

Visual Arts Plan

Rationale

We, the staff at Kingsland National School agree to teach a comprehensive Visual Arts curriculum. We will endeavour to deliver a broad-based and balanced programme.

It is our intention that our Visual Arts programme will expand the children's means of exploring, expressing and coming to terms with the world they inhabit, in a structured and enjoyable way.

This document will serve as a source of information for teachers, parents, Board of Management and for the Department of Education.

Vision Statement

Visual Arts activities enable the child to make connections between the imaginative life and the world and to organise and express ideas, feelings and experiences in visual, tangible form. In drawing, painting, constructing, inventing and creating, the child assimilates and responds to experience and tries to make sense of it through art.

Aims

- 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, invent and communicate through 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 fulfilment of creativity and the achievement of potential through art activities.
- To foster sensitivity towards 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 work.
- To avail of the expertise of local artists where possible, including making applications for the Artist in the Primary Schools.

Methodologies and Approaches

(p.54-56 Visual Art Teacher Guidelines)

Guided Discovery is considered the appropriate teaching method for The Visual Arts.

- It allows the pupils to explore the expressive potential of various media and experiment with them
- assess their suitability for a given task
- to cultivate their own artistic interpretation of their world
- to observe their visual environment
- To appraise artists' works.

It is important that the teacher understands 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 as well as the Western Classical Tradition is needed.

Emphasis on process rather than product 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.

Methodologies art

- Active learning
- Guided discovery/Enquiry
- Talk and discussion
- Problem solving
- Collaborative/Co-operative learning
- Using the environment
- Skills through content
- Use of ICT
- Free exploration of materials
- Learning through play

- Direct teaching
- Working from experience
- Working from imagination
- Working from observation and curiosity
- Exploring materials and tools
- Mixing colours

Curriculum

1. Strands and Strand Units

Strand	Strand Units
1. Drawing	<ul style="list-style-type: none">• Making Drawings• Looking and Responding
2. Paint and Colour	<ul style="list-style-type: none">• Painting• Looking and Responding
3. Print	<ul style="list-style-type: none">• Making Prints• Looking and Responding
4. Clay	<ul style="list-style-type: none">• Developing forms in clay• Looking and Responding
5. Construction	<ul style="list-style-type: none">• Making Constructions• Looking and Responding
6. Fabric and Fibre	<ul style="list-style-type: none">• Creating in Fabric and Fibre• Looking and Responding

2. Children with Differing Needs:

Our Visual Arts Curriculum will provide opportunities for children with special educational needs to show capabilities and independent achievement. With the help and guidance of Special Needs Assistants we will encourage these children to reach their own individual potential.

Children with apparent artistic talent will be given opportunities to expand their knowledge and to showcase their work. Visits by professional artist will be one vehicle for nurturing talent or to visit workshops by artists.

3. Opportunities for Linkage and Integration:

Opportunities for Linkage and Integration will be provided for where possible in the Visual Arts Programme at Kingsland NS. This process will help extend the child's understanding of both the Visual Arts strands and the subject areas with which they can be integrated.

Sample areas for integration will include:

- Gaeilge- ag déanamh pictiúirí agus ag dathú
- English- pictorial response to poetry and stories
- History- models and pictures
- Music- express feelings pictorially created by music
- Geography- drawing maps and charts
- Religion- art work included regularly.
- Science –design and make projects
- Aistear- construction, art groups

4. Assessment and Record keeping:

The assessment of the Visual Arts at our school will involve observing certain crucial areas of each child's ability and more importantly his/her efforts. These areas include:

- The child's ability to engage with the task in hand
- The child's attitude and enjoyment of the subject
- The child's ability to work in a group/with a partner/alone
- The child's ability to describe his own process
- The child's ability to self-evaluate
- The child's level of fine motor skills

Actual assessment of the above points will be carried out using the following practical guidelines:

- Teacher observation
- Teacher designed tasks
- Work samples
- Portfolios/folders and projects
- SALF folders, self assessment

Organisation

5. Time Allocation

A time allowance of 3 hours per week will be allocated to Arts. Within this time frame, Visual Arts will be assigned 1 hour per week. However, owing to the practical nature of this subject area, blocked time for project work or integrated studies will sometimes be used as an efficient way of managing time.

6. Display:

The main display areas will be the space within the school building. Classroom walls, notice boards, corridor walls and walls in the assembly hall will all serve as valuable display areas. Occasionally outside agencies such as the local Credit Union, church, library, shop windows may also be used as a backdrop for displaying children's work. Displays will be changed and varied regularly in order to maintain children's level of interest. Pupils may also be consulted about, and involved in the manner of display of their own creations.

7. Resources:

While each classroom will have a basic supply of art materials for daily use, a full stock of supplies will be stored in the art store room. Each teacher will be responsible for collecting miscellaneous materials for specific projects e.g. junk materials, fabric scraps, egg boxes etc. Much of this materials can be brought in by children.

Resources -Art

- Assortment of paper- different colours and different sizes.
- Assortment of card.
- Fabric- different textures and colours.
- Mixed felt.
- Pompoms- coloured.
- Bag of assorted ribbon
- Sugar paper- coloured.
- Fuzzy sticks.
- Lollipop sticks of various colours and plain.
- Matchsticks.
- Poster paint.
- Acrylic paint.
- Coloured ink.
- Marbling inks.
- Assortment of different paint brushes of various texture and size.
- Assortment of paint pallets and trays.
- Assortment of playdough and mats for ideas.
- Therapeutic putty of differing textures- .
- Bag of grey clay.
- Assortment of tools for pottery.
- Cheese wire for cutting clay.
- Craft knife- teacher use only.
- Assortment of stencils- letters, numbers, pictures.
- Sewing equipment/ ada, binca, felt, material.
- Assortment of needles- plastic & metal.
- Assortment of different beads, fine, medium & large, wool, laces, wire thread.

- Hooks & clasps.
- Assortment of punchers, single & double ornate & plain.
- Various chalk sets, fine, thick, coloured, white, small blackboards.
- Assortment of white boards and markers for free play.
- Charcoal sets of various tones.
- Selection of drawing pencils of various tones. B & H.
- Assortment of posters based on famous artists.

8. Health and Safety

The health and safety of the children in our care is always a top priority in Kingsland NS. The nature of the Visual Arts Curriculum is such that there are more health and safety risks involved than would be the case for other curricular areas. The most hazardous of these risks would be the use of scissors, glue and staplers. Children will be very closely supervised at all times during activities involving this type of equipment.

9. Community Links

Children will be encouraged to participate in local art competitions and see their efforts displayed e.g. The Credit Union, Local Supermarkets etc. Children's art work will be used to decorate the local church for First Communion and Confirmation as required or requested.

Success Criteria

The success of this plan will be measured by:

1. Teacher observation of the child's progress by observing, questioning and monitoring.
 - The child's response in a variety of ways to visual arts tasks.
 - The child's ability to evaluate his own work, and the work of others.
 - The child's commitment and involvement with the assigned tasks.
2. Teacher assigned tasks to see how the child responds to a set task, and his choice of medium and materials.
3. Portfolios, samples and projects of the child's work.
4. Collaborative and project work.
5. Regular displays of art work throughout the school.
6. Participation in, and success in local competitions.

Review

This policy will be reviewed every three years and any amendments will be noted and acted upon. This review will be carried out by all teaching staff.

Ratification and Communication

This policy was ratified by the Board of Management / reviewed March 2022

Signed: Mary Harrington chairperson