



# BSRAC Visual Arts Policy

## Réamhrá agus Reasúnaíocht

### *Introductory Statement*

The staff of Bunscoil Rinn an Chabhlaigh have collaboratively drawn up this whole school plan in Visual Arts. Its purpose is to

1. Provide an overview of the Visual Arts throughout the school
2. To assist the staff in the implementation of the curriculum in the Visual Arts. It is a framework through which more specific classroom planning can take place.

This plan is for the information of teachers, others who work in the school, the Board of Management, the Department of Education and other interested partners in the school community.

### *Rationale*

1. To benefit teaching and learning in our school
2. To conform to principles of learning outlined in the Primary School Curriculum
3. To review the existing plan for visual arts in light of changed emphases and new methodologies outlined in the Primary School Curriculum
4. To plan a core curriculum for each standard
5. To extend the development of visual arts education with outside agencies e.g. theatre groups, art galleries etc

## Fís agus Aidhmeanna

### *Vision*

Our school's mission statement emphasises the holistic development of the child and the development of children's creativity, we as a staff believe that the visual arts has a key role to play in achieving this mission.

## ***Aims***

We endorse the aims of the Primary School Curriculum for visual arts “*to provide a broad and balanced programme in Visual Arts education at all class levels by engaging with the strands of the curriculum*” :-

1. To help the child express ideas, feelings and experiences in visual and tactile forms
2. 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 in making two and three-dimensional art
3. To enable the child to develop the skills and techniques necessary for expression, inventiveness and individuality
4. To foster sensitivity towards and enjoyment and appreciation of the visual arts
5. To provide opportunities for the child to explore how the work of artists and craftspeople might relate to his/her own work

This Visual Arts plan will be addressed under the following headings

### ***Curriculum planning***

1. Strands and strand units
2. Children with different needs
3. Linkage and integration
4. Assessment and record keeping
5. Equality of participation and access

### ***Organisational planning***

1. Timetable
2. Displays
3. Resources and ICT
4. Health and safety
5. Individual teachers’ planning and reporting
6. Staff development
7. Parental involvement
8. Community links

## **Pleanáil Churaclaim**

### ***Strands and strand units***

1. Teachers ensure that there is continuity and progression from class to class by following the recommended content for their class level from the school core curriculum
2. 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
3. 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
4. In each lesson time is spent on stimulus, activity and evaluation

### ***Children with SEN***

It is the policy in our school that all children will participate in Visual Arts activities. Children with particular special needs will be assisted in activities by their special needs assistants. Lesson content will be modified to meet the needs of children of low, middle and high ability. More challenging opportunities will be afforded to children who display particular talent in the area of Visual Arts.

### ***Linkage and integration***

1. The Visual Arts curriculum lends itself to integration with other subjects – either to one subject or through theme-based activities.
2. Linkage occurs across the strands
3. Language
  - a. The school creates opportunities for pupils to discuss and talk about their own and others' work in visual arts
  - a. We enable children to develop a visual vocabulary for looking at and critiquing the visual arts through using the looking and responding questions/guidelines included in the core curriculum as a resource

### ***Assessment and record keeping***

1. Teachers assess on completion of a strand through
  - a. Teacher observation
  - b. Teacher-designed tasks
  - c. Work samples, projects
2. The information gained from the assessments is used by the class teacher to inform future planning and to assess the development of the children.
3. This information is shared with parents at parent-teacher meetings and end of year reports and throughout the year through art displays throughout the school
4. Art is recorded in the yearly plans

### ***Equality of participation and access***

1. Every child participates in visual arts activities
2. Each family is asked to pay a contribution for visual art resources
3. Non-payment of such contributions does not exclude children from participating

## **Pleanáil Eagraíochtúla**

### ***Timetable***

1. Time is allocated at each level for visual arts according to the 2000 primary curriculum.

2. Time can be blocked for project work when relevant. Discrete time can also be used for Visual Arts
3. We aim to cover the six strands as equally as possible. This is not over-restrictive allowing for flexibility for individual teacher, class or project needs. However all six strands will be covered each year
4. Each teacher will be responsible for displaying and removing his/her class's work
5. Teachers can complete a strand in a block period or vary the strands throughout the year

### ***Displays***

1. It is the policy in our school that every child will have the opportunity to see their art on display on a regular basis
2. The art will be displayed in classrooms, on school corridors, in school public spaces and on occasion outside the school

### ***Resources and ICT***

#### ***Resources***

Resources are classed under the following headings:

1. Materials,
2. Publications,
3. Human resources,
4. Financial resources
5. Environmental resources.

#### ***Materials***

Each teacher will be responsible for purchasing and maintaining an adequate stock of basic materials in his/her own classroom

#### ***Publications***

In the school library publications are available as reference for members of staff

#### ***Human resources***

Artists living locally or those with talent in the Visual Arts in the school community, including parents will be asked to support the school in its efforts to develop arts education in Bunscoil Rinn an Chabhlaigh. The post-holder for Visual Arts, Sara Thompson will liaise with the Arts Centre in Cobh with local galleries and museums to ascertain when exhibitions and events of interest to children will take place.

### ***Use of local Environment***

Every effort will be made by teachers in this school to develop environmental awareness in the children. As often as possible, stimuli will be drawn from the local environment, both on a large scale and in the detail that may be used in some work. In particular, children will be taken on frequent visits/walks to local areas of interest and will be encouraged to work from observation on location.

### ***ICT***

Children use the Internet for virtual tours of galleries, museums etc. It is also used as a resource by teachers to locate famous artists, painters, sculptors etc (history of art) and their works.

The use of digital technology is used as a self assessment tool and as a way of recording and analysing their own art and the art of others.

### ***Health and Safety***

Teachers always remind children of health and safety issues pertaining to the visual arts, e.g use of scissors, toxic paint and inhalation of glues etc. Children are always supervised during these lessons

### ***Individual Teacher planning and reporting***

1. The whole school plan and the curriculum documents for visual arts provide information and guidance to individual teachers for their long and short-term planning.
2. Teachers plan by using both a strand and thematic approaches
3. The Cúntais Míósúil serves as a means of recording the strands covered on a monthly basis by each class teacher and standard; and helps inform future planning by both individuals and the whole-school. They also serve as a means to monitor the visual arts plan.

### ***Staff Development***

1. Staff to be informed of any courses etc that are available in the curricular area of visual Arts.
2. Inform teachers of any new or interesting artistic displays/exhibition the local area
3. Time is allocated at planning meetings to discuss aspects of the visual arts programme
4. Through participation in arts programmes teachers have the opportunity to work with and learn from visiting artists.

### ***Parental Involvement***

Parents are involved in supporting the Visual Arts Plan through encouragement of their children, visiting school displays and by displaying works at home.

Parents who have a talent in this area are encouraged to lend their expertise to the school community.

### ***Community/ Local Environment Links/National Initiatives***

1. Opportunity for local artists to work and share their ideas and experiences with children in the primary school will be created, whenever possible.

2. Staff will be encouraged to share their talents (knitting, crafting etc) with children and they will be facilitated to work with pupils whenever possible,
3. The school will partake in National and local art initiatives – the Creative Schools Project was completed by Rang 4 in 2020/2021 with ceramics artist Aine Farrell
4. The school won the chance to participate in the BLAST Arts programme 2021/22, working with visual arts artist Avril O’ Brian.

## **Critéir chun a bheith Rathúil**

We will know that the plan has been implemented if:

1. Teachers’ preparation is based on this plan
2. Procedures outlined in this plan are consistently followed

Means of assessing the outcomes of the plan include

1. Teacher/parent feedback
2. Children’s feedback
3. Inspectors’ suggestions/reports
4. Feedback from parents
5. Cúntais Míosúil

## **Cur i bhFeidhm**

1. Roles and Responsibilities:  
The plan will be supported, developed and implemented by the whole school team, under the leadership of the Principal and Sara Thompson, Post-Holder for Visual Arts.
2. The policy will be under regular review.

## **Athbhreithniú**

1. It will be necessary to review this plan on a regular basis to ensure an optimum implementation of the art curriculum. Those involved in the review will be
  - a. Teachers
  - b. Pupils
  - c. Parents
  - d. Post holders
  - e. BoM/DES/Others.
2. This plan will be communicated to staff through the school Intranet.

### **Curricular development 22-23**

- Apply for local and national initiatives
- Promotion of the looking and responding strand across each level
- Development of the appropriate oral language associated with looking and responding to art.
- Look at and develop the study of an artist at each level
- Arrange for visiting artists to work with a class level.
- Reach out to local art galleries







