



JOHN SCOTTUS NATIONAL SCHOOL

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Visual Arts Whole School Plan

Approved by BOM: 27 Sep 2017; next review Sep 2020

Purpose

The purpose of the Art Whole School Plan is: to guide the preparation of the annual long-term class plan in relation to

- a. **ethos** (including implementation) and
- b. areas of the **curriculum** where the school wishes to develop, co-ordinate, or emphasize (as a school),

Aims

The aims of the plan 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 fulfillment 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.

Practical Ethos: There is a relative emphasis on observational drawing, including blind drawing.

Strands: Teachers are encouraged to enable pupils to explore all six strands of the curriculum in a balanced way, with an emphasis on observational drawing.

Art Elements: Teachers are encouraged to specifically explore the seven art elements: an awareness of line, shape, form, colour and tone, texture, pattern and

rhythm and spatial organization.

Responding to Art: Teachers are encouraged to use a range of methodologies such as looking at posters (including picture detective), discussing work – own & others, visits to local Galleries and exhibitions.

JSS recognises the importance of responding to art as well as creating art. The school maintains a library of posters which teachers may use. (See below.)

Displays: There is a bi-annual school Art Exhibition as well as frequent displays of children's art in common areas and in the classroom.

Local Opportunities: Due to the location of the school there are opportunities to visit Art Galleries such as NGI, RHIA, IMMA, Hugh Lane, the National Print Museum and Chester Beatty. From 1C up children visit a gallery at least once a year.

Linkage and Integration

Drawing and Paint and Color provide particular opportunities for linkage within Art. Integration is encouraged through theme work.

Annual Class Plans: When developing class plans teachers are encouraged to ensure that

all strands are covered,
there are continuous classrooms displays;
all the art elements are developed;
there is a wide variety within drawing and within painting;
there is an emphasis on observational drawing;
art posters are displayed in-class on a regular basis;
at least one annual visit to a local art gallery is planned for.

Spiral Skill Development and Ideas Bank

In order to ensure that children develop the necessary skills during Primary School it is proposed to develop an Art Ideas Bank which would contain lessons in the various strands for each class level. These lessons would specifically address basic skill development (e.g. using a scissors competently by the end of 1C, understanding colour mixing by the end of 3C, being able to make a 4-legged animal in clay in 4C) as well as skill development in the different art elements. They would also assist Class Teachers in ensuring that all strands were adequately addressed.

Assessment:

Children are assessed under the following 4 headings:

- Is the child developing an awareness of art elements?
- Is the child developing good skills & techniques?
- Is the child gaining confidence in using his or her own ideas?
- Is the child looking at & responding to art well?

Assessment is principally by teacher observation (of participation and outcome),

teacher designed tasks and portfolio review.

Children With Special Needs

To ensure that all children get access to the Art curriculum, the Learning Support and Resource department make sure that the timetable of children attending allows for this.

Material & Resources:

Materials in Classroom: Teachers keep the following resources in their classrooms: a selection of drawing and painting tools (incl. brushes), paint, paper, card, glue, scissors, clay

Materials in Central Store:

- 3 boxes of printing ink, stamps, sponges and rollers; A4 acetates
- boxes of clay tools
- boxes of pastels
- fabric scissors;
- boxes of watercolour paint & pap
- 5 tubes containing 20 gallery posters:

Implementation

A Post Holder needs to be appointed responsibility for this subject.

The Art Ideas Bank needs to be developed.