

Whole School Development Plan for Visual Arts

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This plan was drafted by the Principal of Doolin NS. The draft was circulated to all teachers and was considered at a subsequent staff meeting. Following detailed discussions, it was amended to respond to the needs of our school.

Rationale:

This plan is a record of our decisions regarding Visual Arts. It reflects the Primary Curriculum, 1999. It is intended to guide teachers in their individual planning for Visual Arts.

Vision:

Our school recognises that Visual Arts is part of a balanced curriculum which aims to develop the whole school spectrum of the child's intelligence. We also seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive visual arts experiences. Creative achievements in art contribute to a sense of personal identity and self esteem.

Aims:

We endorse the aims of the Primary School Curriculum for Visual Arts and in addition, we aim:

- To provide activities that promote shared exploration and discovery of elements and aspects of visual arts education.
- To create an atmosphere of enjoyment and allow a sense of fun to permeate our visual arts classes.
- To exploit the positive effect purposeful visual arts activities can have on the child's learning in other areas of the curriculum.

Curriculum Planning:

1. Strands and Strand Units

Visual Arts has six strands and two strand units at each class level, which are as follows:

Strands

□ Drawing

□ Paint and colour

Strand Units

Making Drawings Looking and responding

Painting Looking and responding

□ Print	Printing Looking and responding
□ Clay	Developing form in clay Looking and responding
□ Construction	Making constructions Looking and responding
□ Fabric and fibre	Creating in fabric and fibre Looking and responding

Teachers should familiarise themselves with the six strands of the visual arts curriculum and ensure each strand and both strand units are given equal prominence during the visual arts programme for the year. The revised Primary Curriculum should be used as a reference source and repository for ideas and objectives in all areas of the visual arts curriculum.

2. Approaches and Methodologies

The appropriate teaching method for Visual Arts is considered to be through 'guided discovery'. This method allows the child to explore the expressive potential of various media and to experiment with them. It also allows the child to cultivate their own artistic interpretation of the world and to observe the visual environment. In addition children are encouraged to appraise artists' works.

In approaching the teaching of visual arts teachers must be aware that children's stages of development can vary and must gauge their ability and challenge them accordingly. The following approaches are recommended:

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

3. Linkage and Integration

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

- History- Aztecs, Vikings, Ancient Egypt.
- Gaeilge- seanfhoclacha, rainn, eadaí, daoine.
- English- stories, poetry, advertisements.
- Music- responding to music, constructing musical instruments.
- Geography- map drawing, sketching of local area.
- Science- diagrams, plant and animal life.
- Maths - data, 2/3 D shapes, symmetry, area.
- Learn Together- reflecting on meditation, celebration of festivals, designing campaign posters for elections.
- Drama- designing and making costumes, set design.
- P.E.-orienteeing.

Linkage is inherent to the Visual Arts process. All activities in Visual Arts will include:

- exploring and making
- reflecting
- co-operating and communicating

It is the concept of process rather than product which is emphasised.

4. Assessment and Record Keeping

The school recognises the importance of assessment and record keeping in the delivery of the Visual Arts curriculum. Much assessment will focus on the children's learning and how best to inform subsequent planning and teaching.

Assessment should be concerned with:

- The child's ability to make art.
- The child's ability to look with understanding at and respond to art work.
- The quality of the child's engagement with art.

Teacher observation and note taking will be central to all assessments in Visual Arts. Other forms of assessment will include basic teacher-designed tests and tasks, projects, recordings of children's work, and graphic/ pictorial scores. Progress will be recorded and communicated in teacher's own notes, cúntas míosúil, end of year reports, pupil portfolios and at Parent Teacher meetings.

5. Children with Different Needs

It is the policy of our school that all children in every class will participate in Visual Art activities. These activities will be differentiated in order to meet the needs of the children in a particular class. This will be done by carefully grouping children, being conscious of varying abilities when giving briefs and by providing opportunities for different methods of reflection. Parents will be made aware of their child's talents at parent teacher meetings. This information will also be recorded in the report card.

6. Equality of Participation and Access

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

Organisational Planning:

7. Timetable

Infant classes will have a minimum of fifty minutes of Visual Arts per week while First to Sixth Class will have a minimum of one hour per week of Visual Arts. This time allocation may be broken down at the discretion of the teacher. Teacher may also choose to block times for Visual Arts at particular times of the year. There is discretionary time available each week. Teachers can occasionally make use of this time to support the Visual Arts curriculum. Teachers should ensure that pupils attending supplementary teaching are included for as much of the Visual Arts programme as possible.

8. Displays

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

9. Resources and ICT

Resources are held centrally and in the classrooms. This includes Visual Arts books and suggested stimuli (music, poetry, stories, and visual images). Computers may be utilised for art classes and projects. The school's digital cameras may be used to keep a record of completed projects and displays for future reference.

Teachers are encouraged to access anyone who may be available to them (such as parents or teachers) to facilitate the delivery of the curriculum where appropriate.

10. Health and Safety

During Visual Arts lessons, staff will maintain due care to the Health and Safety policy.

Care and attention will be given to the following:

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

11. Individual Teacher's Planning and Reporting

Each teacher will be given a copy of this school plan and will be encouraged to refer to it when doing their long term and short term planning.

The elements of Visual Arts should be carefully considered in the short term planning of Visual Arts.

The Cúntas Míósúil is an important indicator and record of work carried out in Visual Arts.

Some of the themes that we as a school have chosen are:

- Famous Artists
- Halloween
- Eid
- Seasons
- Christmas
- Chinese New Year

12. Staff Development

Staff needs will be assessed regularly and relevant organisations, local community groups and appropriate education centres will be accessed to provide ongoing training as the need arises. Details of courses and training days relevant to Visual Arts will be displayed on the staff room notice board and staff will be encouraged to attend.

13. Parental Involvement:

Where appropriate, parents may be involved in Visual Arts within the classroom. If a parent has particular expertise they may be invited in to be part of the classroom process in Visual Arts.

14. Community Links:

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

Events/ outings that happen from time to time are

- Museum visits.
- Workshops by visiting groups e.g. artists.
- Annual Art exhibition.
- School musical set design.
- Poster/Art competitions.

Success Criteria

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

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

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

- Teacher feedback.
- Children's feedback.
- Inspectors' suggestions and reports.
- Board of Management feedback.
- Parental feedback.

Implementation and Review

The implementation of this reviewed plan will commence in September '14. It is intended that it will be implemented in full during this school year. The plan will be reviewed in June 2018 and at the end of every third school year thereafter.

Ratification and Communication

This plan was ratified by the Board of Management of Doolin NS at its meeting on _____. Parents may obtain a copy of this plan from the Principal or it may be viewed on the school website.

