

VISUAL ARTS POLICY



Scoil na mBuachaillí

(Clonakilty Boys National School)





AIMS / PURPOSES

Of the Policy

- As an aid for teaching.
- To ensure that all the Strands and Strand Units are covered.
- To co-ordinate resources for the area.
- To aid the child in achieving his maximum potential - socially, personally and intellectually, in line with our mission statement.
- To emphasise that the **process** of making art is every bit as important as the finished product, (and is often not reflected in the finished product).
- To develop/nurture talent.
- To teach the children to be observant and to be critical of what they observe.
- To aid the integration of visual arts across the curriculum.
- To encourage linkage within the arts.

Of Visual Arts

- 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.

RANG	PALETTES WITH HARD-PAINT	PALETTES-EMPTY	BRUSHES	SCISSORS	PVA GLUE		
JUN. INF	15	10	30	15	3		
SEN. INF.	15	10	25	15	3		
1	15	10	29	15	3		
2	15	10	25	15	3		
3	15	10	31	15	3		
4	15	10	30	15	3		
5	15	10	31	15	3	Painting Pencils	
6	17	10	34	15	3		
	LIQUID PAINT – BLUE	LIQUID PAINT – RED	LIQUID PAINT – GREEN	LIQUID PAINT – YELLOW	LIQUID PAINT – WHITE	LIQUID PAINT – BLACK	NON- SPILL POTS
2	2	2	2	2	2	2	0
2	2	2	2	2	2	2	0
3	3	3	3	3	3	3	15
3	3	3	3	3	3	3	15
3	3	3	3	3	3	3	10
3	3	3	3	3	3	3	0
3	3	3	3	3	3	3	0
3	3	3	3	3	3	3	0

- * Acrylic paint
- * Candles
- * Silk screens
- * View finder
- * Packets of paintings by famous artists

Material that can be sourced locally at no charge/ or brought in by the children

- * Lino samples
- * Cut-offs - card
- * Fabric
- * Ribbon
- * Matchboxes
- * Magazines
- * Wool
- * Shells
- * Stone
- * Old tooth brushes
- * Wire
- * Timber
- * Sawdust
- * Viewfinders

Cleaning Equipment

- * Washing-up liquid
- * Jif
- * Cloths

- d) To promote the child's understanding of and personal response to the creative processes involved in making two and three-dimensional art.
- e) To enable the child to develop skills and techniques necessary for expression, inventiveness and individuality.
- f) To enable the child to experience the excitement and fulfilment of creativity and the achievement of potential through art activities.
- g) To foster sensitivity towards and enjoyment and appreciation of the visual arts.
- h) To provide opportunities for the child to explore how the work of artists and craftspeople might relate to his/her own work.

PROCEDURES/GUIDELINES

Time:

Due to the diverse nature of the subject, many approaches will be taken - a blocked time (for project work), group work, integrating into other subjects etc.

Displaying work

Work will be displayed

- In the classrooms
- In the school corridor/notice boards
- In the locality, for example - occasionally we will display work in the Local Library.

It is important to note when choosing work for display - the criteria used will not only be a) work that is acceptable to adults or b) the best works but work from all pupils. This will help to foster self-esteem.

Classroom Planning

- When choosing lessons, a balance between activities in

two and three-dimensional activities will be kept.

- All strands and strand units will be covered.
- Before children begin big projects, for example - construction, they will be encouraged to use drawing to plan out their work.
- Opportunities for integration with other subject and subject areas will be explored.
- So also will opportunities for linkage within the visual arts curriculum will also be explored.

Looking and Responding to Art - Different Media

The following resources will be used, along with others chosen by individual teachers:

- Looking at and Responding to CD ROMs - for example - *Micro-soft Art Gallery, National Gallery of Ireland*.
- Looking and Responding to Websites - for example - <http://www.sunsite.org.uk/cgfa/fineart.htm> or <http://www.nationalgallery.ie/html/paintings.html>
- Looking and Responding to Videos - e.g. Here's How etc from the Resource Library.
- Looking and Responding to Slides and Filmstrips.

Looking and Responding to Art - The Work of Artists

- Looking and Responding to Art from the local secondary school - either bringing children to see the exhibitions or erecting some of the exhibitions in the school from time to time.
- Looking and Responding to Art by local artists. Artists e.g. Judy O'Connell, Caroline O'Leary, Rita Morrissey, Roy Tassel, Kathleen Fitzgerald, Susan Fitzgerald, Tomás Tuipéar, Rossmore Pottery, Lyre Pottery.
- Looking and Responding to Videos made by the children. These videos could be based on Artist's work, pottery, sculpture etc.

- * Chicken wire
- * Cutters for wire
- * Coping saws (3)
- * Fret saws (3)
- * Balsam wood
- * Marking wood
- * Gig saw
- * Square
- * Cookie Cutters
- * Printing pads
- * Geometric shapes
- * Sand paper
- * Palette knife
- * Aeroboard
- * Rolling pin
- * Knives
- * Forks
- * Spoons
- * Varnish (satin)
- * Brush for same
- * White Spirits
- * Plywood 1/4
- * MDF
- * Twine
- * Felt
- * Buttons
- * Clear contact
- * Cocktail sticks
- * Sequins
- * Wax / Dye
- * Plastic Dishes
- * Plastic boxes for storage
- * Perspex
- * Wire cutter for Clay
- * Brown clay

- * Pipe Cleaners (coloured)
- * Coloured Card
- * White Card
- * Chart Paper
- * Cotton wool
- * Glue - Copydex, PVA, Evostick, Wallpaper paste
- * Crepe Paper - red, green, orange, blue
- * Tissue paper
- * Sellophane paper (gold)
- * Gummed paper
- * Chalk
- * Pastels
- * Rice
- * Pasta
- * Wallpaper
- * Lollypop sticks
- * Glitter
- * Beads
- * Stencils
- * D'oyleys
- * Tin Foil
- * Wax Crayons
- * Oil Crayons
- * Charcoal
- * Colour pencils
- * Seeds - green
- * String
- * Balloons
- * Straws
- * Colour paper tissues
- * Cork Tiles
- * Spray paints
- * Hairspray
- * Retractable stanley knife
- * Wire - copper

Looking and Responding to Art - The Local Environment

- Looking and Responding to Art from the local environment. The following places would be worth visiting.
 - * Courthouse
 - * Model Village
 - * Tadhg an Asna
 - * Church
 - * Stained glass window in the church and the old tiles
 - * Library

Assessment

- Assessment will include the following -
 - * Teacher Observation
 - * Teacher - designed tasks
 - * Work samples, portfolios and projects
 - * Curriculum profiles
- As with all curriculum areas, we assess each lesson as we do it and when it is finished.
- With regard to assessment of children and their work, it should be borne in mind that the assessment **must** be an aid to teaching and learning. It should not be allowed to become a burden.
- A representative sample of children's work will be kept in a filing cabinet and then at the end of the year and then handed on to the next teacher the following September.

Using the talents of Staff Members

- The talents/expertise of Staff members in this area will be harnessed.

Children with Special Needs

- Children with Special Needs will work at their own level.
- Peer - teaching strategies will be employed from time

to time.

Language Development

- Visual Arts - especially Responding to Art provides opportunities to develop language.

Safety in Art and Crafts Activities

- At all times the issues around safety will be emphasised by staff members.
- Skills for handling scissors and other tools will be taught.
- Tee shirts will be asked for from each child.
- Protective goggles and gloves will be purchased and used for some activities.

Competitions

In keeping with our general policy on entering competitions, we will enter (as a school) local competitions only. It is of course open to each staff member to enter any other competitions with his/her class at any time.

Staff Development

Mrs. Elaine Connolly (Post of Responsibility Holder) has responsibility for monitoring new developments in Visual Arts. She will assist teachers if necessary to access to current research, reference books, resource materials, websites dealing with Visual Arts.

RESOURCES/IMPLICATIONS

- Policies updated regularly.
- This policy will be made available to parents, and copies will be kept in the office.
- A large number of resources will have to be purchased (list attached at the end of this policy). These resources will be kept in the room off the staffroom. Elaine Connolly will look after these resources.

- The art money collected at the start of each year will be used to maintain the classroom supplies.

Roles and Responsibilities

Mrs. Elaine Connolly will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan will be monitored at staff meetings (led by Mrs. Connolly), School Development Planning meetings and occasionally at Board of Management meetings.

All new teachers will be given a copy of this policy by Visual Arts Coordinator - Mrs. Connolly (Post of Responsibility holder).

MONITORING/EVALUATION/REVIEW

- This policy to be reviewed at intervals to assess its effectiveness.

This policy was first drawn up on March 14th 2001, Updated January 2002, November 2005, August 2009

Art Supplies available in each classroom are recorded in the School Inventory.

The following resources will be available in the Storeroom. These resources will aid the introduction of all the strands and strand units to all classes.

- * Sponges
- * Rollers
- * Blocks
- * Plasticine
- * Clay (2)