



Holy Family

Senior School

Ennis, Co Clare

Roll Number: 07315N

Email: info@hfss.org

Website: <http://www.hfss.org/>

Visual Arts

Policy

Principal: Sarah Barnes
Co-ordinator: Arts Committee
March 2017



Holy Family Senior School Visual Arts

Title: Visual Arts

The Visual Arts Policy was formulated in 2004 following curriculum days, in-service days, school planning days and staff meetings. It was reviewed last in March 2014. This document is the new reviewed Visual Arts plan for our school, 2017.

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

■ Introductory Statement

Holy Family Senior School is a community where pupils, teachers and parents / guardians work together to ensure that all pupils feel happy and valued and are afforded every opportunity to flourish as learners and individuals. This policy was drafted as a collaborative exercise between the Board of Management, staff, parents / guardians and pupils.

■ Rationale

This policy has been drawn up by the Arts Committee, co-ordinated by Jillian Bridge to provide for creative and aesthetic experiences through exploring, investigating, 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.

We believe it channels the child's natural curiosity for educational ends and can facilitate learning in all areas of the curriculum.

The core of the policy is

- To benefit teaching and learning in our school
- To conform to principles of learning outlined in the Primary School Curriculum
- To review the existing plan for visual arts in light of changed emphases and new methodologies outlined in the Primary School Curriculum
- To plan a core curriculum for each standard
- To extend the development of visual arts education with outside agencies e.g. theatre groups, art galleries etc.

■ Relationship to Characteristic Spirit of the School

Holy Family Senior School aspires to achieve the full potential of each child with particular concern for those who are disadvantaged or marginalised. It is our intention that the procedures identified in this policy will contribute to best practice in the Visual Arts.

We, the staff, consider that the Visual Arts Programme is an excellent way to achieve this aim and to foster the qualities of truth, justice, tolerance, respect and self-worth in each child.

■ Aims

We seek to assist the children in our school in achieving their potential by engaging them in as many experiences in visual arts throughout their time in Holy Family Senior School, keeping in line with our school ethos.

The primary aims of the policy are;

- To develop awareness of shape, line, form, space and texture.
- To give pleasure and enjoyment to the children.
- To develop the children's sense of self-awareness.
- To develop artistic language skills and acquire artistic vocabulary.
- To develop the children's creative skills.
- To develop an awareness of different forms of art through various media.
- To develop an appreciation of different art forms.
- To develop self-expression and imaginations of the children.
- To develop skills and technique for expression and invention.
- To promote children's understanding and encourage response to the creation of 2D and 3D shapes.
- To instil confidence in the children.

The primary objectives of the policy 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 and communicate with different art materials
- To promote the child's understanding of and personal response to 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

■ Guidelines

This Visual Arts plan will be addressed under the following headings

Curriculum planning

1. Strands and strand units
2. Children with different needs
3. Linkage and integration
4. Assessment and record keeping
5. Equality of participation and access
6. Timetable
7. Displays
8. Resources and ICT
9. Health and safety
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links

Strands and Strand Units

- Teachers are familiar with the strands/strand units/content objectives for the relevant class level as well as the content of the core curriculum of Holy Family Senior School
- Teachers choose a range of activities for all strands for each class
- Teachers plan so that there is a balance between 2D and 3D strands and between making and doing and looking and responding to art, taking into account that looking and responding can be a stand alone lesson
- Teachers ensure that there is continuity and progression from class to class by following the recommended content for their class level from the school core curriculum
- The school creates opportunities for children
 1. to look at and respond to their natural and living environment through exploration of line, shape, form, colour and texture within the classroom as well as the local outside environment
 2. to see how artists, craftspeople and designers work with, within and in response to their environments through looking and responding to the work of artists, to the design in the locality (buildings, clothes, school items etc) and visits to art galleries
 3. to look at and respond to art works and to make connections between what they observe and their own work
 4. to look at and respond to their own art and the art of their peers
- Activities within all strand units naturally lead to activities in the strand unit of Looking & Responding
- Through whole-school, class groups and individual planning the programme is structured so that the subject matter for art stems from the children's life experiences, from their imagination and from observations
- We ensure that children have a choice in materials they may select for their own use in making art
- Children have opportunities to use other media, especially IT, in addition to the six strands
- Children are given plenty of opportunities to develop sensitivity, informally and in context to the qualities of

1. line
 2. shape
 3. form
 4. pattern and rhythm
 5. colour and tone
 6. texture and spatial organisation
- Children experience a variety of approaches, e.g. receive a stimulus and then create, experiment, discover, engage in whole class work, individual work, pairs, groups, projects
 - Local, national, international artists are included in looking and responding to artists work
 - In each lesson, time is spent on stimulus, activity and evaluation
 - Children's work is displayed on the various display boards outside their classrooms and in other public areas within the school

Children with different needs

- Teachers support and ensure the participation of children with special needs. There is an inclusive education policy in our school and teachers differentiate within the subject to cater for their needs. SNAs to assist when necessary.
- Children with exceptional ability/talent will also be encouraged and content to be differentiated for them also.

Linkage and Integration

- Visual arts lends itself to integration with other subjects – either to one subject or through theme-based activities. These are recorded under each subject area and the themes are commented on in the cúntas míosúil.
- Linkage occurs across the strands.
- Language:
 1. The school creates opportunities for pupils to discuss and talk about their own and others' work in visual arts.
 2. We enable children to develop a visual vocabulary for looking at and critiquing the visual arts through using the looking and responding questions/guidelines included in the core curriculum as a resource.
- Visual Arts are the core of our school's play therapy and counselling facilities. Arts and crafts act as a stimulus to spark discussion and to help children talk about their feelings.
- Visual Arts are also central to the School Completion Project in place in H.F.S.S. as well as HSCL community links activities to involve parents in their child's learning.

Assessment and record keeping

- Teachers assess on completion of a strand through
 1. Teacher observation
 2. Teacher-designed tasks
 3. Work samples, portfolios, projects
 4. SALF folders
 5. Children's feedback and self-assessment – Thumbs up/down
- The information gained from the assessments is used by the class teacher to inform

future planning and to assess the development of the children.

- This information is shared with parents at parent-teacher meetings and end of year reports and throughout the year through art displays on corridors and in school hall etc.
- Art is recorded in the yearly report. All records are kept for a period of ten years.

Equality of participation and access

- Every child participates in visual arts activities and in visits to visual arts exhibitions, theatre groups etc.

Equality of participation and access is ensured in the Visual Arts Curriculum through:

- Equal opportunities are given to all to participate in activities, discussions, displays, outings etc.
- Teachers are cognisant of developmental differences, gender differences, and religious differences and thereby select themes/subject materials that are suitable.

All children have access to services, facilities and amenities in the school environment.

Provision is made for the following:

- Children experiencing any form of disadvantage
- Children with disabilities

Timetable

- Time is allocated at each level for visual arts according to the 1999 primary curriculum.
- Time can be blocked for project work when relevant. Discrete time can also be used for Visual Arts.
- We aim to cover the six strands as equally as possible. This is not over-restrictive allowing for flexibility for individual teacher's, class or project needs. However all six strands will be covered each year. All classes in the school will work on certain strands at various times in the school year. Teachers can choose to do a month's work on the strand or just one lesson.

Displays

A rota for responsibility to decorate the display boards in the front foyer, stairs and back corridor is drawn up each year.

Art is displayed:

- In school
 - In the classroom, school corridor/hall, on window of school, front foyer, display boards etc.
- Outside school
 - In the church (sacraments), local library (competitions) etc.
- Other ways
 - Website
 - Open nights / Concerts at school

Resources and ICT

- Each teacher stores materials and resources in their classroom.

- Each classroom is equipped with basic art materials (scissors, paint brushes, pallets etc.).
- Materials are purchased by individual teachers.
- Art books, packs of paintings, books of lesson plans etc are located in the teachers' resource room and must be signed out and returned after one week.
- If anybody wishes to add any resource/materials to a wish list for visual arts they can make this request to the co-ordinator for visual arts, Jillian Bridge.
- Children use ICT for visual arts in the following areas: Microsoft Paint, Creative Writer, I.W.B. and other programmes through use of fonts, clipart, digital camera, etc.
- Children use the Internet for virtual tours of galleries, museums etc. It is also used as a resource by teachers to locate famous artists, painters, sculptors etc. (history of art) and their works.
- Use of the internet is governed by user safety policy which is both familiar to teachers and children alike. The internet system in our school is screened and protected from inappropriate sites.

Health and safety

- Teachers will remind children of health and safety issues pertaining to the visual arts, e.g. use of scissors, toxic paint and inhalation of glues etc. Children will always be supervised carefully during these lessons.

Individual teachers' planning and reporting

- The whole school plan and the curriculum documents for visual arts provide information and guidance to individual teachers for their long and short-term planning.
- Teachers plan by using both a strand and thematic approaches
- The Cuntas Míósúil serves as a means of recording the strands covered on a monthly basis by each class teacher and helps inform future planning by both individuals and the whole school. They also serve as a means to monitor the visual arts plan.

Staff development

- Staff will be informed of various opportunities for CPD that are available in the curricular area of visual arts. These are posted on the staff room notice board.
- Staff will be informed on an on-going basis of any new or interesting artistic displays in the Ennis area e.g. Glór Arts Venue, County Library, Civic Offices etc.
- Artists are employed to work with classes and teachers work in partnership with them, hence learning new skills – Artists in Residence programme
- Time is allocated at staff meetings to discuss aspects of the visual arts programme.

Parental involvement

- Parents are involved in supporting the visual arts plan through encouragement of their children, visiting school displays and by displaying work at home.
- The visual arts plan is communicated to parents through board of management,

website and inviting parents into our school for various events.

- Parents can support their child in fostering interest in the visual arts by encouraging children to participate in all related activities by displaying their work and by inculcating a genuine appreciation of artistic talent in the wider world.
- Parents from the Parents' Association regularly work with classroom art projects i.e. decorating the Christmas tree, making costumes for musical, Christmas cards etc.
- Various projects, co-ordinated by HSCL are run throughout the year, with the visual arts as a central theme, involving parents in the arts and also encourage them to work with their child on various projects – i.e. story sacks, woodwork classes
- Class teachers assign various projects throughout the year that involve children working with their parents on a particular design / artistic project – i.e. construction of various types of dwellings

Community links

- The Clare County Council provides opportunities for the school to participate in the Artist-in-Residence scheme. We regularly participate in this scheme. It gives the opportunity for local artists to work and share their ideas and experiences with children in the primary school. We have worked on felt projects with Susannah Anker in the past and have also worked with David O'Rourke on an annual basis. The Artist-in-Residence scheme is an invaluable resource to enhance the teaching of the visual arts.
- Children display their work locally in the church, Glór Arts Venue, library and on our website which can be viewed at www.hfss.org
- Children are brought to view and appreciate the visual aspect of the locality e.g. riverbank, gallery, school, church and its immediate environment
- We have employed artists to work with year groups on specialist projects i.e. Pottery with Finn O Hara.
- Children participate in various competitions such as the Ennis Tidy Towns Art competition.

■ Success Criteria

This policy is considered successful if:

1. Teachers' will prepare their visual arts programme based on the school plan and will follow the outlined core curriculum.
2. Feedback from teachers/parents/pupils/community is positive
3. Feedback from inspectors' suggestions/reports is positive
4. Feedback from children's self-assessment and reflections are positive
5. SALF folders will show positive examples of art

■ Roles and Responsibility

- The plan will be supported, developed and implemented by the visual arts co-ordinator, Jillian Bridge and the Arts Committee.
- Sarah Barnes, principal and staff will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.
- It will be monitored and evaluated every 3 years.

■ Timeframe for Implementation

The procedures outlined in this policy will be in operation by April 2017.

■ Timeframe for 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.

This policy will be reviewed every 3 years.

■ Responsibility for Review

Those involved in the review are

- Teachers
- Pupils
- Parents
- Post holder – Jillian Bridge (Arts) – co-ordinator of plan/review
- Principal – Sarah Barnes
- BOM/DES.

The review will be instigated by Sarah Barnes and Jillian Bridge

■ Ratification and Communication

This policy will be posted on our website for a period of two weeks and parents will be invited to comment and contribute. The policy will then be presented to the Board of Management for ratification. The ratified policy will be posted on our website and will also be available in hard copy form in reception. Parents will be notified of this in a newsletter.

This policy was ratified by the Board of Management on _____

Signed: _____
Chairperson



Holy Family Senior School

Visual Arts

Appendix 1

Strand and Strand Unit Content

- *Content listed below to serve as a general guide/menu
- * Plans subject to slight changes as themes/events/ projects / CPD / change in class groupings arise
- * Progression throughout the classes based on curriculum objectives

2nd class

Drawing	Paint and Colour	Print	Clay	Fabric and Fibre	Construction
Draw from Observation	Colour and shapes	Relief prints	Make simple pottery	Invent a costume	Making structures
Take a Line for a Walk	Camouflage	Making rubbings	Clay pinch pot	Weaving, threading,	Make imaginative structures
Draw natural objects - tree, leaf, flower fruit, vegetable	Environmental Prints	Making Print blocks	Clay coil built pot	Inventive pieces with fabric and fibre	Work from curricular stimulus
Draw manufactured objects - grouped on shelves/display tables	Patterns	Wax resist pictures	Finishing with incised decoration & paint/varnish	Decorating fabric with stitches and other additions	Seasonal work with construction
Draw portraits - self, classmate	Textures	Wax crayon transfer prints	Clay slabs - line, shape, texture pattern in clay	Work from curricular stimulus	Construction work from curricular stimulus
Draw from curricular stimulus	Work from curricular stimulus	Work from curricular stimulus	Work from curricular stimulus	Seasonal work with fabric and fibre	Looking and Responding
Draw from poetry or story	Seasonal painting	Computer Art prints	Seasonal work with clay	Fabric and Fibre work from curricular stimulus	
Draw from imagination	Sacrament Work	Seasonal Prints	Clay work from curricular stimulus	Sacrament Work	
Seasonal Drawings	Paint from curricular stimulus	Prints from curricular stimulus	Looking and Responding	Looking and responding	
Looking and Responding	Looking and Responding	Looking and Responding			

Strands

Drawing	Paint and Colour	Print	Clay	Fabric and Fibre	Construction
Take a Line for a Walk	Explore colour with a variety of colour and media	Experimentation of print making techniques	Imaginative pieces	Imaginative pieces	Exploring and experimenting with constructions
Drawing marks, lines, shapes, textures, patterns, tones with different drawing instruments	Paintings of recalled feelings	Theme based prints	Clay pots	Designing and making collage	Drawing structures from observation
Drawings from recalled experiences	Paintings of recalled experiences	Abstract prints	Decoration of clay pots	Designing and making appliqué	Seasonal construction
Drawing imaginative life	Expressions of imaginative life	Seasonal Prints	Clay work from imaginative stimulus	Decorating fabric	Construction work from curricular stimulus
Seasonal drawing	Paint from observation	Prints from curricular stimulus	Inventive work with cubes of clay	Weaving	Looking and Responding
Draw from curricular stimulus	Seasonal painting	Looking and Responding	Seasonal Clay	Seasonal work with fabric and fibre	
Looking and Responding	Paint from curricular stimulus		Clay work from curricular stimulus	Fabric and Fibre work from curricular stimulus	
Portraits	Looking and Responding		Looking and Responding	Looking and responding	
	Still Life Images				

4th class

Strands

Drawing	Paint and Colour	Print	Clay	Fabric and Fibre	Construction
Take a Line for a Walk	Mixing colours	Functional prints	Line, shape, texture and pattern in clay	Seasonal work with fabric and fibre	Make imaginative structures
Drawing from observation	Spatial effects with colour and tone	Computer art print	Seasonal Clay	Fabric and Fibre work from curricular stimulus	Papier mache structures (e.g. Easter Eggs)
Still life	Creating background, middle and foreground	Seasonal prints	Clay work from curricular stimulus	Looking and Responding	Seasonal work with constructions
Still life adding imagined background	Working on a colour scheme	Prints from curricular stimulus	Clay Christmas tree decorations	Viking Longships	Construction work from curricular stimulus
Environment viewed from different angles	Playing with colour mixing	Looking and responding	Looking and Responding	Sock Snowmen	Looking and Responding
The human figure	Pattern and rhythm in natural and manufactured objects	Angry Birds paper characters	Papier mache structures (e.g. Easter Eggs)	Seasonal Collages	Styrofoam Earth core models
Seasonal Drawings	Painting textures	St. Patricks Day Prints		Christmas tree decorations	Rainforest diorama
Draw from curricular stimulus	Seasonal painting	Native American Dot Art			Easter baskets
Looking and Responding	Paint from curricular stimulus				
Starburst Art	Looking and Responding				
Optical Illusion Pattern	Complementary Colours				
Drawing from different perspectives	Roman Mosaics				
Drawing using step by step illustrated instructions	Greeting cards				

5th class

Strands

Drawing	Paint and Colour	Print	Clay	Fabric and Fibre	Construction
Drawing marks, lines, shapes, textures, patterns, tones with different drawing instruments	Explore colour with a variety of colour , drawing instruments media and techniques	Complex print making techniques	Work with outside artist	Crochet	Explore and experiment with the properties and characteristics of material in making structures
Lines conveying movement and rhythm	Paintings of recalled feelings and experiences	Theme based prints	Imaginative Clay	Knitting	Making imaginative structures
Drawings based on themes	Imaginative life	Seasonal prints	Human form	Weaving	Analyse structures
Draw imaginative themes with inventive patterns and details	Paint from Observation	Paint from curricular stimulus	3D work	Inventive pieces	Seasonal work with structures
Seasonal drawings	Seasonal paintings	Looking and Responding	Pottery and sculpture	Seasonal work with fabric and fibre	Construction work from curricular stimulus
Draw from curricular stimulus	Paint from curricular stimulus		Line, shape texture and pattern	Fabric and Fibre work from curricular stimulus	Looking and Responding
Looking and Responding	Looking and responding		Seasonal work with clay	Looking and Responding	
			Clay work from curricular stimulus		
			Looking and Responding		

6th class

Strands

Drawing	Paint and Colour	Print	Clay	Fabric and Fibre	Construction
Line, Shapes, patterns, textures and tones	Colour differences and tonal variations	Experiment on more complex print making techniques	Imaginative Clay	Imaginative work in F and F	3-D shapes
Lines conveying movement and rhythm -	Mixing and juxtaposing colours	Theme based prints and non-representational prints	Pottery and sculpture	Weaving	Papier Mache
Drawings based on themes	Patterns and rhythm in natural	Computer art	Develop line, shape,	Knitting & crochet and	Buildings

	and manufactured objects		texture and pattern in low relief	stitching	
Imaginative drawings	Interpreting texture in colour and tone	Prints for functional use	Imaginative slab-built structures	Wall hanging	Church Model
Drawing from observation	Creating texture based on a theme	Design writing paper	Papier Mache	Make a simple costume	Imaginative work
Still Life	Small scale mosaics	Fabric printing	Seasonal Clay	Create simple soft toys	Drawings to analyse form
Perspectives/ objects viewed from different angles	Imaginative paintings	Pictorial rubbings	Clay work from curricular stimulus	Seasonal Fabric and Fibre	Theme based structures
The human figure	Portraits/ From observation	Make printing blocks	Looking and Responding	Fabric and Fibre work from curricular stimulus	Seasonal Construction
Portraits		Logos		Looking and Responding	Construction work from curricular stimulus
Seasonal Drawings	Seasonal Painting	Seasonal Printing			Looking and Responding
Draw from curricular stimulus	Paint from curricular stimulus	Print from curricular stimulus			
Looking and Responding	Looking and Responding	Looking and Responding			