



Visual Art Primary School Curriculum Policy for Infants to 6th Class

1 AIMS

The aims of the visual arts curriculum 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 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.

2 STRAND & STRAND UNITS

Drawing

Making drawings
Looking and responding

Paint & Colour

Painting
Looking and responding

Construction

Making constructions
Looking and responding

Print

Making prints
Looking and responding

Clay

Developing form in clay
Looking and responding

Fabric & Fibre

Creating in fabric and fibre
Looking and responding

3 METHODOLOGIES

- Drawing - Accompanies all subjects & takes place continuously in relation to lesson themes.
- Paint and Colour – Weekly wet-on-wet painting with watercolours.
- Print - Experimenting with a variety of material collaboratively.
- Clay - Modelling of simple forms in beeswax or plasticine & more complex clay modelling
- Construction – Using natural resources from the woods e.g. conkers, leaves, berries.
- Fabric & Fibre - Sewing, finger knitting, knitting, crochet, cross-stitch.
- Looking at and responding to art – Senior classes study of Art practitioners.

4 DIFFERENTIATION

The multi-grade nature of our school informs our planning. However, while teachers' planning reflects their mixed class grouping there is equal emphasis upon individual abilities. Teachers will endeavour to adapt and modify activities and methodologies in Visual Art education to encourage participation by all children. Teachers may differentiate by learning objective, by support, resource, outcome, teaching style, task or by pace

5 CURRICULUM CONTENT

5.1 KINDERGARTEN – FIRST AND SECOND CLASSES

Drawing	Using block crayons Making and describing different lines Making a line that changes across a page, in sandpit, using different drawing tools. Using different lines together (a) at random, (b) to make a pattern. Feeling different textures: using line to describe how they feel.
Paint & Colour	Introduction to colour – At first engagement with primary colours, developing toward the knowledge of mixing and creating 'other' colours. Painting, using thick and thin brush Moving paint around in different ways: blowing, folding, etc Painting using other tools: fingers, sponges, scrunched paper, etc Mixing colour and changing colours More colour and less colour Textured painting. Adding paste, sand, glitter.
Print	Pressing on and taking off, exploring the technique – darker/lighter Random patterns Repeat patterns Experimenting with different surfaces and edges of various materials Leaf rubbings, bark, money, etc.
Construction	Character creation – Snowmen, Santa, etc Puppets Construction outdoors using materials found in nature Construction indoors throughout creative play using natural materials e.g. wood. Window transparencies Construction creations in alignment with festival celebrations e.g. Easter felt eggs, May pole crowns etc.
Clay	<i>Papier mache and beeswax included</i> Exploring clay: pulling, pinching, twisting and rolling, burrowing Adding pattern and texture to clay Creating Candles and Candle holders - Candlemass
Fabric and Fibre	Handling and describing textiles Cutting and joining textiles using tape, glue and stitching Finger knitting, Knitting, plain, purl; crochet.

5.2 THIRD & FOURTH CLASSES

Drawing	Using coloured pencils Form drawing Drawing from nature Introducing line into paintings
Paint & Colour	Painting, finding form in painting Moving paint around in different ways: blowing, folding, etc Painting using other tools: fingers, sponges, crunched paper, etc Mixing colour and changing colours More colour and less colour Textured painting. Adding paste, sand, glitter.
Print	String print Vegetable print
Construction	Cone figures Geometric solids Houses and shelters
Clay	<i>Papier mache and beeswax included</i> Thumb pots Clay tile Creating figures from clay
Fabric & Fibre	Cross-stitch Socks

5.3 FIFTH & SIXTH CLASSES

Drawing	Charcoal Indian ink Chalk and pastels
Paint & Colour	Refining form in watercolour Introducing inks
Print	Silk screen monoprint Tie and dye
Construction	Woodwork – spoons, tenon and mortice joint, project work.
Clay	Head, in clay Creating figures from clay Landscapes
Fabric & Fibre	Cross-stitch Batik Costume making

6 ASSESSMENT

Assessment is a central part of the everyday learning and teaching process in Visual Art Education. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Teachers will use a combination of formal and informal methods in the assessment of Visual Art:

- Teacher Observation
- Teacher designed tasks
- Work Samples
- Student Self- Assessment.

7 RESOURCES

Primary School Curriculum Documents, Crafts through the Years-Floris Books, Felt Craft making Dolls, Gifts and Toys, Nature Activities, Water Color Painting-Dick Bruin, Basic Sculptural Modeling, Learn about the world through modelling, Form Drawing, A first book of Knitting for children., Watercolours, watercolour paper, painting boards, paint brushes, Beeswax, modelling clay, plasticine, Drawing paper, Crayons, colouring pencils, Wool, cotton, material for making knitting needles, Crochet hooks, Threads and cross-stitch materials, Form drawing books, Main Lesson Books, Blackboard & chalk, Scissors, glue, coloured paper, transparency paper, Non-fiction books with artistic content - images, art from other countries / cultures / times, Resources from the local natural environment e.g. conkers, berries, leaves, branches etc. ICT as an aid to learning.

8 SUCCESS CRITERIA

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

9 RATIFICATION

Cuan na Gaillimhe - CNS believes that the school community must be involved to successfully implement the Visual Arts Curriculum. Therefore, the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

This school plan was worked on and discussed by staff during March/April 2020 School Closure and presented to the Board of Management of Cuan na Gaillimhe –CNS on 27th April 2020. Once this plan has been ratified by Board of Management, it will be issued to all teaching staff and copies will be made available for inspection by parents/inspectors and other interested parties on request from school office.

Chairperson of the Board of Management



As a growing school this plan will be reviewed as necessary and in line with Primary Visual Arts Curriculum.