

# Visual Arts Policy

## St. Clare's P.S.

### General Aims of the Primary School Curriculum for Visual Arts.

- To help develop sensitivity to the visual, spatial and tactile world, and to provide for 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 materials
- 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 craftspeople might relate to his/her work

Ms.Maeve Conlon co-ordinates promotes the development of Visual Arts in the school.

### CONTENT OF THE PLAN

Strands and Strand Units

Strand	Strand Unit
1. Drawing	Making drawings Looking and Responding
2. Paint and Colour	Painting Looking and Responding
3. Print	Making Prints Looking and Responding
4. Clay	Developing form in clay Looking and Responding
5. Construction	Making constructions Looking and Responding
6. Fabric and Fibre	Creating in fabric and fibre Looking and Responding

All teachers are required to familiarise themselves with the content objectives for their class levels and plan termly with reference to them for their classes.

### Timetable

There are approximately 35 hours for Visual Arts in the year.

Each class is required to teach the six strands - each strand being allocated 4-6 weeks approximately. This ensures a balance between 2D and 3D strands and between making and doing and looking and responding to art. Sometimes teachers block time for project work e.g. preparation for Christmas, preparation for competitions, exhibitions etc...

Art may be scheduled in an integrated manner with other subject areas, e.g. Maths (2/3D shapes, SESE (Projects/displays) Religion (Exhibitions in the church for the sacraments),

SPHE (Posters) etc.... The practical nature of the subject is to be taken into consideration when allocating time. Visual art lessons based on the looking and responding strand unit might be timetabled at another time during the week an integrated into oral English strands if possible and may be separate from the practical Art session.

## **Yearly Plan**

Teachers ensure there is continuity and progress from class to class and follow the listed activities for each class to ensure appropriate duplication and repetition of activities. Teachers are encouraged to share skills and engage in class exchange where possible / feasible to allow maximum use of teacher's skills.

## **Lesson Format**

Each lesson generally follows the following format:

### 1. Stimulus: Introduction

Children are provided with a stimulus to motivate them to participate in the art lesson

### 2. Activity: Making and Doing

### 3. Evaluation: Responding to Art

The emphasis is not on finishing a piece of art. Children are encouraged and taught to respond constructively to the work of their classmates and others. All Children display their work in the school hall regularly (Ms.Conlon) and may present their work to other classes.

Children are given opportunities to develop sensitivity informally and in context, the qualities of line, shape, form, pattern and rhythm, colour and tone, texture and spatial organisation.

Teachers use a variety of approaches – whole class work, individual work, pair work, small group activity and project work.

## **Looking and Responding**

Children are encouraged to look and respond to their natural environment. In integrating with SESE children are taught to appreciate the surroundings , our local town , the Bee park , Glens Centre ,the Castle ,Market Square , Churches and Sculpture Centre . Visits are arranged annually for children to note these features and the artistic character of the town.

Children are brought to the local Leitrim Sculpture Centre during the year to view exhibitions or to exhibit their own work.

Art work is displayed in classrooms in the hall and on corridors and this leads to discussion, comparisons etc. Pictures from the National Gallery and other sources are used for discussion with children. The Interactive Board is also used to display pictures and encourage children to respond to art.

Art Murals are created by pupils in the schools 2 outdoor shelters

## **Language**

Teaching of Visual Arts, visits by artists and showing children the work of artists creates opportunities for pupils to discuss and talk about their own and others' work in visual arts.

Children are enabled to develop a visual vocabulary for looking at and critiquing the visual arts through teaching them and encouraging them to use terms such as shade, form, tint, tone etc. and these are used regularly during class.

## Assessment and Record Keeping

The primary form of assessment in our school is teacher observation where the teacher notes in cuntas oibre/school records the quality of imagination, inventiveness and involvement of the child. The child's ability to use materials and tools, the child's contribution to group activities and the quality of his/her responses to artwork can be observed and reflected in the bi annual report as per assessment policy .

Use will also be made of teacher-designed tasks to assess areas of development. Projects, work samples and child portfolios will also be used to look at the progress of skills development and as a record of achievement. External assessment will be utilised in form of participation in at least 1 external competition per class per year .Sligo Feis Competitions, Credit Union Art Competition, Manorhamilton Show Competition, Texaco Art Competition ...etc....

The principal is responsible for the assessment of Visual arts and monitoring progress and overall curriculum coverage through the Monthly Cuntas Oibre filed from each class.

## Displays

### *In school*

Teachers work is displayed in each classroom and should be regularly updated to ensure that the children are inspired by a colourful and constantly changing classroom environment. The school corridors and the hall are used to display artwork completed by the children.

### *Outside school*

Projects and artwork from 2<sup>nd</sup> and 6<sup>th</sup> class are displayed in the church for the sacraments of Confirmation and the Eucharist. The title, name of class and school should be put on the front of the work; no other details should be included. Sometimes Art work is displayed in the local shops and library.

## Resources

Materials are purchased individually by teachers on one occasion per term based on work planned for that term. Monies to support Art Education is collected centrally with Book Money and lodged into the main school account.

## I.C.T.

CDs, and Internet via interactive whiteboards are used to promote discussion and provide a stimulus to encourage children to participate in the Visual Arts lesson.

The programme *Paint* is on all laptop and desktop computers and can be used by children to make graphics.

Children can also be taught and encouraged to use different *fonts/graphics* in *Word/Creative Writer* to present their work.

## Community Links

Links are forged with the local community and artists and craftspeople are invited to the school whenever possible.

Outside artists are invited to the school to work with the children when opportunity presents.

## Review

This updated Visual Arts policy will be reviewed every 2 years , next full review 2015 /16