

Whole School Development Plan Visual Arts

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▪ Introductory Statement and Rationale

(a) Introductory Statement

Each child possesses a range of intelligences and he/she needs a variety of learning experiences in order to develop them fully. Visual Arts activities enable children to make sense of and to express their world in visual, tangible form. They can also be unifying forces in children's learning and development: drawing, painting, inventing and constructing bring together different elements of children's experience from which a whole new experience can develop. Understanding visual imagery opens additional ways of learning for children and enables them to record real or imagined ideas and feelings. Opportunities to explore and investigate the visual elements in their environment help them to appreciate the nature of things and to channel their natural curiosity for educational ends. The confidence and enjoyment that stem from purposeful Visual Arts activities can have a positive effect on children's learning in other areas of the curriculum. Learning in and through art can contribute positively to children's sense of personal and cultural identity and to their whole development.

(b) Rationale

The purpose of this plan is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective Visual Arts education in our school.

▪ **Vision and Aims**

(a) Vision

We envisage that in Visual Arts each child will be given the opportunity to develop their visual arts skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment.

(b) Aims:

We endorse the aims of the Primary School Curriculum for Visual Art:

- 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 form.
- To enable the child to have enjoyable and purposeful experiences of different art media and to have opportunities to explore, experiment, imagine, design, invent and communicate with different art materials.
- To promote the child's understanding of and personal response to the creative processes involved in making two and three-dimensional art.
- 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 of creativity and the achievement of potential through art activities.
- To value the child's confidence and self-esteem through valuing self-expression.
- To foster sensitivity towards 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.

▪ Content of Plan

1. Visual Art Programme

Strands and Strand Units

Junior and Senior Infants

Strand	Strand Unit	Objectives
Drawing	Making Drawings	<ul style="list-style-type: none"> • Experiment with the marks that can be made with different drawing instruments on a range of surfaces • Make drawings based on vividly recalled feelings, real and imaginative experiences and stories • Discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes • Explore the relationship between

		how things feel and how they look
	Looking and responding	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists
Paint and colour	Painting	<ul style="list-style-type: none"> • Experiment with a variety of colour drawing instruments and media to develop colour awareness • Use colour to express vividly recalled feelings, experiences and imaginings • Discover colour in the visual environment to help develop sensitivity to colour • Discover the relationship between how things feel and how they look
	Looking and responding	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists
Print	Making prints	<ul style="list-style-type: none"> • Experiment with the effects that can be achieved with simple print-making • Use a variety of print-making techniques
	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about familiar objects for experience of shape, texture, pattern • Look at and talk about his/her work, the work of other children and art prints composed of simple shapes and textures • Look at and talk about examples of simple print design in everyday use
Clay	Developing form from	<ul style="list-style-type: none"> • Explore and discover the possibilities of clay as a medium for imaginative

	clay	<p>expression</p> <ul style="list-style-type: none"> • Make a clay form and manipulate it with fingers to suggest a subject • Invent mixed-media pieces in both representational and non-representational modes
	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about objects with free-flowing forms • Look at, handle and talk about his/her own work, the work of other children and simple pieces of clay pottery
Construction	Making constructions	<ul style="list-style-type: none"> • Explore and experiment with the properties and characteristics of materials in making structures • Make imaginative structures
	Looking and responding	<ul style="list-style-type: none"> • Look at, investigate and talk about spatial arrangements and balance in collections of objects and in photographs of natural and built structures • Look at and talk about structures that are easily accessible and close at hand, at visually stimulating structures and at a range of common artefacts • Look at and talk about his/her work and the work of other children
Fabric and fibre	Creating in fabric and fibre	<ul style="list-style-type: none"> • Explore the possibilities of fabric and fibre as media for imaginative expression • Make simple collages • Invent a costume
	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities

		<ul style="list-style-type: none"> • Look at and talk about his/her work and the work of other children
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First and Second Class

Strand	Strand Unit	Objectives
Drawing	Making drawings	<ul style="list-style-type: none"> • Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces • Make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships • Explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects • Draw from observation
	Looking and responding	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists
Paint and colour	Painting	<ul style="list-style-type: none"> • Explore colour with a variety of materials and media • Use colour expressively to interpret themes based on his/her personal or imaginative life • Paint objects chosen for their colour possibilities • Discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue) • Discover harmony and contrast in

		<p>natural and manufactured objects and through themes chosen for their colour possibilities</p> <ul style="list-style-type: none"> • Discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work • Explore the relationship between how things feel and how they look
	Looking and responding	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists
Print	Making prints	<ul style="list-style-type: none"> • Experiment with the effects that can be achieved with simple print-making techniques • Use a variety of print-making techniques to make theme-based or non-representational prints
	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about familiar objects for experience of shape, texture and pattern • Look at and talk about his/her work, the work of other children and art prints that have relatively simple shapes, textures and patterns • Look at examples of print design in everyday use
Clay	Developing form in clay	<ul style="list-style-type: none"> • Explore and discover the possibilities of clay as a medium for imaginative expression • Change the form of a small ball of clay, using the medium expressively • Work inventively with cubes or oblong blocks of clay and add details to suggest a solid structure • Make simple pottery • Experiment with and develop line, shape, texture and pattern in clay

	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form • Look at and talk about his/her work, the work of other children and figures by famous sculptors with contrasting styles (or slides or prints)
Construction	Making constructions	<ul style="list-style-type: none"> • Explore and experiment with the properties and characteristics of materials in making structures • Make imaginative structures
	Looking and responding	<ul style="list-style-type: none"> • Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole • Look at and talk about his/her work and the work of other children • Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints)
Fabric and fibre	Creating in fabric and fibre	<ul style="list-style-type: none"> • Explore and discover the possibilities of fabric and fibre as media for imaginative expression • Make small inventive pieces with fabric and fibre • Invent a costume
	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities • Look at and talk about his/her work and the work of other children • Look at and talk about fabrics crafts and artefacts and visit a craftsperson at work if possible

Third and Fourth Class

Strand	Strand Unit	Objectives
Drawing	Making drawings	<ul style="list-style-type: none">• Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces• Make drawings from recalled experiences, emphasising pattern, detail, context and location• Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail• Draw from observation
	Looking and responding	<ul style="list-style-type: none">• Look at and talk about his/her work, the work of other children and the work of artists
Paint and colour	Painting	<ul style="list-style-type: none">• Explore colour with a variety of materials and media• Make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale• Express his/her imaginative life and interpret imaginative themes using colour expressively• Paint from observation• Discover colour in the visual environment and become sensitive to colour differences and tonal variations through colour mixing• Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities• Discover pattern and rhythm in natural and manufactured objects

		<p>and use them purposefully in his/her</p> <ul style="list-style-type: none"> • Explore the relationship between how things feel and how they look
	Looking and responding	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists
Print	Making prints	<ul style="list-style-type: none"> • Experiment with a widening range of printmaking techniques • Use a widening range of print-making techniques to make theme-based or nonrepresentational prints • Make prints for functional uses (as well as for their own sake) • Use a computer art program to create original images that are not dependent on clip art
	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern • Look at and talk about his/her work, the work of other children and art prints or print design that emphasise the play of shape, texture or line • Look at and talk about examples of design in everyday use
Clay	Developing form in clay	<ul style="list-style-type: none"> • Explore and discover the possibilities of clay as a medium for imaginative expression • Make simple clay pots • Make sturdy figures in clay using the medium expressively and with imaginative detail • Work inventively and expressively with cubes or oblong blocks of clay • Develop line, shape, texture and pattern in clay • Work inventively and expressively with papier mâché

	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form • Look at and talk about his/her work, the work of other children and figurative and non-representational pieces of sculpture (slides or prints) • Look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery (or slides or prints)
Construction	Making constructions	<ul style="list-style-type: none"> • Explore and experiment with the properties and characteristics of materials in making structures • Make drawings from observation to analyse the structures of buildings and the natural structures of plants • Make imaginative structures
	Looking and responding	<ul style="list-style-type: none"> • Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, outline • Look at and talk about his/her work and the work of other children • Look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history
Fabric and fibre	Creating in fabric and fibre	<ul style="list-style-type: none"> • Explore and discover the possibilities of fabric and fibre as media for imaginative expression • Make small inventive pieces in fabric and fibre • Make soft toys, emphasising individuality and variety • Invent a costume for a character from a story or use fabric as a stimulus for an exotic costume design

	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities • Look at and talk about his/her work and the work of other children • Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures • Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible
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Fifth and Sixth Class

Strand	Strand Unit	Objectives
Drawing	Making drawings	<ul style="list-style-type: none"> • Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control • Discover how line could convey movement and rhythm • Make drawings based on themes reflecting broadening interests, experiences and feelings • Draw imaginative themes using inventive pattern and detail • Draw from observation
	Looking and responding	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists
Paint and colour	Painting	<ul style="list-style-type: none"> • Explore colour with a variety of colour drawing instruments, media and techniques • Make paintings based on recalled

		<p>feelings and experiences and discover ways of achieving spatial effects</p> <ul style="list-style-type: none"> • Express his/her imaginative life and interpret imaginative themes using colour expressively • Paint from observation • Become sensitive to increasingly subtle colour differences and tonal variations in natural and manufactured objects • Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities • Discover pattern and rhythm in natural and manufactured objects • Explore the relationship between how things feel and how they look
	Looking and responding	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists
Print	Making prints	<ul style="list-style-type: none"> • Experiment with more complex printmaking techniques • Use more complex print-making techniques to make theme-based or nonrepresentational prints • Make prints for functional uses (as well as for their own sake) • Use a computer art program to create original images that are not dependent on clip art
	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for experience of texture, shape and pattern • Look at and talk about his/her work, the work of other children and art prints or print design that demonstrate a variety of print-

		making techniques
Clay	Developing form in clay	<ul style="list-style-type: none"> • Explore and discover the possibilities of clay as a medium for imaginative expression • Use clay to analyse and interpret form from observation • Explore some of the essential characteristics of three-dimensional work • Make simple pottery and sculpture • Experiment with and develop line, shape, texture and pattern in low relief • Make an imaginative slab-built structure • Work inventively and expressively with papier mâché
	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form • Look at and talk about his/her work, the work of other children and the work of sculptors, including relief sculptures (prints or slides) • Look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery from different cultures and different times (slides or prints)
Construction	Making constructions	<ul style="list-style-type: none"> • Explore and experiment with the properties and characteristics of materials in making structures • Make drawings from observation to analyse form and structure • Make imaginative structures
	Looking and responding	<ul style="list-style-type: none"> • Look at, investigate and talk about spatial arrangements, balance and

		<p>outline in collections or photographs of natural and manufactured structures</p> <ul style="list-style-type: none"> • Look at and talk about his/her work and the work of other children • Look at and talk about impressive examples of buildings created in the past in different parts of the world and at contemporary architecture, sculpture, engineering and design (slides or prints)
Fabric and fibre	Creating in fabric and fibre	<ul style="list-style-type: none"> • Explore and discover the possibilities of fabric and fibre as media for imaginative expression • Make small inventive pieces in fabric and fibre • Make simple character toys • Design and make a costume
	Looking and responding	<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities • Look at and talk about his/her work and the work of other children • Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures, and explore the role of textiles in culture • Look at fabric crafts and artefacts and visit a craftsperson at work if possible.

1.2 Key Methodologies

Our aim is to provide children with a visual art experience that will inspire them to create art work that is meaningful to them. We aim to provide the children with the necessary techniques and skills in order to express themselves creatively through visual art.

We will use a variety of the following approaches and methodologies to facilitate the implementation of the science curriculum:

- Direct teaching approach
- Guided discovery approach
- Whole class work
- Individual work
- Pairs work
- Group work
- Project work
- Talk and discussion
- Active learning
- Problem solving
- Skills through content
- Using the environment
- Drawing
- Paint and colour
- Print/Clay
- Construction
- Fabric and fibre
- Looking and responding
- Use of ICT

Lesson Format

Each lesson generally follows the following format:

1. **Stimulus:** Introduction

Children are provided with a stimulus to motivate them to participate in the art lesson.

2. **Activity:** Making and Doing

3. **Evaluation:** Responding to Art

The emphasis is not on finishing a piece of art. Children are encouraged and taught to respond constructively to the work of their peers and others. Children display their work and may present their work to other classes.

1.3 Linkage and Integration

Every attempt will be made to link the various strands of the Visual Arts curriculum and to integrate the other subject areas with Visual Arts, where appropriate.

For example:

- Visual arts and music – painting a response to music
- Visual arts and History - paintings in the Renaissance
- Visual arts and English – oral language describing a painting
- Visual arts and Geography – exploring the art and craft traditions in different countries e.g. Chinese lanterns
- Visual arts and Science – making a volcano to use in the science classroom

1.4 Differentiation

We acknowledge that each individual child has particular needs and all are at different stages of their personal development.

At times, the children will work in similar class groupings or mixed class groupings to stretch the children to the upper level of their zone of proximal development.

Support will be given to children with special needs such as dyslexia when instructions will be given clearly and more than once.

Lessons will be adapted to the best of the teacher's ability to include all children regardless of their special need

1.5 ICT

The interactive whiteboards will be used to facilitate the Looking and Responding elements of all strand units.

Samples of the children's art work may also be recorded displayed on the IWB where children can look and respond to their own work and that of their peers

The IWB may also be used to display examples of artists artwork in order to inspire the children in their work.

1.6 Extracurricular Activity

Opportunities are provided for children to participate in and enjoy a variety of extracurricular activities such as outside competitions etc.

Art competitions are advertised to all teaching staff and all classes make an effort to

partake in some art competitions throughout the year.

Over the last few years the children were involved in the design of their own Christmas cards as a fundraiser for Scoil Ghormáin Naofa.

Art plays an important collaborative role for the children for preparation of the sacraments of Holy Communion and Confirmation.

1.7 Displays

- Each class has access to display areas in their classroom and in the greater school area
- Each child will have their work displayed regularly.
- Discussion of Art displays should be viewed as part of the Visual Arts' programme.
- Children's Art work should be displayed in the greater community when opportunity allows

2. Assessment and Record Keeping

Assessment is used by teachers to inform their planning, selection and management of learning activities so that they can make the best possible provision for meeting the varied needs of the children.

Our assessment tools are:

- Teacher observation

The teacher will observe and assess children's response to art tasks, their perceptual awareness (ability to look objectively at one's own work and the work of others) and the level of the child's commitment and personal involvement in a task.

- Teacher-designed tasks

The teacher will assess the student's ability in handling various media, his/her use of skills, his/her ability to express himself/herself when working on a given theme and how well he/she works with others.

- Work samples

3. Children with Different Needs

It is the policy of our school that children will participate in visual art activities. Visual art activities will be differentiated in order to meet the needs of the children in the class. This will be done by careful grouping of children, consciousness by the teacher of children's abilities when giving briefs and instructions and by providing opportunities for different types of reflection.

4. Timetable

The teaching of Arts education is allocated as follows:

- Infant classrooms 2 hours 15 minutes per week
- 1st-6th 3 hours per week

This must be divided up among the three Arts subjects hence Visual Art will have:

- Infant classes approx. 45 minutes a week
- 1st - 6th 1 hour a week

5. Resources

The following resources are available to the children and staff for Visual Arts.

- Paint and brushes
- Crepe paper
- Tissue paper
- PVA glue
- Glitter
- Felt
- Wool
- Felt scraps
- Clay
- Oil pastels
- Charcoal
- Pipe cleaners
- Paper plates
- Lollipop sticks
- Chalk
- A4/A3 Paper
- Paint trays
- Cotton wool
- Cotton buds
- Pom Poms

6. Health and Safety

The children are required to use the equipment in a safe and sensible manner i.e. scissors etc. Should an accident occur in the Visual Arts lesson we will follow the procedures outlined for accidents in our Health and Safety policy.

7. Individual Teacher's Planning and Recording

Teachers will refer to the curriculum strands and strand units when planning both short term and long term objectives. Teachers will also be encouraged to refer to this plan to aid in their planning.

The Cuntas Míósúil will be kept as a record of work carried out in Visual Art.

8. Staff Development

The school will access the PCSP Visual Arts Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands if necessary. Visiting teachers may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to Visual arts available in the area.

9. Parental Involvement

Parents have a responsibility to encourage their children to participate in all strands of the Visual Arts curriculum. Parents may view the Visual arts policy in the school.

Parents are invited in to assist with some elements of the Visual Arts curriculum. 2013/2014 saw parents involved in nail art with a number of classes.

10. Community Links

Local organisations are invited to provide information on the services that they provide. We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school.

▪ Success Criteria

Success of this plan will be determined by:

- The maximum participation of all children
- The level of enjoyment exhibited by the children

- The development of independent creative thinking
- The development of skills and understanding

▪ **Implementation and Review**

1. **Roles and Responsibilities:**

Each teacher and the staff as a group will evaluate the progress in Visual Art by referring back to our set of stated objectives as outlined in this plan. A short session at staff meeting will be allocated to this work.

2. **Timeframe:**

The content of this policy will be reviewed at the end of the school year 2017/2018 and every two years thereafter.

• **Ratification and Communication**

The Visual Art policy was drawn up by the teaching staff of Scoil Ghormáin Naofa in the 2015/2016 academic year and was ratified by the Board of Management on _____. Parents can inspect the policy via the school website or the school office.

Signed: _____
Chairperson BOM

Signed: _____
Principal

Date: _____

Date: _____

