



Primary Curriculum School Development
Support Programme



foghlaim agus forbairt
Planning Support

Talbot Senior Schools Whole School Plan for Visual Arts

Whole School Visual Arts Plan

Title

Whole School Plan for Visual Arts for Talbot Senior National School .

Introductory Statement and Rationale

(a) Introductory Statement

The emphasis is on the creative process, as learning occurs in the children's approach to the task in hand, hoping each child's finished product will be different. We are acknowledging the central role of visual arts education in the child's holistic development.

This plan has been reviewed on an ongoing basis since 2003. It was reviewed and updated by all staff at Talbot SNS in 2010. The latest review was 2017.

(b) Rationale

This policy was formulated to provide for creative and aesthetic experiences through exploring, investigating, designing, inventing and making a range of media.

It promotes observation and ways of seeing and helps the child to acquire sensitivity to the visual, spatial and tactile world and to aesthetic experience. We believe it channels the child's natural curiosity for educational ends and can facilitate learning in all areas of the curriculum.

Vision and Aims

(a) Vision:

We see art education as a natural and enjoyable way of making and communicating meaning through images. Visual arts education promotes the child's innate curiosity and consequently is an enjoyable way of extending and enriching the child's experience of the world.

We are committed to fostering the six strands of the Visual Arts curriculum, appropriate to the needs and age level of the pupils.

We envisage that when the children's intrinsic abilities and varying circumstances are taken into account, visual arts education can facilitate learning in all areas of the curriculum.

(b) Aims:

1. To help the child express ideas, feelings and experiences in visual and tactile forms.
2. To enable the child to develop the skills and techniques necessary for expression, inventiveness and individuality.
3. To enable the child to have an enjoyable and purposeful experiences of different art media and to have opportunities to explore, experiment, imagine, design, invent and communicate with different art materials.
4. To foster sensitivity towards and enjoyment and appreciation of visual arts.
5. To enable the child to experience excitement and fulfilment of creativity and the achievement of potential through art activities.
6. To promote the child's understanding of and personal response to the creative processes involved in making two and three dimensional art.

Content of Plan

Curriculum:

We would hope that all children would have a balanced curriculum in the following 6 areas: Drawing, Paint and Colour, Clay, Print, Construction, Fabric and Fibre. We hope to achieve this by using the concepts and skills and strands and strand units outlined below.

The art curriculum will be implemented in two parts:

1. Through *concepts and skills development*:
2. Through *strands and strand units*:

1. *Concepts and skills development*:

- 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

These concepts and skills are derived from the visual elements and will be developed as work is completed on the strands and strand units. A more detailed account can be found outlined in our schools Art Objectives, a copy of which is at the back of this plan.

2. *Strands and Strand Units*:

- The 6 Strands each of which is a medium for visual expression.
- The Strand Units are broken into 2 interrelated strands. They refer to the different range of art making activities and to the looking and responding to the visual environment and to art works. Activities in one strand unit complement activities in the other and together they provide the context for learning in art.

The strands and strand units are broken into 6;

Drawing, Paint and Colour, Print, Clay, Construction and Fabric and Fibre:

Each child will be enabled to:

i. Drawing:

- Experiment with marks, shapes, textures, patterns and tone
- Explore using different drawing materials and tools
- Drawings based on children's own experiences
- Drawings based on children's own observations
- Drawings based on children's imagination
- Looking and responding to other children's work and the work of other artists, looking at describing what's happening in the drawing, choice of materials, how they feel about it, etc

ii. Paint and colour:

- Through exploring paint and colour materials
- Using paint and colour to depict children's experiences and recalled feelings.
- Using paint and colour to record children's observations
- Using paint and colour to represent children's own imagination
- Using repetition and variation of colour and texture
- Exploring how things feel and look
- Looking and responding to work in paint and colour

iii. Print:

- Experiment with printing tools and materials
- Explore a variety of print - making techniques
- Use print to represent children's experiences, observations and imagination
- Looking at and responding to print in everyday use, in the environment and in works of art.

iv. Clay:

- Experiment with clay and clay tools • Explore pottery techniques
- Use clay as a medium for representing children's experiences, observations, and imagination
- Look at handling and talking about natural and manmade objects, for text shape and pattern
- Looking and discussing children's own work and work of others
- Looking at and responding to work in clay/ pottery

v. Construction:

- Explore and experiment with a wide range of construction materials
- Make imaginative structures to represent children's experiences, observations and imagination
- Work in 2D and 3D construction
- Looking at and responding to natural and built constructions and to sculpture
- Looking at and responding to their own constructions, and to group constructions

vi. Fabric and Fibre:

- Explore and experiment with a variety of fabric and fibres
- Change the surface of fabrics
- Construct with fabric and fibres
- Use fabric and fibres to represent children's own experiences, observations and imagination
- Looking at and responding to work and fabric and fibre

There is a list of suggestions and ideas for each strand, included at the back of this plan that teachers may use as a guide to working in each of these areas. This will be upgraded and reviewed as necessary.

3. *Children with Different Needs:*

In keeping with the ethos of our school, each individual is helped to develop to his/her potential. This will be achieved by teachers varying the level and pace to suit individual needs and to ensure that every child reaches their artistic potential. The work assigned to the children will be carried out at an appropriate pace within a specific time range.

4. *Linkage and Integration:*

Linkage, within the art curriculum, eg developing awareness of colour through painting and print making, and integration, esp with music, drama and dance, are also important parts of our visual arts curriculum.

5. *Assessment and Record Keeping:*

Teacher questioning pupils
Teacher observation
Teacher designed tasks
Pupils writing about their art
Checklists
Pupils displaying and discussing their artwork

6. *Equality of Participation and Access:*

All children in our school participate in Art and are given equal opportunities in class. Where required and feasible, language will be simplified and used to assist children whose first language is not English.

Physical layout of classroom should accommodate children with physical disabilities.

Organisation:

7. *Timetables:*

Arts education (Music, Drama and Visual Arts) 3 hours per week.

Individual teachers will timetable art as suits their class timetables.

8. *Displays:*

Each classroom has display boards both inside and out which the teachers are free to use to display the children's art throughout the year.

At the end of every school year there is a school art display where all pupils display their best art from the school year. All parents and students are invited to attend.

9. *Resources and ICT:*

Each mainstream teacher has an interactive whiteboard which may be used to support the visual arts curriculum.

ICT resources are provided on the school website and on our internal school network.

Resources:

All teachers can order the materials they require from the post-holder in September and again in January. Such as markers, paper, card, glue, paint, scissors etc.

There are boxes of materials available to all teachers. These include a box of material for fabric and fibre, a printing box that has printing ink, rollers and acetates, a box with silk and silk paints. There are clay boards and tools for clay. There are also folders of work that contain different artists work that can be used for looking and responding, alongside folders of artists work on the school network.

10. *Health and Safety:*

Teachers will at all times be mindful of the schools Health and Safety Policy. Children will be encouraged to safeguard their own well-being by following classroom and out of class rules.

11. *Individual Teachers' Planning and Reporting:*

Annual planning by teachers covers all strands and strand units.

Each teacher plans monthly for art on the standard art planning sheet.

This sheet doubles as a cuntas miosuil.

Teachers in their Diploma year may be requested to plan differently by their inspector.

12. *Staff Development:*

Time is set aside when needed at staff meetings for art planning/decision making.

Class groupings meet once monthly and may discuss art if required.

Sharing of information and expertise etc is done at these meetings.

Courses on art offered by the DWEC or other organisations are communicated to the staff by the post-holder.

13. Parental Involvement: Home School links

Assessment results are made available to parents at parent/teacher meetings and through summer reports.

In conjunction with school policy teachers are available by appointment to discuss any art related concerns with parents.

The Visual Arts Plan is available on the school website.

The children's art work is on display throughout the school, along the corridors and in classrooms. The children's art may also be viewed on the school website.

Once a year in May/June there is school art display which all the children participate in. The children choose one or two pieces of art that they have completed during the year and put it on display in the school hall. Parents are welcome to visit.

14. Community Links:

School art display once a year, all are welcome.

Success Criteria

- That this plan will be used in the planning and teaching of art in Talbot S.N.S.
- The principal will know from cuntais miosuila that procedures and approaches in this plan are being followed.
- Feedback from teachers, pupils, parents and inspectors.
- Every child will be working at their own level.
- Teacher evaluation and assessment.

Implementation

(a) Roles and Responsibilities:

This plan will be implemented by all staff of Talbot S.N.S.

Review and development of this plan is co-ordinated by the post-holder.

(b) Timeframe:

This plan has been implemented since 2003, with review in 2010 and on an ongoing basis by staff at in-service days and staff meetings. Updates have been added by the post-holder.

Review

(a) Roles and Responsibilities:

This plan was reviewed by post-holder Caitriona Ni Dhuill in 2010 and again by all staff in 2017. It was co-ordinated by post-holder and all staff.

(b) Timeframe:

It will be reviewed again in 2020 or whenever it is seen necessary.

Ratification and Communication

The plan was ratified by the BOM on
It will be circulated to every teacher.
It will be available on the school website.

Art Ideas for each strand collated by staff

All of these ideas are in folders on the Network

Line and drawing

- How many lines can you draw? Exploring lines – angry, wavy, wiggly
- Line Drawing of a city, city skyline
- Take a line for a walk- street scene
- Initials with colour
- Scratch out lines on crayon coloured page, black paint and then etch out picture
- Self portraits
- School crests
- Country image
- Still life- shoe, flowers,
- Charcoal work
- Posters: healthy eating, water posters etc

ICT: unclenetfred.com

Paint and colour

- Colour Wheel: primary and secondary colours
- Hot air Balloon: Looking at Tone...adding white and black to one colour
- Fish: includes symmetry and tonal work (seomra ranga)
- Pointillism- aboriginal art
- Rangoli Indian pattern
- Abstract paintings
- Silhouette painting: Halloween, Easter, lighthouse
- Scraffito
- Cards for all occasions; Christmas, St Patricks Day etc
- Looking and responding to:

- Vivaldi Spring
- Snowman DVD
- Any poem!

- Looking at different artists work:
 - Van Gogh
 - Monet
 - picasso

ICT: seomraranga.com, school website, for Van Gogh to music

Fabric and fibre

- Weaving wool on paper plates
- Embroidering wool on hession
- Garden theme: draw from observation, then add fabric and fibre
- Fantasy school
- Making outfits: using card cutout figure, add clothes using different fabric.
- Different scenes: autumn, winter, spring theme
- Paper weaving: cut strips of paper and weave onto fabric or paper

Two boxes available: one with different scrap fabric, and other with scraps of wool

Also a full box of balls of wool and needles

Clay

- Clay pots, snakes, pigs
- Fruit and veg
- Ogham stones
- Cottages, using oblongs
- Nativity Scene/crib
- Tiles- making raised flowers and then use for printing!
- Model of human heads
- Egyptian pyramid/sphinx
- Jewellery dishes
- Painting clay once dry

All of the above can be made by pinching, pulling etc

Printing

- Aboriginal dot painting
- Using clay tiles to print
- Wrapping paper: Christmas/birthdays
- Use door sealer to make stampers
- Sponge shapes
- Upscaling- footprints (Mr G)

Complete box of printing utensils: printing ink, acetates, rollers, sponges and different items for printing available.

Construction

- Making decorations
- Animal collages, giraffe, parrots, parrot on a perch
- Cribs for nativity scene
- Exploded design-exploded shapes, flipped edges
- Halloween silhouettes... 2D

Integration with science/ history:

- Making round towers
- Constructing bridges
- Lighthouses
- rockets
- Pyramids- Egyptians

