

ST. DAVID'S NATIONAL SCHOOL



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VISUAL ARTS POLICY

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INTRODUCTORY STATEMENT AND RATIONALE:

This Visual Arts Plan was reviewed by the staff of St David's NS after a Curriculum Area inspection in October 2018. The plan was discussed and revised, adhering to the recommendations of the inspection report, before being put before the Board of Management for ratification. As a whole school plan it will inform teaching and learning of this subject area and will serve as the basis for all long term and short term planning in Visual Arts.

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VISION:

As stated in our enrolment policy, St David' is committed to the holistic development of the child. This plan emphasises the uniqueness of each child in our school, the importance of developing each child's unique talents and the need to develop creative thinking. It aims to afford every child the opportunity to excel whether or not they are academically gifted and also to enhance their confidence and self-esteem.

AIMS AND OBJECTIVES:

Aims:

We endorse the aims of the primary school curriculum for Visual Arts:

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- 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.

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- 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.
- To begin to place an emphasis on 'process' rather than 'product'
- To begin to create a balance between making and doing and looking and responding

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Objectives:

In every class in our school the children will be given opportunities to explore and experiment with:

- a variety of drawing tools
- paint/colour materials
- printing materials

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- natural clay
- construction materials
- fabrics and fibres

The children will be afforded opportunities to visually represent their experiences, their observations and their imaginary world using all of these materials. The Visual Arts Plan will be addressed under the following headings.

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A. Curriculum Content:

- 1. Strand and Strand Units**
- 2. Methodologies and Approaches**
- 3. Looking and Responding**
- 4. Children with Different Needs**
- 5. Linkage and Integration**
- 6. Assessment and Record Keeping**
- 7. Equality of Participation and Access**

B. Organisational Planning:

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1. **Timetable**
2. **Display**
3. **Resources**
4. **Information Technology**
5. **Health and Safety**
6. **Individual Planning**
7. **Staff Development**
8. **Parental Involvement**
9. **Community Links**

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C. Conclusion:

- 1. Success criteria**
- 2. Roles and responsibilities**
- 3. Implementation and review**

D:

- Appendix 1 – sample activities**
- Appendix 2 – list of artists**
- Appendix 3 - audit of resources**
- Appendix 4 – language of art**

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A. Curriculum Content

1. Strands and Strand Units

During the course of their Visual Arts education in St David's NS, children will engage in the following strands and strand units.

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Strands	Strand Units
Drawing	o Making Drawings o Looking and Responding
Paint and Colour	o Painting o Looking and Responding

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Print	<ul style="list-style-type: none">o Making Printso Looking and Responding
Clay	<ul style="list-style-type: none">o Developing form in clayo Looking and Responding

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Fabric and Fibre	<ul style="list-style-type: none">o Making fabric printso Looking and Responding
Construction	<ul style="list-style-type: none">o Making constructionso Looking and Responding

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Junior and Senior Infants

Strands

The child should be enabled to:

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Drawing

- Experiment with the marks that can be made with different drawing instruments on a range of surfaces.
- Make drawings based on vividly recalled feelings, real and imaginative experiences and stories.
- Discover and draw lines and shape as seen in natural and manufactured objects and discover that lines can make shapes.
- Explore the relationship between how things feel and how they look.

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Paint and Colour

- Experiment with a variety of colour drawing instruments and media to develop colour awareness.
- Use colour to express vividly recalled feelings, experiences and imaginings.
- Discover colour in the visual environment to help develop sensitivity to colour.
- Discover colour, pattern and rhythm in colourful objects.
- Discover the relationship between how things feel and how they look.

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Print	<ul style="list-style-type: none">• Experiment with the effects that can be achieved with simple printmaking.• Use a variety of print-making techniques making a variety of relief prints.
Fabric and Fibre	<ul style="list-style-type: none">• Explore the possibilities of fabric and fibre as media for imaginative expression.• Make simple collages.

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Clay	<ul style="list-style-type: none">• Explore and discover the possibilities of clay as a medium for imaginative expression.• Make a clay form and manipulate it with fingers to suggest a subject.
Construction	<ul style="list-style-type: none">• Explore and experiment with the properties and characteristics of materials in making structures.• Make imaginative structures.

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First and Second Classes

Strands

The child should be enabled to:

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Drawing

- Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces.
- Make drawings based on his/her personal or imaginative life with a growing sense of spatial awareness.
- Explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects.
- Draw from observation.

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Paint and Colour

- Explore colour with a variety of materials and media.
- Use colour expressively to interpret themes based on his/her personal or imaginative life.
- Paint objects chosen for their colour possibilities.
- Discover colour in the visual environment and become sensitive to tonal variations between light and dark and to variations in pure colour.
- Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities.
- Discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work.

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Print	<ul style="list-style-type: none">• Experiment with the effects that can be achieved with simple printmaking techniques.• Use a variety of print-making techniques to make theme based or non- representational prints.
Fabric and Fibre	<ul style="list-style-type: none">• Explore and discover the possibilities of fabric and fibre as media for imaginative expression.• Make small inventive pieces with fabric and fibre.• Invent a costume.

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<p>Clay</p>	<ul style="list-style-type: none">• Explore and discover the possibilities of clay as a medium for imaginative expression.• Change the form of a small ball of clay using the medium expressively.• Work inventively with cubes or oblong blocks of clay and add details to suggest a solid structure.• Make simple pottery.• Experiment with and develop line, shape texture and pattern in clay.
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Construction	<ul style="list-style-type: none">• Explore and experiment with the properties and characteristics of materials in making structures.• Make imaginative structures.
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Third and Fourth Classes

Strands	<i>The child should be enabled to:</i>
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Drawing

- Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces.
- Make drawings from recalled experiences, emphasising pattern, detail, context and location.
- Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail.
- Draw from observation.

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Paint and Colour

- Explore colour with a variety of materials and media.
- Make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale.
- Express his/her imaginative life and interpret imaginative themes using colour expressively.
- Discover colour in the visual environment and become sensitive to colour differences and tonal variations through colour mixing.
- Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities.
- Discover pattern and rhythm in natural and manufactured

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Print	<ul style="list-style-type: none">• Experiment with a widening range of printmaking techniques.• Use a widening range of print-making techniques to make theme-based or nonrepresentational prints.• Make prints for functional uses.• Use a computer art program to create original images that are not dependent on clip art.
Fabric and Fibre	<ul style="list-style-type: none">• Explore and discover the possibilities of fabric and fibre as media for imaginative expression.• Make small inventive pieces in fabric and fibre.• Make soft toys, emphasising individuality and variety.

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Clay	<ul style="list-style-type: none">• Explore and discover the possibilities of clay as a medium for imaginative expression.• Make simple clay pots.• Make sturdy figures in clay using the medium expressively and with imaginative detail.• Work inventively and expressively with cubes or oblong blocks of clay.• Develop line, shape, texture and pattern in clay.• Work inventively and expressively with papier mache.
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Construction

- Explore and experiment with the properties and characteristics of materials in making structures.
- Make drawings from observation to analyse the structures of buildings and the natural environment.
- Make imaginative structures.

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Fifth and Sixth Classes

Strands

The child should be enabled to:

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Drawing

- Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control.
- Discover how line could convey movement and rhythm.
- Make drawings based on themes reflecting broadening interests, experiences and feelings.
- Draw imaginative themes using inventive pattern and detail.
- Draw from observation.

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Paint and Colour

- Explore colour with a variety of colour drawing instruments, media and techniques.
- Make paintings based on recalled feelings and experiences, and discover ways of achieving spatial effects.
- Express his/her imaginative life and interpret imaginative themes using colour expressively
- Paint from observation.
- Become sensitive to increasingly subtle colour differences and tonal variations in natural and manmade objects.
- Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities.

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Print

- Experiment with more complex print-making techniques.
- Use more complex print-making techniques to make them based or nonrepresentational prints.
- Make prints for functional uses.
- Use a computer art program to create original images that are not dependent on clip art.

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Fabric and Fibre

- Explore and discover the possibilities of fabric and fibre as media for imaginative expression.
- Make small inventive pieces in fabric and fibre.
- Make simple character toys.
- Design and make a costume.

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Clay	<ul style="list-style-type: none">• Explore and discover the possibilities of clay as a medium for imaginative expression.• Use clay to analyse and interpret form from observation.• Explore some of the essential characteristics of 3-D work.• Make simple pottery and sculpture.• Experiment with and develop line, shape, texture and pattern in low relief.• Work inventively and expressively with papier mache.• Make an imaginative slab built structure.
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Construction	<ul style="list-style-type: none">• Explore and experiment with the properties and characteristics of materials in making structures.• Make drawings from observation to analyse form and structure.• Make imaginative structures
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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. Teachers can choose a range of activities from each strand for their yearly plans. Sample activities in **Appendix 1**.

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In choosing thematic content, teachers will draw on children's experience, imagination, observation and curiosity. Children should be given the opportunity to look and talk about his/her work, other children's work and artist's work. This results in the **Making Art** and **Looking and Responding** structure in each strand. By discussing the children's work and the work of other artists the teacher can informally draw attention to the visual elements of line, shape, colour and tone, texture, pattern and rhythm, form and spatial organisation. Below are some of the questions we use to help develop the children's sensitivity to the visual elements:

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Line: What kind of line do you see? Are they straight /curved? What effects are created by the lines?

Shape: What shapes do you see? Are they curved? What effects do these shapes create?

Colour and Tone: What colours do you see in the picture? Why? What effects are created?

Texture: What does the surface feel like? What materials are used?

Pattern and Rhythm: Can you see any patterns? Where are the patterns?

Form: Can you see any 2-D shapes (triangle, square etc.) 3-D shapes?

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Spatial Organisation: Is there a lot of space/depth in the picture?

To ensure that there is continuity and progression in the Visual Arts curriculum from Junior Infants to Sixth Class, refer to **Appendix 2** at the end of this document which includes a list of Artists for each class level to study



2. Methodologies and Approaches

We support the recommendation that **Guided Discovery** is the most appropriate teaching method for the Visual Arts as it encourages the pupils to:

- Explore the expressive potential of various media and experiment with them.
- Cultivate their own artistic interpretation of their world.
- Observe their visual environment.
- Express significant aspects of their lives in visual form and to appraise art works.

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The teacher's awareness and acceptance of a broad range of visual imagery, both in children's work and in the work of artists is also important. Exposure to work from different eras, traditions and cultures will be included in the arts programme.

Emphasis will be placed on *process* rather than product. The uniqueness of each pupil's art work or their response to the work of other artists will be encouraged and celebrated. Visual arts activities should be structured to show sequence and growth in complexity and should build on earlier experiences

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and skills acquired. A balance must be met between making and doing and looking and responding

3. Looking and Responding

The strand Looking and Responding can be integrated into the Art lesson or can be a stand-alone lesson. Children should be given the opportunity to look and talk about his/her work, other children's work and artist's work. This can be achieved through use of The Artist's Chair

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Children should have opportunities to question and reflect on what they see and to become more discriminating and critically aware. The emphasis, however, should be on appreciation and enjoyment. Children will be given ample opportunity to experience a wide variety and range of art images both representational and non-representational. They will be encouraged to look and talk about his/her work, other children's work and artist's work with openness and sensitivity and will understand there are no definitive answers in art. Emphasis will be placed on discussion of qualities rather than judgement.

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A spirit of enquiry may be encouraged by posing questions such as:

- How was the object or image made?
- What was it made from?
- Who made it and what did he /she intend?
- Where, when and in what social and cultural context was it made?
- What was it made for?

How to Look and Respond

- F - First impressions
- I - Investigation

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- S - Stimulus for art making
- H - Have we learnt something -artwork, artist, art world or art making?

4. Children with Different Needs

In relation to the visual arts education programme activities and guidelines can be adapted to suit children with special needs. Differentiation will occur in art lessons according to the needs of the children in the class and activities

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chosen by the teachers will be appropriate to the child's ability and age. Differentiation in terms of *resource* (e.g. a larger paint brush), or teaching *methodology* (e.g. steps in process presented visually as well as aurally), or *outcome* will be employed by the teacher as necessary. The visual arts programme should 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. Children who display a particular ability in the area of visual arts will be encouraged to develop this talent further. Children will be encouraged to avail of opportunities to engage

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with visual arts, e.g. to enter competitions and to display artistic work in classrooms and throughout the school building.

5. Linkage and Integration

As stated in the Art Curriculum Guidelines, “integrated learning is an important aspect of primary education”. Well planned, integrated topics provide a variety of contexts for developing concepts and skills and are added

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opportunities for creativity and inventiveness. The staff of St David's NS will make every effort to integrate the teaching of Visual Arts with other subjects in the curriculum. There are also many opportunities for linking strand and strand units within the Visual Arts curriculum.

This can also be developed with a *thematic approach*.
Some examples include:

SPHE: Myself and Others/My Friends

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Art Lesson: Create "My Friends" in drawing, clay, fabric and fibre & paint and colour

Maths: Shapes

Art Lesson: Make shapes, draw shapes or paint and colour shapes

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Art Lesson: Make 3-D Shapes. Paint and colour 3-D shapes.

6. Assessment and Record Keeping

Assessment is an integral part of teaching and learning. In St David's NS we consider assessment in Arts Education important as it helps to identify learning potential and also areas of difficulty. It further enables the teacher to

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rate the effectiveness of the teaching programme and to choose appropriate teaching strategies. One of the main assessment tools used in our school for Arts Education will be teacher observation. The teacher may also digitally photograph any class art projects or art work. The following assessment tools will be used by the teachers in the school:

Teacher Observation

Emphasis will be placed on observation and assessment of the child's engagement in the art process rather than the product. Teacher will observe,

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question and monitor children during the art process. Areas for assessment might include:

- The child's ability to choose and use materials, tools and media for a particular task or project, effectively and with originality.
- The child's expressive use of visual media in compositions and in developing form.
- The quality of the child's responses to art works, and his/her ability to make connections between his/her own work of others.
- The child's approach to and level of involvement with a task.
- The child's contribution to group activities.

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Teacher Designed Tasks

Tasks will be designed to facilitate children's creative thinking, problem solving and skills development.

Work Samples

Any of the following may be used as a form of assessment and record of the child's work.

- Class portfolios, examples of the year's work from different children.

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- Individual display books (A4) or scrapbooks, containing art pieces from each year.
- Digital photographic record of children's selected work.
- Samples of the children's art work are also sent home with each child. The information gathered will be shared with parents at parent/teacher meetings and in report cards at the end of the school year.



7. Equality of Participation and Access

As our enrolment policy states, St David's NS provides for equality of participation and access to all areas of the curriculum for all pupils. This will also be evident in the arts curriculum. We also adhere to the policy that all children can engage in art education at their own level. In line with our inclusive school policy, different cultures are affirmed through discussion, activities and displays. Children of other nationalities are encouraged to contribute to the learning experience of the other children by sharing elements of their own culture.

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B. Organisational Planning

1. Timetable

Art classes will be timetabled for one hour per week (50 minutes for Junior classes) as in accordance with the primary school curriculum guidelines for Visual Arts. Each teacher will be responsible for the timetabling and organisation of the visual arts programme in their own classroom. Teachers

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will strive to ensure that equal time allocation will be dedicated to each strand over the course of the school year.

2. Display

It is the view of the staff that an integral part of art development is the display of the children's own work. It gives children a sense of pride in their own achievements. It also helps them to respond to visual arts experiences in a

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variety of imaginative ways. It encourages them to use appropriate language in response to their own and other children's work. In St David's NS we will strive to ensure:

- Each teacher has access to display areas in their classroom and in the greater school area, e.g. along the corridors.
- Each child will have work displayed regularly.
- Discussion of art displays will be viewed as part of the Visual Arts programme.

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- Children's art work will be displayed in the greater community when opportunity allows either through formal school exhibitions or involvement in community projects e.g. Credit Union Art competitions, local festivals.
- Photographs of children's work in visual arts will be displayed on the school website.

Visual art displays throughout the school environment will be enriched to include a focus on the development of the relevant subject-specific language, skills and concepts.

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3. Resources

A range of resource material for the implementation of the visual arts programme will be available to each class teacher and students. These resources will be suitable to the age and ability and the particular strand being studied by the class grouping. An agreed sum is requested at the start of the school from each family towards the purchase of some of the school's art materials and each teacher will order the appropriate items for his/her class

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grouping. See **Appendix 3** for audit of school resources held in Store room and classrooms.

4. Information Technology

I.T. plays an important role in the visual arts plan, for example, use of CD-ROMs, programmes such as "Paint", use of fonts etc. Digital cameras will be used to keep a record of completed projects. The internet is also a valuable

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resource for the teaching of visual arts, e.g. virtual tours of galleries etc. Children will also have access to the following I.T. based activities as part of the programme:

- Paint and Draw programmes.
- MS Publisher.
- Accessing gallery websites for virtual tours.
- Websites dedicated to famous artists.
- Websites for Educational Art resources.

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5. Health and Safety

As stated in the School Health and Safety policy St David's NS has a duty of care towards all the children and staff during school hours. School personnel are mindful of health and safety issues associated with the visual arts. Adequate and reasonable supervision of children engaging in art activities will be required by all staff members. Care will be taken when using glue, scissors, craft knives, clay and other materials Art material used should be non-toxic and safe for children to work with. The children will be encouraged, particularly at infant level, to wear old clothing during practical classes to

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protect uniforms. Plastic containers will be used for water and the room will be well ventilated while art work is drying.

6. Individual Teachers' Planning and Reporting

Class activities will be planned in advance by individual teachers. When planning these activities teachers' will take cognisance of the school policy and the agreed timetabled period for this subject area as outlined above.

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Individual teacher planning throughout the school year will include all six strands of the curriculum. Teachers will report on art lessons through the Cúntaisí Mhiosúla which are submitted to the Principal and kept on file in the office. Samples of the children's work may be sent home regularly and/or portfolios of the children work may be kept in the classroom as a record of the children's creative and aesthetic development.

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7. Staff Development

Staff members are encouraged to share ideas with each other in the area of Visual Arts. This sharing of ideas is both informal and formal. The latter is organised through staff meetings. Teachers are also encouraged to take part in in-service training in this area and as far as resources allow, the school Board of Management may provide funding for training for staff members. Teachers with particular expertise in this area are also encouraged to become involved in whole school projects with the children such as Murals, Art

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Exhibitions in the Community and Prop Development for school drama projects.

8. Parental Involvement

As stated in our enrolment policy St David's NS encourages parents to become partners in the learning process. A consultative and collaborative

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approach to planning is encouraged and communication to parents in relation to the visual arts programme is facilitated. The active involvement of parents in the Visual arts programmes is promoted by encouraging parents to stimulate and sustain children's interest and development throughout their primary schooling through:

- Requests for collection of materials suitable for art.
- Requests for parents with a particular expertise in this area to become involved in school projects.
- Organisation of Displays of the children's work both in the community, in the school and in the church at Graduation and Confirmation celebrations.

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- Feedback from parents at parent teacher meetings and informally on the success of the arts curriculum.
- Encouraging their children to enter local exhibitions and community events. Information on these events may be circulated via the school.

9. Community Links

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In St David's NS we view the school at the heart of the local community and strive to create opportunities to liaise with the wider school community through:

- Entering Local/National Art Competitions
- Promotion of Visiting Artists and Artists in School Schemes
- Participation in local festivals and exhibitions
- Visits to galleries, museums or exhibitions

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C. Conclusion

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1. Success Criteria

The success of individual activities will be measured in the following terms:

- Child's use of imagination.
- Inventiveness.
- Involvement and enjoyment.
- Ability to choose correct material.
- Child's response to his/her own work and the work of others.

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- Contribution to the group.

The following will be indicators that the school policy in visual arts is succeeding.

- Teacher's planning influenced by school policy.
- Cuntaisí Mhíosúla outlining and evaluating programmes.
- Feedback both formal and informal from staff members.
- Feedback from students and parents.
- Feedback from Inspectors.

Do children get to experience all of the strands each year?

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Is there progression for children from year to year across the 6 strands?

2. Roles and Responsibilities

The Visual Arts Co-ordinator is responsible for:

- Ensuring that this policy is reviewed and updated regularly
- The sourcing of suitable resources
- Conveying relevant information regarding exhibitions, competitions etc to staff
- Organisation of gallery visits for different classes.

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3. Implementation and Review

The School policy on Visual Arts was reviewed in November and December 2018. Reviews will be regular and ongoing and any necessary revisions will be implemented. The responsibility for this review process will rest with the Principal and Staff. The next formal review of the School Plan for Visual Arts will take place in 2022.

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POLICY REVIEW AND RATIFICATION

This Policy was ratified by the Board on **date below**.

This Policy will be regularly reviewed by the Board.

Ratified by Board of Management on: _____

Signed: _____
Chairperson

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Appendix 1

Sample Activities for some Class Groups

Junior Infants Drawing	Senior Infants Drawing	First Class Drawing
<ul style="list-style-type: none">• Make and describe different types of lines, i.e. wavy, pointy, spiky, wiggly, thick and thin lines. Find different types of lines in the classroom, school yard at home, etc.	<ul style="list-style-type: none">• Draw long/short, thick/thin and wavy, circular lines and lines that radiate from the centre, e.g. a daisy.• Draw lines on a range of surfaces, e.g. textured paper using chalk etc.	<ul style="list-style-type: none">• Recognise that lines have various properties, i.e. shape, texture and movement.• Draw lines on a variety of surfaces using pencils, crayons,

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- Draw branches of trees. Draw dark crayons, soft pencils or chalk. a line that changes as you go across the page. PreReading and PreWriting activities. Maths Patterns.

- Experiment with different types of drawing tools, e.g. pencils, crayons, chalk and paintbrushes.

- Use Paint Package on the computer to draw various types of lines. Compare with child's work on a page.

- Examine the lines in your hands and feet.

- Draw pictures of the people in

- Explore and draw shapes and shadows.

- Make silhouette drawings of simple objects.

- Draw trees, leaves, flowers and fruit drawing attention to the edges.

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<ul style="list-style-type: none"> Use lines to describe how things feel, e.g. bumpy, smooth, etc. 	<ul style="list-style-type: none"> your family using curved and straight lines. 	<ul style="list-style-type: none"> Landscapes. Still Life, e.g. Fruit Bowl, Potted plants, Bottles & Classroom objects.
<p align="center">Junior Infants Paint & Colour</p>	<p align="center">Senior Infants Paint & Colour</p>	<p align="center">First Class Paint & Colour</p>
<ul style="list-style-type: none"> Observe primary colours (red, blue, yellow, etc.) Different shades and tints of these colours. Children could collect red, blue, 	<ul style="list-style-type: none"> Groups of colours – hot/cold colours. Hot – Red, Orange, and Yellow. Cold – Green, Blue & White. 	<ul style="list-style-type: none"> Mix primary colours to create colours. Colour Wheel – arrange

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yellow pictures for the colour table.
Colour in shapes red, blue, etc.

- Experiment with matching colours – shade cards.

colours from light to dark. Refer to page 82 of the Teacher's Guidelines.

• Move paint around in a variety of ways, blob painting, fold-over painting & blow painting.

• Experience spatter painting with a toothbrush, string painting, dot painting with cotton buds,

• Experiment with colour using Paint package on the computer.

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<ul style="list-style-type: none"> • Use different colours to reflect feelings – sad, happy. • Develop sensitivity to colour – light/dark, e.g. white chalk on black sugar paper, snowman, winter scene, one other colour with black & white 	<p>straw & sponge painting.</p> <ul style="list-style-type: none"> • Use colour to interpret feelings & emotions. • Seasonal pictures, i.e. autumn scene, Halloween sky, Christmas snow scene, spring trees. 	<ul style="list-style-type: none"> • Paint objects that are in the classroom or paint a favourite toy. • Paint pictures based on the environment, e.g. a sunny or a stormy sky, a calm or a rough sea. • Seasonal scenes.
Junior Infants	Senior Infants	First Class

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Print	Print	Print
<ul style="list-style-type: none"> • Press a variety of objects onto paper to make a pattern, e.g. cubes, potatoes, cork, etc. • Leaf or bark rubbings. • Look at wrapping paper or wallpaper to describe different patterns. 	<ul style="list-style-type: none"> • Press a variety of objects onto paper to make patterns, as per Junior Infants, but children can use 2 or more colours to create the pattern. • Examine print design on posters, wallpapers and wrapping paper. 	<ul style="list-style-type: none"> • Children can do prints as in previous classes but they can progress to forming characters with prints, e.g. straw man, leaf lady, etc. • Random and repeat patterns. • More complex clay patterns.

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- Link patterns to maths, i.e. shape patterns.

- Children will have more experience of random patterns, e.g. 1 potato print, 2 leaf prints etc.

- Make patterns with clay.

- T-shirt prints using paint.

- Use a variety of surfaces (clay, tiles & material) for printing. Children can experiment with different surfaces (egg carton, kitchen rolls) for printing.

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Junior Infants Clay	Senior Infants Clay	First Class Clay
<ul style="list-style-type: none"> Roll, squeeze, pinch and pull play dough. 	<ul style="list-style-type: none"> Roll, squeeze, pinch and pull play dough. 	<ul style="list-style-type: none"> Use clay to make pinch pots & animals.
<ul style="list-style-type: none"> Make letters and Numbers using play dough. 	<ul style="list-style-type: none"> Make letters and Numbers using play dough. 	<ul style="list-style-type: none"> Make simple pottery – paint, varnish and decorate.
<ul style="list-style-type: none"> Make simple animals, (sakes, 	<ul style="list-style-type: none"> Make simple animals, 	<ul style="list-style-type: none"> Create solid structures

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snails) using play dough.

- Introduce clay – make a clay ball and turn into a pinch pot.
- Make animals e.g. a hedgehog using clay and matchsticks for spikes.

Junior Infants

(sakes, snails) using play dough. (houses, buildings) using clay.

- Use clay to make different shapes – 2D & 3D.
- Use mixed media (lollipop, matchsticks, pipe cleaners) with the clay to create a variety of animals
- Experiment with and develop lines, shapes, textures and patterns in clay.
- Decorate pottery with lines and patterns.

Senior Infants

First Class

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Construction	Construction	Construction
<ul style="list-style-type: none"> • Use Lego, straws, blocks, foam letters, beads & whiteboard to build. • Create simple Characters, e.g. witches, Santa, reindeers, using templates and glue. • Make masks from paper plates. 	<ul style="list-style-type: none"> • Use Lego, straws, blocks, foam letters, beads & whiteboard to build as in Junior Infants. • Create characters, e.g. witches, Santa, reindeers, using templates and glue. Allow children to cut out simple templates. • Make paper bag masks, e.g. 	<ul style="list-style-type: none"> • Box of junk – children can make various items, e.g. tall buildings, monsters, castles, robots, etc. using a variety of material. • .Make puppets from old gloves or papier maiche. • Make happy, sad, angry masks and masks for special occasions.

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<ul style="list-style-type: none"> • Construction via play, i.e. play with dolls house, tea-time, set up cups and saucers – Playroom 	<p>fox's face.</p> <ul style="list-style-type: none"> • Make simple puppets from paper bags. • Make simple constructions (houses, trains) from recyclable material. 	<ul style="list-style-type: none"> • Discuss the characteristics of visual structures, e.g. Eiffel Tower
<p>Junior Infants Fabric & Fibre</p>	<p>Senior Infants Fabric & Fibre</p>	<p>First Class Fabric & Fibre</p>
<ul style="list-style-type: none"> • Talk about clothes and they 	<ul style="list-style-type: none"> • Talk about clothes and they 	<ul style="list-style-type: none"> • Create seasonal collages using a

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fabrics that are used to make them
– discuss colours, patterns, texture,
etc.

fabrics that are used to make them
– discuss colours, patterns,
texture, etc.

variety of materials, e.g. spring or
winter scene.

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Appendix 2

List of Artists from which a selection to be studied in different class levels

Junior Infants Senior Infants

Kandinsky
Robert Delaney
Swanzy

Hunderwasser

Others

Mary

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First Class/ Second class

Pablo Picasso
Piet Mondrian
Andy Goldsworthy
Gustav Klimt

Third Class/ Fourth Class

Claude Monet

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Van Gogh
Matisse
Warhol

Andy

Fifth Class/ Sixth class

Jack Yeats
Georgia O'Keefe
Mark Chagall
Vermeer
Oral Kiely

Sir John Lavery
Salvador Dali
Johannes

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The Artist's Chair

The Artist's Chair can be used to aid looking and responding in the Visual Arts. It can be used for a child (also known as "the artist") to talk about his/her picture/piece of construction, etc. The child can discuss why he/she chose certain materials/themes for his/her piece. It also gives the children in the class opportunities to discuss what they like about the piece of Art and gives an opportunity to speak directly to the artist and ask questions.

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Alternatively the Artist's Chair can be used after completing a study of a famous artists work. A child can pretend to be this Artist and the children can ask educated questions about his/her life and Art pieces. It can help to assess what the child has learned. It can also be used for children to guess the Artist after giving a few clues. Children are encouraged to use the formal language when appreciating a piece of Art and this develops as the child goes from class to class.

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Appendix 3

Audit of Resources

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Appendix 4

The Basic Elements and Principles of the Visual Language Focusing on 3 Dimensional art

	ELEMENTS	PRINCIPLES	
Line	Colour	Unity/Harmony	Rhythm
Space	Texture	Variety	Movement
Shape	Value	Balance	Pattern
Form		Gradation	Proportion

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Emphasis

The elements are the alphabet of the visual world and the principles are the words and sentences of the visual world. Elements often times create the principles. Artists use the Elements and Principles to communicate their ideas and feelings.

ELEMENT DEFINITIONS:

Line:

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The edge of a shape or form or the direction followed by anything in motion.
- Implied Line - is a line that doesn't really exist, but appears to be present.
- Actual Line- is a line that is actually present.

Value:

Shadows from lightness to darkness

- Value variation gives a sense of space and depth to an object - emphasizing its three dimensionality.
- Strong contrast in value can create emphasis.

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Colour:

Colour is Light reflected from a surface. It can create emphasis, harmony, emotions, unity, and movement - Colour has three distinct qualities:

1. Hue- colour
2. Value- lightness to darkness of a colour
3. Intensity- brightness to dullness of a colour - mixing its complimentary colour can dull intensity.

Texture:

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Quality related closely to our sense of touch. It can create emphasis, movement, pattern, emotion.

- Implied texture- is texture that appears to be present but it is an illusion. It is not really present.

- Actual texture- is texture that really exists and it can be felt.

Shape:

Shape encloses a two dimensional area. Shape can create most of the elements and many of the principles.

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- **Types of shapes:** **Organic**-curved edges, continuous. **Geometric**-sharp edges, angles

Form:

Form encloses a volume or three-dimensional area.

- Light and dark value variations and space are used to emphasize form.

Space:

Illusion of depth and space.

- Ways to create space:

1. Overlapping -- Shapes or forms in front of each other

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2. Holes and cavities

PRINCIPLE DEFINITIONS:

Balance:

Refers to the equalization of elements in a work of art.

- There are three kinds of balance:

1. symmetrical- formal, divided in half same
2. asymmetrical- informal, divided in half not same

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3. radial- circular, design starts from centre > out

Unity/Harmony:

Relates to the sense of oneness, wholeness, or order in a work of art. Combining similar colours, shapes, lines, textures, and patterns in an artwork can create harmony.

Movement:

Refers to the arrangement of parts in a work of art to create a slow to fast action of the eye. -Pattern, contrast, line can create this.

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Rhythm:

It is a type of movement in an artwork or design often created by repeated objects.

- There are different types of rhythm:

1. Regular- Example: 9s9s9s9s9s9
2. Irregular- Example: qqeeqqeyyy

Emphasis:

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refers to placing greater attention to certain areas or objects in a piece of work.

- Emphasis can be created through sudden and abrupt changes in opposing elements.

(Example: bright yellow dot in large black area)

Proportion:

Refers to the relationship of certain elements to the whole and to each other.

Pattern:

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is created by repetition of (not limited to) shape, line, colour, or texture

Variety:

It is achieved through diversity and change. Using different line types, colours, textures, shapes.....

Gradation:

Refers to a way of combining elements by using a series of gradual changes.

- Examples of gradation:

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1. gradually from small shapes to large shapes
2. gradually from a dark colour to a light colour
3. gradually from shadow to highlight