



Visual Arts Policy

Introductory Statement

This visual arts Policy was drawn up in collaboration with all the teachers of Boolavogue National School. The policy is based on the Primary School Curriculum and mindful of information and support received from the Arts Council of Wexford. Full account was taken of the skills available amongst the staff, the requirements of the curriculum and any other factors which may impact positively on it.

Rationale

This policy was created by the teaching staff of Boolavogue National School. It conforms to the principles outlined in 1999 Primary School Curriculum and also helped us to review our practices in the light of these principles. As a whole school plan it will guide and organise the teaching and learning of this subject area and will serve as the basis for all long and short term plans in visual arts. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

Vision

- We the staff of Boolavogue National School see visual arts as a process not product driven activity.
- We endeavour to facilitate children's individual innate creativity when making visual art.
- We are committed to fostering the strand and strand units of the visual arts curriculum appropriate to the needs and age level of the pupils.
- We envisage that when the children's differing abilities, intrinsic talents and varying styles are considered, visual arts can facilitate learning in many areas of the curriculum.

Aims

We endorse the aims of the Primary School Curriculum for visual arts:

- To help the child 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 own work.

Curriculum Planning

All planning will have as its base the Strands, Strand Units and Content Objectives of the curriculum. Through engaging in the strands and strand units the child should be enabled to develop a sense of the following Art Concepts: line, shape, form, tone, colour, texture, spatial organisation, pattern and rhythm.

Strands	Strand Units
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

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.

All strands involve:

- Working from experience and imagination
- Focusing on materials and tools
- Working from observation and curiosity

1. Drawing (P.56-71 Visual Art Teacher Guidelines)
 - tool of communication, pre-language
 - easy to assess, shows progression
 - shows awareness

2. Paint and Colour (P.72-83 Visual Art Teacher Guidelines)
 - Colour corner
 - Exploring colour through fluidity of paint
 - Colour mixing/theory
3. Print (P.84-92 Visual Art Teacher Guidelines)
 - creation, organisation and balance of shape, line, space, texture and rhythm
 - immediacy
4. Clay (P.93-103 Visual Art Teacher Guidelines)
 - plasticity, pliancy
 - use of techniques
 - need for experimentation rather than end result
 - use of Papier maché
5. Construction (P.104-109 Visual Art Teacher Guidelines)
 - element of play
 - use of junk materials
 - solution to a given project
6. Fabric and Fibre (P.110-120 Visual Art Teacher Guidelines)
 - changing a fabric surface
 - creating new fabric
 - constructing with fabric and fibre

Looking and Responding (P.121-127 Visual Art Teacher Guidelines)

- ample opportunity
- openness
- discussion of qualities rather than judgement
- discussing process rather than finished product

Complementary media

The strands outlined above may be complemented by work in other media, such as photography, film and video or computer graphics, but a balance should be maintained between activities in two and three - dimensional media.

Approaches and Methodologies

The appropriate teaching method for visual arts is considered to be through 'guided discovery'. This method allows the child to explore the expressive potential of various media

and to experiment with them. It also allows the child to cultivate their own artistic interpretation of the world and to observe the visual environment. In addition children are encouraged to appraise artists' works. In approaching the teaching of visual arts teachers must be aware that children's stages of development can vary and must gauge their ability and challenge them accordingly.

The following approaches may be used:

- Emphasis on process rather than product and on practice and progression.
- Exposure to work from different eras, cultures and traditions.
- Exposure to a wide range of materials and techniques.
- Development of previously learned skills.

Children with Special Educational Needs

In keeping with the ethos of our school, each individual is helped to develop to his/her potential. This will be achieved by teachers varying the level and pace to suit individual needs and to ensure learning and success for every child. The work assigned to the children will be carried out at an appropriate pace within a specific time range.

Linkage and Integration

Teachers must plan for opportunities for linkage and integration of visual arts activities. The school encourages integration as appropriate. Teachers are encouraged to integrate visual arts with other subjects in a way that compliments curriculum aims and objectives in the subjects. Integration is encouraged, where is natural and where children's learning can be maximised. A thematic approach may be taken for linking strands as visual arts lends itself very well to other curricular subjects.

Some examples could include:

- History: Aztecs, Vikings, Ancient Egypt.
- Gaeilge: seanfhoclacha, rainn, eadaí, daoine.
- English: stories, poetry, advertisements.
- Music: responding to music, constructing musical instruments.
- Geography: map drawing, sketching of local area.
- Science: diagrams, plant and animal life.
- Maths: data, 2/3 D shapes, symmetry, area.
- Religion: reflecting on Grow In Love
- Drama: designing and making costumes, set design.
- P.E.: orienteering. Linkage is inherent to the visual arts process.

All activities in visual arts will include:

- exploring and making
- reflecting

- co-operating and communicating.

Assessment and record keeping

The school recognises the importance of assessment and record keeping in the delivery of the visual arts curriculum. Much assessment will focus on the children's learning and how best to inform subsequent planning and teaching. Assessment should be concerned with:

- The child's ability to make art.
- The child's ability to look and respond to art work.
- The quality of the child's engagement with art.
- Teacher observation will be central to all assessments in Visual Arts
- Basic teacher designed tasks
- Projects
- Samples of children's work
- Self Assessment
- Progress will be recorded and communicated in end of year reports, pupil portfolios and at parent/teacher meetings.

Display

Children's work is displayed in each classroom and regularly updated so that the pupils experience an inspiring, colourful and constantly changing environment. The school corridors, the entrance hall and notice boards are used to display art work completed by the children.

- Each class has access to display areas in their classroom and on a notice board outside their classroom. 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 for the greater community when opportunity allows.
- Displays should always be up to date - within reason.
- Pictures on display could sometimes have explanatory notes with them to explain the reasoning / theme behind them.
- An Art Exhibition will be held in the school where appropriate.
- Care will be taken to display the children's work in manner that shows the children's work is valued.
- The school website, Facebook/Twitter page and newsletter will frequently feature pupil art work.

Equality of Participation and Access

Equal opportunities will be given to all children regardless of gender, ethnic background and socio-economic status across all strands and activities.

Timetable

Infant classes will have a minimum of 50 minutes of art per week and the Aistear framework (learning through play) facilitates many of the elements of art, while 1st to 6th classes will have a minimum of one hour per week of art. This time allocation may be broken down at the discretion of the teacher. Teachers may also choose to block times for art at particular times of the year. Timetables will record the time allocation for art.

Resources

Teachers have access to an interactive whiteboard where they can access a wide range of resources online. Resources may include visual arts books and suggested stimuli (music, poetry, stories, and visual images). Laptops/Chromebooks/ipads may be utilised for art classes and projects. Individual teachers purchase art resources as required with allocated classroom expenses. A selection of art books are available in the school.

Class equipment should include:

- Paint trays
- Paint
- Crayons and pencils
- Paintbrushes
- A scissors including appropriate scissors for left-handed children.
- Drawing paper and card

Teachers may ask for particular items of art and craft equipment to be purchased by the school. The school will endeavour to purchase such items as finances allow.

Equipment available in the school:

- Drying Racks
- Books of fabric and textured papers
- Oilcloths for covering tables
- Clay mats
- Clay
- Oil pastels

ICT equipment available in the school:

- Pupil iPads
- Pupil Chromebooks
- Teacher laptops
- Promethean ActivPanels (one Samsung interactive board)
- Photocopier/Scanner/Printer
- Computer Broadband Network

Health and Safety

Teachers will at all times be mindful of the school's Health, Safety and Welfare Policy. Children will be encouraged to safeguard their own wellbeing by following classroom and out of class rules. Care and attention will be given to the following:

- Hidden dangers if children are moving around the classroom.
- Storage facilities.
- Ventilation of the classrooms.
- Use of art equipment e.g. scissors.
- Particular care will be needed if children are setting up the art space.
- Water spillages

Individual Teachers' Planning and Reporting

Long Term planning by teachers' covers all strands and strand units. Each teacher plans on a fortnightly basis for art where further detail of content will be outlined. Each teacher completes a Cuntas Míosuil using the standard school format.

Staff Development

Staff needs will be assessed regularly and relevant organisations, local community groups and the Co. Wexford Education Centre will be accessed to provide ongoing training as the need arises. Details of courses relevant to visual arts will be displayed on the staff room notice board and staff will be encouraged to attend.

Parental Involvement

Assessment results are made available to parents at parent/teacher meetings and through End of Year reports. In conjunction with school policy, teachers are available by appointment to art related concerns with parents. Parents may be invited to art exhibitions and to view art work while attending functions in school.

Community Links

The local community, including artists, arts centres, education officers, theatre, local businesses and national support structures will all be considered as valuable resources in supporting teaching of the visual arts curriculum.

Examples of community links:

- Workshops by visiting groups e.g. artists.
- Art exhibitions.
- Poster/Art competitions.
- Displays for religious ceremonies.
- School website.
- School Facebook/Twitter pages
- School newsletter.

Success Criteria

The success of this school plan will be assessed based on the following criteria:

- Teacher's preparation has been based on this plan.
- Procedures outlined in this plan have been consistently followed.

The success of this plan in achieving the aims will be assessed by:

- teacher's feedback.
- children's feedback.
- Inspector's suggestions and reports.
- Board of management feedback.

- parental feedback.

Implementation

(a) Roles and Responsibilities

This policy will be implemented by all teachers in Boolavogue National School.

(b) Timeframe

The policy will be implemented in the academic year 2021/2022.

Review

(a) Roles and Responsibilities

This policy will be reviewed following ongoing consultation with all staff.

(b) Timeframe

This policy will be implemented from September 2021 and will be reviewed and updated by staff as needs arise.

Ratified by the Board of Management on:

12/5/21



Chairperson of Board



Principal

This policy is available to view at the school by request and on our school website at www.boolavoquens.ie.

