



# Whole School Plan for Visual Arts

## Introductory Statement

This visual arts plan was devised through the collaboration of staff from Scoil San Eoin. The plan was discussed and revised before being put before the Board of Management for ratification. As a whole school plan it will inform teaching and learning of this subject area and will serve as the basis for all long term and short term planning on Visual Arts.

## Rationale

This policy was formulated to benefit the teaching and learning of visual arts within our school and ensure that all the strands and strand units of the curriculum are taught at the appropriate age and in the appropriate quantity throughout the academic year. It is to be used by the staff as a framework for more specific and guided long and short term plans. It is also formulated to conform to the principles of learning outlined in the Primary School Curriculum. In Scoil San Eoin, we wish to enable all pupils to have a creative experience through exploring, investigating, designing, inventing and making a range of media.

## Vision and Aims

### Vision

As stated in our mission statement and as part of our schools ethos, we are committed to the holistic development of all pupils. This plan ensures the development of all pupils' creativity through visual arts, while being aware of, and encouraging, each pupil's unique talents and skills in this area of the curriculum. It aims to promote confidence and competence through the medium of visual art which will in turn facilitate learning in other areas of the curriculum. It aims to allow all pupils the opportunity to excel in and enjoy an area which varies academically to most other subjects in the curriculum.

### General Aims

- To enable pupils at all levels to produce art work by engaging in a variety of art processes.
- To differentiate the curriculum in terms of content, process and product to make it accessible for all our pupils
- To provide a broad and balanced programme in visual arts education at all class levels by engaging with the strands of the curriculum
- To balance work in making art with pupils and work in looking at and responding to art with pupils at all class levels.

### **We also endorse the aims of the Primary School Curriculum for Visual Arts**

- To help the child develop sensitivity to the visual, spatial and tactile world, and to provide for aesthetic experience
- To help the child express ideas, feelings and experiences in visual and tactile forms
- To enable the child to have enjoyable and purposeful experiences of different art media and to have opportunities to explore, experiment, imagine, design and communicate with different art materials
- To promote the child's understanding of and personal response to creative processes involved in making two and three-dimensional art

## Vision and Aims

- To enable the child to develop the skills and techniques necessary for expression, inventiveness and individuality
- To enable the child to experience the excitement and fulfilment of creativity and the achievement of potential through art activities
- To foster sensitivity towards and enjoyment and appreciation of the visual arts
- To provide opportunities for the child to explore how the work of artists and craftspeople might relate to his/her own work

## Curriculum Planning

The Visual Arts Curriculum comprises of two parts:

- Concepts and Skills Development
- Strands and Strand Units

### (A) Concepts and skills development:

- An Awareness of line
- An Awareness of shape
- An Awareness of form
- An Awareness of colour and tone
- An Awareness of texture
- An Awareness of pattern and rhythm
- An Awareness of space

These concepts and skills are derived from the visual elements and will be developed as work is completed on the strands and strand units.

### (B) Strands and Strand Units:

Visual Arts has six strands and two strand units at each class level, which are as follows:

#### Strands

· Drawing

· Paint and colour

#### Strand Units

Making Drawings

Looking and responding

Painting

Looking and responding

## Strands

Print

· Clay

· Construction

· Fabric and fibre

## Strand Units

Printing

Looking and responding

Developing form in clay

Looking and responding

Making constructions

Looking and responding

Creating in fabric and fibre

Looking and responding

Teachers should familiarise themselves with the six strands of the visual arts curriculum and ensure each strand and both strand units are given equal prominence during the visual arts programme for the year. The revised Primary Curriculum should be used as a reference source and repository for ideas and objectives in all areas of the visual arts curriculum.

\*A list of what each child should be enabled to do at each class level can be found in [Appendix A](#)

Each strand's activities are interrelated and involve perceiving and exploring the visual world and making art and looking and responding to the visual world and works of art.

Teachers can choose a range of activities from each strand for their yearly plans. In choosing thematic content, teachers will draw on children's experience, imagination, observation and curiosity.

Children should be given the opportunity to look and talk about his/her work, other children's work and artist's work. This results in the Making Art and Looking and Responding structure in each strand. By discussing the children's work and the work of other artists the teacher can informally draw attention to the visual elements of line, shape, colour and tone, texture, pattern and rhythm, form and spatial organisation.

Below are some of the questions we use to help develop the children's sensitivity to the visual elements:

- Line: What kind of line do you see? Are they straight /curved? What effects are created by the lines? Shape: What shapes do you see? Are they curved? What effects do these shapes create?
- Colour and Tone: What colours do you see in the picture? Why? What effects are created?

- Texture: What does the surface feel like? What materials are used?
- Pattern and Rhythm: Can you see any patterns? Where are the patterns?
- Form: Can you see any 2-D shapes (triangle, square etc.) 3-D shapes?
- Spatial Organisation: Is there a lot of space/depth in the picture?

### **(C)Methodologies and Approaches**

We support the recommendation that **Guided Discovery** is the most appropriate teaching method for the Visual Arts as it encourages the pupils to:

- Explore the expressive potential of various media and experiment with them.
- Cultivate their own artistic interpretation of their world.
- Observe their visual environment.
- Express significant aspects of their lives in visual form and to appraise art works.

The teacher's awareness and acceptance of a broad range of visual imagery, both in children's work and in the work of artists is also important.

Emphasis will be placed on process rather than product. The uniqueness of each pupil's art work or their response to the work of other artists will be encouraged and celebrated.

Visual arts activities should be structured to show sequence and growth in complexity and should build on earlier experiences and skills acquired. A balance must be met between making and doing and looking and responding

Pupils will be exposed to a wide range of materials and techniques.

As with all subjects in a multi class setting, the teacher should be aware of what is appropriate for each pupil in each strand and strand unit, for their class level. They should also be aware of each pupil's individual ability within the area of visual arts and having all this knowledge, they should group pupils for each lesson accordingly. The beauty of a visual arts lesson is that it often gives those pupils who may not excel academically in other areas of the curriculum, a chance to be enabled to work at a higher level creatively than others at their class level. Equally in a multiclass setting, pupils who may not excel creatively can be grouped with those at a lower class level and maintain good self-esteem and confidence in what they are creating.

### **(D)Looking and Responding**

Children should have opportunities to question and reflect on what they see and to become more discriminating and critically aware. The emphasis, however, should be on appreciation and enjoyment. Children will be given ample opportunity to experience a wide variety and range of art images both representational and non-representational. They will be encouraged to look and talk about his/her work, other children's work and artist's work with openness and sensitivity and will understand there are no definitive answers in art. Emphasis will be placed on discussion of qualities rather than judgement.

## **(2)Children with different needs:**

In relation to the visual arts education programme, activities and guidelines can be adapted to suit children with special needs. Differentiation will occur in art lessons according to the needs of the children in the class and activities chosen by the teachers will be appropriate to the child's ability and age. Differentiation in terms of resource (eg. a larger paint brush), or teaching methodology (eg. steps in process presented visually as well as aurally), or outcome will be employed by the teacher as necessary. The visual arts programme should provide opportunities for all children to experience success. Particular support will be given to children with special needs where discovery and experimentation in visual arts can be very rewarding and may lead to the development of other skills and talents. Children who display a particular ability in the area of visual arts will be encouraged to develop this talent further. Children will be encouraged to avail of opportunities to engage with visual arts, e.g. to enter competitions and to display artistic work in classrooms and throughout the school building.

## **(3)Linkage and Integration:**

Teachers must plan for opportunities for linkage and integration of Visual Arts activities. The school encourages integration as appropriate due especially to the multi-class setting. Teachers are encouraged to integrate Visual Arts with other subjects in a way that compliments curriculum aims and objectives in the subjects. Integration is encouraged, where is natural and where children's learning can be maximised. Well planned, integrated topics provide a variety of contexts for developing concepts and skills and are added opportunities for creativity and inventiveness. A thematic approach may be taken for linking strands as visual arts lends itself very well to other curricular subjects.

Some examples could include:

- History- Aztecs, Vikings, Ancient Egypt.
- Gaeilge- seanfhoclacha, rainn, eadaí, daoine.
- English- stories, poetry, advertisements.
- Music- responding to music, constructing musical instruments.
- Geography- map drawing, sketching of local area.
- Science- diagrams, plant and animal life.
- Maths – data, 2/3 D shapes, symmetry, area.
- Learn together- reflecting on meditation, celebration of festivals, designing campaign posters for elections.
- Drama- designing and making costumes, set design.
- P.E.-orienteeing.

#### **(4)Assessment and Record Keeping**

Assessment is an integral part of teaching and learning. In Scoil San Eoin, we consider assessment in Arts Education important as it helps to identify learning potential and also areas of difficulty. It further enables the teacher to rate the effectiveness of the teaching programme and to choose appropriate teaching strategies. One of the main assessment tools used in our school for Arts Education will be teacher observation. The teacher may also digitally photograph any class art projects or art work and these may be displayed in the corridors or on the school website.

The following assessment tools will be used by the teachers in the school:

**Teacher Observation** - Emphasis will be placed on observation and assessment of the child's engagement in the art process rather than the product. Teacher will observe, question and monitor children during the art process.

Areas for assessment might include:

- The child's ability to choose and use materials, tools and media for a particular task or project, effectively and with originality.
- The child's expressive use of visual media in compositions and in developing form.
- The quality of the child's responses to art works, and his/her ability to make connections between his/her own work of others.
- The child's approach to and level of involvement with a task.
- The child's contribution to group activities.

**Teacher Designed Tasks** - Tasks will be designed to facilitate children's creative thinking, problem solving and skills development.

**Work Samples** - Any of the following may be used as a form of assessment and record of the child's work.

- ♣ Class portfolios, examples of the year's work from different children.
- ♣ Individual display books (A4) or scrapbooks, containing art pieces from each year and given to pupils at the end of 6<sup>th</sup> class.
- ♣ Digital photographic record of children's selected work.
- ♣ Samples of the children's art work are also sent home with each child.

The information gathered will be shared with parents at parent/teacher meetings and in report cards at the end of the school year.

#### **(5)Equality of Participation and Access**

Equal opportunities will be given to all pupils regardless of gender, ethnic background and socio-economic status across all strands and activities. Where feasible and required, language will be simplified and used to assist pupils whose first language is not English. Physical layout of classroom should accommodate pupils with physical disabilities.

## Organisational Planning

### **(6) Timetables**

Art classes will be timetabled for 1 hour per week (1<sup>st</sup> – 6<sup>th</sup> classes) and 50 mins per week for Junior classes, as in accordance with the primary school curriculum guidelines for visual arts. Teachers will strive to ensure that equal time allocation will be dedicated to each strand over the course of the school year. Time allocation may be broken down at the discretion of the teacher. Teachers may also choose to block times for Visual Arts at particular times of the year. Teachers should ensure that pupils attending Special Education teacher are included for as much of the Visual Arts programme as possible.

### **(7) Displays**

Pupils work will be displayed where possible both inside and outside the classroom on display boards throughout the school year. This is important so that the pupils are surrounded by a colourful and creative environment that they gain a sense of pride in their own achievements, and so they can respond to the visual art of both themselves and others in their class. Photographs of the pupils work and them engaging in the process may be displayed on the school website. At any available opportunity, the pupils work will be displayed for the wider community e.g. Credit Union competitions, BBKR, Open Day etc.

### **(8) Resources and ICT**

Resources are held in the Resource Room and can be accessed by all teachers. If a teacher requires special resources, or stock on a resources is going low, they can request items from the Principal. A budget has been set by the BOM for such resources and must be adhered to due to financial constraints. If a teacher purchases resources with their own money, they will be reimbursed by the school on receipt of a receipt. Computers and IWB may be utilised for art projects, research and display purposes. There are also a variety of art books available to staff in the Resource Room.

### **(9) Health and Safety**

Teachers will at all times be mindful of the school's Health and Safety Policy. Pupils will be encouraged to safe guard their own wellbeing by following classroom and general school rules. Particular attention will be paid to:

Use of art equipment e.g. Scissors

Ventilation when using certain products e.g. hairspray. Glue

Storage of equipment and tools

Care when setting up the art space

Care when pupils are moving around the classroom.

### **(10) Individual Teacher's Planning and Reporting**

All teachers will be given a copy of this whole school plan and will be encouraged to refer to it when doing their long term and short term planning. The teacher's monthly short-term plan also acts as Cúntas Míósúil, which are kept in the office, once signed by the Principal. This acts as a good indicator and record of work carried out in relation to visual arts.

Teachers are asked to pay particular attention to adequate timetabling, the use of thematic teaching and also to ensure that all strands and strand units are adequately covered each year, as recommended.

### **(11) Staff Development**

Staff are encouraged to share information and knowledge on this subject both formally (in meetings) and informally. Staff are notified of any upcoming courses or events locally that are applicable. Any staff member who has a particular skill or talent in this area is encouraged to organise whole school events or undertakings e.g. exhibitions or mural painting etc. which will enable them to pass on their knowledge to both the pupils and the other teachers.

### **(12) Parental Involvement**

Scoil San Eoin encourages, where appropriate, parental involvement in all areas at all levels. Parents/Guardians that have a talent or skill in this area are encouraged to come into the school and share their knowledge and skills with the pupils and teachers. Parents/guardians are invited to assist teachers at specific times of the school year when particular art projects are underway e.g. Christmas, Halloween, Confirmation, Communion etc. Samples of pupil's art are on display throughout the school and on the school website for parents/guardians to view. Parents/Guardians will be notified of their child's progression in art at yearly PT meetings and on the end of year report.

### **(13) Community Links**

Scoil San Eoin is at the heart of the community in Redcross. We strive to ensure that all members of the school and wider community are involved in school projects and activities where appropriate. Scoil San Eoin engages with the local community through local artist's visits and workshops, looking and responding to local art, attending exhibitions taking part in local competitions.

## **Success Criteria**

The success of this plan will be viewed based on the following criteria:

- That teachers have based their short and long term plans on this whole school plan
- That, from viewing the Cúntas Míósúil, the principal can clearly see that procedures and approaches have been followed
- That feedback from teachers, parents/guardians and pupils is positive
- That through teacher assessment and observation, each pupil, is working at their best at the appropriate level.

## **Implementation and Review**

This plan will be implemented by all staff of Scoil San Eoin from 2017 and will be reviewed on a bi-annual basis, or whenever it is deemed by staff members that updates are necessary.

## **Ratification and Communication**

This policy was ratified by the Board of Management of Scoil San Eoin on \_\_\_\_\_ . It will then be circulated to each teacher. It will then also be made available on the school website.

Chairperson \_\_\_\_\_

Date \_\_\_\_\_

Principal \_\_\_\_\_

Date \_\_\_\_\_