**New Ross Educate Together National School**

**Visual Arts**

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Introductory Statement

This plan was drafted in consultation and collaboration with staff. Its preparation involved review of current practice, research of curriculum documents, PDST materials and other materials and resources available in our school.

The plan forms the basis of each teacher’s long- and short-term planning for the Visual Art Curriculum and informs all teachers of our approaches and methodologies in this subject area and ensures consistency of practice across all the class levels.

Rationale

Visual 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. A purposeful arts education at primary level is life-enhancing and is invaluable in stimulating creative thinking and in promoting capability and adaptability. It emphasises the creative process and so ensures that the child’s work is personal and has quality. Attempts at artistic expression are valued, self- esteem is enhanced, spontaneity and risk- taking are encouraged and difference is celebrated. It is this affirming aspect of the creative arts that makes participation such a positive experience. Arts education is integral to primary education in helping to promote thinking, imagination and sensitivity, and arts activities can be a focus for social and cultural development and enjoyment in school.

Vision and Aims

## Vision

Visual Arts in NRETNS should promote a medium for developing the child's expressive abilities. Children will explore the following seven visual elements when making, looking at, and responding to art: These include line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation. The Visual arts curriculum emphasises three starting points for the child's art activities:

* the child's own experience
* the child's imagination
* the child's observations.

The emphasis is not on finishing a piece of art. Children are encouraged and taught to respond constructively to the work of their peers and other. Children display their work 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.

## Aims

We endorse the 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 to express ideas, feelings and experiences in visual and tactile forms
* To enable the child to develop natural abilities and potential, to acquire techniques, and to practise the skills necessary for creative expression and for joyful participation in different art forms
* To value the child’s confidence and self-esteem through valuing self-expression
* 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 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 world
* To foster a sense of excellence in and appreciation of visual arts in local, regional, national and global contexts, both past and present.

Content:

## Structure and Layout

The Visual Arts Curriculum is divided into six strands: *Drawing, paint and colour, print, clay, construction and fabric and fibre.*

Each strand’s activities are interrelated and involve perceiving and exploring the visual world and making art and looking and responding to the visual world and works of Art. This results in the **Making Art** and **Looking and Responding** structure in each strand.

## Concepts and Skill 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

The concepts above and related skills are derived from the visual elements and will be developed as work is completed on the strands and strand units outlined above.

Contexts for Visual Arts Education

Visual Arts will be taught in NRETNS through a combination of the following three contexts:

1. Positive School Climate and Atmosphere
2. Designated time for Visual Arts
3. Integration with other subject areas and linkage with Visual Arts

Approaches and Methodologies

In the delivery of this programme, it is envisaged that teachers will use a range of delivery methodologies that recognise the concept of multiple intelligences and ensure that the material is presented in a manner that acknowledges the range of learning styles that exist in each classroom.

The curriculum recognises the need for reflection at both group and individual level in each class. Methodologies will be used which allow time and space for such reflection. Children are encouraged to look and respond to their natural environment.

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 in class.

Display

* Each class has access to display areas in their classroom and in the greater school area, e.g. on the school corridors and Artist of the Month board.
* Each child should have work displayed regularly.
* Discussion of Art displays should be viewed as part of the Visual Arts’ programme.
* Children’s Art work should be displayed in the greater community when opportunity allows
* As a digital school children’s art is reflected in their Seesaw profiles and on the school website and social media platforms.
* Classes rotate displays on the Artist of the Month board.

Assessment and Record Keeping

A variety of assessment forms are utilised by teachers when assessing children’s art works, which include, but not exhaustively the following;

## Teacher Observation

This informal method of assessment involves assessing

* The child’s response to art tasks
* The child’s perceptual awareness (ability to look objectively at one’s own work and the work of others)
* The level of the child’s commitment and personal involvement in a task

## Teacher Designed Tasks

This may be used to assess:

* The pupil’s ability in handling various media
* The pupil’s use of skills
* How he/she is able to express oneself when working on a given theme
* How he/she works with others

## Work Samples

* Class portfolios, examples of the year’s work from different children.
* Digital photographic record of children’s selected work on individual digital profiles on Seesaw.

## Curriculum Profile

* Rubrics that include evaluations and results from above can form a basis for a more formal observation of a child’s level of development in Art
* Checklists that consist of short descriptive statements, linked to curricular objectives and referring to accepted stages of Art Development in children

## Pupil Profile

* Individual pupil profiles and Seesaw digital portfolios provide a comprehensive profile of the child’s progress and development in all strands of the Visual Arts curriculum.

Children with Additional Needs

It is the policy of our school that in general all children will participate in Visual Arts lessons and activities.

Visual Arts will be differentiated in order to meet the needs of the children in a particular class. Every attempt, with the valued assistance of additional staff (S.N.A.s/ Support Teachers) will be made to ensure that all children are accessing the Visual Arts Curriculum.

Differentiation will be outlined in teachers’ fortnightly plans to enable the teachers to provide for the needs of all children.

Equality of Participation and Access

As an Educate Together school equal opportunities will be given to all children regardless of gender, ethnic background, and socio-economic status across all strands and activities.

Organisation

There are approximately forty-five minutes to an hour allocated for the visual arts curriculum in a week dependant on class level. As much as possible each strand is allocated time equally this ensures a balance between the strands and between making and doing and looking and responding to art. It is at the individual discretion of teachers to block time for project work.

Activities are informed on by the Art Elements: line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation. In choosing thematic content, it is advised to draw on children’s experience, imagination and observation and curiosity

The practical nature of the subject should 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 from the practical session.

Health and Safety

Teachers always remind children of health and safety issues pertaining to the visual arts curriculum and children are always supervised during these lessons.

Teachers should be cognisant of the following;

* Use of non-toxic materials (including fungicide free wallpaper paste)
* Structured skills development in use of scissors
* Supervision of use of all sharp implements
* Use of craft knives limited to teachers

ICT

As a digital school we are conscious of including and promoting the use of ICT as a medium for Visual Arts. The following may be used;

* Paint and Draw programmes on School Tablets.
* Use of applications e.g. MS Publisher.
* Accessing gallery websites for virtual tours.
* Websites dedicated to famous artists.
* Websites for Educational Art resources.
* Websites for professional development
* Use of visualisers and digital cameras as part of looking and responding strand.

Home School Links

Parents and Guardians who are willing to be involved in activities in the school will always be welcomed by the staff of NRETNS where possible and appropriate to the curriculum. The terms of the parental involvement will fall under the auspices of the Visitors and Volunteer Policy, Garda Vetting Policy and the Code of Conduct for Parents, Guardians and Visitors.

Community Links

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

Implementation and Review

This plan is supported, developed and implemented by all staff. All class teachers are responsible for the implementation of the Visual Arts curriculum in their own classrooms.

To ensure the optimum implementation of the Whole School Visual Arts Plan, it will be necessary to review this plan on a regular basis. The principal is responsible for co-ordinating this review.

Class teachers are responsible for recording any changes or deviations they make from the plan.

Ratification and Communication

On ratification of this plan by the staff and Board of Management this plan will be communicated to all teachers through distribution and will become part of the School Plan.

Appendix 1: Example Yearly Overview

Term 1

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term 1 | | | Term 2 | | | Term 3 | | |
| Week | Strand | Theme | Week |  |  | Week |  |  |
|  | Drawing |  |  | Paint and colour | Artist of the Month |  | Paint and colour |  |
|  | Drawing | Artist of the Month |  | Paint and colour |  |  | Paint and colour | Artist of the Month |
|  | Paint and colour |  |  | Print |  |  | Print |  |
|  | Paint and colour |  |  | Print |  |  | Print |  |
|  | Print |  |  | Construction | Artist of the Month |  | Construction | Artist of the Month |
|  | Print | Artist of the Month | Midterm Break | | |  | Construction |  |
|  | Construction |  |  | Construction |  |  | Clay |  |
|  | Construction |  |  | Clay |  |  | Clay |  |
|  | Drawing |  |  | Clay |  |  | Fabric and Fibre |  |
| **Midterm Break** | | |  | Fabric and Fibre | Artist of the Month |  | Fabric and Fibre |  |
|  | Drawing |  |  | Fabric and Fibre |  |  | Drawing | Artist of the Month |
|  | Fabric and Fibre | Artist of the Month |  | | |  | Drawing |  |
|  | Fabric and Fibre |  |  | | |
|  | Clay |  |
|  | Clay | Artist of the Month |
|  | Paint and Colour |  |
|  | Paint and Colour |  |

Appendix 2 Suggested Resources

* Drawing

Graphite/soft pencils; pen/ brush and ink; markers; coloured pencils; crayons; chalks; paper

* Paint and Colour

Tempera paints (Redimix); powder paint: crayons; pastels; coloured pencils; inks

* Print

Water based printing inks; rollers; sponges; printing blocks; variety of papers, card and fabrics on which to print; oil pastels; crayons; white crayon and wax; flat non-porous surfaces for mono-printing; silk-screen printing screens and squeegees; light sensitive paper

* Clay

Air drying/ buff clay: terracotta clay

* Construction

Assortment of cardboard boxes, wooden blocks, sheets of cardboard, cardboard cylinders, cardboard/ plastic and polystyrene, fabric and fibre, wood off-cuts, scissors, glue, general junk, paint. Papier-mache needs: newspaper/ tissue/ pipe-cleaners/ wire/ Pva glue/ fungicide-free wallpaper paste

* Fabric and Fibre

Scraps of fabric and fibre, hessian, wool, rib bon, dyes, wax, tjantings, frames, glue, bodkins

Appendix 3 Junior Infants

*(p.13-18 Visual Art Curriculum)*

## Art elements

|  |  |
| --- | --- |
| Developing an awareness of Line | Line can make shapes/ line can make movement |
| Developing an awareness of Shape | Recognise and arrange shapes |
| Developing an awareness of Form | Become aware of the 3-d nature of Form, through handling/ observation of shadow |
| Developing an awareness of Colour and Tone | See and distinguish colour in one’s environment/ recognise and mix primary colours |
| Developing an awareness of Texture | Relate the “feel” to the “look”” of things |
| Developing an awareness of Pattern and Rhythm | Observe repetition of line and shape in the environment, e.g. Grass/ clouds/ parked cars |
| Developing an awareness of Space | Explore empty space/ filled space; look at simple environmental structures, e.g. chair |

## Strands

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Drawing | Paint and Colour | Print | Clay | Construction | Fabric and Fibre |
| Use pencil, charcoal, chalk, pastel, crayon, marker to make marks  Draw using personal experiences and stories as a source  See how lines enclose shapes in everyday objects  Different lines (straight, curvy, jagged) make differing shapes | Develop colour awareness through:  Colour Corner (collecting, sorting, matching)  Fold –overs (colour mixing) / use of paint/ crayon/ fabric/ tissue-paper/ printing  Use colour to express stories, imagination, events  Discern light from dark  Discuss the way things look and the way things feel | Hand/ thumb printing  Junk printing  Roller printing  Sponge printing  Printing from edges  Marbling  Repeating prints | Using plastic materials for imaginative development by:  Squeezing/ pushing/ pulling/ rolling a ball of clay  Tearing and putting together clay  Making flat and standing clay  Making differing forms from clay (fat squat, twisty, bumpy) | Free play with construction toys and junk materials (boxes) – grouping, balancing, building  Finding the tallest, smallest, widest parts of the structure  Making simple mobiles  Card-making  Making decorations | Play with fabric / wool scraps  Wool collage/ fabric collage  Use of Hessian/ open weave material  Threading of ribbon/ materials through Hessian  Discuss the “feel” of different materials |
| Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding |
| Tell the story of the picture  Tell why he/she made it this way | Describe what’s happening in the painting  What colours are used to make light or dark areas/ lines or shapes  His/her favourite part | Getting the “feel”” of everyday objects  Display/discuss everyday print design, wrapping paper, wall-paper, fabric, shopping bags | Looking at, feeling and talking about smooth natural objects, stones, wood, shells  Using a feely bag | Be able to observe and discuss pictures/ photos of building structures in terms of spatial relationships  Use of model toys/ doll’s house | Discuss how materials feel/ look; what their use might be; the colours and pattern used |

Appendix 4 Senior Infants

*(p.13-18 Visual Art Curriculum)*

## Art elements

|  |  |
| --- | --- |
| Developing an awareness of Line | Line and shape can make familiar people and objects |
| Developing an awareness of Shape | Become aware of the different characteristics of shape |
| Developing an awareness of Form | Handle and work with plastic materials |
| Developing an awareness of Colour and Tone | Distinguish dark and light of colours and tones within a colour/ use colour expressively |
| Developing an awareness of Texture | Make texture (feeliness) with a variety of media/tools |
| Developing an awareness of Pattern and Rhythm | See pattern and rhythm in one’s environment through the repetition of line and shape, e.g. Trees, stonework, house shape |
| Developing an awareness of Space | Balancing blocks and boxes/ using open and closed boxes |

## Strands

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Drawing* | *Paint and Colour* | *Print* | *Clay* | *Construction* | *Fabric and Fibre* |
| Draw from sources of experience and imagination  Draw from textures of found and man-made objects and make rubbings  Use computer Paint / Draw programs | Using paint techniques (paste and paint/ blow painting)  Paint from discussed source  Use of computer paint programs  Limiting palette to one colour with black and white  Observing environmental colour and matching it with colour media  Creating and reproducing texture with paint | Preparing print blocks from cut straws/ pipe-cleaners  Pressing textured objects into clay  Making pictures/ designs from prints  Using prints for collage  Roller printing over torn paper (masking out) | Make a clay form to suggest a real or imaginary creature  Make several of these  Use different tool, matchsticks/cocktail sticks to create marks, texture and patterns on the surface and talk about these  Use other materials with clay to make a mixed-media object(s)-buttons, pipe-cleaners, lollipops, feathers | Play with large boxes  Drawings/ painting of what it might be like to be in a structure like this  Making a full model of house/ rocket etc  Painting a structure one colour to concentrate on colour  Papier maché | Fabric/ fibre collages based on colour/ texture/ rhythm/  Individual work/ group work/themed work  Devising a costume / hat  Simple Tie/Dye techniques |
| *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* |
| Discuss one’s own work, the work of others and of artists: Favourite part  How he/she worked to make the picture  Whether he/she enjoyed it | Discuss: Story of picture  Enjoyment of making it  Favourite part  How the artist used colour | Looking at work and describing the print: Favourite part  How was this print made  Looking for line, shape, texture, pattern | Look at clay work and describe the object, what was used to make and decorate this, how (s) he felt making it, how and why a craftsperson may have made it | Discussion of familiar buildings; materials used,  Everyday objects;  How many different pieces  Discussion of work materials used/ how it was put together | Discuss and describe;  Work Colour/ texture/ pattern  What it was like to make it  Favourite part |

Appendix 5 First Class

*(p.25 - 30 Visual Art Curriculum)*

## Art elements

|  |  |
| --- | --- |
| Developing an awareness of Line | To understand that line can make shape, pattern, texture and rhythm  To develop a personal drawing system of symbols (schema) |
| Developing an awareness of Shape | To be aware of shape in the world around them and of outline, shadow and silhouette shapes |
| Developing an awareness of Form | To understand form through clay and construction |
| Developing an awareness of Colour and Tone | To deepen understanding of colour-mixing/ to mix colours according to choice/ to distinguish pure colour from its tones |
| Developing an awareness of Texture | Relating the feel and the look of things through drawing, clay, paint and print |
| Developing an awareness of Pattern and Rhythm | To see which Art Elements are repeated, in one’s own work and that of others |
| Developing an awareness of Space | To develop a sense of how people or objects take up space  To develop a sense of structure through construction activities |

## Strands

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Drawing | Paint and Colour | Print Term | Clay | Construction | Fabric and Fibre |
| Using crayons, pastels, charcoal, pens, markers and pencils, on a variety of paper  Use of computer drawing programs  Use of experience, story and imagination as sources for drawing and discussion of these  Making silhouette drawings | Using paint (Redimix, powder, acrylic), crayons, print, fabric to explore colour  To use techniques like paint and paste or washing –up liquid  To paint from imagination; stories, poetry, what happened next  To paint from Nature  Working with paint of different consistencies | Print with found objects (toilet-rolls/ vegetables) Hand and thumb printing Take rubbings/ guessing where these came from  Making crayon/ pencil prints  Experiment with overprinting and with contrasting colours  Use a limited colour scheme to focus on shape and negative shape, texture and pattern | Manipulating clay  Impressing objects into clay  Tearing clay up and putting it together again  Making different forms  Making real or imagined animals, birds, creatures  Texturising their surfaces  Painting and varnishing with PVA glue | Use construction toys to explore balance, grouping and building  Simple paper folding and card-making  Simple collage  Building simple structures from junk | Use of a prop box/ sticking fabric to clothes/making a magic cloak  Experimenting with open weave materials (hessian/ dish cloth)  Pulling threads, feeding in wool, silks, sequined strands, twines  Sticking varying fabrics together to explore texture  Wooden spoon/fabric dolls |
| Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding |
| Discussing one’s own work and the work of others through describing the story of the picture  The materials used  What he/ she likes best | What’s happening in the painting?  What colours/ tones are selected?  What does he/ she likes best about this? | Looking at and discussing textured objects  Looking at prints of pupils and artists – describing the print  What one likes about it  Print in the environment (postage markings/ titles) | Handling and discussing found objects (cones, pebbles, shells) and everyday things (toys, simple ware) | Look at the habitats of animals  Look at distinctive structures  (Skyscrapers/round towers)  Describe one’s work and how it was made  What he/she likes best | To develop a vocabulary for discussing this area (soft, rough, silky, fine, woolly)  To recognise colour and pattern  To describe one’s work and say what was intended |

Appendix 6 Second Class

*(p.25 - 30 Visual Art Curriculum)*

## Art elements

|  |  |
| --- | --- |
| Developing an awareness of Line | To see the environment, in terms of lines |
| Developing an awareness of Shape | To be aware of shape in the environment  To explore shape in several media |
| Developing an awareness of Form | In handling objects to understand volume and the space something occupies  To “play” with balancing objects |
| Developing an awareness of Colour and Tone | To recognise colour around one  To use one colour, exploring all its tones |
| Developing an awareness of Texture | To create texture through tools and media |
| Developing an awareness of Pattern and Rhythm | To look at pattern in Nature: spirals in shells, reflections, lichen etc. |
| Developing an awareness of Space | To arrange objects and view them from a number of angles, noting how a sense of distance is achieved |

## Strands

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Drawing | Paint and Colour | Print Term | Clay Term | Construction | Fabric and Fibre |
| Drawing objects as shapes  Casting shadows  Drawing from observation  ( household objects, nature table items, scrunched bags)  Drawing from the human figure (class mates posing) | Painting Music through colour  Exploring colour schemes, through skies, Nature themes  Looking for and painting camouflage and contrast in the environment  Choosing objects for colour, pattern and rhythm and painting from them | Card printing  Building up a picture with print through colour and shape  Collage printed pieces  Marbling  Sponging over stencils or masking tape  Wax-resist pictures  Printing from one’s own clay slabs | Making and using clay oblongs for construction – designing a dwelling or series of buildings  Designing, making and decorating a clay plaque  With bits of clay, Texturising and colour and varnish (PVA) | Making an imaginative area (castle)  Making an imaginative 3d scene  Making a toy from junk  Making a group collage | Designing and making representational and non-representational fabric collage and appliqué  Threading needles  Decorating small pieces with informal stitches, buttons etc  Pompoms/ cording/ plaiting/ “cat’s tails”  Simple wool weaving (use of bodkins) |
| Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding |
| Discussing his own drawing and that of others by noting the lines, shapes, textures, patterns and tones used and the effects created  The effects created by the tools and materials used  What was intended by the drawing | How lines, shapes, pattern and texture are created?  How are they found in the work?  What was being said  What effects did the colours achieve? | Discussing the Art Elements in a print  How the print was made  Comparing their own printing methods with print-making | Looking at the one’s own work and that of others describing the form, how the clay felt and worked  Looking at sculpture, How the artist may have worked  What he/ she was trying to say?  What the child likes best about the work? | Looking at and discussing local or famous buildings or artefacts (uses, construction, materials)  In discussing work, how were balance and spaces achieved | Look at and discuss fabrics crafts and artefacts and view a craftsperson at work |