

St. Joseph's National School

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Visual Arts

Introductory Statement:

St Joseph's N.S has 25 mainstream classes ranging from infants to sixth, an ASD class and fifteen SEN/EAL positions. This Visual Arts plan had been devised by the staff of the school in 2009. It was reviewed and amended by the ISM team in collaboration with the whole staff in January 2020 with the purposes of:

- a) Providing an overview of the Visual Arts Curriculum throughout the school.
- b) Providing a framework within which more specific long term and short term planning can take place.

This plan is for the information of teachers, others who work within our school, parents and all other partners in our school community.

Rationale:

Purposeful Visual arts activities expand children's ways of exploring, expressing and coming to terms with the world they inhabit in a structured and enjoyable way.

Learning in and through art will contribute positively to children's sense of personal and cultural identity and to their whole development.

In St Joseph's N.S we endeavour:

- a) To benefit teaching and learning in our school.
- b) To conform to principles of learning outlined in the Primary School Curriculum.
- c) To review the existing plan for Visual Arts to take into account the various circumstances, needs and abilities of the pupils in our school.

Vision Statement:

In line with our school's mission statement, that emphasises the holistic development of all our children and the development of the children's creativity, we as a staff believe that Visual Arts has a key role to play in achieving this mission.

Aims:

We in St. Joseph's N.S endorse the aims of the Primary School Curriculum for Visual Arts (Refer to aims and objectives for Visual Arts, Curriculum pp. 9-11).

In particular we aim to:

- Enable children in all our classes to produce artwork by engaging in the visual, spatial and tactile art process.
- Provide a broad and balanced programme in Visual Arts education in every class by working with all six strands of the Curriculum .
- To foster, in every child, sensitivity towards, enjoyment and appreciation of Visual Arts.

Curriculum Content:

The Visual Arts Curriculum is divided into six strands:

1. Drawing
2. Paint and colour
3. Print
4. Clay
5. Construction
6. Fabric and fibre.

These strands are interrelated. Each strand has a Making Art and a Looking and Responding structure. These activities are informed by the art elements: line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation.

- All teachers are aware of and familiar with the strands / strand units and content objectives of the visual arts curriculum .
- Teachers ensure there is a balance between 2-D and 3-D strands and between making, doing, responding and looking.
- Continuity and progression from class to class is ensured as each teacher is aware of work in previous years.

Junior and Senior Infants:

1. Explore the effects of different drawing materials on the same paper.
2. Explore the effects of crayon/ chalk etc. on different types of paper.
3. Make pictures using different textures and colours of paper.
4. Draw from experience e.g. my family, my house.
5. Draw from imagination e.g. a trip, a dream.

First and Second: as above and also including-

Using crayons, soft pencils, charcoal, chinks, textured papers and fabrics to explore line, tone texture and pattern in the following activities:

1. Draw a familiar object e.g. a bottle.
2. Introduction to appropriate shading.
3. Texture in drawing-Observe textures and expressways in which different textures might be illustrated, e.g. draw furry toy or shiny car.
4. Landscapes- Introduction to perspective: foreground, middle ground and background.
5. Drawing figures e.g. classmate, action figure.
6. Still life e.g. classroom objects.

Third and Fourth: As for Junior Classes and also including-

1. Drawing cartoon characters.
2. Figure drawing based on magazine and newspaper photographs.
3. Drawings from descriptive text or poem.
4. Life sketching.

Fifth and Sixth: As above and also including:

1. Depicting movement of nature e.g. a windy day.
2. Exercises in drawing techniques, e.g. perspective, drawing from different angles.
3. Silhouettes.
4. Still life- grouping 4-5 objects, including some fabric, imaginary background.
5. Lettering and calligraphy-for use in posters, proverbs, Celtic design etc.
6. Imaginative themes e.g. dream, underwater, futuristic themes.
7. Life sketching-one part of the body in detail.
8. Draw from observation. Use a viewfinder.

Strand Unit- Looking and Responding: (All Classes at appropriate level)

Children are encouraged to look at their own work and the work of artists in the following ways:

What is happening?

Choice of materials

Movement, rhythm and perspective

Personal reaction

What did the artist want to say?

Strand 2 - Paint and Colour: Strand Unit- Painting

Junior and Senior Infants:

Discover and develop sensitivity to colour in the visual environment and to use colour to explain feelings and experiences in the following ways:

1. Exploring colour_ different shades of the same colour.
2. Tone _adding white and black to lighten and darken colours.
3. Mixing two primary colours e.g. red + yellow = orange.
4. Texture _ using different thickness of paint and different size brushes and brush strokes to explore texture e. g. colour wash for sky, upward strokes with thick paint for grass etc.
5. Blow painting, finger painting; spatter painting, fold-over painting can be used in these areas.

First and Second:

1. Explore colour in natural environment e.g. different weathers, sunset.
2. Grouping and painting objects of similar colours.
3. Making a pattern using two complementary colours e.g. quilt cover.
4. Texture as for Infants and use sponge, cotton wool, combs etc. to give different textured effects.

Third and Fourth:

1. Further exploration of shade, tone and texture e.g. favourite colour and black and white- warm and cool colours. Make a picture.
2. Landscapes, cityscapes-development of work done in junior classes.
3. Still life-development of work done in junior classes.
4. Paintings from poems, music, recalled events, etc.
5. Painting objects made from clay and 3D objects.

Fifth and Sixth:

1. Exploring colour using a wide variety of media techniques e.g. print, appliqué, collage mosaic.
2. Exploring tone and shade e.g. snowscape (What colour is snow?)
3. Pattern, harmony and contrast.
4. Texture.
5. Painting from observation and imagination e.g. fashion modelling, match stories, poems.

Strand Unit- Looking and responding (All classes at appropriate level)

Children are encouraged to look and respond to their own work and the work of an artist in the following ways:

Colour and tone. Rhythm and movement.

What the artist wants to say.

Same theme depicted in different ways by different artists.

Personal response to art.

Use of the internet and appropriate resources.

Strand 3- Print: Strand Unit- Making Prints

Junior and Senior Infants:

Use one or two colours and experiment with different objects.

1. Using fruit or vegetables e.g. potato cut in half.
2. Making impressions on marla e.g. with lego. Print impressions, initials etc.

First and Second: As for Infants and also including:

1. Experiment with different textures and shapes e.g. leaves, bark, candles, and crayons.
2. Simple stencils - children draw and cut out simple shape from centre of card and use sponge to apply colour.
3. Wax-resist pictures-drawing pictures with crayon. Over paint with watery paint e.g. under water scene.

Third and Fourth: Junior work and also including -

1. Relief prints using various materials e.g. potatoes.
2. Stamp printing as above using items like spools, pasta, buttons etc.
3. Design tasks in groups e.g. wrapping paper for Christmas.

Fifth and Sixth:

1. Make stamps suitable for various occasions e.g. name stamps, Christmas cards, logo.
2. Fabric printing. Design suitable fabric for different rooms.
3. Design posters
4. Totem pole design on card.
5. Wax resist/ transfer-see junior classes.

Strand Unit-Looking and responding: (All classes at appropriate level)

Children are enabled to experience shape, texture and pattern through handling various objects.

Children discuss their own work and the work of others-

Describe the print.

Line, shape, colour, texture and pattern and how they combine.

How materials and tools were used to create effects.

What they like about the print.

Looking at prints to investigate techniques.

Look at examples of print in everyday use.

Strand 4: - Clay Strand Unit- Developing Form in Clay

Junior and Senior Infants:

Using clay, marla and soft dough.

1. Free play with materials- squeezing ect.
2. Make a variety of forms-twisty ect.
3. Make an object e.g. snake, snail
4. Seasonal-Christmas tree decorations, Easter eggs
5. Real or imaginary creatures.

First and Second:

1. Explore clay-as for Infants and making animals or birds.
2. Figures based on poems, songs, drama or music.
3. Using cubes and oblongs to make buildings, towns etc.
4. Thumb pot, coil pot.
5. Experiment with line, shape texture and pattern e.g. decorating clay slabs, hand print plaques.

Third and Fourth:

1. More detailed pieces of pottery e.g. hair, tails, features, winter wonderland scene.
2. Coil pots
3. Figures- scoring, dampening and securing separate parts.
4. Wallplaques- use coil dough, beads etc. to decorate.

Fifth and Sixth:

1. Modelling from observation e.g. a human head.
2. 3D work
3. More decorative coil and pinch pots.
4. Simple pottery and sculpture
5. Work inventively and expressively with papier maché

Strand Unit-Look and Responding: (All classes at appropriate level)

Children look at and experience 3D form through examination of natural and manufactured objects- pebbles, cones, shells, toys, and pottery.

Look and talk about own work and work of others (including artists/craftsmen)

Describe the form.

How it felt to work with the clay or marla.

How the sculptor may have worked.

What the artist was trying to say.

What they like about the work.

Strand 5 - Construction: Strand Unit-Making Constructions

Exploring properties and characteristics of materials, making imaginative structures.

Junior and Senior Infants:

1. Free play with construction toys e.g. lego, mobilo, blocks, octons, etc.
2. Construction with light boxes. Talk about tallest, widest, etc.
3. Easter eggs from polystyrene

First and Second:

As above and also including:

1. Design and construct decorations for St. Patrick's Day.
2. Construction of frames with lollipop sticks.
3. Butterflies made from paper plates and lollipop sticks.
4. Objects made by folding card e.g. rockets.

Third and Fourth:

1. Make a model of your own school building- talk about shape, form etc.
2. Model local village, as above.
3. Make planets, spaceships and rockets.
4. Make imaginative structure- a new town, school etc.
5. Papier mache masks and heads.

Fifth and Sixth:

1. Paper sculptures with moving parts.
2. Papier mache as 3rd and 4th but with more detail.
3. Papier mache bowls and Halloween masks.
4. Dream catchers.
5. Make a model using recyclable material.

Strand Unit-Looking and responding: (All classes at appropriate level)

Look at, investigate and talk about spatial arrangements and balance.

Talk about own work and work of others.

Describe constructions-what other materials would have been useful etc.

Talk about designs in architecture, sculpture, engineering, etc., linking in with science, geography and history.

Strand 6 - Fabric and Fibre: Strand Unit Creating in Fabric and Fibre.

Junior and Senior Infants:

Explore and discover the possibilities of fabric and fibre for imaginative expression. Make simple collages. Invent a costume. Adding to fabric to produce a picture.

Discovering texture.

1. Exploring fabric e.g. hession-children make designs by pulling threads.
2. Texture in fabric. Exploring the different textures of a wide variety of fabrics, how they feel, suitable uses for different fabrics. Make a collage.
3. " Dressing up " collage using scraps of fabric to dress a drawn outline of a person.

First and Second:

As above and also including-

1. Flowerbed collage-fabric flowers.
2. Group collage-
3. Fabric collage-

Third and Fourth:

1. Design and make a collage emphasising colour e.g. a sea scene.
2. Weaving strips of fabric.
3. Puppets.
4. Make soft toys, emphasising individuality and variety.

Fifth and Sixth:

1. Collage of a natural object e.g. a tree, using different fabrics and textures.
2. Sewing-
3. Weaving-weave background and appliqué on details e.g. cows, birds, fish or boats.
4. Design and make a costume-for a teddy bear.
5. Hand puppets.
6. Murals.

Strand Unit-Looking and Responding: (All classes at appropriate level)

Children will be enabled to-

Look at handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities- soft, fluffy, rough, stiff etc.

-Colour and pattern

-Finely or thickly woven

-Synthetic and natural fibres

Look at and talk about the work of children and artists

Look at fabrics and artefacts from other cultures.

Children with Different Needs:

It is the policy in our school that all children will participate in Visual Arts activities within the mainstream class, ASD class and Special Needs settings as appropriate. Children with particular special needs will be assisted in their activities by their special needs assistants. SEN/ Resource teachers will provide additional support for children with specific disabilities. Children with exceptional abilities are encouraged and supported to experience the excitement and fulfilment of creativity and the achievement of potential through their Visual Art activities.

Linkage and Integration:

- As a staff we see possibilities for integrating our work in Visual Arts with many other subject areas in the Curriculum. (Teachers can also refer to suggestions made at the end of each strand in the Visual Arts Curriculum Guidelines)
Some ideas include:
- Oral Language (English and Gaeilge) will be integrated with the looking and responding work.
- Reading /Writing (English and Irish)
- Design and Make (Science) and Shape and Space (Maths) will be integrated with work in construction.
- Media Studies (SPHE) will be integrated with all strands of the Visual Arts Curriculum.
- Mapmaking/Geography will be integrated with drawing.
- Responding to Music and Drama
- History
- Religion
- Seasonal Projects
- As a staff we will ensure linkage within our Visual Arts programme by planning work within our classrooms/school also on a thematic basis.

Assessment and Record Keeping:

- Teachers will regularly evaluate the programme by referring back to their stated objectives (as outlined in their yearly Visual Arts Scheme).
- Continuous assessment helps to ensure that the programme is appropriate to the needs of the pupils.
- Teachers on the basis of their informal observations will make the assessment of the children's work, the level of involvement and also on rate of development.
- These observations will be communicated on an informal basis between class teachers and to parents at parent-teacher meetings. More formal reports of these observations will be made to parents as part of annual written school reports.
- Samples of each child's work may be maintained in a Scrap Book/Folder and retained on a Termly or Yearly basis.

- Pupil will self- assess their work and will include some items in their SALF Folder.

Equality of Participation and Access:

Equal opportunities are given to all pupils to access the Visual Arts Curriculum and to experience all strands.

Opportunities are taken to integrate the cultures of all pupils at appropriate times throughout the year.

Activities and guidelines are adapted to suit individual needs and should be appropriate to the pupil's ability and age.

Brief one session Visual Art activities may be more suitable for children with a short attention span. Multi -sensory activities may sometimes be appropriate.

Display:

Every child will have the opportunity to have their art work on display.

The art will be displayed in classrooms, on school corridors, in public school places and on occasion outside the school.

Each class has been allocated their own display area within the school.

Displays of art may be on a rotational basis with children themselves making decisions about what will be displayed and how it will be displayed

Other ways of displaying art may include photographs of children engaged in visual art activities displayed in local publications, school website and notice boards.

Work may also be displayed in the Cathedral (usually associated with the Sacraments or National Children's Choir)

Children's work in local competitions may also be displayed in various locations in Longford Town e.g- Credit Union, Community Games, Aisling Children's Festival, Supermacs , Longford Library, Tesco etc....

Visiting artists or groups visit our school occasionally. The school also partakes in the local festivals and the children are given the opportunity to display and show their work through participating in parades or other events.

Resources and ICT:

- Each teacher will be responsible for purchasing and maintaining an adequate stock of basic materials in his/her classroom.
- At times pupils will be asked to bring various items such as egg cartons, cereal boxes or other recyclable materials from home.
- The children have access to artists, craftspeople, designers and from time to time local artists are invited to the school. This is also kept in mind when organising school tours.
- Teachers use Digital Technology to enhance teaching and to provide pupils with opportunities to develop their skills in Visual Arts.

Health and Safety:

- Care is taken to ensure that non-toxic materials are used e.g. glues, paint etc. and that all cutting materials are suitable for children's use.
- Some activities may require close supervision.
- Lighting is adequate and the room is well ventilated while work is drying out.
- Furniture is arranged to facilitate safe movement.
- Children are encouraged to wear protective clothing, and provided with absorbent paper for dealing with accidental spillages.
- In organising Arts and Craft materials and tools plastic containers etc. are used.
- Art materials and tools are washed after each lesson and stored appropriately.
- Children are supervised on outside visits in relation to visual arts.

Individual Teacher's Planning:

- Teachers plan for the school year using the strands and strand units outlined in the Curriculum documents.
- A thematic approach may be used at the teacher's own discretion.
- Work completed is recorded in Cuntas Miosuil, which are stored in the office.

Timetable:

Time allocated to Visual Arts activity in every class will be as outlined in the introduction to the Visual Arts Curriculum Guidelines:-One hour per week for First to Sixth classes and 50 mins per week for Infants. Some discretionary time may also be allocated periodically (particularly in the context of integrated project work, Seasonal projects, Celebrations , Sacramental Displays , Competitions etc....)

Staff Development:

Teachers may attend Visual Arts Courses especially during the summer. Expertise gained at these courses is shared with other members of staff. From time to time aspects of Visual Arts may be discussed under the Curriculum Development section of staff meetings. We may engage external expertise to up-skill the staff on visual arts skills if deemed necessary. Internal sharing of knowledge and skill is the normal practice.

Parental Involvement:

Refer to Teacher's Guidelines page 24. Parents are encouraged to view and appreciate the children's work in classrooms, corridors, e.g. at Parent-teacher meetings, class play days etc. Parents are involved in supporting the visual arts plan by:

- Supplying various materials e.g. boxes, egg cartons etc. for art lessons e.g. construction
- Displaying the children's art work at home and discussing with the children methods used to complete the task.

Aspects of the visual art plan are communicated to parents through:

- Parent-teacher meetings
- Class displays
- Art pieces which the children often bring home once they are completed and also art that is kept in a folder to be brought home at the end of the year.

Community Links:

Members of the community are involved in supporting the visual arts programme by:

- Visiting the school and sharing their work/expertise with the various classes e.g. local artists, crafts-persons etc.
- Allowing pictures/work to be displayed in their shops/offices etc.

Success Criteria:

- The plan has enhanced pupil learning by contributing to the development of the whole child.
- Positive feedback from pupils, teachers, parents, ancillary staff and visitors to the school, and positive comments from the wider community.
- From time to time the Visual Arts Programme is reviewed and discussed at Staff Meetings.
- Inspector's suggestions are welcomed and incorporated in reviewing plan.

Roles and Responsibilities:

- Visual Arts is a shared responsibility. All class teachers have responsibility for the implementation of the Visual Arts plan in our school. Outside personnel from the local and wider community have an input in the development of Visual Arts.
- The plan will be supported and implemented by the Principal and staff of the school. The plan will be monitored and evaluated as necessary by the ISM Team in collaboration with the staff at whole staff meetings.
- The Board of Management will support in-school initiatives. The B.O.M will approve / ratify the Visual Arts policy and ensure it is developed, implemented and reviewed on a regular basis.

Timeframe:

- The school will implement any changes deemed necessary and other changes as appropriate during the school year 2020-2021 and review in 2023-2024

Ratification and Communication:

This plan was ratified by the Board of Management on:

Date: 24/3/2021.

Signed: Rashid George
Chairperson of Board of Management

Signed: Mrs. O. Egan
Principal