of the best Irish writers for teens and young adults right now.
- **Joyce's notebooks and Copy Number 1 of Ulysses** - be inspired by notebooks from Joyce's Ulysses, and see just how complex (and messy!) his creative process was.
- **Start your novel** - write the first sentence of your own novel and pin it to our wall on the top floor.

Key Primary School Strands (3rd to 6th class)

English

In this workshop students will develop competence and confidence in using oral and written language, as well as reading.

Strand: Oral language - Strand unit: Developing emotional and imaginative life through oral language

- Experience and enjoy playful aspects of language
- Express reactions to events and characters in stories
- Discuss ideas, concepts and images encountered in literature

Strand: Reading - Strand unit: Confidence and competence

- Select personal reading material and develop personal taste in reading for pleasure and information

Strand: Reading - Strand unit: Developing emotional and imaginative life

- Talk about choice of books and the reasons for choices.
- Relate personal experience to the ideas and emotions conveyed in the text
- Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance.

Strand: Writing - Strand unit: Receptiveness to Language

- Experience interesting and relevant writing challenges
- See his/her writing valued

Strand: Writing - Strand unit: Developing confidence and competence and the ability to write independently

- Take part in co-operative writing activities
- Choose a form and quality of presentation appropriate to the audience

Strand: Writing -Strand unit: Developing cognitive abilities Clarifying thought through language

- Reflect on and analyse ideas through writing
- Write about an idea to explain it to someone else

Strand: Writing - Strand unit: Developing emotional and imaginative life through language

- Express a personal reaction to ideas, emotions and images encountered in literature
- Write stories and poems
- Use his/her own artwork and that of others as a stimulus to writing

SPHE

Strand: Myself - Strand unit: Self identity

- Realise that each person has a unique contribution to make to various groups, situations and friendships
- Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others
- Recognise , describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities
- Express personal opinions, feelings, thoughts and ideas with growing confidence

Strand : Myself - Strand unit : Growing and changing

- Explore how feelings can influence one's life

Strand:Myself - Strand unit : Making decisions

- Make individual and group decisions

Strand: Myself and others - Strand unit: Relating to others

- Listen actively to others and respect what each person has to say
- Explore and practise the many verbal and non-verbal ways in which people communicate with each other

Strand: Myself and the wider world - Strand unit: Developing citizenship

- Practise ways of working together and of developing a sense of belonging
- Develop and practise leadership roles and learn to work together in different group situations

Drama

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding - Strand Unit: Exploring and making drama

- Extend playing in role and in character to include the ability to accept and maintain a brief that has been decided on by either the teacher, the group or himself/herself
- Discover how the use of space and objects helps in building the context and in signifying the drama theme
- Begin, as a member of a group, to include in drama activity the elements of tension and suspense

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding - Strand Unit: Reflecting on drama

- Learn, through drama, the relationship between story, theme and life experience
- Use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding - Strand Unit: Co-operation and communication in making drama

- Develop, out of role, the ability to co-operate and communicate with others in helping to shape the drama
- Enact spontaneously for others in the group a scene from the drama, or share

with the rest of the class a scene that has already been made in simultaneous small-group work

- Develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made

Workshop 3 - The Story of Us!

A visual art workshop exploring the grandeur of ordinary life.

Observation, imagination and the child's own experience provide the starting point of this workshop. Children will individually experiment with a range of materials, colours and exercises and also collaborate in a group setting, encouraging them to reflect, observe and respond to their peers pieces.

This workshop will encourage confidence in oral storytelling, by specifically developing emotional and imaginative life through oral language. The students will further develop their emotional and imaginative life through journal entries - during this process they will be encouraged to explore themselves as the active hero of their own life.

The workshop will conclude with each participant of the class collaborating and responding to a large scale communal visual map which celebrates the beauty of the mundane and reflects the fascinating self, others, and the wider world.

MoLI Take Away - The group will leave with their individual biography and the collective class visual map to proudly display back in their school!

4 key pieces from MoLI exhibition and gardens that are linked to this workshop -

- **Riverrun of language** - a digital art installation that immerses you in the sound of Irish writing from mythology and folklore to the present day
- **Dear Dirty Dublin** - An exhibition that explores the life of James Joyce, whilst situating his work in the contemporary city. A scale model of today's Dublin illustrates the Joycean landmarks still standing in the capital.
- **Joyce's notebooks and Copy Number 1 of Ulysses**- be inspired by notebooks from Joyce's Ulysses, and see just how complex (and messy!) his creative process was.
- **Joyce's graduation tree** and Reading Garden - the tree where James Joyce had his graduation photograph taken in 1902.

Key Primary School Strands (3rd - 6th class)

English

Strand: Oral Language - Strand unit: Developing receptiveness to oral language

- Listen to, retell and tape a narrative or a description, taking turns giving the account
- Take part in games in which unseen objects are identified from descriptions given by other pupils
- Interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photographs

Strand: Oral Language - Strand unit: Confidence and competence in using language

- Present ideas that are relevant to the subject in a logical sequence
- Discuss the meaning, effect and diversity of local words and expressions
- Use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations

Strand: Oral language - Strand unit: Developing cognitive abilities through oral language

- Make presentations to the class about his/her own particular interests

Strand: Oral language - Strand unit: Developing emotional and imaginative life through oral language

- Discuss with others his/her reactions to everyday experiences and to local, national and world events
- Discuss favourite moments, important events and exciting characters in a story, play or poem
- Experience and enjoy playful aspects of language
- Become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country

Strand: Reading - Strand unit: Receptiveness to language

- Understand the relationship between text and illustration

Strand: Reading - Strand unit: Confidence and competence

- Experience different types of text.

SPHE

Strand:Myself - Strand unit: Self identity (self awareness and self - confidence)

- Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways
- Realise that each person has a unique contribution to make to various groups, situations and friendships
- Explore the factors that influence his/her self image
- Express personal opinions, feelings, thoughts and ideas with growing confidence
- Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others

Strand : Myself - Strand unit : Growing and changing

- Realise that growing and changing are continuous throughout life
- Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual
- Explore and Understand how feelings help in understanding himself/herself.

Strand:Myself - Strand unit : Making decisions

- Become aware of and think about choices and decisions that he/she makes every day
- Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions
- Make individual and group decisions

Strand: Myself and others - Strand unit : Myself and my family

- Examine some factors that can affect family life
- Explore and discuss families and homes and how they can vary in many ways
- Compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland

Strand: Myself and others -Strand unit: My friends and other people

- Respect and show consideration for the views, beliefs and values of others

Strand: Myself and others - Strand unit: Relating to others

- Listen actively to others and respect what each person has to say

Strand: Myself and the wider world - Strand unit: Developing citizenship

- Explore the concept of the class or school as a community
- Practise ways of working together and of developing a sense of belonging
- Recognise how each person has both an individual and a communal responsibility to the community

Visual Arts

Strand: Paint and colour - Strand unit: Painting

- Make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale
- Explore colour with a variety of colour drawing instruments, media and techniques
- Explore the relationship between how things feel and how they look

Strand: Paint and colour - Strand unit: Looking and responding

- Look at and talk about his/her work, the work of other children and the work of artists

Strand: Drawing - Strand unit: Making drawings

- Make drawings based on themes reflecting broadening interests, experiences and feelings
- Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail

Strand: Drawing - Strand Unit: Looking and responding

- Look at and talk about his/her work, the work of other children and the work of artist

