Visual Arts
Whole school policy
Scoil Mhuire Maigh Cuilinn

Visual Arts

■ **Title**

Scoil Mhuire Moycullen

■ **Introductory Statement and Rationale**

(a) Introductory Statement

Art is a way of making and communicating meaning through imagery. It is a unique symbolic domain and is a displicine with its own particular demands and core of learning. Art is a natural and enjoyable way of enriching and extending a child's experience of the world.

This plan has been drawn up in accordance with the Visual Arts Curriculum to set our approach to the teaching and learning of Visual Arts. This plan will form the basis for teacher's long and short term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

(b) Rationale

Visual arts education channels the child's natural curiosity for the world around them. The development of this perceptual awareness helps the child to enjoy and interpret the visual environment and art works. It can also facilitate learning in all areas of the curriculum. Creative achievements in art contribute to a sense of personal identity and self esteem.

It was decided to focus on this area of development to
(1) Benefit teaching and learning in our schools.
(2) Conform to the principles outlined in the Primary School Curriculum.
(3) Review the existing the visual arts in light of changed emphasis and new methodologies as outlined in the Primary School Curriculum.

■ **Vision and Aims**

(a) Vision:

Arts education enables the child to explore alternative ways of communicating with others. It encourages ideas that are personal and inventive and makes a vital contribution to the development of a range of intelligences. We believe in Scoil Mhuire that a purposeful visual arts programme is a tool to enhancing all childrens development and is invaluable in stimulating their creative thinking. Individual creative achievements in art we believe will contribute to a sense of personal identity and self esteem and help children develop as well adjusted and responsible citizens.

(b) Aims:

The aims of the Visual Art Curriculum in Scoil Mhuire are:

- To help the child develop sensitivity to the visual, spatial and tactile world and to provide for an 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 material.
- 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 crafts people might relate to his or her own work.
- To provide opportunities for the child to engage with artists and craftspeople during our annual arts festival in our school.

Broad Objectives:

The Visual arts curriculm should enable the child to:

- Look at, enjoy and make a personal response to a range of familiar and unfamiliar objects and images in the environment, focusing on their visual abilities.

- To express ideas, feelings, and experiences in visual form and with imagination, enjoyment and a sense of fulfilment.

- To explore the expressive and design possibilities of the materials within a range of two and three dimensional media including drawing, paint and colour, print, clay, construction, fabric and fibre.

- To apply skills and techniques, demonstrating increasing sensitivity to the visual elements in their work.

- To discuss the preferred design elements in their work and the work of their classmates.

- To look with curiosity and openess at the work of a range of artists and craftspeople.

■ Content of Plan

Curriculum:

1.   Strands and Strand Units:

The overall stand/strand units include

Strand	Strand - unit
Drawing	• Making Drawings • Looking and Responding
Paint and Colour	• Painting • Looking and Responding
Print	• Printing • Looking and Responding
Clay	• Developing form in clay • Looking and Responding
Construction	• Making Constructions • Looking and Responding
Fabric and Fibre	• Creating in Fabric and Fibre • Looking and Responding

• Teachers are familiar with the strands/strand units/content objectives for the relevant class level as well as the content of the core curriculum.

• Teachers plan that there is a balance between 2D and 3D strands and between making and doing and looking and responding to art taking into account that Looking and Responding can be a stand alone lesson .

• Teachers ensure that there is continuity and progression from class to class by following the recommended content for their class level from the curriculum and guidelines from the core curriculum

• The school creates opportunities for children to look at and respond to their natural and living environment through exploration of line, shape, form, colour and texture within the classroom as well as the local outside environment.Children are enabled to see how artists, craftspeople and designers work with, within and in response to their environments through looking and responding to work of artists. Incorporating ICT to visit websites of art galleries to look at and respond to art works and to make connections between what they observe and their own work, to look at and respond to their own art and the art of their peers.This is particularly achieved through the annual "Féile Ealaíne" held in the school.

• Each June since 2005 the school holds an arts festival. This week long event in the school is organised by the Arts Committee and involves asking people from various disciplines to come to our school and hold workshops or perform for the children.

• The children take part in art, dance, drama, music and other activities.

- Each class invites parents,grandparents or anyone with an interest in arts to come in and do an activity with the class.
- Over the years the children have been involved in drumming, sean nós dancing, creating a wall mural outside the school, creating a felt wall hanging for inside the school and many more activities.
- Our Féile Ealaíne has grown and has become a very popular week in the school amongst teachers, parents and children.
- At the end of Féile Ealaíne all of the childrens work is displayed in the Halla and we hold an open evening for parents and the wider community to attend and view the childrens work.

• Activities in the strand unit Making & Doing naturally lead to activities in the strand unit of Looking & Responding
• Through whole-school, class groups and individual planning the programme is structured so that the subject matter for art stems from the children's life experiences, from their imagination and from observations
• Children are given plenty of opportunities to develop sensitivity, informally and in context, to the qualities of line, shape, form, pattern and rhythm, colour and tone, texture and spatial organisation
• Children experience a variety of approaches, e.g. receive a stimulus and then create, experiment, discover, engage in whole class work, individual work, pairs, groups, projects
• Local, national, international artists are all included in looking and responding to artists work
• In each lesson time is spent on stimulus, activity and evaluation

2.   *Children with Different Needs:*
The Visual Arts programme should provide opportunities for all children to experience success. We will strive to provide opportunities to children with special needs where discovery and experimentation in visual arts can be very rewarding and may lead to the development of other skills and talents. Activities will be planned in sequential units and children will be allowed sufficent time to complete each unit. We realise brief art activities may be more suitable for children with a short attention span, and kinesthetic multi-sensory activities may sometimes be more appropriate. Children who display exceptional abilities or talent will be encouraged and supported and will be challenged to stretch the possibilities of art activities to the fullest through art competitions, developing their own portfolios, attending extra curricular classes etc..

3.   *Linkage and Integration:*
Visual arts lend itself to integration with other subjects through theme-based activities. These are recorded in the cúntas míosúil.
Linkage occurs across the strands. Visual arts can be integrated across the curriculum.
Language: The school creates opportunities for pupils to discuss and talk about their own work and the work of their peers. They can also analyse the work of famous artists.
We enable children to develop a visual vocabulary for looking at and critiquing the visual arts through using the looking and responding questions/guidelines included in the core Curriculum as a resource.

4.   Assessment and Record Keeping:

Teachers assess on completion of strand through
- Teacher observation
- Teacher designed tasks
- Work samples, portfolios, projects.
- Teacher notes the quality of imagination, inventiveness and involvement of each child.

This information is shared with parents at parent- teacher meetings and end of year reports.
Samples of the children's work are also continuously sent home with each child.

5.   Equality of Participation and Access:

All children should have equal access to all the visual art activities. Children are encouraged to share elements of their own culture and background to contribute to the learning experience.
No child will be excluded from the visual arts programme for failure to pay the arts and crafts contribution requested each year.

Organisation:

6.   Timetables:

Time is allocated at each level for Visual Arts according to the 1999 primary Curriculum.
Time can be blocked for project work when relevant. Discrete time can also be used for Visual Arts.
We aim to cover the six strands as equally as possible. This is not over-restrictive allowing for flexibility of individual teachers', classes or project needs. However all six strand units will be covered each year.
Each teacher is responsible for displaying a sample of their class artwork at various stages throughout the year. (See displays below)
Scoil Mhuire assigns a week and a half each year to the 'Féile Ealaíne'. The whole school engages in visual art activities in their own classes and at the end of the week, a sample of the art is displayed in the Halla Mór. During the week, children experience a wide range of new art skills and processes. Parents and people from the local community are invited to view this wo

7.   Displays:
   In school
- In the classroom, school corridor/hall, on window of school etc.
   Outside school
- In the church (sacraments), local library (competitions) etc.
   Other ways
- School Website
- Each year at the end of the annual "Féile Ealaíne"the school has organised an open day/evening where parents/community/others are invited to view children's work.

8.   Resources and ICT:
- Centrally stored resources are stored in a room towards the front door of the school – A2. Ms.Bohan, Ms. Morrison and Mrs.Walsh take charge of these. A list of resources available are enclosed with this plan. Teachers have a copy of this list and notice is given to the teachers listed above when materials are required. Ms. Bohan takes care of the Junior classes, Ms.Morrison looks after the middle classes and Mrs Walsh takes care of the Senior

classes and Resource
- Each teacher also stores materials and resources in their classroom and at the beginning of each year, each teacher receives a box of general materials – paper, brushes, glue, paint, clay.
- Money is collected from each family at the beginning of the each school year and this is then used to stock the Art room.
- If anybody wishes to add any resource/materials to a wish list for visual arts they can make this request to the co-ordinators listed above.

ICT
- Children use ICT for visual arts in the following areas: Microsoft Paint and other programmes, use of fonts, clipart, digital camera etc
- Children use the Internet for virtual tours of galleries, museums etc. It is also used as a resource by teachers to locate famous artists, painters, sculptors etc (history of art) and their works.
- Use of the internet is governed by user safety policy which is familiar to both teachers and children alike. The internet system in our school is screened and protected from inappropriate sites.

9. Health and Safety:
School personnel are mindful of health and safety issues associated with the visual arts. Every care will be taken in using glue, scissors, craft knives, clay and other materials. All art material should be non-toxic and safe for children to work with. The children are encouraged especially at infant level to wear old clothing to protect their uniforms. Children are always supervised during these lessons.

10. Individual Teachers' Planning and Reporting:
The whole school plan and the curriculum documents for visual arts provide information and guidance to teachers for both long and short term planning. A list of suitable ICT resources is also provided to each teacher as an aid to planning thematically.
Teachers plan by using both a strand and thematic approach.
The cúntas míosúil serves as a means of recording the strands covered on a monthly basis by each class teacher and standard, and helps inform future planning by both individuals and the whole-school. The cúntas míosúil also serve as a means to monitor the Visual arts plan.

11. Staff Development:
Teachers are supported, where possible by the Board of Management to develop their range of skills and expertise in the visual arts. Information on courses available to staff members are left in the staff room, and posted on staff room notice board. Attendance at such courses e.g. Education Centre, is promoted and the sharing of knowledge and skills facilitated at staff meetings or planning days.

12. Parental Involvement:
- Parents are involved in supporting the visual arts plan through encouragement of their children, visiting school displays and by displaying works at home .
- The visual arts plan is communicated to parents through the board of management and inviting parents into displays.
- Parents can support their child in fostering interest in the visual arts by encouraging children to participate in all related activities by displaying their work and by inculcating a genuine appreciation of artistic talent in the wider world.
- Parents particularly are encouraged during "Féile Ealaíne" to offer their talents and artistic qualities to the school as a whole or to individual classes.This offers a great opportunity to parents to become involved in the Visual Arts plan of the school.

13. Community Links:
- Children display their work locally in the church, local supermarkets for competitions
- Each year children from the school will enter various art competitions – from the local newspaper, shops, etc. Winners can then be seen displayed in the paper/shops etc
- Each year children design a poster for "Seachtain na Gaeilge"
- There is also the possibility for children to be brought to view and appreciate the visual aspect of the locality e.g. riverbank, gallery, school and its immediate environment. This is left up to teacher's discretion as it can at times link to other areas of the curriculum.
- During "Féile Ealaíne" each year, members of the community are invited to the school to work with the chidlren and to help them develop their artistic talents.

■ Success Criteria

How will we know that the plan has been implemented?
Teachers will prepare their visual arts programme based on the school plan and will follow the outlined core curriculum.
We will review the implementation of the plan at staff meetings.
Assessment of the children's skilss and abilities.
Feedback from teachers/pupils. Parents/community
Cúntas míosúil reports
Provide additional resources if needed
Feedback from inspector's suggestions/report

■ Implementation

(a) Roles and Responsibilities:
The plan will be supported and developed by the arts committee set up in June 2012. Class teachers are responsible for the implementation of the visual arts programmes in their own classrooms. The principal, staff and committee will encourage feedback on its implementation and report on findings. It will be monitored and evaluated each year.

(b) Timeframe:

This plan is to be implemented from September 2014 and will be monitored and adjusted accordingly with the needs of the school.

■ Review

(a) Roles and Responsibilities:
It will be necessary to review this plan on a regular basis to ensure optimum implementation of the visual arts curriculum in the school.
Those involved in the review will be Teachers, Principal, Pupils, Parents, Arts Committee, BOM

The arts committee have the responsibility for co-ordinating the review.
The plan and any reviews will be discussed at staff meetings.

(b) Timeframe:

This plan is to be implemented from September 2014 and is to be reviewed one year later in September 2015

■ Ratification and Communication

Each teacher will receive a copy of this art policy,along with an enclosed list of resources, suggested artists and useful Visual Art websites.

Ratified by the Board of Management

Signed_____
Date_____

Appendix to Scoil Mhuire Visual Arts School Plan

The Style	About the Style	The Artists
Abstract	Abstract artists felt that the paintings did not have to show only the things that were recognizable. In their paintings they did not try to show people, animals or places exactly as they appear in the real world. They mainly used colour and shape in their paintings to show emotion. Some abstract art is also called Non-objective art. In non- objective art, you do not see specific objects. It is not painted to look like something specific.	Sonia Delaunay Jackson Pollack Mark Rothko Wassily Kandinsky
Cubism	Cubism is modern art made up mostly of paintings. The	Pablo Picasso

	paintings are not supposed to look real. The artist uses geometric shapes to show what he/ she are trying to paint. Early cubists used mainly grey, browns, greens and yellows. After 1914, Cubists started to use brighter colours. Cubism was the beginning of Abstract and Non-objective art styles.	Marc Chagall Georges Braque
Expressionism	In Expressionist art, the artist tries to express certain feelings about something. The artist that painted in this style were more concerned with having their paintings express a feeling than in making the painting look exactly like what they were painting.	Marc Chagall Wassily Kandinsky Ludwig Kirchner
Fauvism	Fauvism was the movement that lasted only four years, beginning in 1905. The leader of this movement was Henri Matisse. The word fauvism is French for 'wild beasts'. It got its name because the paintings had bright and unusual colours. The subjects in the paintings were shown in a simple way and the patterns were bright red and wild.	Henri Matisse
Impressionism	Impressionism was developed in France during the late 19th and early 20th centuries. These pieces of art were painted as if someone took a quick look at the subject of the painting. The paintings were usually in bold colours and did not have a lot of detail. The paintings in this style were usually outdoor scenes like landscapes.	Claude Monet Mary Cassatt Pierre Auguste Renoir Camille Pissaro
Pointillism	In Pointillism the artist uses small dots or stroke of paint to make up the pictures. From far away these dots blend together to form the picture and give the impression of different colours as they blend together.	George Seurat Paul Signac
Pop Art	Pop art can be any every day item that is drawn in a brash and colourful way. Pop art is short for popular art. It is inspired by comic strips, advertising and popular entertainment.	Andy Warhol Roy Lichtenstein Claes Oldenburg David Hockney
Post-	Post- Impressionism began in the 19th century. It was mainly	Vincent Van

Impressionism	still lives and landscapes. The post- impressionists liked to use lots of colour and shadows.	Gogh Henri de Toulouse-Lautrec Paul Gaugin Paul Cezanne
Primitivism	Primitivism art looks like art that is done by a child. Usually the picture is painted very simply and the subjects are "flat" or two dimensional.	Paul Klee Henri Matisse
Realism	Realism is a type of art form that shows things exactly as they appear in life. It began in the 18th century, but the greatest Realist era was in the mid-19th century. Most realists were from France, but there were some American painters who were realists too.	Henri de Toulouse-Lautrec Leonardo da Vinci Gustave Courbert Honore Daumier Thomas Eakins John Singleton Copley
Surrealism	Surrealists' paintings were generally based on dreams. Their paintings were filled with familiar objects which were painted to look strange or mysterious. They hoped their odd paintings would make people look at things in a different way and change the way they feel about things. They thought that their paintings might stir up feelings in the back of people's minds.	Salvador Dali Henri Rousseau Max Ernst
Contemporary / Irish artists		Damien Hurst Philip Tracey William Leech Walter Osbourne Mary Pickering

Useful Visual Arts Websites
www.scoilnet.ie
www.topmarks.co.uk

www.mrsbrownsart.com
www.deepspacesparkle.com
pbskidsorg/curiousgeorge/games/mixandpaint (colour mixing)
www.teachingideas.co.uk/art/contents/htm
www.incredibleart.com
www.theteachersguide.com/artlessonplans.html
www.adrianbruce.com/art/index
www.kinderart.com
www.childrensgallery.ie
www.nationalgallery.ie
www.pinterest.com

Art Store

Strand	Resources
Drawing	Chubby crayons, chublets, charcoal, colouring pencils, markers, chalks, pastels.
Paint and Colour	Paint, red/blue/white/yellow/black/orange/green/ pink/ purple/silver/gold. Gold and silver spray, snow spray, shape sponges, marbling inks, glitter glues, glass paints and outliners
Fabric and Fibre	Plastic needles, hessian, felt, wool, burplap, A3 and A4 foam.
Clay	Clay, plasticine, air dough, clay wires and tools and rollers.
Construction	Lollipop sticks, art straws, pipe cleaners, paper plates, doilies, googly eyes, feathers, pom-poms, sequins, foam shapes, cotton wool, match sticks, buttons and clothes pegs
Print	Rollers, ink, polystyrene card, sponge rollers.
General	A3, A4 paper, coloured card, black card, crepe paper, honeycomb paper, corrugated paper, coloured sugar paper.