

## **Visual Arts Plan**

### **KILGARVAN CENTRAL SCHOOL**



### **Rationale**

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 forms. 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.

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**

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.

### **Aims**

We endorse the aims of the Primary School Visual Arts Curriculum :

- To help 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 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 provide opportunities for the child to explore how the work of artists and craftspeople might relate to his/her work

## **Curriculum**

| <b>Strands</b>          | <b>Strand units</b>  |
|-------------------------|--|
| <b>Drawing</b>          | <b>Making drawings</b><br><b>Looking and responding</b>              |
| <b>Paint</b>            | <b>Painting</b><br><b>Looking and responding</b>                     |
| <b>Clay</b>             | <b>Developing form in clay</b><br><b>Looking and responding</b>      |
| <b>Fabric and fibre</b> | <b>Creating in fabric and fibre</b><br><b>Looking and responding</b> |
| <b>Construction</b>     | <b>Making constructions</b><br><b>Looking and responding</b>         |
| <b>Print</b>            | <b>Making prints</b><br><b>Looking and responding</b>                |

### **Visual elements**

**Line**  
**Shape**  
**Form**  
**Colour and tone**  
**Pattern and rhythm**  
**Texture and spatial organisation**

All teachers are familiar with the strands, strand units and content objectives for their class levels. Curriculum objectives are at the core of each Visual Arts lesson, and teachers refer to the curriculum objectives in their own planning.

The content objectives are laid out on the following pages in the Curriculum Handbook.

Infant Classes pgs. 18-23

First and Second classes pgs. 30-41

Third and Fourth classes pgs. 48-59

Fifth and Sixth classes pgs. 66-77

## **Approaches and Methodologies**

We will use a combination of the following approaches:

- Direct teaching approach - *Certain practical skills, such as the use of scissors and adhesives, may occasionally require a more direct method.*
- Guided discovery approach - *Guided discovery is the most appropriate teaching method for the Visual Arts. Discovery methods encourage children to discover the expressive possibilities of a variety of materials and tools suitable for a particular task and to experiment with them; to notice colour, design and structure in the environment and to enjoy interpreting what they see in a personal way; to express significant aspects of their lives in visual form and to appraise art works critically.*

*In guided discovery, the teacher provides a stimulating work environment, motivates the children and monitors their progress, discusses their work with them as necessary, as they work and when they have finished, and makes suggestions as appropriate.*

#### 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 with the help of the class teacher / SNA and may present their work to other classes.

Children are given opportunities to develop sensitivity informally and in context, the qualities of line, shape, form, pattern and rhythm, colour and tone, texture and spatial organisation.

Teachers use a variety of approaches – whole class work, individual work, pairs, groups and project work.

#### **Assessment and Record Keeping**

According to the curriculum, it is important that teachers approach assessment in art with confidence and with a common understanding of what it entails. It should include:

- Teacher observation
- Teacher-designed tasks
- Work samples, portfolios and projects

The primary form of assessment in our school is teacher observation where the teacher notes the quality of imagination, inventiveness and involvement of the child. The child's ability to use materials and tools, the child's contribution to group activities and the quality of his/her responses to artwork can be observed and recorded.

Use will also be made of teacher-designed tasks to assess areas of development. Projects, work samples and child portfolios will also be used to look at the progress of skills development and as a record of achievement.

We will assess

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence of a child in carrying out an activity
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Work samples
- Art portfolios
- Teacher-designed tasks

## **Displays**

### **In school**

Childrens work is displayed in each classroom and is regularly updated to ensure that the children are inspired by a colourful and constantly changing classroom environment. The school corridors and the hall are used to display artwork completed by the children.

### **Outside school**

Projects and artwork from 2<sup>nd</sup>, 5<sup>th</sup> and 6<sup>th</sup> classes are displayed in the church for the sacraments of Confirmation and First Holy Communion.

Teachers report twice a year to children and parents/guardians through parent-teacher meetings and end of year school reports. Children may be asked to self-assess and peer assess where appropriate.

## **Differentiation**

At Kilgarvan Central School, all children will have equal access to visual arts education. The visual arts programme will ensure equal access for boys and girls in our mixed school. In any class, children may be working towards objectives within a range of levels. Some children with learning difficulties may need to have certain areas of learning broken down into smaller units than those suggested for their level. Others may need greater challenges in the same level of activity. They should be challenged to stretch the possibilities of art activities to the fullest, and sustained exploration of one area may be more satisfactory than a superficial exploration of several. It is crucial for positive reinforcement to be given to all children to build up their confidence and self-esteem in the area of visual arts.

## **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 will also be recorded using a digital camera and displayed on the IWB where children can look and respond to their own work and that of their peers.

## **Organisational planning**

In accordance with the DES guidelines Visual Arts is allocated the following time:

Infant classes – 50 minutes per week

1<sup>st</sup>-6<sup>th</sup> classes – 1 hour per week

However, to facilitate the new time allocations for the numeracy and literacy strategy it is at the discretion of the teacher to use some of the time from the arts subjects on occasion.

## **Resources**

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

- Paint and brushes
- Crepe paper
- Tissue paper
- PVA glue
- Glitter
- Fabric and fibre
- Clay

Our school is developing a well-resourced Visual arts store containing the necessary equipment for the implementation of most strands. Resources are ordered centrally each September in accordance with teacher's planning. A central store of paper and card is available to all teachers.

## **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.

e.g. 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

## **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, e.g. participate in workshops from Kenmare Carnegie Arts Centre and the Credit Union Art competition.

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

From time to time, outside projects are brought into the school.

## **Code of ethics**

All teachers and visiting teachers working in the school context will be expected to adhere to the school Child Protection Statement. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in and outside of the classroom should be guided by what is best for the child and carried out in the context of respectful and open relationships.

### **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 during the Visual Arts lesson we will follow the procedures outlined for accidents in our Health and Safety policy.

### **Individual teachers' planning and reporting**

Individual teachers will design a visual arts plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy in accordance with the Primary School Curriculum. This should ensure clear progression as children move from class to class.

Strands covered in Visual Arts each month are recorded in the Cúntas Míósúil.

The Cúntas Míósúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years.

### **Staff development**

The school will access the PDST 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.

### **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 office or school website. Parents are invited in to assist with some elements of the Visual Arts curriculum.

### **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.

### **Evaluating the policy**

Means of assessing the outcomes of the plan may include;

- Teacher/parent/community feedback
- Children's feedback regarding activity levels, enjoyment and skill development
- Inspectors' suggestions/WSE recommendations

**The criteria for evaluating the success of this policy will be :**

- The level of enjoyment exhibited by the children
- The maximum participation by all children
- The development of skills and understanding
- The level of teacher satisfaction in teaching a broad, balanced curriculum.

**Ratification and communication**

This Visual arts policy was reviewed in May 2019 and ratified by the Board of Management on \_\_\_\_\_ and parents can inspect the policy in the school office and website.

**Signed :** \_\_\_\_\_ (Chairperson)

**Date :** \_\_\_\_\_