

Holy Angels National School

Clogher,
Claremorris,
Co. Mayo.
F2RC95



T: 094-9360316
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Web: www.holyangelsns.ie
Roll: 17482P

Visual Arts Policy

Vision

In our school we aim to develop the potential of each child in our care and endeavour to develop those qualities that allow each pupil to live a full life as a child and thereafter as an adult. We promote creativity, imagination and aesthetic understanding in line with the school's vision statement as we believe that this is an important aspect of human development.

Aims

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

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Broad Objectives

When due account is taken of intrinsic abilities and varying circumstances, the visual arts curriculum should enable the child to:

- Look at, enjoy and make a personal response to a range of familiar and unfamiliar objects and images in the environment, focusing on their visual attributes
- Explore and begin to develop sensitivity to qualities of line, shape, colour and tone, texture, pattern and rhythm, spatial organization and the three-dimensional quality of form
- Express ideas, feelings and experiences in visual form and with imagination, enjoyment and a sense of fulfilment
- Experiment in spontaneous, imaginative and increasingly structured ways with a range of art materials, including pencils, paints, crayons, chinks, markers, inks, clay, papier mache, fabric and fibre, and construction materials
- Explore the expressive and design possibilities of the materials within a range of two and three-dimensional media, including drawing, paint and colour, print, clay, construction, fabric and fibre
- Apply skills and techniques, demonstrating increasing sensitivity to the visual elements in his/her art work
- Look with curiosity and openness at the work of a wide range of artists and craftspeople
- Explore atmosphere, content and impact in the work of artists, especially when they relate to his/her own work
- Identify a variety of visual arts media and describe some of the creative processes involved
- Develop an ability to identify and discuss what he/she considers the most important design elements of individual pieces, especially when they relate to work in hand
- Discuss the preferred design elements in his/her work and in the work of classmates

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- Begin to appreciate the context in which great art and artefacts are created and the culture from which they grow
- Respond to visual arts experiences in a variety of imaginative ways
- Use appropriate language in responding to visual arts experiences

Strands and Strand Units

The Strands and Strand Units of the Visual Arts Curriculum are laid out as follows:

Strand	Infants	1 st & 2 nd	3 rd & 4 th	5 th & 6 th
Drawing	Making drawings Looking and Responding	Making drawings Looking and Responding	Making drawings Looking and Responding	Making drawings Looking and Responding
Paint & Colour	Painting Looking and Responding	Painting Looking and Responding	Painting Looking and Responding	Painting Looking and Responding
Print	Making Prints Looking and Responding	Making Prints Looking and Responding	Making Prints Looking and Responding	Making Prints Looking and Responding
Clay	Developing form in clay Looking and Responding	Developing form in clay Looking and Responding	Developing form in clay Looking and Responding	Developing form in clay Looking and Responding
Construction	Making Constructions Looking and Responding	Making Constructions Looking and Responding	Making Constructions Looking and Responding	Making Constructions Looking and Responding

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Fabric & Fibre	Creating in Fabric and Fibre	Creating in Fabric and Fibre	Creating in Fabric and Fibre	Creating in Fabric and Fibre
	Looking and Responding	Looking and Responding	Looking and Responding	Looking and Responding

Appendix 1 provides an overview of the Objectives for Art & Craft.

Linkage and Integration

Teachers should plan opportunities for linkage of visual arts activities. A thematic approach may be taken for linking strands e.g. at Christmas, construct a crib, make figures from dough/clay, use fabric and fibre to dress figures. As with other Arts subjects, visual arts can prove a powerful integrating factor with other subjects and teachers are encouraged to seek ways to use the visual arts programme in this fashion. In choosing thematic content, it is advised to draw on children's experience, imagination, observation and curiosity.

Methodologies and Approaches

Guided discovery is considered the most appropriate teaching method for Visual Arts as this allows pupils to explore the expressive potential of various media and experiment with them, while assessing their suitability for a given task. It also allows the pupils to cultivate their own artistic interpretation of their world. The other main methodologies in use will be Talk and discussion, Active learning, Collaborative learning, Problem solving, Skills through content and Using the environment.

Assessment and Record Keeping

Assessment is an integral part of teaching and learning processes in visual arts education. However, the primary aim of assessment in the visual arts is to enhance the child's learning, and it should therefore not impinge significantly on teaching and learning time. The school's approach seeks to be manageable, balanced, valid, reliable and uniform throughout the school.

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Teachers observe and discuss both work in progress and completed work with the pupils. The primary form of assessment in our school is teacher observation where the teacher notes the quality of imagination, inventiveness and involvement of the child. The child's ability to use materials and tools, the child's contribution to group activities and the quality of his/her responses to artwork can be observed and recorded.

Use will be made of teacher-designed tasks to assess areas of development, for example, the pupils' ability in handling various media, the pupils' use of skills, their ability to express themselves and their interaction with others while working on a task. This could be complemented by the use of pupil self-assessment checklists and rubrics.

Projects and work samples can also prove helpful in looking at the progression of skills development and as a record of achievement.

Each child's progress is recorded in the end of year report, a copy of which is kept in the child's file. Individual pupil files are kept until the child reaches the age of 21.

Children with Different Needs

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 rewarding and may lead to the development of other skills and talents. The special education teacher, when devising learning profiles, shall consult with the class teacher as to the visual arts activities that best suit the children with special needs in our school.

Children who display a particular ability in the area of visual arts will be encouraged to develop their talents through a range of school activities. Parents will be made aware of their child's talents at the annual parent/teacher meeting and this information will be recorded in the report card. Children will be encouraged to avail of opportunities to engage with the visual arts e.g. enter competitions, attend extra-curricular classes, develop portfolios etc.

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Equality of Participation and Access

All children shall have equal access to all visual arts activities. In line with our inclusive school policy, different cultures are affirmed through discussion, activities and displays. Children of ethnic minorities should be encouraged to contribute to the learning experience of the other children by sharing elements of their own culture. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for all children as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities. In particular, children will not be excluded from trips or exhibitions, for whatever reason, unless this has previously been discussed with the child's parents.

Timetable

Teachers shall be encouraged to place visual arts as an intrinsic part of their timetable. Infant classes should show 2 hours and 30 minutes per week for Arts education, to include Visual Arts, Music and Drama, and other classes should show 3 hours per week. At certain times of the year teachers may block time when they are working on particular projects or preparing for special occasions. This scheduling should be reflected in individual teachers planning.

It is agreed that teachers should, at times, schedule visual arts on days other than the traditional Friday afternoon slot on the timetable. Also, the practical nature of the subject should be taken into consideration when allocating time. Visual arts lessons based on the looking and responding strand unit might be timetabled at another time during the week from the practical session.

Displays

Children's work is displayed in each classroom and in our main hallways using the notice boards outside both the junior and senior rooms. These should be regularly updated to ensure that the children are inspired by a colourful and constantly changing classroom

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environment. Photograph of visual arts processes and products may be taken and these can be displayed both in the classroom, in the school corridors and on the school website/twitter feed. Each child should have his/her work displayed regularly. We take part in art competitions regularly e.g. Credit Union Poster Competition etc. We also display some of our work in St. Anne's Church Belcarra during First Holy Communion and Confirmation ceremonies. Where timetabling allows, teachers seek to support other art competitions, most especially local competitions.

Resources and ICT

Class teachers are responsible for the consumable items that they need for the delivery of the Visual Arts programme. When using re-usable items such as print rollers, cutters etc. from the centralised resources section, each teacher is expected to return items promptly, in good condition. Teachers are requested to notify the principal if any item is missing or needs replacing.

Books in relation to the visual arts and art appreciation are available in both classrooms.

Teachers accessing the internet must follow the school's Acceptable Use Policy and check proposed websites in advance of going on-line, where items from the internet are being used as visual arts stimuli. These stimuli can include websites dedicated to famous artists, examples of architecture for the construction strand, virtual tours of art galleries, educational websites.

Health and Safety

School personnel are mindful of health and safety issues associated with visual arts. Every care will be taken in using glue, scissors, craft knives, clay and other materials. All art materials used should be non-toxic and safe for children to work with. The children will be encouraged to wear old clothes if using items that can cause staining on clothes.

Teachers must pay particular attention to the floor area near the sink when children are changing water.. Lighting should be adequate and the room well ventilated while work is drying. For visits outside the school the procedures applicable to school tours apply.

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Guest speakers are invited with approval of the principal. Teachers must remain with the class for all talks and the speaker must adhere to the agreed format for the presentation/discussion.

Individual Teachers' Planning and Reporting

Each teacher is expected to be aware of and meet the requirements of the Revised Curriculum. Planning may be based on the strands and strand units or a thematic approach may be taken. Each teacher's planning is subject to the guidelines in this document.

The Cuntas Miosúil will provide an overview of areas of particular strength and weakness and will serve to inform teachers and the principal of any gap in provision both in individual classes and throughout the school.

Staff Development

Teachers are supported, where possible, by the Board of Management to develop their range of skills and expertise in the visual arts. Attendance at courses in the Education Centre is promoted and the sharing of knowledge and skills facilitated at staff meetings or at school planning days. Teachers may apply to the Board of Management to subsidise their enrolment on courses that lead to professional development.

Teachers working on particular strands are encouraged to invite other teachers and their classes to view their work in the classrooms.

Parental Involvement and Community Links

Parents are encouraged to support the school's Visual Arts syllabus. They can assist their children's artistic development by encouraging their children to experiment with different media and tools, by displaying art pieces that the children bring home and by encouraging positive attitudes towards art work and to school-based activities in general.

Children's interest in the visual arts can be stimulated by visits to the galleries, museums and exhibitions and, where possible, to see artists and craftspeople at work. Parents are

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encouraged to avail of such learning opportunities for their children. Parents can encourage their children to enter local exhibitions and community events.

Success Criteria, Implementation & Review

This school policy formalises the implementation of the Visual Arts Curriculum in Holy Angels NS. All teachers will be responsible for the successful implementation of the policy and the principal will co-ordinate its progress.

Ratification and Communication

- ✓ This Visual Arts policy was ratified by the Board of Management on 14th December 2020.
- ✓ This policy is to be emailed to all staff and saved to our communal policies folder.
- ✓ The policy can be viewed by parents on our website.
- ✓ The policy will be reviewed in three years.

Signed: _____

Signed: _____

Date: _____

Date: _____

Chairperson BOM

Principal/ Secretary BOM