

Donabate-Portrane



Educate Together

Donabate Portrane Educate Together National School, Ballisk Common, off Portrane Road, Donabate, Co
Dublin

Tel: 01 8434573, Mobile: 086 8337468, Fax: 01 8434591, email info@dpetns.ie, web www.dpetns.ie

Whole School Development Plan for Visual Arts

Table of contents

- Introductory Statement and Rationale
- Vision and Aims
- Content of the Plan
 1. *Curriculum Planning*
 2. *Approaches and Methodologies*
 3. Skill Development
 4. *Children's Ideas*
 5. *Linkage and Integration*
 6. Assessment
 7. Children with different support needs
 8. Equality of participation and access
 9. Timetable
 10. Displays
 11. Resource and ICT
 12. Health and Safety
 13. Individual Teachers' Planning, Preparation and Reporting
 14. Staff Development
 15. Parental involvement
 16. Community Links

Classroom Management

- Success Criteria
- Implementation
- Review
- Ratification and Communication.

Introductory Statement:

The school plan for Visual Arts was drafted by the Visual Arts Curricular Team in consultation with D.P.E.T.N.S. staff. The Policy was reviewed in November 2015 and again in 2022 by staff.

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. Our school's ethos is strengthened in that children from different socio-economic, cultural, religious and ethnic backgrounds are afforded unique opportunities to celebrate their uniqueness and give expression to our school's motto: 'All different all equal' and 'No Child an Outsider'.

Aims:

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

- To create an atmosphere of enjoyment and allow a sense of fun to permeate our Visual Arts classes.
- To provide activities that promote shared exploration and discovery of elements and aspects of Visual Arts education.
- To exploit the positive effect purposeful Visual Arts activities can have on the child's learning in every area of their lives.

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**
- **Print**
- **Clay**

Strand Units

Making Drawings, Looking and responding
Painting, Looking and responding
Printing, Looking and responding
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 seven artistic skills, and 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.

.

Artistic Skills

- An awareness of line
- An awareness of shape
- An awareness of form
- An awareness of colour and tone
- An awareness of texture
- An awareness of pattern and rhythm
- An awareness of space

2. Approaches and Methodologies

Creative Visual Arts experiences provide the context for children's holistic learning and development. The Arts in DPETNS are celebrated throughout our school, encouraging children's learning and development through guided participation, co-construction, meaning making and collaboration. These approaches also align with the approaches of the Aistear Curriculum helping to develop competent and confident learners in our school. We use the Arts to explore mental health wellbeing and literacy through our Emotional Literacy Through the Arts programme compiled by Aileen Bryans.

Visual Arts Methodologies

- Working from experience
- Working from imagination
- Working from observation and curiosity
- Exploring materials and tools
- Mixing colours

Methodologies Common to All Subjects: Active Learning, Guided Discovery, Talk and Discussion, Problem Solving, Collaborative Learning, Using the Environment, Skill through content, Use of ICT, Learning through play, Direct Teaching.

One of the most appropriate teaching methodologies 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 and the work of their peers.

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 it 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.-orienteering.
- SPHE – SALF folders
- L.T. - Changemaker,

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.

At each class level the children study specific countries as part of SESE. They also study a relevant artist connected to their country. Please see suggested activities/artists below

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 will be central to all assessments in Visual Arts. Other forms of assessment will include basic teacher-designed tests and tasks, projects and recordings of children's work. Progress will be recorded and communicated in SALF folders , end of year reports and at Parent Teacher meetings.

5. Children's Ideas

The student's voice is an important asset that we are committed to consulting as appropriate throughout the development, implementation and evaluation of our Visual Arts planning. This can practically mean following the interests of the class during short term and long term planning. We are currently taking part in the Creative Arts programme and we are putting together an Arts Plan for our school incorporating all aspects of the Arts. This will be attached as an Appendix to this document when it is complete.

6. Children with Different Support 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.

7. Equality of Participation and Access

D.P.E.T.N.S. recognises and values diversity and that no child should be an insider and therefore believes all children are entitled to access to the services, facilities, or amenities that are available in the school environment.

Organisational Planning:

8. Timetable

Arts = 3 hours per week in full day classes / 2hrs 15mins in short day classes.

Teachers may decide to allocate any or all of this time to Visual Arts in any given week depending on current workload and an awareness of the need for overall balance in the teaching of Music, Art and Drama.

Teachers should ensure that pupils attending supplementary teaching are included for as much of the Visual Arts programme as possible.

9. 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.

10. 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). 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. Each class teacher is responsible for purchasing his/her own resources using the allocated art funds. A record of monies spent will be kept by the class teacher.

We recognise the many benefits of incorporating ICT into the Visual Arts classroom.

- Interactive whiteboards and screens are in every classroom and are ideal for the whole-class study of artists and art.
- Teachers can make use of in-class computers and visualisers when developing lessons.
- Specific websites we recommend for studying Visual Arts include:
[redacted] lamanartist.ie
- Computers, laptops, 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.

11. 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.

12. 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. Teachers teaching the same level can plan together if they wish.

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

The Cúntas Míosúil is an important indicator and record of work carried out in Visual Arts. As mentioned previously, the staff of D.P.E.T.N.S. use themes frequently and are encouraged to do so with Visual Arts. Some of the themes that we as a school have chosen are:

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

Please see Appendix 1 for a list of suggested Artists which each class level may study.

13. 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 presented to staff by email and in the staff room.

14. 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.

15. Homework

Visual Arts homework may be given as appropriate to our Homework Policy

16. 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.

● 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.

- Evidence of students showing their creative thinking and voice through the visual arts processes that they take part in within our school, thus helping to holistically develop students' self-esteem and well-being.

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.

- **Review**

Roles and Responsibility:

- Each teacher and the staff as a group will evaluate the progress in Visual Arts by referring to our objectives as stated in this plan. The Visual Arts Policy will be reviewed periodically.

- **Ratification and Communication**

On ratification of this plan by the staff and Board of Management of the school, the plan will be communicated to all teachers through distribution and will become part of the Plean Scoile. It will be available on the school website.

Appendix 1:

Please Note Ann has some physical materials available when studying each Artist. The Artists listed are intended to integrate with the countries that the children will be studying in SESE.

Junior Infants	Visiting 6th Class buddies and looking at their Visual Art creations Talk about Art that is in their home - crockery, ornaments, paintings, patterns on fabrics etc...	My Locality
Senior Infants	Robert Shaw - Local Painter Marie O'Leary - Local Painter	Donabate
First Class	Alan Kenny – Painter <u>Janet Mullarney</u> —sculpture, painting, drawing, video and installation. <u>Alice Maher</u> —painting, drawing, sculpture, print, photography and installation. Koeurm Kolab and Poy Chhunly - Painter	Ireland Cambodia Chhunly was a PEPY student
Second Class	Kandinsky – Painter <u>Marc Chagall</u> —Painter <u>Ilya and Emilia Kabakov</u> —Installation artists, Russia <u>Takis</u> —Sculpture, Greece <u>Zaha Hadid</u> —Architecture, Iraqi Carravagio—Painter, Italy	Russia Mediterranean Countries - Greece, Italy , Malta ,Cyprus
Third Class	<u>Rover Thomas</u> —Aboriginal Artist, Australia <u>Edward Munch</u> —Painter <u>Olafur Eliasson</u> —Sculpture / Installations (climate change), Denmark/Iceland Adelle Cully – Local ceramicist	Australasian Countries Scandinavian Countries

<p>Fourth Class</p>	<p>Andy Warhol - Painter Frida Kahlo – Painter Graciela Iturbide—Photographer, Mexico Judy Chicago—Ceramics, USA—she did a brilliant piece called ‘Dinner Party’ in 1979, an icon of feminist art! Guerilla Girls—poster art, USA Kara Walker—Cut Paper Silhouettes, USA Marina Abramovic—Performance Artist, Serbia Marketa Luskacova—Photographer, Czech—more photographs here Christo and Jean-Claude—Installations, wrapping buildings, Bulgarian / French origins</p>	<p>North America / Canada Eastern European Countries</p>
<p>Fifth Class</p>	<p>Grayson Perry—Pottery, Britain Grayson has a TV programme on Channel 4 called Grayson’s Art Club, about art during lockdown Chris Ofili—Painter, Britain Rachel Whiteread—Sculpture, Britain Lubaina Himid—Painter, Britain/Zanzibar Yinka Shonibare—Installations / Costume, Britain / Nigeria - Keep this one!!!!!! Doris Salcedo—Sculpture / Installation, Colombia. More info here Alessandra Sanguinetti—Photographer, Argentina Séan Mc Dermott – Graphic Designer, VR artist – Donabate Artist.</p>	<p>Great Britain South America</p>

<p>Sixth Class</p>	<p>Seydou Keita—Portrait photographer, Mali</p> <p>Malick Sidibé—Portrait photographer, Mali</p> <p>William Kentridge—Drawing, Animated films, Installations. South Africa. This is More Sweetly Play the Dance, one of his video installations—brilliant!</p> <p>Romuald Hazoumes—Masks, Benin. More here</p> <p>Käthe Kollwitz—Paint, Print, Germany 1867–1945</p> <p>Paula Rego—Paintings and prints, Portugal</p> <p>Louise Bourgeois—Sculpture, Installation, Painting and Drawing, France/America</p> <p>Dali - Painter</p>	<p>African Country Western European Count</p>
------------------------	---	---