

Scoil Ursula

- **Title**

Visual Arts Policy

- **Introductory Statement**

The teaching staff of Scoil Ursula NS, after consultation with the principal, have decided to formulate this Visual Arts policy. It was created in the current format in accordance with the guidelines of the School Development and Planning Support Service and is in line with the requirements of the Revised Curriculum. It was disseminated to the wider school community through the Board of Management and ratified by the board on the 17th of January, 2011.

- **Rationale**

Visual arts activities enable the child to make connections between the imaginative life and the world and to organise and express ideas, feelings and experiences in visual, tangible form. Visual arts education provides for creative and aesthetic experiences through exploring, investigating, experimenting, inventing, designing and making in a range of media. It promotes observation and ways of seeing and helps the child to acquire sensitivity to the visual, spatial and tactile world and to aesthetic experience. Visual arts education channels the child's natural curiosity for educational ends: the development of perceptual awareness helps the child to enjoy and interpret the visual environment and art works and can facilitate learning in all areas of the curriculum. Creative achievements in art contribute to a sense of personal identity and self-esteem and help to create cultural awareness and empathy.

This policy was devised to benefit the teaching and learning of visual arts in Scoil Ursula and to conform to principles of learning outlined in the Primary School Curriculum. It will also serve as a tool to review the existing plan for visual arts in light of changed emphases and new methodologies outlined in the Primary School Curriculum.

- **Relationship to Characteristic Spirit of the School**

Visual Arts are an integral part of Scoil Ursula's child-centred curriculum, not just because they enhance other areas of learning but because they deepen the children's sense of humanity, teaching them to recognise beauty and to be sensitive to and to appreciate more fully the world in which they live. Visual arts education is also used as a tool to promote self-expression and independent learning, which are two key elements of the Scoil Ursula Mission Statement.

• **Aims**

- 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 form.
- To enable the child to have enjoyable and purposeful experiences of different art media and to have opportunities to explore, experiment, imagine, design, invent and communicate with different art materials.
- To promote the child's understanding of and personal response to the 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 value the child's confidence and self-esteem through valuing self-expression.
- To foster sensitivity towards 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.

• **Content of the Plan**

Strand 1 - Drawing

Infants-

1. Experiment with different drawing media on a range of surfaces.
2. Explore the effects of crayon/chalk etc. on different types of paper.
3. Make pictures using different textures and colours of paper.
4. Draw from experience e.g. my house, my teddy.
5. Draw from imagination e.g. a dream, a birthday party.

1st & 2nd : as above and also including-

Use crayons, soft pencils, charcoal, chalks, textured papers and fabrics to explore line, tone, texture and pattern in the following activities.

1. Draw a familiar object e.g. schoolbag, fruit.

2. Introduction to appropriate shading.
3. Landscapes. Introduction to perspective- foreground, middleground and background.
4. Drawing figures e.g. classmate, action figure.
5. Still life e.g. classroom objects possibly imaginary background.

3rd & 4th : as above and also including-

1. Drawing cartoon characters.
2. Figure drawing based on magazine and newspaper photographs.
3. Drawings from descriptive text or poem.
4. Draw from observation, e.g. still life arrangements, still life arrangements adding imagined backgrounds, the human figure

5th & 6th: as above and also including-

1. Discover how line could convey movement and rhythm, e.g. movement of nature (a windy day, hurricanes, waves)
2. Make drawings based on themes reflecting, broadening interests, experiences and feelings, e.g. special events
3. Exercises in drawing techniques, e.g. perspective, drawing from different angles.
4. Silhouettes
5. Lettering and calligraphy - for use in posters, proverbs, Celtic design (Book of Kells) etc.
6. Imaginative themes e.g. dream, underwater, futuristic themes.
7. Life sketching – one part of the body in detail.
8. Draw from observation, Use a viewfinder, e.g. still life arrangements, details of the human figure e.g. self-portraits

Looking and responding:

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

- What is happening?
- Choice of materials
- Movement, rhythm, perspective
- Personal reaction
- What did the artist want to say?
- Problems encountered and solved

Strand 2 – Paint and Colour.

Junior and Senior Infants.

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

1. Exploring colour- different shades of the same colour.
2. Tone – adding white and black to lighten and darken colour.
3. Mixing two primary colours e.g. red + yellow = orange.
4. Texture- using different thicknesses of paint and different size brushes and brush strokes to explore texture e.g. colour wash for sky, upward strokes with thick paint for grass etc.
5. Blow painting, finger painting, spatter painting, fold-over painting exercises can be used in these areas.
6. Painting objects made from clay and 3-D objects.

1st and 2nd : as above and also including-

1. Explore colour in natural environment e.g. sky at sunset, different weathers.
2. Explore the relationship between how things feel and how they look, e.g. rough/smooth/bumpy/prickly/fluffy
3. Grouping and painting objects of similar colours.
4. Make a pattern using two complementary colours e.g. wall paper, quilt cover.
5. Texture as for Infants and use sponge, cotton wool etc. to give different textured effects.

3rd and 4th : as above and also including-

1. Further exploration of shade, tone and texture. E.g. favourite colour and black and white – warm and cool colours. Make a picture.
2. Landscapes, cityscapes – development of work done in junior classes.
3. Still lifes – development of work done in junior classes.
4. Painting from poems, music, recalled events etc.
5. Paintings of figures, classmates in different positions doing different actions.

5th and 6th: as above and also including-

1. Exploring colour using a wide variety of media techniques e.g. print, appliqué, collage, mosaic. Warm/cool monochrome landscapes.
2. Exploring tone and shade e.g. snowscape (What colour is snow?) Old Christmas cards can be used for ideas.
3. Pattern, harmony and contrast
e.g. design and print wrapping paper, border, and fabric patterns.
4. Texture – using a theme e.g. clothing, animals, create a painting in six sections with six different textures.
5. Painting from observation and imagination e.g. fashion modelling, band, match, stories, poems etc.

Looking and responding.

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

- Colour and tone.
- Rhythm and movement.
- What the artist wants to say.
- Same theme depicted in different ways by different artists.
- Personal response to art.

- Use of the Internet and appropriate Interactive activities

Strand 3 - Print

Junior and Senior Infants:

Use 1 or 2 colours and experiment with different objects.

1. Using apples or other suitable fruit or vegetable, cut in half and print.
2. Make impressions on Marla, e.g. with keys, lego. Print impressions, initials etc.
3. Make rubbings using the classroom environment e.g. desks, lego, radiator

1st and 2nd : as above and also including-

1. Experiment with different textures and shapes e.g. leaves, bark, wood, candles, crayons.
2. Non representational prints e.g. thick and thin lines.
3. Simple stencils- children draw and cut out simple shape from centre of card and use sponge to apply colour.
4. Wax- resist picture- drawing picture with crayon. Overpaint with watery paint e.g. space scene, underwater scene.
5. Wax-crayon transfer paints. Cover one leaf of page with crayon and fold with crayoned half inside. Draw picture of pattern on back of crayoned half of page. Picture/pattern will transfer onto white half and leave negative.

3rd and 4th: as above and also including-

1. Overlapping shapes when printing with different colours.
2. Relief prints using various materials e.g. potatoes.
3. Stamp printing as above using items spools, buttons, pasta shapes etc. Create patterns and rhythm by positioning stamps in different ways.
4. Stencils - As 1st and 2nd making more complex shapes e.g. white snowflakes on blue background.

5th and 6th: as above and also including:

1. Design your own print pattern, e.g. border, frame, cards
2. Wax resist/transfer- see junior classes.
3. Monoprints- using rollers.
4. Design posters.

Looking and responding:

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

Children discuss own work and work of others-

- describe the print
- line, shape, colour, texture and pattern and how they combine
- how materials and tools were used to create effects
- what they like about the print
- looking at prints to investigate techniques
- Look at examples of print in everyday use.

Strand 4: Clay

Infants :

Using clay, marla and soft dough.

1. Free play with materials - squeezing etc.
2. Make a variety of forms - twisty etc.
3. Make an object e.g. worms, snakes, snails.
4. Make marks on the surface using a pencil.
5. Seasonal - Christmas tree bauble, Easter eggs.
6. Real or imaginary creatures.

1st and 2nd : as above and also including-

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

3rd and 4th : as above and also including-

1. Explore and discover the possibilities of clay as a medium for imaginative expression, e.g. squeezing, pinching, pulling, rolling and reforming a small ball of clay
2. Make simple clay pots, e.g. coil pots
3. Make sturdy figures in clay using the medium expressively and with imaginative detail, e.g. scoring, dampening and securing separate parts.
4. Experiment with papier maché masks and heads, plates and vases.

5th and 6th : as above and also including -

1. Modelling from observation e.g. a human head.
2. 3.D. work e.g. designing thematic jewellery, fruit.
3. More decorative coil and pinch pots.
4. Papier maché as 3rd and 4th with more detail.

Looking and responding.

Children look at and experience 3-D form through examination of natural and manufactured objects - pebbles, shells, fir cones, soft, moulded or carved toys,

pottery.

Look at and talk about own work and work of others (inc. artists/craftsmen)

- describe the form
- how it felt to work with the clay
- how the sculptor may have worked
- what the artist was trying to say
- what they like about the work
- look at and talk about ritual masks, street theatre masks and figures and functional and decorative pottery from different cultures and different times

Strand 5 – Construction.

Exploring properties and characteristics of materials, making imaginative structures.

Junior Infants and Senior Infants:

1. Free play with construction toys e.g. mobilo blocks etc.
2. Explore and experiment with the properties and characteristics of materials in making structures, e.g. discovering the tallest, lowest, widest, narrowest parts of the structure
3. Make imaginative structures

1st and 2nd : as above and also including-

1. Design and make a robot – cover boxes in tinfoil and stick together – stick on ‘lights’ and ‘buttons’..
2. Make a thematic structure e.g. Christmas crib, castle, Halloween mask and spaceship

3rd and 4th : as above and including the following-

1. Make imaginative structures - a new town, a new school etc.
2. Design papier maché forms and structures e.g. exotic heads.
3. Explore and experiment with the properties and characteristics of materials in making structures, e.g. whether the structure is delicately balanced or robust and solid

5th and 6th : as above and including the following-

1. Design a model with moving parts, e.g. thematic dioramas(‘under the sea’, jungle scene)
2. Drawing from observation to analyse form and structure e.g. birds nest.
3. Make a model of a local architecture e.g. Sligo Abbey, round tower, dolmen,

church etc.

4. Design theme based structures relating to local events e.g. the circus.
5. Investigate structural balance in contemporary architecture e.g. The Eiffel Tower, Golden Gate Bridge and design a model.

Looking and Responding

- Look at and talk about impressive examples of buildings created in the past, in different parts of the world and at contemporary architecture, sculpture, engineering and design
- Look at, investigate and talk about balance.
- Describe constructions - what other materials would have been useful etc.
- Talk about designs in architecture, sculpture, engineering etc.
- Look at and talk about their own work and the work of other children

Strand 6: Fabric and Fibre

Junior and Senior Infants:

Exploring the possibilities of fabric and fibre for imaginative expression. Adding to fabric to produce a picture. Discovering texture. Making collages.

1. Exploring fabric e.g. hessian – children make designs by pulling threads
2. Texture in fabric. Exploring the different textures of a wide variety of fabrics, how they feel, suitable uses for different fabrics. Make a collage.
3. Seasonal frieze. Collages using different textures and media based on specific themes
4. Collage on a fabric background.
5. “Dressing up” – collage using scraps of fabric to dress a drawn outline of a person.

1st and 2nd Classes: as above and also including-

1. Design and create seasonal masks using a range of materials
2. Fabric collage, e.g. colourful fabric flowers
3. Appliqué – house. Cut out shapes. Apply walls and roof pieces and add windows, doors etc.
4. Invent a costume using old clothes
5. Group collage – create collages in groups based on a certain theme, e.g. the circus

3rd and 4th classes: as above and also including-

1. Design and make a collage emphasising colour e.g. a bonfire.
2. Appliqué – initials.
3. Weaving strips of fabric – make a wall hanging.(as for paper weaving) Decorate with beads, buttons etc.
4. Design and make puppets using a range of materials.
5. Collage – invent a costume for an imaginary character or one out of a book or poem.

5th and 6th classes: as above and also including-

1. Collage of a natural object e.g. a tree, using different fabrics and textures.

2. Fabric painting/printing.
3. Paint a scene for a stage backdrop.
4. Combining various media, e.g. clay, beads, ribbons etc to make jewellery, e.g. Friendship bracelets.
5. Weaving – weave background and appliqué on details e.g. cows on a green background, birds, fish or boats on a blue background.
6. Simple soft toys.
7. Design and make a costume or hat for a specific brief, e.g.
 - for a teddy bear
 - for a fancy dress day.
 - make toys based on stories, poems, drama.

Looking and responding:

Children will be enabled to-

- Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities. –soft, fluffy, stiff etc
 - colour and pattern
 - finely or thickly woven
 - synthetic and natural fibres
- look at and talk about the work of children and artists
- visit a craftsperson at work if possible
- look at fabrics and artefacts from other cultures

• Methodologies

The strands incorporate ways of working from experience, imagination and observation, building on children's natural curiosity. In our child-centred curriculum, the subject matter for art will stem from the children's life experiences and from their imagination. Working from observation helps to develop visual awareness and the ability to make art and to respond to art works in a personally meaningful way. Experience in handling a wide range of visual arts materials will aid us in achieving these objectives. These principles underpin the approaches to teaching the strands and will help inform our teachers' preparation.

Guided discovery will be our central teaching method for the visual arts. Certain practical skills, such as the use of scissors and adhesives, may occasionally require a more direct method. Discovery methods encourage children to discover the expressive possibilities of a variety of materials and tools suitable for a particular task and to experiment with them; to notice colour, design and structure in the environment and to enjoy interpreting what they see in a personal way; to express significant aspects of their lives in visual form and to appraise art works critically. In guided discovery, the teacher will provide a stimulating work environment, motivate the children and monitor their progress, discussing their work with them as necessary, as they work and when they have finished, and makes suggestions as appropriate.

Children with different needs

- Our teachers will support and ensure the participation of children with special needs.
- All children will be enabled to make an important contribution regardless of academic achievement.
- Classes will be appropriately organised to cater for children who may have physical disabilities.
- Children with exceptional ability/talent will be encouraged and supported through more challenging activities which will also promote their independent learning.

Linkage and integration

- Integration:
 - Opportunities will be sought to integrate the visual arts with other subjects such as English (e.g. illustrating creative writing), Gaeilge (e.g. story boards for oral language), Maths (e.g. graphing), S.E.S.E. (e.g. Map-making), Drama (e.g. Costume-making), Religion (e.g. Crib construction) etc.
 - Theme based activities (e.g. Easter, Trees) will also be used to support integration.
- Linkage:
 - Opportunities will be sought for linking strand with strand, e.g. printing on fabric.
 - There may also be opportunities for linking strands by using a theme, e.g. Christmas – constructing a crib, making figures from clay/dough, using fabric and fibre to dress figures?
- Language:
 - The school will create opportunities for pupils to discuss and talk about their own and others' work in visual arts through looking and responding sessions and also displays
 - The teachers will guide children to develop a visual vocabulary for looking at and critiquing the visual arts.

Assessment and record keeping

- Teachers will assess and appraise children's work on an ongoing basis.
- This assessment will take cognisance of the following factors:
 - Perceptual awareness
 - Expressive ability
 - Critical skills
 - Disposition towards art
- Assessment tools used will include
 - Teacher observation
 - Teacher-designed tasks
 - Art portfolios
- Information gained from the assessment will be used to
 - Inform future planning.
 - Share information with other teachers, with parents, with children, with other

professionals.

- Records are kept in the form of Report Booklets and annual art portfolios. The format used is dependent on both class-level and teacher preference, e.g. senior classes may send home portfolio at the end of school year
- Records are kept in the school filing cabinet up until the child is 20 years of age.

Equality of participation and access

- Equal opportunities are given to boys and girls to participate in classes/activities.
- All children have access to services, facilities, or amenities in the school environment.

Timetable

- Time is allocated as follows: Infants: 50 minutes minimum
Others: 1hr minimum
Teachers may use discretionary curricular time to supplement these minimum requirements as they see fit.
- Time will be dedicated to each strand as evenly as possible over the course of the school year but at each individual teacher's discretion.

Displays

- Work will be displayed in the classroom, in the corridors, in the Halla and on the School Website.
- Certain work will be displayed outside of school, e.g. Sacrament class artwork, community based projects

Resources

- Resources are purchased by each class teacher based on voluntary contribution from the parents. Extra materials may be purchased also, with funding from the Board of Management. The resources are stored in each individual classroom.

ICT

- ICT plays a significant role in our visual arts plan through the use of CD-ROMs, DVDs (e.g. I am an Artist), TV, video, programmes such as "Paint" etc.
- The Internet and Interactive Whiteboard also play a part in the plan, e.g. Websites such as 'I am an Artist', 'Enchanted Learning' as well as virtual tours of galleries etc.
- Examples of the children's artwork is uploaded to the school website.

Health and safety

- All necessary precautions will be taken to safeguard the health of pupils and staff during the delivery of the Visual Arts programme in the school as per our Health and

Safety Statement.

- Correct procedures and classroom management techniques as well as prudent teacher supervision during lessons will minimise the risk of accidental injury to pupils from such items as scissors, glue, craft knives, construction tools etc.

Individual teachers' planning and reporting

- Each teacher is responsible for his/her planning for Visual Arts
- Progress is reported as part of the Cúntais Míósúil each month.

Staff development

- Teachers have access to reference books, resource materials, equipment and websites dealing with Visual Arts.
- School personnel are encouraged to research new methodologies and can arrange for demonstrations, opportunities to try out materials and assess whether or not they should be purchased.
- Information about in-service courses, school visits, Arts events is communicated to all teachers through the staff notice-board.
- Teachers are encouraged to attend in-service courses after which there is a sharing of the expertise acquired at these courses.
- Time may be allocated at staff meetings to discuss aspects of the Visual Arts Curriculum.

Parental involvement

Parents play a crucial role in the implementation of Visual Arts policy in the school. Since the foundations of art are best set in the early years, the artistic experiences acquired in the home are of immense value and are always encouraged. Similarly, artistic experiences acquired at school are extended in the home by the parents and the child through

- Viewing and discussing artwork done by the pupils
- producing art together at home

Community links

- Where there are artists, craftspeople and designers in the locality who could work with the children, e.g. sculptor, painter, craftsperson, flower arranger, photographer, these people may be invited to give demonstrations where appropriate and work with the pupils share their expertise.
- Occasionally children are given opportunities to display their work locally, e.g. posters in local shops for environmental awareness, community based projects

• Success Criteria

Our success criteria will be based on the achievement of our objectives. We

will use staff observation and parental feedback as our benchmark for success or otherwise of the policy.

- **Roles and Responsibilities**

The school principal will be responsible for the implementation and evaluation of the policy. Any feedback received will be recorded and any problems that arise will be taken into account for the purposes of evaluation and review.

- **Timeframe for Implementation**

The policy will be implemented in September 2011.

- **Timeframe for Review**

This policy will be reviewed in 2013.

- **Responsibility for Review**

The school principal and staff will be responsible for reviewing the policy.

- **Ratification and Communication**

The Board of Management ratified this policy on the _____ of _____.

Signed: _____, (Chairperson, BOM)

Scoil Ursula does not have adequate resources to disseminate all of its policies to all the concerned members of the wider school community. The policy is communicated to the members of the BOM and is available to the wider school community through the parents' representatives on the BOM. All Scoil Ursula policies are available for inspection in the school and on www.scoilursula.com.