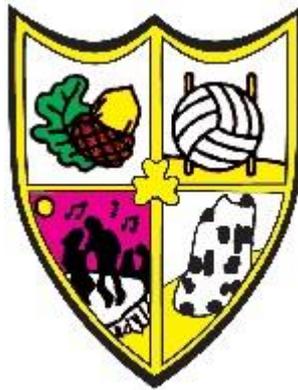


Clocha Rince NS



Whole School Policy Visual Arts

Visual Arts

■ Title: Whole School Plan for Visual Arts – a work in progress

■ Introductory Statement and Rationale

(a) Introductory Statement

This plan was formulated by school staff during the 2012/2013 school year. The plan was developed following staff consultation and curriculum reasearch. It was further developed and ratified at a Board of Management meeting on Thursday 20th June 2013.

(b) Rationale

We focussed on this area of planning to ensure that the revised guidelines for Visual Arts were introduced in our school in an organised, coherent and accountable manner. This plan will benefit the teacher by informing class planning and teaching and will provide the pupils with adequate opportunities to develop skills and understanding of concepts as envisaged by the visual arts curriculum.

■ Vision and Aims

(a) Vision:

Through our school's Visual Arts programme, we aim to help pupils experience creative and aesthetic elements of visual arts through exploring, investigating, experimenting, inventing, designing and making in a variety of media. We believe that visual arts should promotes observational skills and aids the child acquire sensitivity to the visual, spatial and tactile world and to aesthetic experience. To this end we will consciously develop these skills in the children as well as channel their natural curiosity and contribute to their sense of personal identity and self esteem.

(b) Aims:

The aims of the visual arts curriculum are

- 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 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 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.

Short Term Aims;

1. To develop a standard art equipment list
2. To develop a system of Art Portfolios (SALF)
3. Develop a school policy on Display

■ Content of Plan

Curriculum:

1. *Strands and Strand Units:*

We have prepared a yearly plan for each class level. We have included all strands and strand units each year. The content will be left to each individual teacher.

All strands, strand units and content objectives must be covered each year. The Strands in the Visual Arts Curriculum are Drawing, Paint & Colour, Print, Clay, Construction, and Fabric & Fibre. Looking and Responding is a strand unit common to all strands and will be treated with equal measure in all lessons.

Teachers will have flexibility to formulate their own timetabling of the Strands in their own Long Term Plans. Teachers will plan the strands in blocks throughout the year. However teachers will again have the flexibility to plan a lesson from another Strand during that 'block' should they wish to do so.

Indepth Study of Artist and their works of Art Responding to Art

Rang	NEEDED
Naí. Sois.	Pollack
Naí. Sin.	Van Gogh
Rang 1	Picasso
Rang 2	Paul Henry
Rang 3	Leonardo Da Vinci
Rang 4	Andy Warhol
Rang 5	Monet
Rang 6	Seurat

2. *Approaches and Methodologies:*

The school recognises that the subject matter for art must stem from the child's life experiences, imagination and observation building on the child's natural curiosity. *Working from observation* and *Experience in handling* a wide variety of arts materials are two principles which underpin the approaches to teaching the strands. The overriding approach of our teachers will be that the process of exploring the visual arts is entirely more important than the end result. We will value each child's

contribution rather than the child's own innate ability in the visual arts.

All lessons will involve a 3 step process and the lesson will involve a 4th Step whenever appropriate.

Exemplar Pg 49 Visual Arts T.G.

Step 1

The Stimulus

Step 2

The Activity

Step 3

Evaluation

Step 4 (as appropriate)

Development

3. *Children with Different Needs:*

It is important that all children experience a rounded environmental education. Visual Arts plays a pivotal role in this education and so we will do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities.

- Teachers will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities.
- Teachers will adapt their activities and guidelines to suit individual needs which will be appropriate to the child's ability and age.
- All children benefit from the visual arts curriculum as it provides a range of activities which enable the child to develop ideas through imagery. Learning in this manner can contribute positively to their whole development.
- Visual Arts allows children with special education needs to show capabilities and independent achievement.
- Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties.
- All teachers will familiarise themselves with the Draft Guidelines for Children with General Learning Disabilities (NCCA) in this regard

4. *Linkage and Integration:*

Visual Arts activities that involve linkage and integration will be planned for, to give children added opportunities for creativity and inventiveness and to enable them to show strengths and interests which might otherwise remain untapped.

We recognise the wide scope for linkage and integration with the other curricular areas.

We will explore possibilities to integrate the Arts subjects at all class levels

Opportunities that exist for integration with other subject areas are :

- Drama; responding to Drama through the visual arts
- Visual Arts as a starting point for Drama
- Music; responding to music through the Visual Arts
- SESE History; The Renaissance, the artists – Story.

5. *Assessment and Record Keeping:*

As in all subject areas. Assessment is an integral part of the teaching and learning of the Visual Arts.

We as a staff have a common understanding of its purpose and the ways in which the progress of children in the Visual Arts will be assessed, documented and reported.

Assessment in the Visual Arts in our school will fulfil the following roles :

- **A diagnostic role – to identify areas of difficulty in order to respond to the needs of the child.**
- **A summative role- to establish the outcomes of learning after completing a unit of work.**
- **An evaluative role – to assist teachers in assessing their own practice, methodologies, approaches and resources.**

We recognise that assessment techniques used in the Visual Arts must seek to assess progress in how the children are learning to perceive, explore, respond to and express their world through the curriculum strands.

The assessment tools we will use will range from the informal means to the more structured approaches.

Methods we will use are ;

- **Teacher observation of the children’s learning as the visual arts curriculum is implemented**
- **Teacher designed tasks and tests at the end of units of work, where appropriate**
- **The Child’s Art Portfolio and/or SALF Folder e.g finished projects and investigations.**

These records will inform the teacher of the progress of the child; the effectiveness of teaching methodologies employed and will also inform future planning.

The assessment records will form the basis for reporting and discussing the child’s progress with parents. This information will be relayed at Parent Teacher Meetings and in annual school reports.

6. *Equality of Participation and Access:*

- **Equal opportunity will be given to every child to experience all strands**
- **All children will have equal opportunities to participate in visual arts lessons and activities.**
- **Provision for children with physical difficulties will be made so that they can access the visual arts curriculum.**
- **If we have children whose first language is not English, they will be supported in accessing the visual arts curriculum also.**

- If we have children from different cultural backgrounds, we will look specifically at the visual arts of that culture.

Organisation:

7. *Timetables:*

In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum 50mins per week is devoted to visual arts in infant classes and a minimum of 1 hours per week for classes 1st to 6th.

- *On occasion, time will be blocked as appropriate. This might occur when
- working on a integrated project
 - visual arts outside classroom – integrate with SESE trail.

Teachers may use discretionary curriculum time (2 hours per week) for Visual Arts as appropriate.

Teachers have the flexibility to reduce The Arts Curriculum as outlined in the school's Numeracy and Literacy Strategy.

8. *Displays:*

A school policy is currently being developed in this area.

9. *Resources and ICT:*

We will continue to add to our library of visual arts resource books. We will identify and purchase visual art material into the future. We will audit all visual art resources and make this available to all staff.

We will identify a common art equipment list which will be used to purchase art materials on an annual basis.

In relation to ICT :

Each classroom has a digital projector which is very useful for exhibiting an stimulus for the visual art lesson.

Where suitable CD Roms are identified, these will be purchased and used in the classroom.

The storage arrangements for visual arts resources .:

Visual Arts will be stored in the Visual Arts Store Room.

The ISMT postholder with responsibility for Resources will be responsible for regularly auditing, maintaining and arranging to order the Visual Arts resources.

10. *Health and Safety:*

We have a Health and Safety policy in place in our school which covers safety concerning the handling of equipment and out of school activities such as an arts trail. Teachers will consult (Principal/Deputy Principal) whenever it is proposed to engage in arts trails outside the school grounds and/or go on arts outings.

We will identify the visual arts space in their classroom at the beginning of each year. Teachers will ensure a safe system of organisation exists in the classroom when preparing for, engaging in and tidying up after, each lesson. We will ensure, in so far as is possible, that the art materials used are safe to do so. All art materials will be purchased from a reputable supplier to schools.

11. *Individual Teachers' Planning and Reporting:*

Teachers will consult this Whole School Plan and the curriculum documents for Visual Arts when they are drawing up their long and short term plans.

Teachers will include all the strands and strand units over 1 year. Teachers in the same curriculum block will ensure there is no duplication of content.

Where it is meaningful and suitable the Visual Arts will be taught in a thematic way to integrate with the other subjects such as SESE, SPHE Drama etc.

Each teacher will have a long term plan for the year drawn up collaboratively with teachers of the same curricular bands. Individual teachers will then take these yearly outlines and tailor them to the needs of their own classes in their short term planning. Cúntais Míósúil will assist in recording work covered, in evaluating progress in Visual Arts and in informing future teaching.

12. *Staff Development:*

- Teachers will have access to reference books, resource materials and websites dealing with the Visual Arts. Staff will be encouraged to research and try out new approaches and methodologies. Methodologies specific to Visual Arts will be the subject of focus of our 'Methodology of the Month'.

- All staff members will be encouraged and facilitated, insofar as is practically possible, to undertake CPD courses in Visual Arts.

The culture in our school is one that encourages the sharing of experience and good practice.

13. *Parental Involvement:*

Parents have an integral part in their child's visual arts development. Displaying their work in a constructive way at home helps to build confidence and may encourage children to develop their interest in art beyond school. Parents can further develop their child's visual arts development by providing their children with stimulating sensory growing experiences which inform their visual expression and, as far as possible, the visual arts materials and tools with which to express them. Parents may devise short visual arts activities at home with their child, perhaps based on a topic they are developing in the classroom.

14. Community Links:

The pupil's interest in the visual arts can be stimulated by visits to galleries, museums and exhibitions and, where possible, to artists and craftsmen at work. We recognise the importance of the children having a sense of visually creative people in the community, eg. Painters, potters, stonemasons, furniture makers, signwriters etc.

- The Riverbank Arts Centre in newbridge is a resource that we may use, as it occasionally has items of interest for visual arts in the primary school.
- Niamh Hynan, Catherine Mann and Elanor O' Connor Larrisey is a local artist that we can avail of in our school.
- The Public Arts Access Gallery and Craft Shop in Edenderry
- There are many Art Galleries in Dublin including the National Art Gallery and the Print Museum.

■ Success Criteria

We shall review this whole school plan in the future under the following headings:

How individual teacher preparation, planning and teaching reflects this plan.

- Are procedures outlined in this plan consistently followed? Eg assessment procedures
- How methodologies listed in this whole school plan are working in the classroom
- Resources
- How well are the children exploring the full range visual arts?

Means of assessing the outcomes of the plan will include

- Revisiting the aims of this plan as a staff
- Teacher / Parent feedback
- Children's feedback
- Inspectors reports / suggestions
- Results of class assessment

■ Implementation

(a) Roles and Responsibilities:

The plan will be supported, developed and implemented by all staff members.

The staff members will have responsibility for the following :

- Audit, Maintenance and Purchase of school's art resources – Ruth Swords
- Art trails – All staff
- Leading the development of new methodologies identified – Colm Byrne

- **Liaising with community organisations and relevant agencies – All Staff**
- **The development of ICT as a learning tool in Art and the vetting of websites – Colm Byrne**

■ **Review**

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the Visual Arts curriculum. We aim to review this plan during the 2015/2016 school year.

On this date we will refer to the tasks in our action plan and check that they have been completed in accordance with the agreed time frame.

Those involved in the review will be :

**Principal
All staff
BOM
PA**

■ **Ratification and Review**

**This policy was ratified at a meeting of the Board of Management on Thursday 20th June 2013.
It will be reviewed during the 2013/2014 school year.**