



Clonmoney National School

Whole School Visual Arts Policy

Rationale:

This policy was formulated to:

- Provide for creative and aesthetic experiences through exploring, investigating, inventing, designing and making in a range of media.
- To enable the child to make the connections between the imaginative life and the world and to organise and to express ideas, feelings and experiences in visual tangible form.
- To conform to principles of learning outlined in the Primary School Curriculum.
- To promote observation and ways of seeing to help the child to acquire sensitivity to the visual, spatial and tactile world.
- To channel the child's natural curiosity for educational ends and to facilitate learning in all areas of the curriculum.

Vision

We seek to assist the children in Clonmoney N.S. in achieving their potential where children are happy and confident to experiment and try things and the teacher is confident enough to let them. We wish to enable the children to have enjoyable and purposeful experiences of different art media and to have opportunities to explore, invent and communicate with different art materials.

Aims

We aim to:

- Provide for creative and aesthetic experiences through exploring, investigating, inventing, designing and making in a range of media.
- To enable the child to make the connections between the imaginative life and the world and to organise and to express ideas, feelings and experiences in visual tangible form.
- To conform to principles of learning outlined in the Primary School Curriculum.
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Curriculum content:

Each class will study elements of the six strands of the Visual Arts curriculum.

The strands of the visual arts programme are:

- Drawing
- Paint and Colour
- Printing
- Clay
- Construction
- Fabric and Fibre

The Strand units of the visual arts programme are:

- Making drawings / Looking and responding
- Painting/ Looking and responding
- Making prints/ Looking and responding
- Developing form in clay/ Looking and responding
- Making constructions/ Looking and responding
- Creating in fabric and fibre/ Looking and responding

Visual Arts Strands Timetable

September & October	November & December	January & February	March & April	May & June
Paint & Colour Print	Construction Fabric & Fibre	Clay Paint & Colour	Drawing Print	Construction/ Drawing Fabric & Fibre
Halloween Art	Christmas Art	Valentine's Day, St Brigid's Day Art	Mother's Day, St Patrick's Day, Easter Art	Father's Day

Informally and in context, the teacher and pupils will explore the elements of the Visual Arts programme:

- Line.
- Shape.
- Form.
- Pattern and rhythm.
- Colour and tone.
- Texture and spatial organisation.

Works of famous artists:

Pupils are introduced to the work and styles of famous artists throughout their years in school. These include but are not limited to the following:

Junior Infants & Senior Infants:

- Wassily Kandinsky (2d shapes), Piet Mondrian (line)

1st/2nd class:

- Andy Warhol (pop art), Claude Monet (landscape), Van Gogh

3rd/4th class:

- Picasso (cubism), Georges Seurat (Pointillism), Georgia O'Keefe (colour), Eoin O'Connor, L.S Lowry

5th/6th class:

- Giuseppe Arcimboldo (self-portraits) Joan Miró (sculptures), Jack Yeats (landscape, Irish artist)

Approaches and Methodologies

When planning lessons

- Teachers should choose a range of activities for all strands for each class.
- Teachers should ensure that there is a balance between 2-D and 3-D strands and between making and doing and looking and responding to art.
- Teachers should provide opportunities for children to look and respond to their own art and the art of their peers.
- To look and respond to art works and to make connections between what they observe in their own work.
- To look and respond to their natural and living environment.
- Teachers should structure the programme so that the subject matter for art stems from the children's life experiences, from their imagination and from observations.
- Teachers should ensure that children have a choice of materials they may select for their own use in making art.

- Teachers should provide opportunities for children to develop sensitivity.
- Teachers ensure that the focus of the lesson is on the process rather than the product.

Lesson Format:

In each class, time should be spent on

- Stimulus,
- Activity (engage in class, individual, pair, group, and project work.)
- Evaluation: assessment by the children of their own work and that of the other children.

Equality of participation and access:

In Clonmoney School we will provide equal opportunity to each child to experience the visual arts curriculum regardless of learning, emotional and behavioural differences. Every child is given adequate time to complete their work. Mixed ability groups will be used for group projects. We will adapt materials and concepts to meet the individual needs of the child.

Linkage and Integration:

Linkage in the visual arts curriculum occurs both within strands and between strands and emphasises the inter-related nature of art activities. Many areas of the primary curriculum offer excellent visual and imaginative stimulation, which the teacher can avail of for an art class. Interpreting stories, poems, songs, drama, Bible stories and historical events in drawing, painting or in a three-dimensional medium are obvious opportunities for integration. Activities that integrate the visual arts with other subjects can be planned in conjunction with the fortnightly and termly plans.

Assessment

Assessment is an integral part of the teaching and learning processes in visual arts education.

The pupils' work in Visual Arts is assessed in several ways:

- Observation by the teacher.
- Self-assessment by the pupils (where they are encouraged to assess in a positive, constructive manner).
- Peer evaluation of work.
- Senior pupils have an Art folder in which they keep examples of their work produced during the year. The folder is taken home at the end of each school year.
- Clay work and other 3D pieces of art will be sent home during the year once it has been displayed for a short time.

Organisational planning

The recommended time for Visual Arts is one hour per week but this may be taken at the discretion of the individual teacher e.g. block timetabling, integrative timetabling and use of discrete time.

Health and Safety:

- Teachers are responsible for safety in their own areas and for the implementation of relevant safety procedures.
- All employees and pupils are expected to employ the proper procedures when carrying out tasks and ensuring that no practices are used which may be a source of danger to themselves and/or others.

Individual Teachers' Planning and Reporting:

The whole school plan for Visual Art provides the necessary information and guidance to individual teachers for their long and short term planning. Each teacher is expected to be aware of what is in the curriculum. Monthly progress reports are kept in a file in the office.

Staff Development:

We will continue to share our individual skills and experience with other members of staff at all times throughout the year. We will attend courses which will help our art programme.

Display

In Clonmoney N.S we display the pupils' work in the classrooms and hall. Each classroom displays seasonal work for autumn, Christmas, Easter and Feile na hInse.

Sources and Resources

All class teachers have access to a wide range of supplies. Paint, paper, card, clay, brushes, pastels, inks etc. are available in the art room. Shelves in the Art room contain a wide variety of Art books available to all teachers.

Community Links

To encourage links with the community we make use of the following:

- Participation in art competitions e.g. Community games poster competition, Easter bunnies and bonnets competition. .
- Invite parents with particular talents in Visual Arts to work with pupils e.g. knitting and sewing.

Review

It will be necessary to review this policy on a regular basis to ensure optimum implementation of the Visual Arts Curriculum. This policy will be reviewed formally in 3 years' time and reviewed informally at the school's discretion.

Ratification

This school plan for Visual Arts will be distributed to all teachers by March 6th 2019, with a view to having it ratified by the Board of Management in March 2019.

This policy was ratified by the Board of Management on: _____

Signed: _____
Chairman

Date: _____

Signed: _____
Principal

Date: _____