



## **SN Tulach Uí Chadhain**

### **School Curriculum Plan** **Art**

#### ***Introduction:***

Art is a means of making and communicating meaning through imagery. It is a unique symbolic domain and is a discipline with its own particular demands and core of learning. Art is a natural and enjoyable way of enriching and extending a child's experience of the world. This plan has been drawn up in accordance with the Visual Arts Curriculum to lay out our approach to the teaching and learning of Visual Arts. This plan will form the basis for teacher's long- and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

#### ***Rationale***

Visual arts education channels the child's natural curiosity for the world around them. The development of this perceptual awareness helps the child to enjoy and interpret the visual environment and art works. It can also facilitate learning in all areas of the curriculum. Creative achievements in art contribute to a sense of personal identity and self-esteem.

#### ***Vision & Aims:***

Arts education enables the child to explore alternative ways of communicating with others. It encourages ideas that are personal and inventive and makes a vital contribution to the development of a range of intelligences. We believe in Scoil Naomh Bríde that a purposeful visual arts programme is a tool to enhancing all children's development and is invaluable in stimulating their creative thinking. Individual creative achievements in art we believe will contribute to a sense of personal identity and self-esteem and help children develop as well adjusted and responsible citizens

We endorse the aims of the Visual Arts Curriculum;

- To help the child develop sensitivity to the visual, spatial and tactile world and to provide for an 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 material.
- 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 crafts people might relate to his or her own work.

### *Planning & Organisation*

- Teachers are familiar with the strands/strand units/content objectives for the relevant class level as well as the content of the core curriculum.
- Teachers plan 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 standalone lesson.
- Teachers ensure that there is continuity and progression from class to class by following the recommended content for their class level from the curriculum and guidelines from the core curriculum
- The school creates opportunities for children 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. Children are enabled to see how artists, craftspeople and designers work with, within and in response to their environments through looking and responding to work of artists. Incorporating ICT to visit websites of art galleries to look at and respond to art works and to make connections between what they observe and their own work, to look at and respond to their own art and the art of their peers.
- Activities in the strand unit Making & Doing 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
- Children are given plenty of opportunities to develop sensitivity, informally and in context, to the qualities of line, shape, form, pattern and rhythm, colour and tone, 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 all included in looking and responding to artists work
- In each lesson time is spent on stimulus, activity and evaluation

### *Approaches and Methodologies:*

School planning for Visual Arts considers a range of methodologies and approaches to provide a varied and stimulating learning environment for all pupils. Teachers will reference methodologies used in their short-term planning.

### *Linkage and Integration*

Visual Arts lends itself well to integration throughout the curriculum through theme based learning. Often, work in other subjects may be used as a stimulus for learning in art. Equally art may be used as a methodology through which learning takes place in other subjects. As such, learning in Visual Art may take place during a discrete slot on the timetable or as part of learning in another subject.

### *Assessment*

A variety of assessment methods will be used in accordance with the school's assessment policy. Details of assessment methods used will be recorded in teacher's short-term plans.

### *Children with different needs*

The Visual Arts programme should provide opportunities for all children to experience success. We will strive to provide opportunities to children with special needs where discovery and experimentation in visual arts can be very rewarding and may lead to the development of other skills and talents. Activities will be planned in sequential units and children will be allowed sufficient time to complete each unit. We realise brief art activities may be more suitable for children with a short attention span, and kinaesthetic multi-sensory activities may sometimes be more appropriate. Children who display exceptional abilities or talent will be encouraged and supported and will be challenged to stretch the possibilities of art activities to the fullest through art competitions, developing their own portfolios, attending extracurricular classes etc..

### *Timetable:*

The integrated approach to the teaching of Visual Arts will be widely used at all levels of our school. Some elements of the Visual Arts curriculum may be taught in an integrated approach through other subjects. Time will be allocated in blocks for specific aspects of arts education also where appropriate. In keeping with the recommendations in the Primary School Curriculum Introduction (pg.70) a minimum two and half hours per week is devoted to Arts education in the infant classes and a minimum of three hours per week for classes for 1<sup>st</sup> to 6<sup>th</sup>. This time may be banked to dedicate an extended period of time less frequently as deemed appropriate by individual teachers.

### *Resources*

Resources for Visual Art will be held in the classrooms and surplus and shared resources held centrally in the art cupboard in the school office. Resources are sourced at as competitive a price as possible. Teachers will take note of resources available in other classrooms and central stores before purchasing extra resources.

### *Success Criteria*

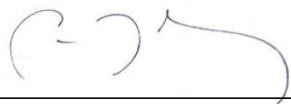
We will review this whole school plan for Music in the future using the following criteria:

1. How individual teacher preparation, planning and teaching reflects this plan
2. Are a range of stimulating methodologies being used?
3. Are we assessing children's Visual Arts learning?
4. How well are Visual Arts concepts learnt by children?
5. How well are children's Visual Arts skills progressing?

***Ratification and Review***

This policy was adopted by the Board of Management in May 2024 and will be reviewed every 3 years. The policy has been made available to school personnel, published on the school website and provided to the Parent's Association.


Signed



**Date: 16/5/2024**

**Chairperson, Board of Management**

Signed



**Date: 16/5/2024**

**School Principal**



