



Castleplunkett NS

Visual Arts Policy

Introduction

This Visual Arts Plan was drafted by the staff of Castleplunkett N.S. in 2020. 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 in Visual Arts. It is a framework through which more specific classroom planning can take place. This plan was formulated to provide for the creative experiences of the child through exploring a variety of media.

Vision

As stated in our school's mission statement, Castleplunkett N.S. is committed to the holistic development of the child and the development of children's creativity. This plan emphasises the uniqueness of each child in our school, the importance of developing each child's unique talents and the need to develop creative thinking. It aims to afford every child the opportunity to excel whether or not they are academically gifted and also to enhance their confidence and self-esteem. We as a staff believe that the Visual arts has a key role to play in achieving this mission.

Aims

We endorse the aims of the primary school curriculum for Visual Arts:

- To provide a broad and balanced programme in Visual Arts education at all class levels by engaging with the strands of the Visual Arts Curriculum.
- To enable the child to develop sensitivity to the visual, spatial and tactile world, and to provide for aesthetic experience.
- To enable the child to 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.
- 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 place an emphasis on 'process versus product'.
- To create a balance between making and doing and looking and responding.

Objectives

In every class in our school the children will be given opportunities to explore and experiment with:

- a variety of drawing tools
- paint/colour materials
- printing materials
- natural clay
- construction materials
- fabrics and fibres

The children will be afforded opportunities to visually represent their experiences, their observations and their imaginary world using all of these materials.

The following table includes the strands and strand units outlined in the Primary Curriculum for Visual Arts:

Strands	Strand Units
Drawing	<ul style="list-style-type: none">o Making Drawingso Looking and Responding
Paint and Colour	<ul style="list-style-type: none">o Paintingo Looking and Responding
Print	<ul style="list-style-type: none">o Making Printso Looking and Responding
Clay	<ul style="list-style-type: none">o Developing form in clayo Looking and Responding
Construction	<ul style="list-style-type: none">o Making constructionso Looking and Responding
Fabric and Fibre	<ul style="list-style-type: none">o Making fabric printso Looking and Responding

The following tables include the age appropriate objectives for each class level of the Primary Curriculum for Visual Arts:

Junior & Senior Infants	
Strands	The child will be enabled to:
Drawing	<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 lines 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.

Paint and Colour	<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 colour, pattern and rhythm in colourful objects. ● Discover the relationship between how things feel and how they look.
Print	<ul style="list-style-type: none"> ● Experiment with the effects that can be achieved with simple printmaking. ● Use a variety of print-making techniques making a variety of relief prints.
Clay	<ul style="list-style-type: none"> ● Explore and discover the possibilities of clay as a medium for imaginative expression. ● Make a clay form and manipulate it with fingers to suggest a subject.
Construction	<ul style="list-style-type: none"> ● Explore and experiment with the properties and characteristics of materials in making structures. ● Make imaginative structures.
Fabric and Fibre	<ul style="list-style-type: none"> ● Explore the possibilities of fabric and fibre as media for imaginative expression. ● Make simple collages.

First & Second Class	
Strands	The child will be enabled to:
Drawing	<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 awareness. ● Explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects. ● Draw from observation.
Paint and Colour	<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.

	<ul style="list-style-type: none"> ● Discover colour in the visual environment and become sensitive to tonal variations between light and dark and to variations in pure colour. ● Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities. ● 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.
Print	<ul style="list-style-type: none"> ● Experiment with the effects that can be achieved with simple printmaking techniques. ● Use a variety of print-making techniques to make theme based or nonrepresentational prints.
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.
Construction	<ul style="list-style-type: none"> ● Explore and experiment with the properties and characteristics of materials in making structures. ● Make imaginative structures.
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

Third & Fourth Class	
Strands	The child will be enabled to:
Drawing	<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.

	<ul style="list-style-type: none"> ● Draw from observation.
Paint and Colour	<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. ● 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 and use them purposefully in his/her work. ● Explore the relationship between how things feel and how they look.
Print	<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. ● Use a computer art program to create original images that are not dependent on clip art.
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 mache.
Construction	<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 environment. ● Make imaginative structures.
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.

	<ul style="list-style-type: none"> ● Make soft toys, emphasising individuality and variety.
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Fifth & Sixth Class	
Strands	The child will be enabled to:
Drawing	<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.
Paint and Colour	<ul style="list-style-type: none"> ● Explore colour with a variety of colour drawing instruments, media and techniques. ● Make paintings based on recalled feelings and experiences, and discover ways of achieving spatial effects. ● 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 manmade 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.
Print	<ul style="list-style-type: none"> ● Experiment with more complex print-making techniques. ● Use more complex print-making techniques to make theme based or nonrepresentational prints. ● Make prints for functional uses. ● Use a computer art program to create original images that are not dependent on clip art.
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 3-D work. ● Make simple pottery and sculpture.

	<ul style="list-style-type: none"> ● Experiment with and develop line, shape, texture and pattern in low relief. ● Work inventively and expressively with papier mache. ● Make an imaginative slab built structure.
Construction	<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
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.

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 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?

Children with different needs

Our school policy states that all children will participate in Visual Arts activities within the mainstream class situation. 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 will 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.

Linkage and Integration

Teachers will plan for opportunities for linkage and integration of Visual Arts activities with other curricular areas. Teachers may take a thematic approach for linkage and integration. Examples of linkage and integration include:

History: The Celts – constructing a crannog

Gaeilge: Bia – printing with food, making food from clay

Science: Design and make activities

Maths: Symmetry – use of shape when creating art

English: Oral language development (describing art work, colours, textures etc. The looking and responding unit can aid in the development of appropriate and subject specific language)

Music: Art work inspired by a piece of music

S.P.H.E: Self-portraits linking with the strand 'Myself'

Assessment

Assessment is an integral part of teaching and learning. In Castleplunkett N.S. 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. The following assessment tools will be used by the teachers in the school:

- Teacher observation
- Teacher designed tasks
- Work samples

Timetable

Art classes will be timetabled for one hour per week (50 minutes for Junior classes) as in accordance with the primary school curriculum guidelines for Visual Arts. Each teacher will be responsible for the timetabling and organisation of the visual arts programme in their own classroom. Teachers will strive to ensure that equal time allocation will be dedicated to each strand over the course of the school year.

Display

It is the view of the staff that an integral part of art development is the display of the children's own work. It gives children a sense of pride in their own achievements. It also helps them to respond to visual arts experiences in a variety of imaginative ways. It encourages them to use appropriate language in response to their own and other children's

work. Art work will be displayed in classrooms, on school corridors, in school public areas and on occasion outside the school. On special occasions such as Easter, Christmas, Confirmation, First Holy Communion the children's art work may be displayed in the local church.

Resources

A range of resource material for the implementation of the visual arts programme will be available to each class teacher and students. These resources will be suitable to the age and ability and the particular strand being studied by the class grouping.

See appendix 1 for art resources

See appendix 2 for art resource books

Information Technology

I.T. plays an important role in the visual arts plan, for example, use of CD-ROMs, programmes such as "Paint", use of fonts etc. Digital cameras/ i-Pads will be used to keep a record of completed projects. The internet is also a valuable resource for the teaching of visual arts, e.g. virtual tours of galleries etc.

Human Resources

Parents:

The parents encourage children to take part in local art competitions. They praise the children's work when it is displayed in school or taken home.

Community:

Children are encouraged to enter local art competitions. Local artists will be invited to take part in school projects. When convenient the children will visit local art galleries or places where local artists are displaying their work.

Ratification and Implementation:

This school plan for Visual arts has been ratified by the Board of Management of Castleplunkett National School. It will be reviewed when necessary .

Signed: _____
Chairperson

Date: _____

Signed: _____
Secretary

Date: _____

Appendix 1: Visual Arts Resources

Modelling clay Box of charcoal Marbling inks Face paints Art scissors Straws Match sticks Pva glue and glue sticks Glue trays Sponges Threading boards Crepe paper Tissue paper Card, white and coloured A3 and A4 paper Christmas stampers Aprons	Paint of all colours Paint brushes Water jars Variety of palettes Paper plates Cotton wool Non spill pots Paint scrapers Giant paint pads Chublet crayons Rainbow weaving set Stencils Chalk, white and coloured Digital camera i-Pads coloured pipe cleaners
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Oil pastels	
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Appendix 2: Art Books and CDs

Prim-Ed Classroom art series Primary Art and Craft (Folens series Infants-6 th Class) The anti-colouring book Art for all seasons (Scholastic) 365 things to make and do (Usborne) Primary Art A-F Irish Crafts for Children Childcraft make and do How do you do? Mary Fitzgerald	National Museum Colouring book The Book of Kells colouring book Prim-Ed Be constructive in classroom craft Paper craft Art School (kingfisher) Copy and cut Festivals Copy and cut Traditional Tales The Usborne book of art skills The Usborne book of art ideas
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