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**Visual Arts Plan**

**Date Ratified: 2nd April 2019**

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

 ***Fr. Richard Sheehy***

 **Chairperson Board of Management**

1. **Introduction and 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 form. 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 school plan for the visual arts was drafted by the staff of St Brigid’s. This policy is a record of our decisions regarding Visual Arts. It reflects the Primary Curriculum 1999. It is intended to guide teachers in their individual planning for Visual Arts.

1. **Vision**

In St Brigid’s we believe that visual arts is part of a balanced curriculum and plays an important role in helping our pupils achieve their full potential as unique individuals. We recognise the importance of developing each child’s unique talents and the need to develop creative thinking. On this basis, we believe as a staff that a good visual arts programme is central to the achievement of this vision.

1. **Aims and Objectives**

Through engaging with a variety of the visual arts activities, as outlined in the primary school curriculum, our aim is that each child in our school will begin to:

* Develop an awareness of the elements of art as they exist in the environment and as they can be used in her own art
* develop a variety of art skills and techniques in order to effectively engage in the process of making art
* engage in the process of making art, in both 2D and 3D forms
* develop a critical awareness of her own art, the art of classmates and of a variety of artists

In every class in our school, the children will be given opportunities to explore and experiment with

* a variety of drawing tools
* paint/colour materials
* printing materials
* natural clay and other modelling materials
* construction materials
* fabric and fibre
* learning the techniques as outlined in the curriculum

In every class they will be afforded opportunities to visually represent their experiences, their observations and their imaginary worlds using these materials.

In addition to these, we aim:

* To create an atmosphere of enjoyment and allow a sense of fun to permeate our visual arts classes.
* To emphasise the creative process - i.e. how the children engage in an art activity- over the finished process.
1. **Content/Curriculum Planning**

**Strands and Strand Units**

Visual Arts has six strands and two strand units at each class level which are as follows:

|  |  |
| --- | --- |
| **Strands** | **Strand Units** |
| Drawing | Making drawingsLooking and Responding |
| Paint and Colour | Painting Looking and Responding |
| Print | PrintingLooking and Responding |
| Clay | Developing form in clayLooking and Responding |
| Construction | Making constructionsLooking and Responding |
| Fabric and Fibre | Creating in fabric and fibreLooking and Responding |

Teachers should familiarise themselves with the six strands of the visual arts curriculum and ensure each strand and both strand units are given equal prominence during the visual arts programme for the year. Included in the appendix (Appendix 1) are curriculum ‘glance cards’ provided by the PDST. These provide an overview of the content objectives in each strand unit for all class levels. They provide teachers with an immediate snapshot of how particular concepts are developed from infants to sixth class.

**Timetable**

We will allocate approximately 50 minutes per week to visual arts in Junior and Senior Infants and 60 minutes per week from First to Sixth Class as outlined in the curriculum. We have a flexible approach to the use of this time- discrete time, blocked time for projects etc. Discretionary time can occasionally be used to support the visual arts curriculum.

Approximately 38 hours a year are available for visual arts, so approximately 6 hours each is allocated for each strand.

1. **Approaches and Methodologies**

A variety of strategies and methodologies are in use from exploring ‘single strands’ to theme-based activities. The teachers acknowledge the value of integration of the visual arts with other subject areas. The selection of the strategy or methodology at any one time is at the discretion of the class teacher.

**Display**

Children’s work is displayed in their classrooms and on display boards outside each room. The school corridors, entrance hall and notice boards are all used to display art work completed by the children. These are regularly updated so that the children, the school community and visitors experience an inspiring, colourful and constantly changing environment.

Children also display their art work in the parish church for Confession, Communion and Confirmation.

1. **Catering for Individual Needs**

The visual arts programme provides opportunities for all children to experience success. Particular support will be given to children with special needs, where discovery and experimentation in visual arts can be rewarding and may lead to the development of other skills and talents. Visual art activities will be differentiated in order to meet the needs of all the children in a particular class. This will be done by carefully grouping children, being conscious of varying abilities when giving instructions and by providing opportunities for different methods of reflection. Children who display a particular ability in the area of visual arts will be encouraged to develop and showcase their work.

1. **Linkage and Integration**

There are ample opportunities for integration of visual arts with other subject areas and we encourage this at all class levels. Teachers are encouraged to integrate visual arts with other subjects in a way that complements curriculum aims and objectives in the subject. A thematic approach may be taken for integrating visual arts with other subjects and for linking stands. Some examples could include:

* Gaeilge- seanfhoclacha, rainn, éadaí
* English – poetry, stories, advertisements
* Maths – 2D and 3D shapes, symmetry, data representation, area
* Drama – costume and set design
* History – Vikings, Stone Age, Ancient Egypt
* Geography – map making, charts
* Science – diagrams, drawing of experiments
* Values – poster design, illustrating values
* Music – constructing musical instruments, responding to music
* ICT – poster competition for Internet Safety Week
* Religious Education

Visual arts plays an important role in the development of oral language skills through talk and discussion. The development of a visual vocabulary for looking and responding is of great importance.

1. **Assessment and Record-keeping**

The school recognises the importance of assessment and record keeping in the delivery of the visual arts curriculum. Assessment in our school involves observing certain crucial areas of each child’s ability and more importantly her efforts. These areas include:

* the quality of the child’s engagement with art
* her attitude to and enjoyment of the subject
* her ability to work in a group/with a partner/ alone
* her ability to describe her own process
* her ability to look with understanding at and respond to art work
* her ability to self-evaluate
* her level of fine motor skills

Assessment of the above points is carried out using the following assessment tools:

* teacher observation and note taking
* teacher designed tasks
* work samples
* portfolios of each child’s work- this will begin in Junior Infants and contain work samples, projects and photos of projects done by each child. They will remain in school and pass from teacher to teacher until the child leaves St Brigid’s at which point the children bring home their portfolio.

Each child’s progress is recorded in the end of year report. The portfolios are also a useful assessment tool and will be used to look at the progression of skills development and as a record of achievement.

A simple checklist will be used by each teacher to ensure that s/he is working with all the strands of the curriculum (Appendix 6)

1. **EQUALITY OF ACCESS AND PARTICIPATION**

All children in St Brigid’s will have equal access to all visual arts activities. Provision will be made for children who have physical or other difficulties so that they can access Visual Arts.

1. **RESOURCES AND ICT**

Materials required on an ongoing basis are maintained by individual teachers in their own classrooms. Materials are purchased individually by teachers and further resources are available through our subscription to ReCreate. Each class teacher will equip her/his class with the basic art materials as follows

* Basic drawing tools
* A variety of papers and card
* Paint in primary and other colours
* A supply of paintbrushes
* Scissors and glue

A central store of other resources will be held in the prefab and an inventory of these resources is attached in Appendix 2. The Middle Management Team (MMT) is responsible for the centrally stored resources. Teachers who used these materials must replace them in good order and inform the relevant MMT person if any materials are in short supply. The record book kept in the prefab must be filled out by the teacher.

We utilise the computers in the computer room to complement the visual arts curriculum using programmes such as MS Paint, Powerpoint. Laptops and projectors are used in class for looking at and responding to artists’ works. The school’s digital cameras may be used to keep a record of completed projects and displays for future reference.

Each class level has two Teacher Packs with resources for the artists that level will study that particular year.

A list of websites useful for planning and resources is found in Appendix 4 and a list of books is found is Appendix 5. These books are found in the staff room or in the Teacher Resource packs.

1. **Health and Safety**

School personnel are mindful of the health and safety issues associated with the visual arts. All art materials should be non-toxic and safe for children to use. Care and attention will be given to the following:

* Hidden dangers if children are moving around the classroom.
* Ventilation in the classrooms
* Use of art equipment e.g. glue, scissors, clay, craft knives, sewing and knitting needles and other materials
* Water spillages on the floor
1. **POLICIES**

The following policies support visual arts and were drawn up in consultation with the staff/ parents/ guardians and the Board of Management:

-Assessment and Recording Policy

-Health and Safety Statement

1. **INDIVIDUAL TEACHER PLANNING AND REPORTING**

Each class teacher is responsible for designing a yearly programme that ensures that each child in her/his care regularly experiences art activities using the variety of materials available.

Each teacher has access to and a hardcopy of this school plan and is encouraged to refer to it when doing their long term and short term planning. Each teacher’s planning should reflect a balanced approach to the six strands and two strand units of each strand. A thematic approach can be used for visual arts. Some of the themes we have chosen are:

Halloween, Christmas, St Valentine’s Day, Easter, Mother’s Day,

Seasons, Chinese New Year, Multi-Cultural Week.

The ‘Looking and Responding’ strand unit can be incorporated into the lesson as a ‘stimulus’ for the lesson – based on children’s experiences, environment, local and national events – or in the ‘Looking and Responding’ and ‘Concepts and Skills’ section at the end of the lesson.

For each class level, two artists will be studied each year by all the children at that level. A list of these artists is found in Appendix 3.

1. **Community Links and Parental Involvement**

Parents with particular skills and interest may be invited to support the visual arts curriculum in the school e.g. sewing and knitting. Parents may also be invited to assist with judging art competitions, accompanying the class on a trip to an art gallery and to help to stage an Art Exhibition in the school.

The visual art policy is available on our school website for parents to read.

The local community, including artists, arts centres and galleries are all valuable resources in supporting teaching of the visual arts curriculum. The Botanic Gardens is on our doorstep and the children are brought to view and appreciate its beauty. The children visit the annual Sculptures Exhibition in the Botanic Gardens each year. The Botanic Gardens also host an exhibition of quilts by the Patchwork Society of Ireland every year.

1. **Staff Development**

Teachers are made aware via Aladdin of any opportunities for further professional development through courses available in the education centres and other venues.

Skills and expertise within the school are shared and developed among the staff.

1. **Roles and Responsibilities**
* It is the role of the BOM to ratify the plan and support its implementation.
* Parents play an important role in familiarising themselves with the school plan as well as supporting the teaching of visual arts through *(hanging up their child’s art on the fridge and saying how wonderful it is☺ )*
* It is the responsibility of the principal to oversee the implementation of the plan and support staff in the teaching of visual arts
* Teachers have a responsibility for implementing the visual arts curriculum in their own class and planning accordingly
* A member of the MMT has responsibility for the development and organisation of visual arts within the school
* Other staff should be aware of the content of this plan

A member of the Middle Management Team (AP1) has responsibility for the overall development and organisation of the visual arts curriculum.

1. **REVIEW AND RATIFICATION**

This Visual Arts Plan was reviewed between January and April 2018 by the Middle Management Team (led by an Assistant Principal II) and was informed by the views of staff.

The Board will monitor its implementation and will review it again on or before April 2020 or as the need arises.

**APPENDIX 1 - PDST Curriculum Glance cards (See attached)**

**APPENDIX 2 - Resources in Prefab**

* Printmaking ink and printing rollers
* Clay and clay tools
* Lino mats for clay
* Fabric scissors
* Charcoal pencils
* Oil pastels
* Marbling inks

**APPENDIX 3 - Artists for each class level**

|  |  |
| --- | --- |
| Junior Infants | 1. Andy Warhol
2. Piet Mondrian
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| Senior Infants | 1. Picasso
2. Kandinsky
 |
| First Class | 1. Joan Miró
2. Monet and the Impressionists
 |
| Second Class | 1. Paul Klee
2. Alexander Calder
 |
| Third Class | 1. Pointillism
2. Edvard Munch
 |
| Fourth Class | 1. Mary Cassatt
2. Leonardo da Vinci
 |
| Fifth Class | 1. Frida Kahlo
2. Van Gogh
 |
| Sixth Class | 1. Banksy
2. Eileen Gray
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**APPENDIX 4 - Useful Websites**

iamanartist.ie

Galacticmilk.com/sketchpad (online drawing and painting)

pencilmadness.com (online sketching and drawing tool)

[www.y8.com/games/draw](http://www.y8.com/games/draw) (drawing game)

nationalgallery.org.uk/

cassiestephens.blogspot.ie (blog of a US art teacher)

deepspacesparkle.com (lesson plans available to purchase)

mrsbrownart.com (lots of lovely lesson plans free)

https://www.studentartguide.com/resources/free-art-teacher-resources

artinspired.pbworks.com

<http://nationalgallery.org.uk>

<http://www.kidstate.org.uk/>

**APPENDIX 5**

**Checklist to ensure all strands are being covered**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Drawing** |  |  |  |  |  |  |  |  |
| **Paint and colour** |  |  |  |  |  |  |  |  |
| **Print** |  |  |  |  |  |  |  |  |
| **Clay** |  |  |  |  |  |  |  |  |
| **Construction** |  |  |  |  |  |  |  |  |
| **Fabric/fibre** |  |  |  |  |  |  |  |  |