

Visual Arts

Creagh National School,

Creagh,

Ballinasloe,

Co. Galway.

Introductory Statement:

Review of our Visual Arts plan was drawn up in consultation and collaboration with the Principal, teachers and parents' association in our school. The review concentrated on maintaining best practice from our original plan and self evaluation and improvements to strengthen the area of Visual Arts in our school.

Rationale:

Our Visual Arts Policy will provide a comprehensive, developmental and staged programme in our school. It affords us an opportunity to review our current position and to plan for future developments by implementing a programme which is balanced and which reflect a spiral approach.

The plan provides clear guidelines for teachers and ensures continuity throughout the school.

It is important because:

1. It allows the pupil to explore the expressive potential of various media and experiment with them.
2. It cultivates their own artistic interpretation of the world.
3. It encourages them to observe their visual environment.
4. It affords them the opportunity to appraise artist's work.

Vision and Relationship to the Characteristic Spirit and Ethos of Our School.

A. **Vision:**

We recognise the importance of Visual Arts in Education and are keen to promote the overall well being of the children in our care, by offering them a broad and balanced curriculum in a safe and caring environment. In line with the Primary curriculum we endeavour to provide opportunities to engage in the strands of the Visual Arts programme as follows:

- Clay
- Print
- Drawing
- Paint and Colour
- Construction
- Fabric and Fibre

We acknowledge the following emphases of the Curriculum and endeavour to support these when teaching visual arts:

- Balance between making and responding
- Emphasis on attentive looking
- Highlighting the creative process
- Balancing 2D and 3D work
- Developing visual awareness
- Developing Art appreciation
- Encouraging interests in local art and artwork.

B. Aims

We endorse the aims and objectives of the Primary Curriculum for Visual Arts as stated in Page 9 of the Curriculum document. As a whole school we also aim to

1. Foster an appreciation of the Visual Arts
2. Provide enjoyable experiences in a wide variety of media
3. Provide fulfilment in creative works
4. Provide children with the basic skills needed

On completion of the Visual Arts programme in sixth class we hope the children have

- Experienced various techniques in making art in a variety of ways
- Experience of the development of the process in all six strands
- Have a language to respond to their own work and the work of others
- Experienced ideas and feeling in visual form in a variety of medium
- Be more visually, tactile and spatially aware of their environment
- Become increasingly aware of the art elements both natural and manufactured. The art elements are
 - Line
 - Shape
 - Colour and Tone
 - Texture
 - Spatial organisation
 - Pattern and rhythm
 - Form
- Begin to critically respond and appreciate works of art.

Methodologies and Approaches:

Guided discovery is considered the appropriate teaching method for the Visual Arts.

1. It allows the pupils to explore the expressive potential of the various media and experiment with them.
2. It allows the pupils to cultivate their own artistic interpretation of the world
3. It allows the pupils to observe their visual environment
4. It allows the pupils to appraise artists' works.

It is important that the teacher understands that Children's Stages of Development in Art can gauge their ability and can challenge them accordingly.

An awareness of a broad range of imagery in children's work and in Art in general is very necessary.

Exposure to work from different eras, traditions and cultures is needed.

Emphasis on process rather than produce and on practice and progression will encourage creativity.

It will result in sequentially structured activities increasing in complexity and developing from previous experience.

There will also be a need to use activities from different levels with a class in order to allow for its range of ability and experience.

Content of Plan

Curriculum:

1. Strands and Strand Units:

All teachers in our school have familiarised themselves with the curricular objectives outlined for their classes in the Visual Arts Curriculum. All children will be given opportunities to engage in the strands of the Visual Arts Programme as follows:

Clay:

In all classes in our school, children are enabled to

- Experiment with some form of clay and clay tools
- Explore age appropriate pottery techniques as outlined in the curriculum
- Use clay/ plasticine/ playdough to represent their experiences, observations and imaginations
- Look and respond to sculptural works.

Print:

In all classes in our school, children are enabled to

- Experiment with print making tools and materials
- Explore age appropriate print making techniques as outlined in the curriculum
- Use print to represent their experiences, observations and imaginations
- Look and respond to their work and the work of others

Drawing:

In all classes in our school, children are enabled to

- Experiment with a variety of drawing materials and tools
- Make drawings to represent their experiences
- Make drawings to represent their imaginations
- Make drawings based on observations
- Look and respond to drawing

Paint and Colour:

In all classes in our school, children are enabled to

- Explore paint and colour materials
- Use paint and colour to represent their experiences
- Use paint and colour to represent their imaginations
- Make paintings based on their observations
- Look and respond to works in paint and colour

Construction:

In all classes in our school, children are enabled to

- Explore and experiment with construction materials
- Play with construction games and toys
- Make imaginative structures to represent children's experiences
- Work in 2D construction
- Look and respond to natural and man made constructions

Fabric and Fibre:

In all classes in our school, children are enabled to

- Explore and experiment with a variety of fabric and fibres

- Change the surface of fabrics
- Create new fabrics
- Construct with fabric and fibre
- Use fabrics and fibres to represent their own experiences, observations and imaginations
- Look and respond to work in fabric and fibre

Through completion of the strands and strand units each child should be enabled to develop an awareness of line, shape, form, colour and tone, texture, pattern and rhythm, and space through completion of the strand objectives. Art activities in each of the strands may incorporate a stimulus, an activity and an evaluation.

2. Differentiation:

All children will have equal access to visual arts education. The school will cater for the needs of all the children in the school.

The requirements of children with special needs will be taken into account when planning class lessons and related activities.

The SNA supports particular children and groups as directed by the class teacher where relevant.

Children who experience bereavement, serious illness or other significant personal situations are supported and consideration is given to meeting their individual needs.

3. Linkage and Integration:

There are many opportunities for integration of Visual Arts and other subjects and we encourage these at all levels. Theme and seasonal based activities will also be used to support integration, thus enabling the children to use their creativity in understanding the visual arts and other subjects.

4.Assessment:

Children's progress is assessed through:

Teacher observation:

This informal method of assessment involves assessing

- The child's response to art tasks
- The child's perceptual awareness (ability to look objectively at one's own work and the work of others)
- The level of the child's commitment and personal involvement in a task

Teacher Designed Tasks:

This may be used to assess

- The pupil's ability in handling various media
- The pupil's use of skills
- How he/she is able to express oneself when working on a given theme
- How he/she works with others

Work Samples:

- Class portfolios, examples of the year's work from different children
- Individual display books or scrapbooks, containing art and handwriting pieces from the year. (eg procedural writing on how an artwork can be produced or responsive writing to a painting)
- Digital photographic record of children's selected work from year to year

Display:

- Each class should have access to display areas in their classroom and in the greater school area.

- Each child should have 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 the opportunity allows

5 .Equality of Participation and Access:

All children in this school, regardless of gender, nationality or culture are given opportunities to participate in all aspects of the Visual Arts Curriculum. We endeavour to use the Visual Arts as a suitable means of integrating the culture of our pupils.

6 .Organisation:

Timetables – As per curriculum guidelines – 1 hour per week.

Visual Art times are displayed on teacher's timetable

7 .Displays:

- In class
- In the greater school area
- In the community where relevant

8.Resources

-Drawing: Graphite / soft pencils, coloured pencils, crayons, chalks, charcoal pencils, paper.

-Paint and Colour: Selection of paints, crayons, oil pastels, chalk pastels, inks

-Print: Rollers, sponges, oil pastels, crayons

-Clay: Air drying terracotta clay, newspapers / tissue and PVA glue, plasticine, playdough

-Construction: Where possible children are encouraged to reuse and recycle cardboard, paper, cardboard cylinders. Other resources for construction include scissors (childrens own), pipe cleaners, paper plates of various sizes.

-Fabric and Fibre: Hession, felt, wool, beads, pom-poms, fabric scraps

-Paper / card (A3 and A4), coloured sugar paper, black sugar paper, A2 chart sized (white and coloured)

Resources – Books

Storybooks –based on famous artists

Claude Monet – The Painter Who Stopped the Trains

The Magical Garden of Claude Monet – Laurence Anholt

The Willow Pattern Story – Allan Drummond

Almost Famous Daisy – Richard Kidd

Leonardo and the Flying Boy – Laurence Anholt

Matisse: King of Colour – Laurence Anholt

Cézanne and the Apple Boy – Laurence Anholt

The Boy Who Bit Picasso – Antony Penrose

Camille and the Sunflowers – Laurence Anholt

Reference Books:

The Story of Painting

The Impressionist Collection

Exploring Art in the National Gallery

Monet – Calendar

Learning from Art

Exploring Materials with Young Children

Introducing The Great Artists

Discover Irish Art

Art and Crafts in The Primary School

Great Artists Guide

Artists suitable for Art Appreciation / looking and responding with Children:

Franz Kline

Frida Kahlo

Damien Hirst

Paul Klee

Pablo Picasso

Joan Miro

Jason De Graff

Georgia O'Keefe

Yue Minjun (self portrait)

Julian Opie (portraits)

David Hockney (portraits)

Robert Delaunay

Mark Rothko

Yves Klein

Vincent Van Gogh

Wassily Kandinsky

Piet Mondrian

Andy Warhol

Henri Matisse

Claude Monet

Frank Stella

There are many short recordings of the works of the above artists available on Youtube. Pinterest is also a very valuable online resource for childrens art ideas. Book illustrations are a very useful resource for looking and responding exercises in relation to the use of colour to express emotion. Another useful exercise is to note the viewpoint of illustrations in books.

9. Health and Safety:

Our health and safety is reflected in our teaching of visual arts. Each teacher educates his/her class in the proper use of and respect for materials and tools.

Recommendations:

- use plastic rather than glass containers
- use non toxic glue , paste
- age appropriate scissors

10. Individual Teachers' Planning and Reporting:

Teachers will base their yearly and short term plan on the strands of the Visual Arts as per curriculum guidelines.

11. Staff Development:

- Teachers will be made aware of any courses to further professional development in the area of Visual Arts.
- staff sharing of talents, best practise, practical ideas, helpful resources

12. Parental Involvement:

Support of the Visual Arts Curriculum is encouraged

Parents with artistic talent / craftsmanship may be invited into the school

13. Community Links:

Local community artists may be invited to share their expertise in the school

Participation in art competitions.....local and national

Child Protection:

When entering competitions, only the child's name and class are to be given.No other personal details are given.

Any individual invited into the school as a guest speaker/teacher will be Garda vetted and must have documentation prior to the visit.

Success Criteria:

The success of this plan will be measured by

- the degree of individualism and creativity evident in the child's artwork
- the visible continuity of content and appropriate development of skills from Junior Infants to Sixth Class

Implementation:

Roles and Responsibilities

Class teachers are responsible for the implementation of the Visual Arts programme in their own class.

Mrs. Gallagher is the Art Co-Ordinator in the school.

Review: 2021

Communication:

- A copy of this plan will be given to each teacher.
- Copies of this plan will be given to our Parents' Association and Board of Management.

Ratification:

This revised plan was revised by the Board of Management on -----

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