

Visual Arts policy for Fossa National School

Rationale:

The purpose of this plan is to provide an overview of the Visual Arts in our School and to set out our general aims and goals. Our plan provides us with a framework for long-term and short-term planning emphasizing the key messages of the Primary School Curriculum as outlined in the aims below.

Our Mission statement:

Our school's mission statement 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. We believe as staff, that a good Visual Arts programme is central to the achievement of the mission.

Aims:

Through engaging with a variety of the Visual Arts activities as outlined in the Primary School curriculum, our aim is that each child in our school will begin to:

1. Develop an awareness of the elements of art as they exist in the environment and as they can be used in his or her own art.
2. Develop a variety of art skills and techniques in order to effectively engage in the process of making art.
3. Engage in the process of making art in both 2D and 3d forms.
4. Develop a critical awareness of his/her own art, the art of classmates and of a variety of artists.

Objectives:

Our objective statement identifies the opportunities for each child at all class levels.

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

1. Drawing tools
2. Paint or colour materials
3. Printing materials
4. Natural clay and other modelling materials
5. Construction materials
6. Fabrics and fibres
7. Learning the techniques as outlined in the curriculum

In every class the children will be:

1. Afforded opportunities to visually represent their experiences, their observations and their imaginary worlds using all of these materials.
2. Afforded opportunities to plan their own work, to execute their own work, to discuss their own work and to display it for a variety of audiences through talk and discussion, brainstorming and so on.
3. Given opportunities to look at and respond to art and art images from a variety of times, places, cultures and genres, through oral language, images and writing.

Children with different needs:

Each child is given an equal opportunity (regardless of emotional and behavioural difficulties, learning difficulties, physical disabilities and exceptional abilities) to explore and develop their potential in the Visual Arts. In some instances our SNA's will help out with activities and guidelines will be adapted to suit individual needs especially with children from the A.S.D. classes. Children who display a particular talent in the area of visual arts will be stimulated and encouraged to develop this talent further.

The Strands of the Curriculum in our school:

(as based on the content objectives as outlined in the Revised Primary Curriculum 1999).

Drawing:

Children in all classes in our school will be given opportunities to: Explore and experiment with age appropriate drawing materials and tools Work with drawing tools on a range of surfaces Make drawings based on their own experiences Make drawings based on their own observations Make drawings based on their imaginations Talk about and write about their own drawings and those of their peers Look at and respond to drawings by artists Develop concepts of the elements of art through engaging with drawing activities.

Paint and Colour:

Children in all classes in our school will be given opportunities to: Explore and experiment with a range of age appropriate paint and colour materials Work with these materials on a range of surfaces Use paint and colour to depict their own experiences Use paint and colour to record their observations Use paint and colour to represent their own imaginings.

Talk about their own work and the work of other children in paint and colour. Look at and respond to how artists work in paint and colour. Develop concepts of the elements of art through engaging with paint and colour materials

Print:

In every class in our school children will be provided with opportunities to: Explore and experiment with a variety of printing tools and materials Exploring the variety of age appropriate print-making techniques as outlined in the Revised Primary Curriculum 1999, printing with found objects, mono printing, block printing, stencilling and impressed printing. Use these print making techniques to represent their experiences, observations and imagination Look at and respond to their own print making efforts, to print in everyday use, to print in the environment and to prints created by artists. Develop concepts about the elements of art through working with print making material .

Clay

In every class in our school children will be provided with opportunities to: Experiment with clay and with clay tools Experience learning about age appropriate pottery techniques as outlined in the Revised Primary Curriculum 1999 Use clay/pottery techniques as a medium for representing their experiences, observations and imagination Explore a variety of other materials such as playdoughs and bulk mache to develop their concept of form Develop concepts about the elements of art through working with clay Look at and talk about their own work and the work of other children Look at and respond to pottery and ceramics.

Construction

In every class in our school children will be provided with opportunities to: Explore and experiment with a wide range of construction materials Play with construction games and toys Make imaginative structures to represent their experiences, observations and imagination Make art work in two-dimensional construction Look at and respond to their own constructions and to group constructions Look at and respond to natural and built constructions and to sculpture Develop concepts about the elements of art through working with construction materials.

Fabric and fibre

In every class in our school children will be provided with opportunities to: Explore and experiment with a variety of fabric and fibres Change the surface of fabrics Create new fabrics Construct with fabric and fibres Use fabrics and fibres to represent their own experiences, observations and imagination Look at and respond to their own work in fabrics and fibres, to the work of other children and to artists' work in fabric and fibres. Develop concepts about the elements of art through working with fabrics and fibres.

Looking and responding to the strands in the Visual Arts ;

Ways of Looking – A Summary

STEP 1. *What you bring to a piece of art;*

- What do you think of when you look at this piece of art first?
- Why do you think it makes you think about that?
- Is there something you immediately like/dislike about it
- Why do you think this is ?

Does the piece of art remind of you anything ?

- That is in the place where you live/your locality?
- That is in your home?
- About our family or friends?
- About someone/something in your community?
- That you have read about?
- That you have seen in a museum/art gallery?

Can you connect this piece of art to something?

- That you have seen on TV?
- That you have imagined?
- That you have seen on a film/video?
- That you have seen on holiday?

STEP 2.

What kind of art is this?

A drawing , a painting or a print?

- A piece of ceramic art/a piece of pottery?
- A construction, a sculpture ?
- A work in fabric?
- A mixed media piece?
- An installation, a video presentation, an ICT presentation?

What is happening in this piece of art?

- Does it tell a story to you?
- Can you re-tell the story?

Are there any signs/symbols used in this piece of art?

- What title or name would you give this piece?
- What do you think the theme of the piece of art is, seasons, food, royalty, war etc?

What type of work is it?

- Drawing - Painting – portrait/landscape- still life/ illustration/ cartoon?
- Print – relief/mono/silk screen/stencil/lithograph/photograph?
- Clay- pottery/ceramic/fired/glazed/decorated/figurine etc.
- Construction - mobile/stabile/sculpture/carving/kinetic Art/bust etc.
- Fabrics- Woven/knitted/appliqué/painted/printed/constructed etc.

Step 3.

What you can see in a piece of Art.

Colour;

- + Are there loads of colours or few?
- + Lists of colours you can see
- + Are they primary/secondary colours?
- + Has the artist mixed/blended colours?
- + Does one color dominate ?
- + How do the colours make you feel?
- + Can you use coloured art materials to recreate some of the colours you see.

Line;

- o Can you see lines in this piece of art
- o What type of lines- thick/thin/wavy/curved/zig-zag.
- o Has the artist outlined any parts
- o Can you use drawing materials to show some of the shapes you see?

Texture;

- ❖ Can you see brush marks, knife marks, chisel marks, areas left unpainted?
- ❖ What effect do these marks have?
- ❖ What does the art piece feel like (rough/smooth/silky)?
- ❖ Do you think the texture is an important part of this piece of art ?

Shape;

- What kind of shapes can you find in this piece of art ?
- Are there curved, sharp, straight or pointed shapes?
- What kinds of irregular shapes can you find?
- Can you use drawing materials to show some of the shapes you see ?

Scale;

- How big is this piece of art ?
- Do you think the size of the piece is important?
- Could it have been made in a different size ? Why? Why Not?

Space:

- Is there space and shape occurring naturally in this piece of Art?
- Does the artist try to create space/depth in this piece? If so, how is this achieved? - Through colour? Line? Placement of Shapes? Use of Perspective?
- Was the artist not interested in showing any of these?

Materials:

- What material/s is the work made from?
- Are they traditional or found material?
- Could the artist have used different materials to create the same effect or do you think he/she has chosen well?
- What kinds of skills did the artist need?

Composition:

- Does this piece of art look well? Why?
- If it looks well it is usually because it is well organized (composed)
- Look at how objects are organized in the painting
- Look at how foreground, middle ground and background have been used.
- Look at how repeat/offset patterns are used in fabric work and printing
- Look at shapes and forms in ceramics and sculpture
- Talk about all the above.

Step 4.

What can you find out about a piece of art.

Software programmes and websites are useful when finding out information on a piece of art. You can encourage children to use reference material and to read some artists biographies.

- Can you find out when the piece of art was made?
- Do you know anything about this time?
- Does the piece of art show us anything about this time or about how people lived then?
- Does it tell us anything about politics/religion/science at that time?
(integration with History and Science Curricula)

LOOKING and RESPONDING to ARTISTS

DRAWING

Calligraphy- Celtic Art

Chinese Brush Drawings

Aboriginal Art

Egyptian Hieroglyphic

Rembrandt Van Rijn

Leonardo Da Vinci

Maps

Albrecht Durer

Caricatures

Pablo Picasso

Book Illustrators – Quentin Blake

Paul Klee

Cartoonists- Martin Turner

Piet Mondarian

Comic Book illustrations

VincentVan Gogh

Jim Fitzpatrick

Pauline Bewick

PrehistoricArt

Cave Paintings

Edgar Degas

PAINT AND COLOUR

Henri Matisse	William Leach
Paul Cezanne	Robert Ballagh
Georges Seurat	Jack B. Yeates
Pauline Bewick	Jackson Pollock
Vincent Van Gough	Edmund Hopper
Joseph Turner	Mark Rotheo
Rembrandt Van Rijn	Sidney Nolan
Paul Gauguin	Diego Rivera
Mary Cassatt	Jean Ingres
Diego Falaquez	Edouard Manet
Mainie Jellet	Francis Bacon
Mildred Butler	Michelangelo Di Caravaggio
Cecily Brennan	Giotto Di Bondone
Georgia O'Keeffe	El Greco
Norman Rockwell	Camille Seuter
Salvador Dali	Frieda Kahlo
Vassily Kandinski	Hans Holbein
Henri Rousseau	Joan Miro
Gustave Klimt	Berthe Morisot
Marc Chagall	Kazimir Malevich
David Hockney	Paul and Grace Henry

PRINT

Henri Toulouse-Lautree	William Morris
Japanese Printmakers (Housaki)	Bridget Reilly
EdvardMunch	Photographers
Andy Warhol	Photo-journalists
Louis Le Brocquy	Grainne & Siobhan Cuffe
Brian Kennedy	Maldon's Dublin Prints
Roy Lichtenstein	Peter Jones
Tony O'Malley	Albert Irvin

CLAY

Joan Miro	Nikki de Saint-Phaelle
Gaudi and other architects	Grecian Vases
Auguste Roding	Clarice Cliffe
Pablo Picasso- Ceramics	
Stephen Pierce	Folk Artefacts
Louis Mulcahy	Furniture
Geoffrey Healy	Religious art
Edgar Degas	Islamic Tiles.
Chinese Ceramics	
Japanese Ceramics	
Local Potters.	

FABRIC AND FIBRE

Kathy Prendergast	Puppetmakers (Eugene Lambert)
Louis Le Brocquy	Quillmakers
Pablo Picasso	Aran Sweater Patterns
Regine Bartsch	Lace Making
Magdalena	Various fabrics; wool, tweed, silk, velvet, rayon etc.
Lainey Keogh	
Philip Treacy	
Coco Chanel	
Tapestry work eg; Bayeux Tapestry.	
Household items; scarves, cushion covers, bags, etc	

CONSTRUCTION

Celtic High Crosses	Gandon and other Irish architects
Dolmens/Cairns	Pablo Picasso
Structures in natural environment	Mackintosh & other furniture makers.
Eileen Gray	Native American Art- Totem
Henry Moore	Tribal Masks.
Henri Matisse	
Jewellery Artefacts.	

Assessment:

What should be assessed ?

1. The child's ability to make art
2. The child's ability to look with understanding at and respond to art works.
3. The quality of the child's engagement with art.

All three are interrelated and are assessed on the basis of;

- Perceptual awareness
- Expressive abilities and skills
- Critical and aesthetic awareness
- Disposition towards art activities
- Assessment Tools;
- How to Assess

A combination of the following would be appropriate for assessment in the Visual Arts.

- Teacher observation
- Work samples, portfolios and projects,
- Classroom profiles,
- A drawing record from class to class
- Cuntas Míósúil reviews;

Recording and communicating;

The range of assessment tools used will collectively provide a comprehensive system of assessing and recording each child's development in Art. A Common understanding of pupil progress and of criteria for assessment may be reached through discussion and the sharing of expertise among staff members. Information on the child's progress will be shared with parents, teachers and other professionals and will be invaluable in planning his/her future learning needs.

Success:

How do we assess success?

- Engagement in the process
- Language of children
- Children's disposition toward art activities
- Review of contextualized Cúntus Míósúila
- **Integration;**
- The Visual Arts in integrated with other areas of the Curriculum .
- **Differentiation;**
- The Visual Arts Programme is tailored to the needs of children from A.S.D. classes, to needs of children in mainstream classes.

Sources and resources:

A central storage area has been designated for Visual Arts resources and materials-paint, paper, drawing materials. These materials will be purchased from Killarney Printing Works and other Art suppliers. Class teachers will also store a selection of materials in their own class.

Display:

Samples of children's work will be displayed in each classroom, school corridors, and on our school website. Every child will have an opportunity to have their work displayed at some stage throughout the year.

REVIEW AND RATIFICATION:

This school plan was formulated by the principal and staff and approved by the Board of Management of School on _____2019 .

Chairperson of Board of Management: _____

This plan will be reviewed every three years.

