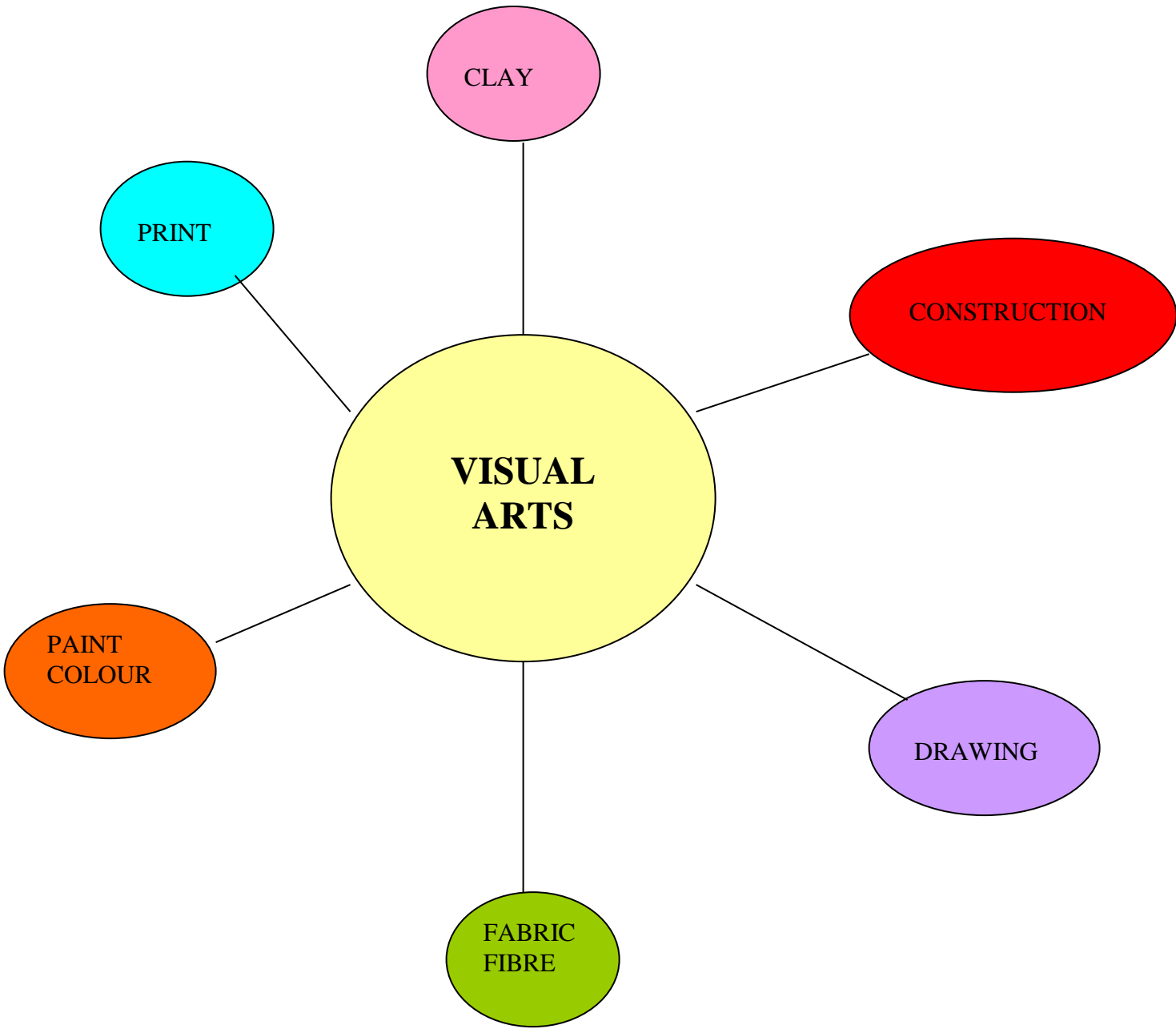


Ballycanew
National School

VISUAL ARTS
PROGRAMME



**SDPS Seminar 2005
Workshop**

Whole School Plan for Visual Arts

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Visual Arts

- **Introduction Statement and Rationale**

- (a) **Introductory Statement:** The school plan for the visual arts was drafted by the staff ofNS on a school based planning day, the 21st April 2002. This day followed attendance by staff at in-service for the visual arts.
- (b) **Rationale:** This plan is a record of our good practice in this subject and also conforms to the principles of the curriculum statements on visual arts.

- **Vision and Aims**

- (a) **Vision:** In our school we recognise the potential of each child in our care and endeavour to develop those qualities that make each child unique. We promote creativity, imagination and aesthetic understanding in line with the school's vision statement and as outlined in the curriculum statements.
- (b) **Aims:** endorse the aims and objectives of the Curriculum for visual arts and, in addition, we aim:
 - To provide activities that promote shared exploration and discovery of the elements and aspects of visual arts education
 - To create an atmosphere of enjoyment and allow a sense of fun to permeate our visual arts
 - To exploit the positive effect purposeful visual arts activities can have on the child's learning in other areas of the curriculum.

Content of the Plan

Curriculum Planning

1. Teachers will familiarise themselves with the six strands (Drawing, Paint and Colour, Print, Clay, Construction, Fabric and Fibre) and ensure each strand and units are given equal prominence during the visual arts programme for the year.

Junior Infants

Strands

<i>Drawing</i> Term 1.1	<i>Paint and Colour</i> Term 1.2	<i>Print</i> Term 2.1	<i>Clay</i> Term 2.2	<i>Construction</i> Term 3.1	<i>Fabric and Fibre</i> Term 3.2
<p>Use pencil, charcoal, chalk, pastel, crayon, marker to make marks</p> <p>Draw using personal experiences and stories as a source</p> <p>See how lines enclose shapes in everyday objects</p> <p>Different lines (straight, curvy, jagged) make differing shapes</p>	<p>Develop colour awareness through:</p> <p>Colour Corner (collecting, sorting, matching)</p> <p>Fold -over's (colour mixing) / use of paint/ crayon/ fabric/ tissue-paper/ printing</p> <p>Use colour to express stories, imagination, events</p> <p>Discern light from dark</p> <p>Discuss the way things look and the way things feel</p>	<p>Hand/ thumb printing</p> <p>Junk printing</p> <p>Roller printing</p> <p>Sponge printing</p> <p>Printing from edges</p> <p>Marbling</p> <p>Repeating prints</p>	<p>Using plastic materials for imaginative development by:</p> <p>Squeezing/ pushing/ pulling/ rolling a ball of clay</p> <p>Tearing and putting together clay</p> <p>Making flat and standing clay</p> <p>Making differing forms from clay (fat squat, twisty, bumpy)</p>	<p>Free play with construction toys and junk materials (boxes) - grouping, balancing, building</p> <p>Finding the tallest, smallest, widest parts of the structure</p> <p>Making simple mobiles</p> <p>Card-making</p> <p>Making decorations</p>	<p>Play with fabric / wool scraps</p> <p>Wool collage/ fabric collage</p> <p>Use of Hessian/ open weave material</p> <p>Threading of ribbon/ materials through Hessian</p> <p>Discuss the "feel" of different materials</p>
<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>
<p>Tell the story of the picture</p> <p>Tell why he/she made it this way</p>	<p>Describe what's happening in the painting</p> <p>What colours are used to make light or dark areas/ lines or shapes</p> <p>His/her favourite part</p>	<p>Getting the "feel" of everyday objects</p> <p>Display/discuss everyday print design, wrapping paper, wall-paper, fabric, shopping bags</p>	<p>Looking at, feeling and talking about smooth natural objects, stones, wood, shells</p> <p>Using a feely bag</p>	<p>Be able to observe and discuss pictures/ photos of building structures in terms of spatial relationships</p> <p>Use of model toys/ doll's house</p>	<p>Discuss how materials feel/ look; what their use might be; the colours and pattern used</p>

Senior Infants

Strands

<i>Drawing</i> Term 1.1	<i>Paint and Colour</i> Term 1.2	<i>Print</i> Term 2.1	<i>Clay</i> Term 2.2	<i>Construction</i> Term 3.1	<i>Fabric and Fibre</i> Term 3.2
<p>Draw from sources of experience and imagination</p> <p>Draw from textures of found and man-made objects and make rubbings</p> <p>Use computer Paint / Draw programs</p>	<p>Using paint techniques (paste and paint/ blow painting)</p> <p>Paint from discussed source</p> <p>Use of computer paint programs</p> <p>Limiting palette to one colour with black and white</p> <p>Observing environmental colour and matching it with colour media</p> <p>Creating and reproducing texture with paint</p>	<p>Preparing print blocks from cut straws/ pipe-cleaners</p> <p>Pressing textured objects into clay</p> <p>Making pictures/ designs from prints</p> <p>Using prints for collage</p> <p>Roller printing over torn paper (masking out)</p>	<p>Make a clay form to suggest a real or imaginary creature</p> <p>Make several of these</p> <p>Use different tool, matchsticks/cocktail sticks to create marks, texture and patterns on the surface and talk about these</p> <p>Use other materials with clay to make a mixed-media object(s)-buttons, pipe-cleaners, lollipops, feathers</p>	<p>Play with large boxes</p> <p>Drawings/ painting of what it might be like to be in a structure like this</p> <p>Making a full model of house/ rocket etc</p> <p>Painting a structure one colour to concentrate on colour</p> <p>Papier maché</p>	<p>Fabric/ fibre collages based on colour/ texture/ rhythm/</p> <p>Individual work/ group work/themed work</p> <p>Devising a costume / hat</p> <p>Simple Tie/Dye techniques</p>
<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>
<p>Discuss one's own work, the work of others and of artists: Favourite part</p> <p>How he/she worked to make the picture</p> <p>Whether he/she enjoyed it</p>	<p>Discuss: Story of picture</p> <p>Enjoyment of making it</p> <p>Favourite part</p> <p>How the artist used colour</p>	<p>Looking at work and describing the print: Favourite part</p> <p>How was this print made</p> <p>Looking for line, shape, texture, pattern</p>	<p>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</p>	<p>Discussion of familiar buildings; materials used, Everyday objects;</p> <p>How many different pieces</p> <p>Discussion of work materials used/ how it was put together</p>	<p>Discuss and describe; Work Colour/ texture/ pattern</p> <p>What it was like to make it</p> <p>Favourite part</p>

First Class

Strands

<i>Drawing</i> Term 1.1	<i>Paint and Colour</i> Term 1.2	<i>Print</i> Term 2.1	<i>Clay</i> Term 2.2	<i>Construction</i> Term 3.1	<i>Fabric and Fibre</i> Term 3.2
<p>Using crayons, pastels, charcoal, pens, markers and pencils, on a variety of paper</p> <p>Use of computer drawing programs</p> <p>Use of experience, story and imagination as sources for drawing and discussion of these</p> <p>Making silhouette drawings</p>	<p>Using paint (Redimix, powder, acrylic), crayons, print, fabric to explore colour</p> <p>To use techniques like paint and paste or washing -up liquid</p> <p>To paint from imagination; stories, poetry, what happened next</p> <p>To paint from Nature</p> <p>Working with paint of different consistencies</p>	<p>Print with found objects (toilet-rolls/ vegetables)</p> <p>Hand and thumb printing</p> <p>Take rubbings/ guessing where these came from</p> <p>Making crayon/ pencil prints</p> <p>Experiment with overprinting and with contrasting colours</p> <p>Use a limited colour scheme to focus on shape and negative shape, texture and pattern</p>	<p>Manipulating clay</p> <p>Impressing objects into clay</p> <p>Tearing clay up and putting it together again</p> <p>Making different forms</p> <p>Making real or imagined animals, birds, creatures</p> <p>Texturising their surfaces</p> <p>Painting and varnishing with PVA glue</p>	<p>Use construction toys to explore balance, grouping and building</p> <p>Simple paper folding and card-making</p> <p>Simple collage</p> <p>Building simple structures from junk</p>	<p>Use of a prop box/ sticking fabric to clothes/making a magic cloak</p> <p>Experimenting with open weave materials (hessian/ dish cloth)</p> <p>Pulling threads, feeding in wool, silks, sequined strands, twines</p> <p>Sticking varying fabrics together to explore texture</p> <p>Wooden spoon/fabric dolls</p>
Looking and Responding	Looking and Responding	Looking and Responding	Looking and Responding	Looking and Responding	Looking and Responding
<p>Discussing one's own work and the work of others through describing the story of the picture</p> <p>The materials used</p> <p>What he/ she likes best</p>	<p>What's happening in the painting?</p> <p>What colours/ tones are selected?</p> <p>What does he/ she likes best about this?</p>	<p>Looking at and discussing textured objects</p> <p>Looking at prints of pupils and artists - describing the print</p> <p>What one likes about it</p> <p>Print in the environment (postage markings/ titles)</p>	<p>Handling and discussing found objects (cones, pebbles, shells) and everyday things (toys, simple ware)</p>	<p>Look at the habitats of animals</p> <p>Look at distinctive structures (Skyscrapers/round towers)</p> <p>Describe one's work and how it was made</p> <p>What he/she likes best</p>	<p>To develop a vocabulary for discussing this area (soft, rough, silky, fine, woolly)</p> <p>To recognise colour and pattern</p> <p>To describe one's work and say what was intended</p>

Second Class

Strands

<i>Drawing Term 1.1</i>	<i>Paint and Colour Term 1.2</i>	<i>Print Term 2.1</i>	<i>Clay Term 2.2</i>	<i>Construction Term 3.1</i>	<i>Fabric and Fibre Term 3.2</i>
<p>Drawing objects as shapes</p> <p>Casting shadows</p> <p>Drawing from observation (household objects, nature table items, scrunched bags)</p> <p>Drawing from the human figure (class mates posing)</p>	<p>Painting Music through colour</p> <p>Exploring colour schemes, through skies, Nature themes</p> <p>Looking for and painting camouflage and contrast in the environment</p> <p>Choosing objects for colour, pattern and rhythm and painting from them</p>	<p>Card printing</p> <p>Building up a picture with print through colour and shape</p> <p>Collage printed pieces</p> <p>Marbling</p> <p>Sponging over stencils or masking tape</p> <p>Wax-resist pictures</p> <p>Printing from one's own clay slabs</p>	<p>Making and using clay oblongs for construction - designing a dwelling or series of buildings</p> <p>Designing, making and decorating a clay plaque</p> <p>With bits of clay, Texturising and colour and varnish (PVA)</p>	<p>Making an imaginative area (castle)</p> <p>Making an imaginative 3d scene</p> <p>Making a toy from junk</p> <p>Making a group collage</p>	<p>Designing and making representational and non-representational fabric collage and appliqué</p> <p>Threading needles</p> <p>Decorating small pieces with informal stitches, buttons etc</p> <p>Pompoms/ cording/ plaiting/ "cat's tails"</p> <p>Simple wool weaving (use of bodkins)</p>
<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>
<p>Discussing his own drawing and that of others by noting the lines, shapes, textures, patterns and tones used and the effects created</p> <p>The effects created by the tools and materials used</p> <p>What was intended by the drawing</p>	<p>How lines, shapes, pattern and texture are created?</p> <p>How are they found in the work?</p> <p>What was being said</p> <p>What effects did the colours achieve?</p>	<p>Discussing the Art Elements in a print</p> <p>How the print was made</p> <p>Comparing their own printing methods with print-making</p>	<p>Looking at the one's own work and that of others describing the form, how the clay felt and worked</p> <p>Looking at sculpture, How the artist may have worked</p> <p>What he/ she was trying to say?</p> <p>What the child likes best about the work?</p>	<p>Looking at and discussing local or famous buildings or artifacts (uses, construction, materials)</p> <p>In discussing work, how were balance and spaces achieved</p>	<p>Look at and discuss fabrics crafts and artifacts and view a craftsperson at work</p>

Third Class

<i>Drawing Term 1.1</i>	<i>Paint and Colour Term 1.2</i>	<i>Print Term 2.1</i>	<i>Clay Term 2.2</i>	<i>Construction Term 3.1</i>	<i>Fabric and Fibre Term 3.2</i>
<p>Using as wide a variety of media as possible for drawing (Markers/ chalk/ pastels/ charcoal/ pencils)</p> <p>Looking at Line, Shape, Texture in specific objects</p> <p>Concentrating on silhouette, outline/ texture/ rhythm/ shape/ tone and pattern, where appropriate</p> <p>Composing pictures through Drawing</p>	<p>Use a variety of media and skills, as well as Computer programs, to explore colour</p> <p>Use of <i>Everyday situations and personal life events</i> <i>Poetry, music and story</i> <i>What might happen next?</i></p> <p>As stimulus for paintings</p> <p>Use of large-scale paintings to explore the Art Elements</p> <p>Colour mixing games</p> <p>Mixing colours to match found objects from the environment</p> <p>Explore harmony and contrast in painting of 3-D construction</p>	<p>Printing in limited colour to create complex shapes, patterns and textures</p> <p>Overlapping and overprinting simple prints (<i>printing in light and then in dark colours</i>)</p> <p>Using relief printing (twine, pipe-cleaner, straw blocks) and looking at shape, negative shape</p> <p>Masking out (covering) areas pre-printing</p> <p>Using commercial stencils</p>	<p>Manipulation and imprinting of clay</p> <p>Rejoining clay pieces without obvious signs</p> <p>Experimenting with making non-representational forms and balancing them</p> <p>Making pinch pots, coil pots and coil and pellet pots</p> <p>Texturising and decorating clay surfaces</p>	<p>Making mobiles; single hangings, on clothes hangers, on wire arrangements</p> <p>Designing and making Papier maché forms, using paper and paste and pulp methods</p> <p>In making structures, discussing how space is used; how materials can be grouped; whether the structure is balanced delicately or solidly</p> <p>Looking at the outline and the shadow cast by the structure</p>	<p>Use of cording, plaiting and knotting of wool</p> <p>Use of knitting, sewing and crochet where viable, learning basic stitches and making small pieces</p> <p>Use of standard and creative embroidery, with wool and bodkin or needle and silks</p> <p>Knotting or gluing stuffed fabric to create forms</p> <p>Embroidering, painting or sticking on embellishments to create a character</p> <p>Making a fabric collage, pinning down paper outlines and cutting around them</p> <p>Using a pinking shears</p>
<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>
<p>What is happening in the picture?</p> <p>Which Art Elements are emphasised? (Line/ Shape/ Texture)</p> <p>Discuss Space in the work/ what's to be found in the background?</p> <p>How was action suggested?</p>	<p>What is the story of the painting?</p> <p>Looking at the colour and tones (families of colour) in the picture</p> <p>How the Art Elements are used in the composition</p> <p>A "feeling" for the painting</p>	<p>Looking for texture, shape and line in every day objects</p> <p>Describe a print in terms of what it shows and how it was made</p> <p>Looking at everyday print work</p> <p>Whether one likes or dislikes a print</p>	<p>Look at and discuss household pottery, crockery and sea-china</p> <p>Describe a piece and what it expresses</p> <p>Describe the materials and tools used</p> <p>Discuss the plasticity of clay</p> <p>Discuss ethnic masks</p>	<p>Discuss one's own work and the work of others by</p> <p>Describing the structure</p> <p>Noting the materials and tools used</p> <p>Looking at the spaces in the structures</p> <p>Discussing the function of the piece</p> <p>Is there a sense of balance?</p> <p>How was it made and decorated?</p> <p>What he/she likes about it</p>	<p>Handling and discussing fabrics in terms of <i>soft, rough, coarse, thickly or thinly woven, textured</i></p> <p><i>Colours and pattern</i></p> <p><i>How it covers, folds or hangs</i></p> <p>Discussing work</p> <p>Describing the piece</p> <p><i>Describing the materials and tools used</i></p> <p><i>Describing how decorative effects were achieved</i></p> <p><i>What he/she liked best about the work</i></p>

Fourth Class

<i>Drawing Term 1.1</i>	<i>Paint and Colour Term 1.2</i>	<i>Print Term 2.1</i>	<i>Clay Term 2.2</i>	<i>Construction Term 3.1</i>	<i>Fabric and Fibre Term 3.2</i>
<p>Imaginative Drawing with emphasis on detail and invention</p> <p>Drawing recalled experiences, emphasising context and location</p> <p>Observation drawings</p> <p>Still life with/ or without an imagined background</p> <p>Drawing the same scene from different angles</p> <p>Drawing the human figure</p>	<p>Doing large-scale paintings in groups</p> <p>Painting the human figure in action</p> <p>Painting other classmates</p> <p>Using colour and tone to bring objects forward or set them back in pictures, i.e. perspective through colour</p> <p>Repeating colour, tone and texture to create unity in a work</p> <p>Painting texture seen in natural and man-made objects using colour and tone with a variety of brush strokes</p>	<p>Printing a variety of small relief prints (potato/ card printing)</p> <p>Making an using one's own stencils</p> <p>Mono-printing</p> <p>Combining print and collage (collage of printed pieces)</p> <p>Printing for a function (printing wrapping paper/ cards/ poster)</p> <p>Using the computer to compose a print design</p>	<p>Making clay jewellery</p> <p>Making clay figures from imagination</p> <p>Using cubes/ oblongs of clay</p> <ul style="list-style-type: none"> ▪ To make non-representational forms ▪ To make everyday buildings/ artifacts <p>Making simple forms from Papier maché</p> <p>Using frameworks/ supports to make more complex Papier maché structures</p>	<p>Making paper sculptures and origami</p> <p>Lighting one's own constructions (with torches, bulbs, candles, natural light)</p> <p>Design and explain the use of a building complex</p> <p>Layering up cut card shapes, from a sheet of card; concentrating on texture, shape and rhythm</p> <p>Making drawings of structures (natural or man-made) in order to examine their purpose and how they function in use</p>	<p>Designing and making a costume, using glue or stitching</p> <p>Using the pattern on fabric as a stimulus for a costume</p> <p>Patchwork using glue appliqué or stitching</p> <p>Altering an existing piece of clothing by sticking or stitching other materials to it</p> <p>Exploring wool weaving and expanding this to include paper, ribbon, plastic, tinsel</p> <p>Making a themed fabric appliqué piece in a limited colour scheme</p>
<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>
<p>What did the picture intend?</p> <p>What problems were encountered/ solved?</p> <p>Looking at similarly themed work of other artists</p> <p>How were different tools used</p>	<p>Discuss how tools and materials were used to create different effects</p> <p>What was the child/ artist trying to express?</p> <p>Looking at other artists' work on this theme.</p> <p>Discuss use of colour schemes</p>	<p>Discuss how line, shape, negative shape, colour, texture and pattern were used to create this image</p> <p>What other skills/ media were used to develop this print</p> <p>What problems were encountered in making this print and how were they solved?</p> <p>Discuss how various prints were made and which techniques used</p>	<p>Examining and discussing sculptures/ statues/ 3D forms</p> <p>Highlighting and discussing the balance and symmetry of a work and its overall effect</p> <p>Examining pottery/ china artifacts (study of jugs/ the story of the Willow Pattern)</p>	<p>Look at collections, models or photographs of natural and manmade structures and observe their outline, how space is used and how balance is achieved</p> <p>Examine and discuss examples of local and/or contemporary architecture and the work of great architects and builders in history</p>	<p>Looking at costume through the ages</p> <p>Exploring the roles of tailors, weavers, milliners, designers</p> <p>Looking at handmade work (knitting, lace, embroidery, tapestry)</p> <p>Looking at fabric work in the local church</p> <p>Investigating fabric crafts (lace-making, weaving, batik, silk painting)</p>

Fifth Class

<i>Drawing Term 1.1</i>	<i>Paint and Colour Term 1.2</i>	<i>Print Term 2.1</i>	<i>Clay Term 2.2</i>	<i>Construction Term 3.1</i>	<i>Fabric and Fibre Term 3.2</i>
<p>Use a variety of drawing media on different surfaces with confidence</p> <p>To observe objects and draw, interpreting shape/ form/ texture/ tones</p> <p>Concentrating on outline/ silhouette/ pattern/ rhythm and structure from time to time</p> <p>Make drawings that reflect the class's broadening interests and maturity</p>	<p>Show competency in a wide variety of media and skills in exploring all aspects of colour</p> <p>Be able to develop tonal, harmonious and complementary colour schemes</p> <p>Be able to mix colour to match Nature or colour in the environment</p> <p>To use colour to suggest perspective</p>	<p>Using light sensitive paper</p> <p>Using experience of printing techniques to design more complex prints</p> <p>(Overlapping/ overprinting/ placing side by side/ masking out areas)</p> <p>To research print-making and print projects</p> <p>Choose display options for prints</p>	<p>Using the pinch pot technique for imaginative sculptures</p> <p>Using more complex textures, shapes, lines and patterns on clay when making sculptures</p>	<p>Making large-scale structures in Papier maché</p> <p>Designing models with moveable parts</p> <p>Using paper sculpture and collage to build up non-representational designs which explore texture, play of light and shade and shape</p> <p>Drawing objects from Nature to explore the fall of light and shadow</p>	<p>Using textured fibres and open-weave fabrics to develop line, pattern and colour</p> <p>Using the textured effects of basic sewing, knitting and embroidery for design</p> <p>Inventing stitches</p> <p>Making a fabric/ fibre collage</p> <p>Combining knitting/ sewing/ crochet to create jewellery</p>
<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>
<p>Describe what is happening in the drawing</p> <p>Describe the materials and tools used</p> <p>Did these choices achieve the desired effects?</p> <p>Is there movement/ rhythm in the drawing?</p> <p>How is form shown?</p>	<p>What is happening in the painting?</p> <p>What kind of atmosphere is in the painting?</p> <p>Is there movement/ variety/ space/ rhythm?</p> <p>What kind of materials and tools were used/What kind of problems were encountered/</p> <p>How were they solved?</p>	<p>Discuss and collect examples of print around them</p> <p>Describe one's own print and the work of others</p> <p>Choose the most striking aspect of the print</p>	<p>Handling and discussing natural and man-made objects in relation to form</p> <p>Looking at and discussing pupils'/ artist's work:</p> <p>Describing the piece/ Use of materials and tools/ How the human head was made and any problems encountered</p> <p>Pleasing features</p>	<p>In looking at photos of natural and man-made objects, discuss how they are arranged, balanced and what use is made of space</p> <p>In looking at the work of others; describing the work; how the structure was made; whether or not the materials worked; looking at its outline</p>	<p>In handling materials being able to discuss the texture, the folding properties, the colours and the use made of fabrics by artists and craft persons</p> <p>In discussing the work of others, describing the piece; the materials used; solving design challenges</p>

Sixth Class

<i>Drawing Term 1.1</i>	<i>Paint and Colour Term 1.2</i>	<i>Print Term 2.1</i>	<i>Clay Term 2.2</i>	<i>Construction Term 3.1</i>	<i>Fabric and Fibre Term 3.2</i>
<p>Drawing from imaginative sources, showing great detail - from poetry, story, music</p> <p>Designing cartoon strips, dream settings etc</p> <p>Using view-finders to define scenes for drawing (composition)</p> <p>Arranging, theming and drawing still-life</p> <p>Developing figure drawings into portraits</p>	<p>To use colour to create atmosphere</p> <p>To set up and paint one's own arrangements</p> <p>To use a view-finder or natural frame to select a scene for painting</p> <p>To paint the human figure in action</p> <p>To paint tonal portraits</p> <p>To mix colours and juxtapose colours to see how they work</p> <p>To use colour and tone to create texture</p>	<p>Using observational drawings as starting point for relief printing</p> <p>Creating functional prints</p> <p>Silk-screen printing</p> <p>(Fabric printing/ posters/ logos and cards/ wrapping paper)</p> <p>Using computer art images to design print work</p>	<p>Using clay slabs to make very complex structures</p> <p>Using Papier maché masks, heads, figures or puppets to develop themes</p>	<p>Making wire sculptures</p> <p>Model-making of contemporary sculpture and architecture</p> <p>Discussing the use of materials in construction and how they affect balance, how the piece is weighted, play of light, how busy or simple the piece is, how various materials make outlines</p> <p>Design structures for local events/ Using CAD to design structures</p>	<p>Using simple batik techniques (tritik)</p> <p>Making a fabric wall-hanging using the natural world as inspiration</p> <p>Using traditional crafts to make individual pieces or items to be worn</p> <p>Taking a natural object and interpreting it through line or shape etc through fabric and fibre collage</p> <p>Design of fabric puppetry and costume</p>
<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>
<p>Discuss this artist's/ child's work and their interpretation</p> <p>Discuss problems and the solutions to drawing the human form</p> <p>Discuss how themes in the work could be treated in another way</p> <p>Discuss the most satisfying aspect of the drawing</p> <p>Discuss use of space, scale and overlapping</p>	<p>Discuss colours used and effects achieved</p> <p>Discuss how the theme was treated</p> <p>What was the artist/ child trying to say?</p> <p>Look at similarly themed work or other work of the Artist</p> <p>Access the internet or use CD-Rom to investigate artists/works</p>	<p>Discuss techniques of a print</p> <p>Discuss decisions made by the artist</p> <p>Discuss the overall effect of the print</p>	<p>Look at, discuss and research pottery and masks from other cultures and times</p> <p>Look at pupil's/ artist's work and discuss what the artist was trying to express</p> <p>How the art elements were used to create a sense of balance</p> <p>Looking at individual parts and how they develop the whole piece</p>	<p>Looking at complex buildings of the past and contemporary structures and use this information to design or make a model of an imaginative building</p>	<p>Looking at fabrics/ tools and the work of fabric craftspeople</p> <p>Looking at fabric and clothes in other cultures and times; exploring the role of a particular fabric or related craft through time</p>

5. **Children with Different Needs**

The visual arts programme will provide opportunities for all children to experience success. Particular support will be given to children with special needs where discovery and experimentation in visual arts can be very rewarding and may lead to the development of other skills and talents. The resource teacher, when devising learning profiles, shall consult with the class teacher as to the visual arts activities that best suit the children with special needs in our school.

Children who display a particular ability in the area of the visual arts will be encouraged to develop their talents through a range of school activities. Parents will be made aware of their child's talents at the annual parents teacher meeting and this information will also be recorded in the report card. These children will be encouraged to avail of opportunities to engage with the visual arts e.g. enter competitions, attend extra curricular classes, develop portfolios etc.

6. **Linkage and Integration**

Teachers will plan for opportunities for linkage and integration of visual arts activities. A thematic approach may be taken for linking strands e.g. at Christmas, construct a crib, make figures from dough/clay, use fabric and fibre to dress figures. The visual arts should be integrated with other subjects – English, Gaeilge, History, Music, and Geography.

7. **Assessment**

Each child's progress is recorded in the end of year report, a copy of which is kept in the child's file stored in the office. In line with our policy on record keeping, school files are kept until the child's reaches the age of 21.

Is an integral part of the teaching and learning processes in visual arts education. In our school the following forms will be used:

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
- Individual display books (A4) or scrapbooks, containing art and handwriting pieces for each year

- Digital photographic record of children's selected work from year to year, saved on floppy disc.

8. **Equality of Participation and Access**

All children shall have equal access to all visual arts activities. In line with our inclusive school policy, different cultures are affirmed through discussions, activities and displays. Children of ethnic minorities are encouraged to contribute to the learning experience of the other children by sharing elements of their own culture.

Visits to galleries and exhibitions may be arranged during the year. All children will be brought on these trips. If necessary, the issue of payment for transport by some children should be discussed with the principal.

9. **Display**

- Each class should have access to display areas in their classroom and in the greater school area, e.g. Along the corridors
- 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

10. **Use of ICT**

- Paint and Draw programme

- Accessing gallery websites for virtual tours
- Websites dedicated to famous artists
- Websites for Educational Art resources
- Websites for professional development

11. **Health and Safety**

School personnel are mindful of the health and safety issues associated with the visual arts. Every care will be taken in using glue, scissors, craft knives, clay and other materials. All art materials' used should be non-toxic and safe for children to work with. The children will be encouraged to wear old clothing during practical classes to protect uniforms. It might also be necessary for children to wear latex gloves when using glues, fabric paints or glass paints.

Teachers pay particular attention to the floor area near the sink when children are changing water. Lighting should be adequate and the room well ventilated while work is drying.

For visits outside the school the procedures applicable to school tours apply. Guest speakers are invited with the approval of the principal.

12. **Individual Teachers' Planning and Reports**

Each teacher's planning reflects a balanced approach to the six strands in relation to Making and Doing. A thematic approach for some aspects of the programme - the seasons, school events, the school calendar, cross-curricular activities, celebrations and festivities has been agreed. This thematic approach should be reflected in each teacher's long and short-term planning.

Following consultation, it was decided by staff that the Looking and Responding strand unit be incorporated into each lesson, either as the "Stimulus" for the lesson (based on children' experiences, environment, local and national events) or in the "Looking and Responding" and "Concepts and Skills" section at the end of the lesson.

We record work completed in the Cuntas Miosúil and this record is passed on to next teacher at the end of the school year. This ensures that the concepts and skills are developed from year to year and that the looking and responding activities are not repetitive for the children. In June 2006 we will review the visual arts programme using teachers' Cuntas Miosúil to assess the implementation of our whole school plan for the visual

13. **Staff Development**

Teachers are supported, where possible, by the Board of Management to develop their range of skills and expertise in the visual arts. Attendance at courses in the Education Centre is promoted and the sharing of knowledge and skills facilitated at meetings or at school planning days.

14. **Parental Involvement**

Parents with particular skills and interest are invited to support the visual arts programme. They may also be invited to assist in other school events such as the Arts Week.

Children's interest in the visual arts can be stimulated by visits to galleries and exhibitions and, where possible, to see artists and craftspeople at work. Parents are encouraged to avail of such learning opportunities for their children. Parents can encourage their children to enter local exhibitions and community events.

15. **Community Links**

Links are forged with the local community and artists and craftspeople are invited to visit classes. The visual arts programme is also linked with the study of local history, geography, traditions and folklore. The children's attention is also drawn to interesting aspects of the local landscape and streetscape features.

16. Success Criteria

The success of this plan will be measured using the following criteria:

- Implementation of revisions in the visual arts curriculum will be evident in teachers' work
- Continuity of content and methodology will be evident in teachers' preparation and monthly reports
- On going assessment will show that pupils are developing a level of appreciation of the visual arts appropriate their age and ability.

17. Implementation

Class teachers are responsible for the implementation of the visual arts programme for their own classes.

18. Review

Progress made during this school year will be reviewed at the June 2007 staff meeting

19. Ratification and Communication

This plan was ratified by Board of Management on the _____

The plan was communicated to teachers and implemented in classes from September _____

