



# St Mary's Junior School

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## St Mary's Junior School School Plan for Visual Arts



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## 1. Introductory Statement and Rationale

### a) Introductory Statement

The Visual Art plan for St. Mary's JNS was reviewed in consultation with the teaching staff and Arts post-holder (AP2). The changes were implemented as a result of staff meeting (October 4th 2022) to review the current Visual Art whole school plan (last ratified 2006). Following feedback at the staff meeting, the school plan was updated.

### b) 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. In drawing, painting, constructing and inventing, the child assimilates and responds to experience and tries to make sense of it. 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 (pg. 5 *Visual Arts Primary Curriculum*).

## 2. Vision and Aims

### a) Vision

We seek to assist the children in our school in achieving their potential through the opportunities they receive through visual arts education through the strands of the Visual Arts curriculum and to promote visual arts throughout the school.

### b) Aims

We endorse the aims of the Primary School Curriculum for Visual Art (pg. 9 *Visual Arts Primary Curriculum*).

The aims of the visual arts curriculum are:

- 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, 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 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.

## 3. Curriculum Planning

### a) Content, Structure and Layout (*P.6-11 Visual Art Teacher Guidelines*)

The Visual Arts Curriculum is divided into six strands:

- Drawing
- Paint and colour
- Print

- Clay
- Construction
- Fabric and fibre.

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. This results in the Making Art and Looking and Responding structure in each strand.

These activities are informed by the Art Elements: line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation. In choosing thematic content, it is advised to draw on children's experience, imagination and observation and curiosity.

#### **b) Approaches and Methodologies** (pg. 54-56 *Visual Art Teacher Guidelines*)

Guided discovery is considered the appropriate teaching method for the Visual Arts.

- It allows the pupils to explore the expressive potential of various media and experiment with them.
- Assess their suitability for a given task.
- To cultivate their own artistic interpretation of their world.
- To observe their visual environment.
- To appraise artists' works.

It is important that the teacher understands children's Stages of Development in Art and can gauge their ability and can challenge them accordingly. An awareness of a broad range of imagery in children's work and in Art in general is very necessary.

Exposure to work from different eras, traditions and cultures as well as the Western Classical Tradition is needed. Emphasis on process rather than product and on practice and progression will encourage creativity.

It will result in sequentially structured activities increasing in complexity and developing from previous experience. There will also be a need to use activities from different levels with a class in order to allow for its range of ability and experience.

All strands involve:

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

- **Drawing** (pg.56-11 *Visual Art Teacher Guidelines*)

Tool of communication, pre-language, easily assessable, shows progression, shows awareness.

- **Paint and Colour** (pg.12-83 *Visual Art Teacher Guidelines*)

Colour corner. Exploring colour through fluidity of paint. Colour mixing/theory.

- **Print** (pg.84-92 *Visual Art Teacher Guidelines*)

Creation, organization and balance of shape, line, space, texture and rhythm, Immediacy.

- **Clay** (pg.93-103 *Visual Art Teacher Guidelines*)

Plasticity/pliancy. Use of techniques. Need for experimentation rather than end result.  
Use of papier mache.

- **Construction** (pg. 104-109 *Visual Art Teacher Guidelines*)

Element of play. Use of junk materials. Solution to a given project

- **Fabric and Fibre** (pg. 110-120 *Visual Art Teacher Guidelines*)

Changing a fabric surface. Creating new fabric. Constructing with fabric and fibre.

#### **Looking and Responding** (pg.121-127 *Visual Art Teacher Guidelines*)

Ample opportunity. Openness. Discussion of qualities rather than judgement.

#### **The Art Elements**

Line, shape, form, colour and tone, texture, pattern and rhythm and space (spatial relationships) (pg. 8-11 *Visual Art Teacher Guidelines*)

At each class level the development of the above concepts is expected to be incorporated into strand work.

**c) Linkage and Integration** (*pg.15 Visual Art Primary Curriculum*)

Opportunities for linkage (i.e., within the visual arts curriculum) and for integration (i.e., cross-curricular integration) are indicated at the end of each strand. Linkage can be achieved in the following ways:

- through concepts and skills development using different media, for example developing awareness of colour through painting and printmaking and through activities with fabric and fibre
- through activities that develop a theme in a number of media, for example interpreting the theme of 'my friends' in drawings, clay, and in a mixed-media collage.

Opportunities for integration (especially with music, drama, dance and Aistear) should be identified when the visual arts programme is being planned. Careful planning will ensure that visual arts objectives are clearly defined within integrated activities.

**d) Assessment**

Teachers may draw on the following strategies to assess children's progress in Visual Arts:

**Teacher Observation**

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**

- Individual display books (A4) or scrapbooks, containing art and creative pieces (or digital copies) from each year.
- Digital photographic record of children's selected work from year to year.

**Curriculum Profile**

Evaluations and results from above can form a basis for a more formal observation of a child's level of development in Art. This would consist of short descriptive statements, linked to curricular objectives and referring to accepted stages of Art Development in children.

**Pupil Profile**

Reference to progress in Visual Arts should form part of the overall pupil profile.

**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.

**e) Children with Different Needs**

**Special Educational Needs / Diversity**

The following need to be acknowledged:

- The variety of Stages of Development in a class due to the range of experience and ability found in any class.

- Children with special educational needs may function at a younger stage to their peers.
- Children with coordination problems may have particular difficulties with grip and control of certain media. Markers etc. should be considered here to maximise the pupil's experience.

## 4. Organisational Planning

### a) Overview of the School Plan for Visual Art

CLASSES	Junior/Senior Infants	Ranganna 1 & 2
<b>Term 1.1</b>	<b>Seasonal Themes</b> Myself Autumn Halloween *Artists of the term	<b>Seasonal Themes</b> Myself Autumn Halloween *Artists of the term
<b>Term 1.2</b>	<b>Seasonal Themes</b> Winter Christmas *Artists of the term	<b>Seasonal Themes</b> Winter Christmas *Artists of the term
<b>Term 2.1</b>	<b>Seasonal Themes</b> St. Brigit's Day St. Valentine's Day Spring *Artists of the term	<b>Seasonal Themes</b> St. Brigid's Day St. Valentine's Day Spring *Artists of the term
<b>Term 2.2</b>	<b>Seasonal Themes</b> St. Patrick's Day Mother's Day Easter *Artists of the term	<b>Seasonal Themes</b> St. Patrick's Day Mother's Day Easter Artists of the term
<b>Term 3.1</b>	<b>Seasonal Themes</b> Summer May Day *Artists of the term	<b>Seasonal Themes</b> Summer May Day *Artists of the term
<b>Term 3.2</b>	<b>Seasonal Themes</b> Summer time Holidays *Artists of the term	<b>Seasonal Themes</b> Summer time Holidays *Artists of the term

*\*See Appendix for Artists of the Month (traditional, modern)*

*\*\* Occasions can be added as per School Calendar of Events e.g., Math's Week, Science Week, Assembly themes.*

### Junior Infant Class (p.13- 18 Visual Art Curriculum)

#### Art Elements

Developing an awareness of Line	Line can make shapes/line can make movement
Developing an awareness of Shape	Recognise and arrange shapes
Developing an awareness of Form	Become aware of the 3-d nature of Form, through handling/observation of shadow
Developing an awareness of Colour and Tone	See and distinguish colour in one's environment/recognise and mix primary colours
Developing an awareness of Texture	Relate the "feel" to the "look" of things
Developing an awareness of Pattern and Rhythm	Observe repetition of line and shape in the environment, e.g. Grass/ clouds/ parked cars.

Developing an awareness of Space

Explore empty space/ filled space: look at simple environmental structures e.g. chair.

**Strands:** Suggested framework for strands. Note these can be adapted to suit teacher's own plan and should be referred to in termly/fortnightly plans. It is important to ensure all strands are covered in the course of the year.

<b>Drawing Term 1.1</b>	<b>Paint &amp; Colour Term 1.2</b>	<b>Print Term 2.1</b>
Use pencil, charcoal, chalk, pastel, crayon, marker to make marks. Draw using personal experiences and stories as a source. See how lines enclose shapes in everyday objects. Different lines (straight, curvy, jagged) make different shapes.	Develop colour awareness through: Colour Corner (collecting, sorting, matching) Fold-overs (colour missing) use of paint/crayon/fabric/tissue-paper/printing. Use colour to express stories, imagination, events. Discern light from dark. Discuss the way things look and the way things feel.	Hand/thumb printing. Junk printing. Roller printing. Sponge printing. Printing from edges. Marbling. Repeating prints.
<b>Looking &amp; Responding.</b>	<b>Looking &amp; Responding</b>	<b>Looking &amp; Responding</b>
Tell the story of the picture. Tell why he/she made it this way.	Describe what's happening in the painting. What colours are used to make light and dark areas/lines or shapes. His/her favourite part.	Getting the "feel" of everyday objects. Display/discuss everyday print designs, wrapping paper, wall paper, fabric, shopping bags

<b>Clay Term 2.2</b>	<b>Construction Term 3.1</b>	<b>Fabric &amp; Fibre Term 3.2</b>
Using plastic materials for imaginative development by: Squeezing/pushing/pulling/rolling a ball of clay/ Tearing and putting together clay. Making flat and standing clay. Making differing forms from clay (fat, squat, twisty, bumpy)	Free play with construction toys and junk materials (boxes) – grouping, balancing, building. Finding the tallest, smallest, widest parts of the structure, Making simple mobiles. Card making. Making decorations.	Play with fabric.wool scraps. Wool collage/fabric collage. Use of Hessian/open weave material. Threading of ribbon/materials through Hessian. Discuss
<b>Looking &amp; Responding.</b>	<b>Looking &amp; Responding</b>	<b>Looking &amp; Responding</b>
Looking at, feeling and talking about smooth natural objects, stones, wood, shells. Using a feely bag.	Be able to observe and discuss pictures, photos of building structures in terms of spatial relationships. Use of model toys/doll's house.	Discuss how materials feel/look; what their use might be; the colours and patterns used.

## Senior Infants Class (p. 13 – 18 Visual Art Curriculum)

### Art Elements

Developing an awareness of Line	Line and shape can make familiar people and objects
Developing an awareness of Shape	Become aware of the different characteristics of shape
Developing an awareness of Form	Handle and work with plastic materials
Developing an awareness of Colour and Tone	Distinguish dark and light of colours and tones within a colour/use colour expressively
Developing an awareness of Texture	Make texture(felines) with a variety of media/tools
Developing an awareness of Pattern and Rhythm	See pattern and rhythm in one's environment through the repetition of line and shape e.g. Trees, stonework, house shape.
Developing an awareness of Space	Balancing blocks and boxes/using open and closed boxes.

**Strands:** Suggested framework for strands. Note these can be adapted to suit teacher's own plan. It is important to ensure all strands are covered in the course of the year.

<b>Drawing Term 1.1</b>	<b>Paint &amp; Colour Term 1.2</b>	<b>Print Term 2.1</b>
Draw from sources of experience and imagination. Draw from textures of found and man-made objects and make rubbings. Use ICT paint/draw programs/apps.	Using paint techniques (paste and paint, blow painting). Paint from discussed source. Use of ICT paint programs/apps. Limited palette to one colour with black and white. Observing environmental colour and matching it with colour media. Creating and reproducing texture with paint.	Preparing print blocks from cur straws/pipe-cleaners. Pressing textured objects into clay. Making pictures, designs from prints. Using prints for collage. Roller printing over torn paper (masking out)
<b>Looking and Responding:</b>	<b>Looking and Responding:</b>	<b>Looking and Responding:</b>
Discuss one's own work, the work of others and of artists: Favourite part. How he/she worked to make the picture. Whether he/she enjoyed it.	Discuss: Story of picture. Enjoyment of making it. Favourite part. How the artist used colour.	Looking at work and describing the print: Favourite part. How was this print made. Looking for line, shape, texture, pattern.

<b>Clay Term 2.2</b>	<b>Construction Term 3.1</b>	<b>Fabric &amp; Fibre Term 3.2</b>
<p>Make a clay form to suggest a real or imaginary creature. Make several of these. 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>Drawing/painting of what it might be like to be in a structure like this.</p> <p>Make a full model of house/rocket etc.</p> <p>Painting a structure one colour to concentrate on colour.</p> <p>Papier Mache.</p>	<p>Fabric/fibre collages based on colour/texture/rhythm/individual work/group work/themed work.</p> <p>Devising a costume/ hat</p> <p>Simple tie dye techniques.</p>
<b>Looking and Responding:</b>	<b>Looking and Responding:</b>	<b>Looking and Responding:</b>
<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; How many different pieces. Discussion of work materials used/ how it was put together.</p>	<p>Discuss and describe: Work Colour/ texture/ pattern. What it was like to make it.</p> <p>Favourite part.</p>

### **Rang 1. (p. 25 – 30 Visual Art Curriculum)**

#### **Art Elements**

Developing an awareness of Line	To understand that line can make shape, pattern, texture and rhythm. To develop a personal drawing system of symbols (schema)
Developing an awareness of Shape	To be aware of shape in the world around them and of outline, shadow and silhouette shape.
Developing an awareness of Form	To understand form through clay and construction.
Developing an awareness of Colour and Tone	To deepen understanding of colour-mixing/ to mix colours according to choice/ to distinguish pure colour from its tones.
Developing an awareness of Texture	Relating the feel and the look of things through drawing, clay, paint and print.
Developing an awareness of Pattern and Rhythm	To see which Art Elements are repeated, in one's own work and that of others.
Developing an awareness of Space	To develop a sense of how people or objects take up space. To develop a sense of structure through construction activities.



**Strands:** Suggested framework for strands. Note these can be adapted to suit teacher's own plan. It is important to ensure all strands are covered in the course of the year.

<b>Drawing Term 1.1</b>	<b>Paint &amp; Colour Term 1.2</b>	<b>Print Term 2.1</b>
Using crayons, pastels, charcoal, pens, markers and pencils, on a variety of paper. Use of ICT drawing programs. Use of experience, story and imagination as sources for drawing and discussion of these. Making silhouette drawings.	Using paint (redimix, powder, acrylic) crayons, print, fabric to explore colour. To use techniques like paint and paste or washing-up –liquid. To paint from imagination; stories, poetry, what happened next. To paint from Nature. Working with paint of different consistencies.	Print with found objects. (toilet rolls/vegetables) Hand and thumb printing. Take rubbings/guessing where these came from. Making crayon/pencil prints. Experiment with overprinting and with contrasting colours. Use a limited colour scheme to focus on shape and negative shape, texture and pattern.
<b>Looking and Responding:</b>	<b>Looking and Responding:</b>	<b>Looking and Responding:</b>
Discussing one's own work and the work of others through describing the story of the picture. The materials used. What he/she likes best.	What's happening in the painting? What colours/tones are selected? What does he/she like best about this?	Looking at and discussing textured objects. Looking at prints of pupils and artists – describing the print. What one likes about it. Print in the environment (postage markings/titles)

<b>Clay Term 2.2</b>	<b>Construction Term 3.1</b>	<b>Fabric &amp; Fibre Term 3.2</b>
Manipulating clay. Impressing objects into clay. Tearing clay up and putting it together again. Making different forms. Making real or imagined animals, birds, creatures. Texturising their surfaces. Painting and varnishing with PVA glue.	Use construction toys to explore balance, grouping and building.  Simple paper folding and card-making. Simple collage. Building simple structures from junk.	Use of a prop box/sticking fabric to clothes/making a magic cloak. Experimenting with open weave materials (Hessian/dish cloth) Pulling threads, feeding in wool, silks, sequined strands, twines. Sticking varying fabrics together to explore texture. Wooden spoon/fabric dolls.
<b>Looking and Responding:</b>	<b>Looking and Responding:</b>	<b>Looking and Responding:</b>
Handling and discussing found objects (cones, pebbles, shells) and everyday things (toys, simple ware)	Look at the habitats of animals. Look at distinctive structures. (Skyscrapers/round towers) Describe one's work and how it was made. What he/she likes best.	To develop a vocabulary for discussing this area (soft, rough, silky, fine, wooly) To recognise colour and pattern. To describe one's own and say what was happening.

**Rang 2. (p. 25 – 30 Visual Art Curriculum)****Art Elements**

Developing an awareness of Line	To see the environment, in terms of lines
Developing an awareness of Shape	To be aware of shape in the environment. To explore shape in several media.
Developing an awareness of Form	In handling objects to understand volume and the volume and the space something occupies. To 'play' with balancing objects.
Developing an awareness of Colour and Tone	To recognise colour around one. To use one colour, exploring all its tones.
Developing an awareness of Texture	To create texture through tools and media
Developing an awareness of Pattern and Rhythm	To look at pattern in Nature: spirals in shells, reflections, lichen etc.
Developing an awareness of Space	To arrange objects and view them from a number of angles, noting how a sense of distance is achieved.

**Strands:** Suggested framework for strands. Note these can be adapted to suit teacher's own plan. It is important to ensure all strands are covered in the course of the year.

<b>Drawing Term 1.1</b>	<b>Paint &amp; Colour Term 1.2</b>	<b>Print Term 2.1</b>
Drawing objects as shapes.  Casting shadows. Drawing from observation (household objects, nature table items, scrunched bags) Drawing from the human figure (class mates posing)	Painting Music through colour. Exploring colour schemes, through skies. Nature themes. Looking for and painting camouflage and contrast in the environment. Choosing objects for colour, pattern and rhythm and painting from them.	Card printing. Bulking up a picture with print through colour and shape. Collage printing pieces. Marbling. Sponging over stencils or masking tape. Wax-resist pictures. Printing from one's own clay slabs.
<b>Looking and Responding:</b>	<b>Looking and Responding:</b>	<b>Looking and Responding:</b>
Discussing his own drawing and that of others by noting the lines, shapes, textures, patterns and tones used and the effects created. The effects created by the tools and materials used. What was intended by the drawing.	How lines, shapes, patterns and textures are created? How are they found in the work? What was being said. What effects did the colours achieve?	Discussing the Art Elements in a print. How the print was made. Comparing their own printing methods with print-making.

<b>Clay Term 2.2</b>	<b>Construction Term 3.1</b>	<b>Fabric &amp; Fibre Term 3.2</b>
Making and using clay oblongs for construction – designing a dwelling or series of buildings. Designing, making and decorating a clay plaque with bits of clay. Texturising and colour and varnish. (PVA)	Making an imaginative area (castle) Making an imaginative 3d scene. Making a toy from junk. Making a group collage.	Designing and making representational and non-representational fabric collage and appliqué. Threading needles. Decorating small pieces with informal stitches, buttons etc. Pompoms/cording/plaiting/ ‘cat’s tails’ Simple wool weaving (use of bodkins)
<b>Looking and Responding:</b>	<b>Looking and Responding:</b>	<b>Looking and Responding:</b>
Looking at the one’s own work and that of others. Describing the form, how the clay felt and worked. Looking at sculpture. How the artist may have worked. What he/she was trying to say? What the child likes best about the work.	Looking at and discussing local or famous buildings or artifacts (uses, construction, materials) In discussing work, how were balance and spaces achieved.	Look at and discuss fabrics, crafts and artifacts and view a craftsperson at work.

## **b) Resources and ICT**

There is an inventory of resources and equipment available for visual arts. Art resources and equipment are centrally stored in the storage room on the green block. There are also smaller storage presses on each block with arts equipment and paper. The post of responsibility for the arts is responsible for maintaining resources, equipment and instruments. There are adequate resources for all classes. Resources are maintained and updated on an annual basis. Resources are purchased centrally if required by the post holder. This is managed in consultation with the principal and class teachers. The school has membership with ReCreate (Ballymount) who supply end of line, remaindered, surplus and unwanted materials and items with potential e.g., junk art materials (membership subject to annual review).

- Junk Art – emphasis on this in every classroom. Children can bring in items from home e.g., empty shoe boxes, cartons, cardboard etc. Opportunity to display creations in hall next to Artist(s) of the Term. Promote and engage parental support. Link with various Aistear themes and stations.

DEIS funding may be used to promote the Arts e.g.

- Class trips to Art galleries (1<sup>st</sup> & 2<sup>nd</sup>).
- Visiting artists occasionally.
- Membership to ReCreate.

## **Use of ICT and Websites**

- Paint and draw programs. iPad and apps.
- National Gallery of Ireland (Primary School Resources)
- Tate Kids (<https://www.tate.org.uk/kids>)
- Art for Kids Hub (YouTube)
- Jam Art Factory
- Arty Crafty Kids (<https://www.artycraftykids.com/category/art/>)
- Art Projects for kids (<https://artprojectsforkids.org/>)
- Art with Mati and Dada ([https://www.youtube.com/channel/UCR2NIUr0yPuqRxZN\\_7ItHog](https://www.youtube.com/channel/UCR2NIUr0yPuqRxZN_7ItHog))

**c) Safety**

- Use of non-toxic materials (including fungicide free wallpaper paste)
- Structured skills development in use of scissors.
- Supervision of use of all sharp implements.
- Craft knives to be only used by teachers.

**d) Individual Teachers Planning and Reporting**

Teachers will refer to the whole school plan and the curriculum documents for visual arts to provide information and guidance for their short- and long-term planning.

Strands, strand unit and a thematic approach are considered.

Work covered will be recorded in the Cúntas Míósúil and uploaded to the shared drive. Cúntas Míósúil serves a practical purpose as a reference document in reviewing and developing individual/whole school plan for the following years at block and staff meetings.

**e) Staff Development**

- Teachers have access to resource materials, equipment and websites dealing with the visual arts.
- School personnel can research new methodologies and can arrange for demonstrations/ opportunities to try out materials and assess whether or not they should be purchased.
- If external teachers are supporting specific aspects of the visual arts curriculum, they are included in staff development for the visual arts.
- Information about in-service courses, school visits, arts and creativity events are communicated to all.
- Teachers are encouraged to attend in-service courses. There is a sharing of the expertise acquired at these courses.
- Time is allocated at staff meetings to discuss aspects of the visual arts curriculum.
- Teachers can avail of internal and/or external expertise to inform and upskill the school community on these issues.
- Colleagues who need assistance are given help and advice on the preparation and implementation of the visual arts curriculum.
- There are opportunities for team-teaching.
- Opportunities are identified for whole school engagement with particular strands.

**f) Communication with Parents**

- Requests for collection of junk materials.
- Information regarding children's usage of the internet and iPads for the Visual Arts.
- Information about projects in which the children may be involved.
- Children's art projects and creations will be shared with parents and sent home after they are displayed in class/in school hall.

**g) Community links**

- Members of the community can be involved in supporting the visual arts programme (e.g., visiting artists, BLAST, Creative Schools etc.).
- There are venues where the children could be brought to appreciate the arts e.g., The Helix, The NCH, The Ark, The Civic Theatre, Ballyfermot Community Arts Centre.

## **5. Success Criteria**

This plan will make a difference to the teaching and learning of visual arts in our school. These are the criteria that will indicate success.

- **The plan is implemented.**

- Teachers' preparation based on this plan
- Procedures outlined in this plan consistently followed
- Feedback from teachers
- **The plan has achieved its aims.**  
Means of assessing the outcomes of the plan include
  - Teacher/parent/pupil/community feedback
  - Inspectors' suggestions/report
- **The plan has enhanced pupil learning.**
  - Children have a positive attitude and appreciation of visual art.
  - Children have an interest in expression through visual art.
  - Children engage across all six strands of the visual arts curriculum.
  - Children have explored all the art elements line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation.
  - Children have responded to visual art from a wide variety of genres in a variety of ways, exposure to work from different eras, traditions and cultures.
  - Children experience a variety of ways of exploring the visual arts which may include graphic, pictorial, ICT across a variety of mediums etc.
  - Children cultivate their own artistic interpretation of their world.
  - Children talk about, evaluate and record their work.

## 6. Implementation

### a) Roles and Responsibilities

Individual teachers are responsible for the implementation of the visual arts plan. It will be supported by the post holder with responsibility for visual art. The plan will be developed by the whole staff.

### b) Timeframe

Plan will be implemented by **January 2023**.

## 7. Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the visual arts curriculum in the school.

### a) Roles and Responsibilities

The following groups are involved in the review.

- Teachers
- Pupils
- Parents
- Post holders/ co-ordinator
- BOM/DES/Others.

Visual arts post holder has responsibility for co-ordinating the review. Refer to tasks in the Action Plan and check that they have been completed in accordance with the agreed timeframe.

### b) Timeframe

Plan will be reviewed by **June 2025/2026**.

## 8. Ratification

Reviewed / Ratified by:

	<b>Date:</b>
Teaching Staff	<b>8<sup>th</sup> November 2022</b>
Board of Management	<b>30<sup>th</sup> November 2022</b>

## Appendix

### Artists of the Month

The following was suggested by staff upon reviewing the current (2006) Visual Arts whole school plan with a view of updating and modernising our whole school visual arts plan.

- Artist of the Month – a traditional artist followed by a modern artist each month to incorporate the various medium across all six strands of the visual arts curriculum. Four year cycle.
- Progressive learning to be implemented when studying the Artist of the Month from junior infants to 2<sup>nd</sup> class. As suggested by Inspectorate (October 2022) – spiralling curriculum with the aim of deepening understanding and building on previous learning.
- Invite artists into school (local).
- Exposure to wide range of artists (traditional/modern).
- PE Hall display – examples of artists' work and small info piece/blurb on Artist of the Month. Teachers encouraged to display examples of children's pieces of work (real) or digital copy (photo of art work e.g., if sculpture etc.).
- Post holder to oversee rotation of artist of month display in PE hall.
- Link activities and learning opportunities with the Classroom in the Sun and garden.

### Traditional:

Picasso (cubism – fragmented, abstract)	Monet (impressionist - nature)	Kandinsky (abstract - saw colours in music)
Cezanne (still life)	Warhol (pop art)	Matisse (colour, print)
Van Gogh (starry night)	O'Keefe (colour, shape, flowers)	Seurat (pointillism)
Paul Klee ('taking a line for a walk')	Da Vinci (painter and inventor)	Pollock (pouring paint)
Michelangelo (sculptor, painter, architect, and poet)	Klimt (all about gold!)	Dali (surrealism - dreams, melting clocks...)
J.B. Yeats (Irish, Liffey Swim)		

### Modern:

Steve Simpson (visits schools!)	Yayoi Kusama (dots/stickers - at the Tate gallery in UK)	Sandra Silberzweig (colourful abstract portraits)
Alexander Calder (sculptor)	James Rizzi (colourful pop art)	Pat Bryne (Dublin – antique book pages)
Andy Goldsworthy (live nature art)	Maser (Dublin artist – block print)	Axel Scheffler (Gruffalo)
Quentin Blake (cartoonist, caricaturist, illustrator)	Alma Woodsey Thomas (colour and pattern, "Colour is life, and light is the mother of colour")	Roy Lichtenstein (bright, bold paintings of comic strip cartoons)
Anna Doran (Dubliner, street art and murals)	Keith Haring (New York, graffiti, pop art, visual language)	Romero Britto (cubism, pop art, graffiti, vibrant colors, bold patterns, visual expression of hope, dreams, and happiness.
Frida Kahlo (Mexican, unibrow, self-portraits)		

<b>Year 1 2022/2023</b>	<b>Year 2 2023/2024</b>	<b>Year 3 2024/2025</b>	<b>Year 4 2025/2026</b>
<b>SEPT - Traditional</b> - Picasso <b>OCT - Modern</b> - Simpson <b>NOV - Traditional</b> - Cezanne <b>JAN - Modern</b> - Calder <b>FEB - Traditional</b> - Monet <b>MAR/APRIL - Modern</b> - Kusama <b>MAY - Traditional</b> - Warhol <b>JUNE - Modern</b> - Rizzi	<b>SEPT - Traditional</b> - Kandinsky <b>OCT - Modern</b> - Silberzweig <b>NOV - Traditional</b> - Matisse <b>JAN - Modern</b> - Byrne <b>FEB - Traditional</b> - Van Gogh <b>MAR/APRIL - Modern</b> - Goldsworthy <b>MAY - Traditional</b> - Klee <b>JUNE - Modern</b> - Blake	<b>SEPT - Traditional</b> - O'Keeffe <b>OCT - Modern</b> - Maser <b>NOV - Traditional</b> - DaVinci <b>JAN - Modern</b> - Thomas <b>FEB - Traditional</b> - Seurat <b>MAR/APRIL - Modern</b> - Scheffler <b>MAY - Traditional</b> - Pollock <b>JUNE - Modern</b> - Lichtenstein	<b>SEPT - Traditional</b> - Michelangelo <b>OCT - Modern</b> - Doran <b>NOV - Traditional</b> - Klimt <b>JAN - Modern</b> - Haring <b>FEB - Traditional</b> - Dali <b>MAR/APRIL - Modern</b> - Britto <b>MAY - Traditional</b> - Yeats <b>JUNE - Modern</b> - Kahlo  <b>*** Review plan and return to cycle of Year 1***</b>