



## **Visual Arts Plan**

### **Introduction**

We, at St. Nicholas' Monastery have written this Art Whole School Plan in order to inform teachers, parents, B.O.M. and other relevant parties of the process and approaches adopted in this school with regard to the teaching and learning of Art. It has been ratified by the B.O.M and will be reviewed annually by means of a staff meeting or dedicated Croke Park hour allocations. Any amendments will be made accordingly.

### **Vision Statement**

In our school we recognise that in the Visual arts curriculum, the child is encouraged to look at and respond to a wide variety of artworks. It is through talking about these artworks that the child develops sensitivity to the visual elements, and begins to use them purposefully in his own art-making. Of all the visual arts media, drawing has primary importance in the Visual arts curriculum, and it is through drawing that children's development in art is most evident. In making art, the process of making is as valuable as the final product.

### **Aims**

We endorse the aims of the Art Curriculum as stated in the Curricular Documents pages.

- to enable the child to explore, clarify and express ideas, feelings and experiences through a range of arts activities
- to provide for aesthetic experiences and to develop aesthetic awareness in the visual arts, in music, in drama, in dance and in literature
- to develop the child's awareness of, sensitivity to and enjoyment of visual, aural, tactile and spatial qualities in the environment
- to enable the child to develop natural abilities and potential, to acquire techniques, and to practise the skills necessary for creative expression and for joyful participation in different art forms
- to enable the child to see and to solve problems creatively through imaginative thinking and so encourage individuality and enterprise
- to value the child's confidence and self-esteem through valuing self expression

- to foster a sense of excellence in and appreciation of the arts in local, regional, national and global contexts, both past and present
- to foster a critical appreciation of the arts for personal fulfilment and enjoyment.

## **CURRICULUM CONTENT**

### **Skills, Concepts, Strands and Strand units**

The visual arts curriculum comprises interrelated activities in *making art* and in *looking at and responding to art*. It presents a range of activities in perceiving, exploring, responding to and appreciating the visual world. Perceiving involves looking with awareness and understanding of the visual elements and their interplay in the environment and in art works.

The Visual arts curriculum consists of six strands. Each strand represents a medium for developing the child's expressive abilities.

These strands are:

- Drawing
- Paint and colour
- Print
- Clay
- Construction
- Fabric and fibre.

Through these six strands, children explore the following seven visual elements when making, looking at, and responding to art: line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation. The Visual arts curriculum emphasises three starting points for the child's art activities:

- the child's own experience
- the child's imagination
- the child's observations.

### **ART CURRICULUM: CLASS SUMMARY**

<b><i>Concepts and skill Development</i></b>	<b><i>Infants – Sixth Class</i></b>
<b>Concepts</b>	An awareness of line An awareness of shape An awareness of form An awareness of colour and tone An awareness of texture An awareness of pattern and rhythm An awareness of space

<i>The concepts above and related skills are derived from visual elements and will be developed as work is completed on the strands and strand units outlined below.</i>	
<b>Strands</b>	<b>Strand Units</b>
<b>Drawing</b>	Making Drawings Looking and responding
<b>Paint and colour</b>	Painting Looking and responding
<b>Print</b>	Printing Looking and responding
<b>Clay</b>	Developing form in clay Looking and responding
<b>Construction</b>	Making constructions Looking and responding
<b>Fabric and Fibre</b>	Creating in fabric and fibre Looking and responding

### **Approaches and Methodologies**

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.

### **Assessment and Record Keeping**

- Teacher observation:

This informal mode of assessment will focus on

1. the child's ability to respond in a variety of ways to visual arts tasks
2. the child's developing perceptual awareness (for example the extent to which he/she can evaluate objectively, his/her own work and the work of others)
3. the child's commitment and level of personal involvement with the task in hand.

- Teacher-designed tasks and tests:
- Work samples, portfolios and projects

- Curriculum profiles

### **Children with differing needs**

We, as a school recognise that all children are unique individuals and therefore we strive to meet all of their needs on an individual basis ranging from resource to gifted children. Please refer to our Special Education plan as to how those needs are met

### **Equality of participation and access**

At no point will any child be denied or deprived of any teaching or learning because of gender, age, religion or ability. All children will have the same access to education as other children.

### **Linkage and Integration**

We recognise the inter-related nature of the Visual Arts curriculum, and acknowledge that while children are engaged in any one particular strand there will be overlapping with the other strands. Visual Art provides many opportunities for integration, and teachers will plan for the integration as appropriate. We recognise that there will be many opportunities to integrate with Science, History, Geography, Drama, Language , Music and Maths.

### **Timetable**

All classes from 1<sup>st</sup> to 6<sup>th</sup> will have a minimum of one hour per week of Art. This time allocation may be broken down at the discretion of the individual teacher. We recognise that in the junior classes, the time allotted will be of shorter duration on a more frequent basis, while senior classes may divide the hour into longer time spans, such as two thirty-minute sessions, or three twenty-minute sessions. Timetables will all record the time allocation for Art. There are two hours of discretionary time available each week which teachers can occasionally use to support the Art curriculum.

### **Homework**

The giving of Visual Arts homework will be at the discretion of the class teacher.

### **Resources**

There is a vast amount of resources available to each teacher to cover each of the strands. These are stored in the store room. Individual teachers also have their own resources. ICT is also an integral part of Art education. The use of the digital camera, overhead projectors and visualisers are common in our classes. The internet is particularly beneficial for the teaching of Art. All teachers have access to the internet and You Tube.

**Displays**

Teachers are encouraged to display children's work throughout the school so other child can look at it. It is also an opportunity to examine some of the work that is done within the school.

**Individual Teacher Planning**

Each class teacher is responsible for their Visual Art planning. All teachers will plan on a termly and fortnightly basis. A Cuntas Míosúil must be completed at the end of each month and a copy submitted to the Principal,

**Staff Development**

All staff members have attended the Curriculum In-service Training days. In addition help can be sought by the staff from the PDST to assist in our development. Teachers also have access to the courses that are run by the local education centre.

**Parental Involvement**

Overall parental involvement is encouraged. The children will take their work home at different times of the year so it can be shown to parents.

**Success Criteria**

The success of this plan will be measured using the following criteria:

- Implementation of the Art curriculum will be evident in the teacher work
- Continuity of content and methodology will be evident in teachers preparation

Ongoing assessment will show that pupils are acquiring concepts thought and an ability to engage with others in a manner appropriate to their age and personality

**Ratification**

This plan was ratified by the B.O.M. and will be reviewed annually.

Signed: \_\_\_\_\_

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

