# Bendrųjų programų atnaujinimas

I darbas. Kompetencijų raiškos mokymosi turinyje žemėlapiai

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OECD Education 2030
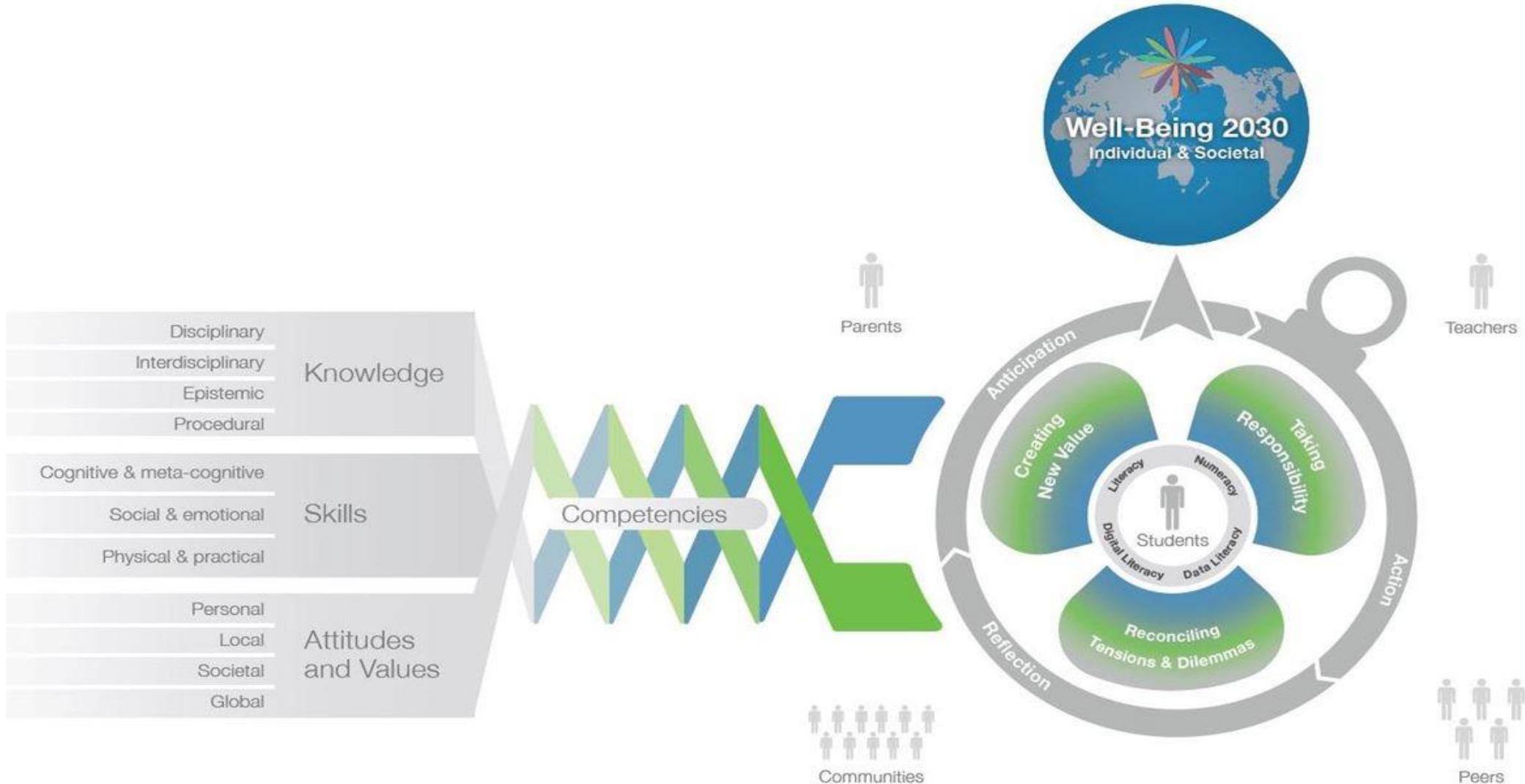
Reikalavimai kompetencijoms(OECD, Education 2030):

- Mokslinis apibrėžtis
- Aktualumas šiuo metu ir orientacija į ateitį
- Tarpusavio susietumas
- Sudaro prielaidas stebėti ir vertinti mokinių pažangą
- Išugdomos ugdymo proceso metu
- Prisidės prie reikalingų ateities pokyčių

Pažinimo kompetencija

Socialinė, emocinė ir sveikos gyvensenos kompetencija

Kūrybingumo kompetencija

Pilietinė kompetencija

Kultūrinė kompetencija

Komunikavimo kompetencija
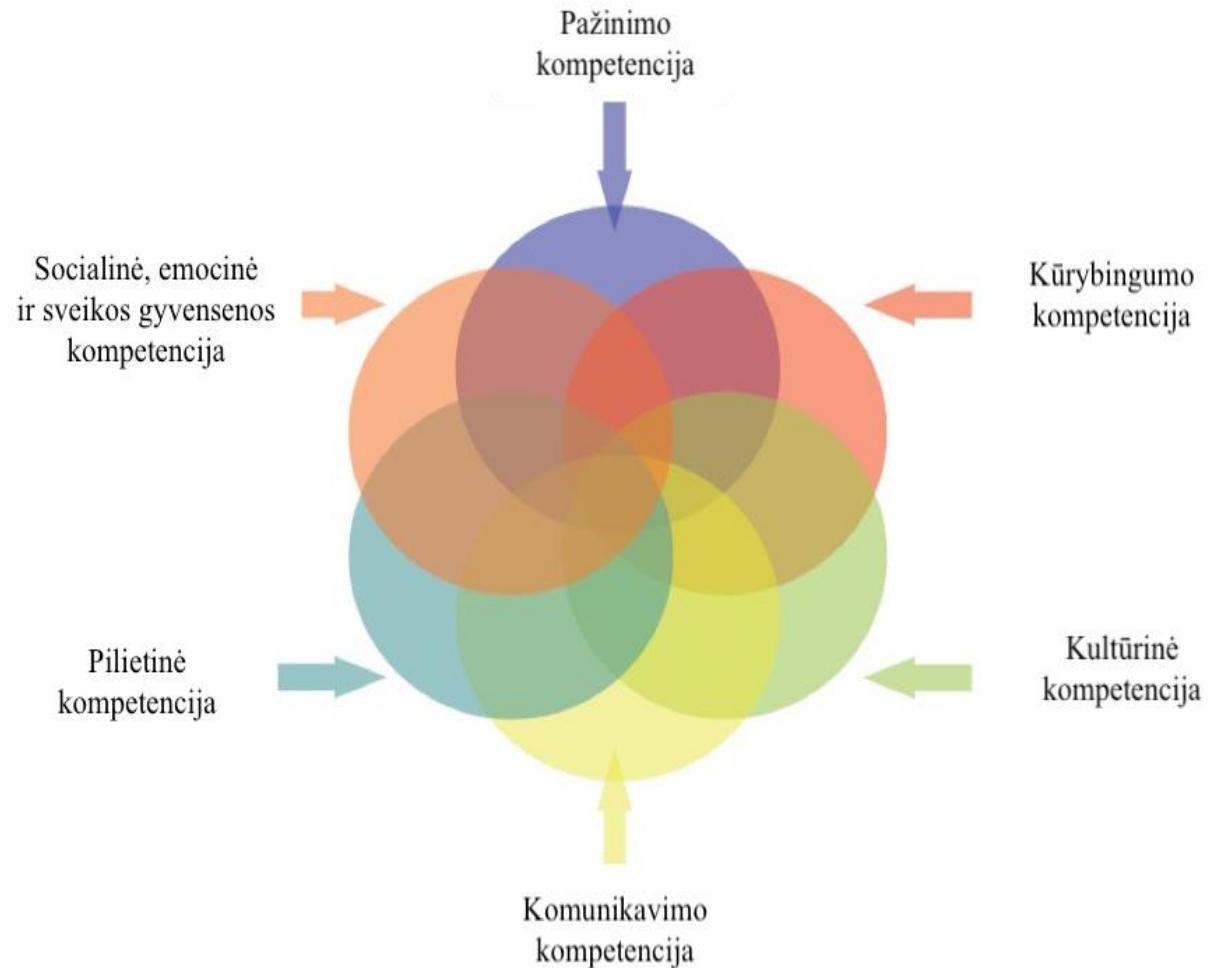
Kompetencijų žemėlapis

Rengiant kompetencijų ir dalykinio turinio žemėlapius:
- *Naudojami kompetencijų raidos aprašai (rengia kompetencijų grupė)*
- *Parengiamas preliminarus dalyko turinio planas, detalizuojamos dalyko temos koncentrui (rengia dalykinės grupės)*
- *Kompetencijų raidos aprašai ir detalizuotos dalyko turinio temos apjungiami bendrame **Kompetencijų ir dalykinio turinio žemėlapyje** (toliau – Žemėlapis). Žemėlapiai rengiami atskirai kiekvienam dalykui 2 metų koncentrui. Viso kiekviena ugdymo sritis parengia 5 žemėlapius, apimančius pradinio ir pagrindinio ugdymo programą. Rengiant žemėlapius, kompetencijos raiškos intensyvumas yra žymimas dviem spalvomis. Geltona – kompetencija labai intensyviai atspindėta turinyje. Žydra – kompetencija iš dalies atspindėta turinyje.*

Kompetencijų ir dalykinio turinio žemėlapis.
Pavyzdys: Lietuvių kalba ir literatūra.

Nr.	Dalyko turinio temos/veiklos sritys	Pažinimo (K1)			Socialinė, emocinė ir sveikos gyvensenos (K2)			Kūrybiškumo (K3)			Pilietiškumo (K4)			Kultūrinė (K5)			Komunikacinė (K6)		
		K1.1	...	K1.n	K2.1	...	K2.n	K3.1	...	K3.n	K4.1	...	K4.n	K5.1	...	K5.n	K6.1	...	K6.n
1.	Skaitymas																		
1.1																			
1.2																			
1.3																			
1.4																			
2.	Teksto kūrimas																		
2.1																			
2.2																			
2.3																			
3.	Literatūros pažinimas																		
3 1																			
3 2..																			
4.	Kalbos vartojimas																		

	A	B	C–I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
21	AVA5	Activities involving feelings and ideas expressed through visual artworks		1	1	3	1	1	1	4	3	2	4	2	2	3	3	3	4	3	2	1	3	
22	AVA6	The work of artists in visual arts/arts, how to think like artists, how visual arts/arts contribute to and relate to real life/real world (epistemic knowledge)		1	1	2	2	1	1	3	3	1	2	2	1	2	3	3	2	3	2	1	1	2	1
23	AVA7	Moral, ethical and legal issues in visual arts/art (e.g. copyright)		2	1	1	1	2	1	2	2	1	1	2	1	1	1	1	1	2	1	1	1	1	1
24	**Music**																								
25	AMU1	The contribution of locally and globally recognized musicians and composers and their works (contemporary and classical) to cultural heritage		3	2	2	2	2	3	2	2	2	3	1	2	3	2	2	3	2	3	2	2	
26	AMU2	The history of and knowledge about music, including major musical styles and compositions used in different music works		3	2	2	2	2	3	2	4	2	3	1	2	3	2	1	3	2	2	2	2	
27	AMU3	Activities involving the production and creation of music and the performance of musical compositions (instrumental and vocal) for a variety of purposes		3	3	2	1	3	4	4	3	3	4	3	2	2	2	4	3	3	2	2	
28	AMU4	Activities involving feelings and ideas expressed through music.		3	3	2	1	3	3	3	2	3	3	1	2	3	2	3	2	3	2	2	
29	AMU5	How to think and appreciate music like musicians, how music contributes to and relates to real life/ real world (epistemic knowledge)		3	2	2	1	3	3	3	2	3	3	1	2	3	2	1	4	3	2	2	
30	AMU6	Moral, ethical and legal issues in music (e.g. copyright)		3	2	2	2	2	2	3	2	2	3	1	2	3	1	2	2	3	3	2	2	
31	**Dance: * Note: if countries include "dance" in physical education, please note "n.a." here but mark the answers in physical education.**																								
32	ADA1	The contribution of locally and globally recognized dancers, choreographers and their works (contemporary and classical) to cultural heritage		3	1	2	1	2	2	2	3	2	4	2	2	3	3	2	2	3	2	2	
33	ADA2	The history of dance, including major performance styles		3	2	2	1	3	3	3	3	2	3	1	3	3	2	2	3	2	2	2	
34	ADA3	Dance forms, dance pieces and the elements of dance used in different dance performances.		3	2	2	1	3	3	4	3	2	3	1	2	2	2	4	2	2	2	2	
35	ADA4	Activities involving the production and creation of choreographed and unchoreographed dance		3	2	2	1	4	3	3	3	3	3	2	2	3	3	2	3	2	2	
36	ADA5	Activities involving feelings and ideas expressed through dance		3	2	2	1	3	3	3	2	3	1	2	3	3	3	2	3	2	2	
37	ADA6	The work of dancers, how to think like dancers, how dancing contributes to and relates to real life/real world (epistemic knowledge)		3	2	2	1	3	3	3	3	3	1	2	2	2	4	3	2	2	2	
38	ADA7	Moral, ethical and legal issues in dance (e.g. copyright of choreography, prejudice against some forms of dance)		3	1	2	1	2	2	2	2	3	1	2	2	2	2	3	2	2	2	
39	**Drama**																								
40	ADR1	The contribution of locally and globally recognized actors, playwrights and their works (contemporary and classical) to cultural heritage		3	2	2	1	1	2	2	2	3	2	2	3	3	2	2	2	4	2	2	
41	ADR2	The history of drama, including major dramatic styles	National Language	2	2	2	1	1	2	2	2	2	3	3	3	2	2	2	4	2	2	
42	ADR3	The elements and conventions of drama used in different drama performances		2	2	2	2	2	2	3	3	4	3	4	3	3	2	2	4	2	2	
43	ADR4	Activities involving the use of the body, gestures and voice as well as the production and creation, rehearsal and performance of scripted and unscripted drama		3	2	2	2	2	3	3	3	4	3	3	3	2	3	4	3	3	
44	ADR5	Activities involving feelings and ideas expressed through drama		3	2	2	1	3	3	3	4	3	3	3	2	2	3	2	2	
45	ADR6	The work of artists in drama (actors/actresses/ script writers etc), how to think like artists in drama, how drama contributes to and relates to real life/real world (epistemic knowledge)		3	2	2	3	3	3	4	3	3	2	4	3	3	
46	ADR7	Moral, ethical and legal issues in drama (e.g. copyright of scripts, expression and prejudice)		3	2	2	2	2	3	3	3	4	3	3	4	2	4	3	4	3	

Percentage of content items in the overall mapped curriculum targeting each competency (as main target), and distribution by learning area
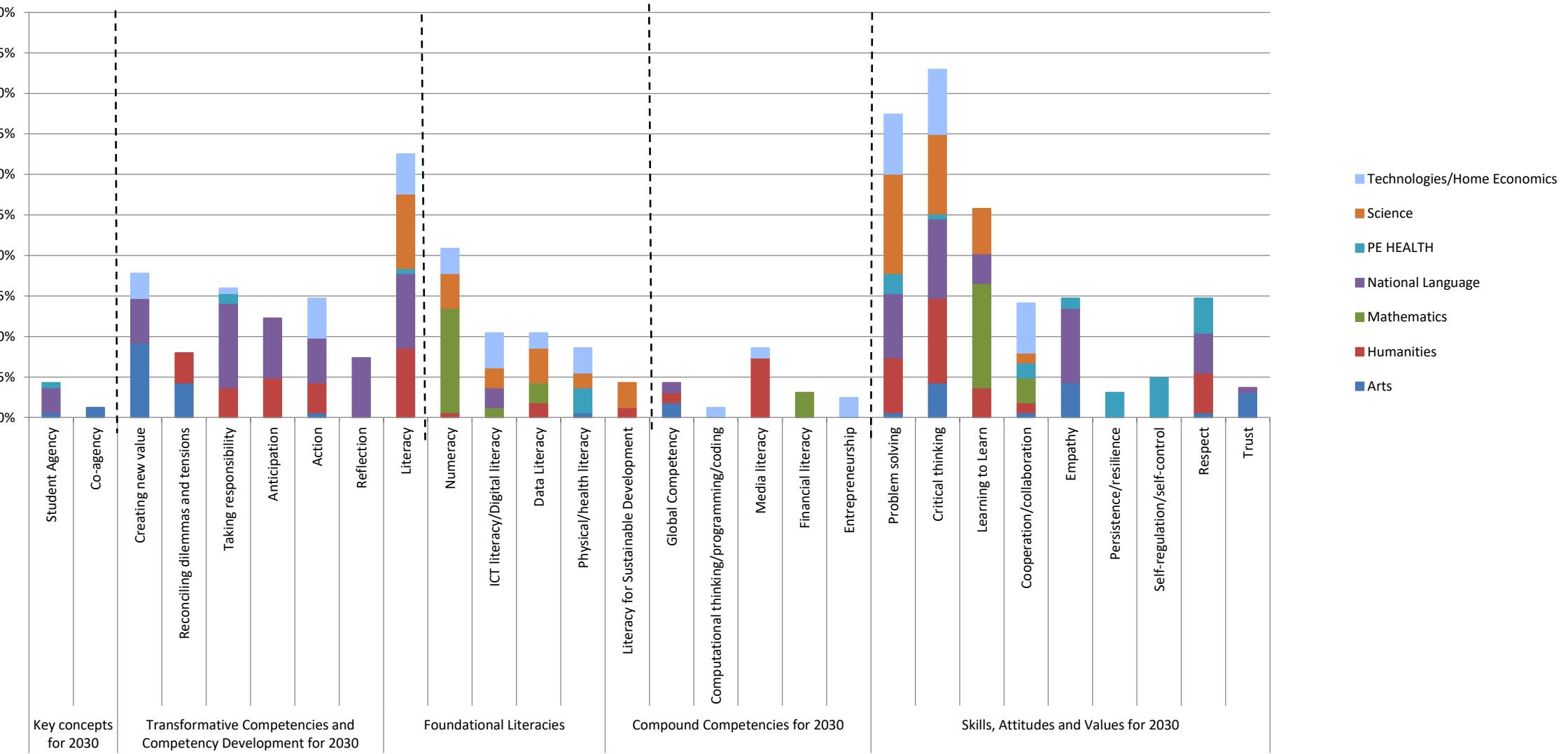
Percentage of content items in the overall mapped curriculum targeting each competency (as main or sub target), and distribution by learning area

Legend:
- Technologies/Home Economics
- Science
- PE HEALTH
- National Language
- Mathematics
- Humanities
- Arts

Categories:
- Key concepts for 2030: Student Agency, Co-agency
- Transformative Competencies and Competency Development for 2030: Creating new value, Reconciling dilemmas and tensions, Taking responsibility, Anticipation, Action, Reflection, Literacy
- Foundational Literacies: Numeracy, ICT literacy/Digital literacy, Data Literacy, Physical/health literacy
- Compound Competencies for 2030: Literacy for Sustainable Development, Global Competency, Computational thinking/programming/coding, Media literacy, Financial literacy, Entrepreneurship
- Skills, Attitudes and Values for 2030: Problem solving, Critical thinking, Learning to Learn, Cooperation/collaboration, Empathy, Persistence/resilience, Self-regulation/self-control, Respect, Trust