**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 marksDraw using personal experiences and stories as a sourceSee how lines enclose shapes in everyday objectsDifferent 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/ printingUse colour to express stories, imagination, eventsDiscern light from darkDiscuss the way things look and the way things feel | Hand/ thumb printingJunk printingRoller printingSponge printingPrinting from edgesMarblingRepeating prints | Using plastic materials for imaginative development by:Squeezing/ pushing/ pulling/ rolling a ball of clayTearing and putting together clayMaking flat and standing clayMaking differing forms from clay (fat squat, twisty, bumpy) | Free play with construction toys and junk materials (boxes) – grouping, balancing, buildingFinding the tallest, smallest, widest parts of the structureMaking simple mobilesCard-makingMaking decorations | Play with fabric / wool scrapsWool collage/ fabric collageUse of Hessian/ open weave materialThreading of ribbon/ materials through HessianDiscuss 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 pictureTell why he/she made it this way | Describe what’s happening in the paintingWhat colours are used to make light or dark areas/ lines or shapesHis/her favourite part | Getting the “feel”” of everyday objectsDisplay/discuss everyday print design, wrapping paper, wall-paper, fabric, shopping bags | Looking at, feeling and talking about smooth natural objects, stones, wood, shellsUsing a feely bag | Be able to observe and discuss pictures/ photos of building structures in terms of spatial relationshipsUse 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 imaginationDraw from textures of found and man-made objects and make rubbingsUse computer Paint / Draw programs | Using paint techniques (paste and paint/ blow painting)Paint from discussed sourceUse of computer paint programsLimiting palette to one colour with black and whiteObserving environmental colour and matching it with colour mediaCreating and reproducing texture with paint | Preparing print blocks from cut straws/ pipe-cleanersPressing textured objects into clayMaking pictures/ designs from printsUsing prints for collageRoller printing over torn paper (masking out) | Make a clay form to suggest a real or imaginary creatureMake several of theseUse different tool, matchsticks/cocktail sticks to create marks, texture and patterns on the surface and talk about theseUse other materials with clay to make a mixed-media object(s)-buttons, pipe-cleaners, lollipops, feathers | Play with large boxesDrawings/ painting of what it might be like to be in a structure like thisMaking a full model of house/ rocket etcPainting a structure one colour to concentrate on colourPapier maché | Fabric/ fibre collages based on colour/ texture/ rhythm/ Individual work/ group work/themed workDevising a costume / hatSimple 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 partHow he/she worked to make the pictureWhether he/she enjoyed it | Discuss: Story of pictureEnjoyment of making itFavourite partHow the artist used colour | Looking at work and describing the print: Favourite partHow was this print madeLooking 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 piecesDiscussion of work materials used/ how it was put together | Discuss and describe; Work Colour/ texture/ patternWhat it was like to make itFavourite 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 rhythmTo 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 spaceTo 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 paperUse of computer drawing programsUse of experience, story and imagination as sources for drawing and discussion of theseMaking silhouette drawings | Using paint (Redimix, powder, acrylic), crayons, print, fabric to explore colourTo use techniques like paint and paste or washing –up liquidTo paint from imagination; stories, poetry, what happened nextTo paint from NatureWorking with paint of different consistencies | Print with found objects (toilet-rolls/ vegetables)Hand and thumb printingTake rubbings/ guessing where these came fromMaking crayon/ pencil printsExperiment with overprinting and with contrasting coloursUse a limited colour scheme to focus on shape and negative shape, texture and pattern | Manipulating clayImpressing objects into clayTearing clay up and putting it together againMaking different formsMaking real or imagined animals, birds, creaturesTexturising their surfacesPainting and varnishing with PVA glue | Use construction toys to explore balance, grouping and buildingSimple paper folding and card-makingSimple collageBuilding simple structures from junk | Use of a prop box/ sticking fabric to clothes/making a magic cloakExperimenting with open weave materials (hessian/ dish cloth) Pulling threads, feeding in wool, silks, sequined strands, twinesSticking varying fabrics together to explore textureWooden 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 pictureThe materials usedWhat 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 objectsLooking at prints of pupils and artists – describing the printWhat one likes about itPrint 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 animalsLook at distinctive structures(Skyscrapers/round towers)Describe one’s work and how it was madeWhat he/she likes best | To develop a vocabulary for discussing this area (soft, rough, silky, fine, woolly)To recognise colour and patternTo 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 environmentTo explore shape in several media |
| Developing an awareness of Form | In handling objects to understand volume and the space something occupiesTo “play” with balancing objects |
| Developing an awareness of Colour and Tone | To recognise colour around oneTo 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 shapesCasting shadowsDrawing from observation( household objects, nature table items, scrunched bags)Drawing from the human figure (class mates posing) | Painting Music through colourExploring colour schemes, through skies, Nature themesLooking for and painting camouflage and contrast in the environmentChoosing objects for colour, pattern and rhythm and painting from them | Card printingBuilding up a picture with print through colour and shapeCollage printed piecesMarblingSponging over stencils or masking tapeWax-resist picturesPrinting from one’s own clay slabs | Making and using clay oblongs for construction – designing a dwelling or series of buildingsDesigning, making and decorating a clay plaqueWith bits of clay, Texturising and colour and varnish (PVA) | Making an imaginative area (castle)Making an imaginative 3d sceneMaking a toy from junkMaking a group collage | Designing and making representational and non-representational fabric collage and appliquéThreading needlesDecorating small pieces with informal stitches, buttons etcPompoms/ 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 usedWhat was intended by the drawing | How lines, shapes, pattern and texture are created?How are they found in the work?What was being saidWhat effects did the colours achieve?  | Discussing the Art Elements in a printHow the print was madeComparing 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 workedLooking at sculpture, How the artist may have workedWhat 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 |