

■ Title Visual Arts Whole School Plan Portobello ETNS

■ Introductory Statement and Rationale

(a) Introductory Statement

This Visual Arts plan was formulated following consultation with all the staff of Portobello ETNS.

(b) Rationale

This plan reflects the Primary Curriculum 1999 and the decisions made by Portobello ETNS on how to implement the Visual Arts curriculum. It is intended to guide teachers in their individual planning for Visual Arts and underpin best practice in the school.

■ Vision and Aims

(a) Vision:

At Portobello ETNS we recognise that the Visual Arts are part of a balanced curriculum which aim to develop the whole spectrum of the child's abilities. We seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive visual arts experiences. Creative achievements in Art contribute to a sense of personal identity and self-esteem.

CHILD CENTRED, COLLABORATIVE APPROACHES, PROCESS

(b) Aims:

We endorse the aims of the Primary School Curriculum for 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 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*

In addition to the curriculum, we aim:

- To provide activities that promote shared exploration and discovery of elements and aspects of visual arts education.
- To create an atmosphere of enjoyment and allow a sense of fun to permeate our visual arts classes.

- To exploit the positive effect purposeful visual arts activities can have on the child’s learning in other areas of the curriculum.

■ Content of Plan

Curriculum:

1. *Strands and Strand Units:*

Visual Arts has six strands and two strand units at each class level, which are as follows:

Strands	Strand Units
Drawing	Making Drawings Looking and responding
Paint and colour	Painting Looking and responding
Print	Printing Looking and responding
Clay	Developing form in clay Looking and responding
Construction	Making constructions Looking and responding
Fabric and fibre	Creating in fabric and fibre Looking and responding

Teachers should familiarise themselves with the six strands of the visual arts curriculum and ensure each strand and both strand units are given equal prominence during the visual arts programme for the year. The revised Primary Curriculum should be used as a reference source and repository for ideas and objectives in all areas of the visual arts curriculum.

2. *Children with Different Needs:*

It is the policy of Portobello ETNS that all children in every class will participate in Visual Art lessons. These lessons will be differentiated in order to meet the needs of the children in a particular class. This will be done by ensuring the focus of visual arts is on the process of creating and with an emphasis on collaborative practice and constructive reflection on work. All children will be supported in achieving their potential in visual arts curriculum.

3. *Linkage and Integration:*

Teachers must plan for opportunities for linkage and integration of Visual Arts. Teachers are encouraged to integrate visual arts with other subjects in a way that compliments the curriculum aims and objectives in these subjects. Integration is encouraged in order to maximise children’s learning. A thematic approach may be taken for linking strands as visual arts lends itself well to other curricular areas for example:

- History- Aztecs, Vikings, Ancient Egypt.
- Gaeilge- seanfhocail, rainn, éadaí, daoine.
- English- stories, poetry, advertisements.

- Music- responding to music, constructing musical instruments.
- Geography- map drawing, sketching of local area.
- Science- diagrams, plant and animal life.
- Maths – data, 2/3 D shapes, symmetry, area.
- Learn Together- reflecting on meditation, celebration of festivals, designing campaign posters for elections.
- Drama- designing and making costumes, set design.
- P.E.-orienteering.

4. *Assessment and Record Keeping:*

The school recognises the importance of assessment and record keeping in the delivery of the Visual Arts curriculum. Much assessment will focus on the children's learning and how best to inform subsequent planning and teaching. Assessment is to be underpinned by the following:

1. The child's ability to make art
2. The child's ability to look with understanding at art and respond to art work
3. The quality of the child's engagement with art.

Teacher observation will be central to all assessment in Visual Arts. Other forms of assessment will include;

- Teacher designed tasks
- Projects
- Recordings of children's work
- Pupil portfolios

Pupils progress will be recorded and communicated in end of year reports, pupil led conferencing and parent teacher meetings.

5. *Equality of Participation and Access:*

At Portobello ETNS all children are given equal access to all areas of the curriculum. Those who need additional support are given so as to support equal access to the Visual Arts curriculum.

Art projects will reflect the ethos of our school and celebrate our multi denominational, inclusive ethos.

Organisation:

6. *Timetables:*

The class teacher's timetable will reflect the Visual Arts guidelines of fifty minutes or more for infant classes and sixty minutes or more for First to Sixth classes. This will be the minimum discreet teaching time for Visual Arts per week. Visual Arts will be used to support teaching and learning in other curricular areas.

7. *Displays:*

Children's work is displayed in each classroom and regularly updated so that pupils experience an inspiring colourful and constantly changing environment. School corridors, entrance hall and notice boards are used to display art work completed by the children.

Legacy artwork is to be framed and display around the school building. This may include collaborative artwork that graduating classes leave to mark their achievements of finishing primary school. Ethos artwork will be displayed to support a visual representation of the ethos at Portobello ETNS.

8. *Resources and ICT:*

The delivery of the Visual Arts curriculum will be supported with ICT where appropriate. Resources for the Visual Arts will be collected to support future planning under each strand unit. Resources are currently stored in both classrooms and in the spare classroom. Central storage to be revisited in new school location.

9. *Health and Safety:*

During Visual Arts staff will maintain due care to the health and safety policy at Portobello ETNS. Particular care will be given when children are using art equipment for example scissors. Staff will also be aware of storing art equipment and children's work safely.

10. *Individual Teachers' Planning and Reporting:*

- Teachers will consult this whole school plan and the curriculum documents for visual arts for information and guidance when preparing their long and short-term planning.
- Teachers will include all the strands and strand units in yearly plans and will provide opportunities for the teaching of content objectives relevant to his/her class level.
- Teachers working at same class level will be encouraged to collaborate in their long term planning.
- The Cúntas Míósúil will provide opportunities for class teachers to review and develop the whole school plan/individual preparation for following years.

11. *Staff Development:*

Staff needs will be assessed regularly. Relevant organisations, local community groups and appropriate education centres will be accessed to provide ongoing training as the need arises. Details of courses and training days relevant to Visual Arts will be posted on the staffroom noticeboard. Staff will be encouraged to use team teaching as an approach to delivering the Visual Arts curriculum.

12. *Parental Involvement:*

Parents will be actively encouraged to participate in supporting the Visual Arts curriculum at Portobello ETNS. At our school we have many parents who work in Fine Arts. These parents will be particularly encouraged to share their expertise with the pupils and staff at Portobello ETNS. Parents will be updated on opportunities for involvement via the weekly newsletter.

13. *Community Links:*

The local community, including artists, art centres, education officers, theatre and national support structures are considered valuable resources in supporting teaching and learning in the Visual Arts curriculum. Classes will be encouraged and supported to attend art exhibitions and visit galleries.

■ Success Criteria

The success criteria of this school plan will be based on the following criteria:

- Teachers preparation has been based on this plan
- Procedures outlined in this plan have been consistently followed

The success criteria of this plan in achieving the aims will be assessed by:

- Teacher feedback
- Pupils' feedback
- Inspectors suggestions and reports
- Board of Management feedback
- Parental feedback

■ Implementation

(a) Roles and Responsibilities:

All class teachers will be responsible for implementing the Visual Arts plan in their classroom.

(b) Timeframe:

Visual Arts to be on a staff meeting agenda in term one of each year to brief incoming staff.

■ Review

(a) Roles and Responsibilities:

Visual Arts plan to be reviewed by committee.

(b) Timeframe:

Visual Arts plan to be reviewed within three years.

■ Ratification and Communication

This plan was ratified by the Board of Management on _____

Signed: _____

Chairperson, Board of Management

On ratification this plan will be published on the school website.