

Rathcormac National School,
Drumcliffe,
Co. Sligo.
F91 NX21



Principal
Mrs Geraldine Connell
Roll No. 19408 N

Phone No. 071 9143962.

Website: www.rathcormacns.ie
Email: office@rathcormacns.ie

Rationale:

This policy was formulated to:

- Provide for creative and aesthetic experiences through exploring, investigating, inventing, designing and making in a range of media.
- To enable the child to make the connections between the imaginative life and the world and to organise and to express ideas, feelings and experiences in visual tangible form.
- To conform to principles of learning outlined in the Primary School Curriculum.
- To promote observation and ways of seeing to help the child to acquire sensitivity to the visual, spatial and tactile world.
- To channel the child's natural curiosity for educational ends and to facilitate learning in all areas of the curriculum.

Vision

We seek to assist the children in Rathcormac N.S. in achieving their potential where children are happy and confident to experiment and try things and the teacher is confident enough to let them. We wish to enable the children to have enjoyable and purposeful experiences of different art media and to have opportunities to explore, invent and communicate with different art materials.

Aims

We aim to:

- Provide for creative and aesthetic experiences through exploring, investigating, inventing, designing and making in a range of media.
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- To conform to principles of learning outlined in the Primary School Curriculum.
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Curriculum content:

Each class will study elements of the six strands of the Visual Arts curriculum.

The strands of the visual arts programme are:

- Drawing
- Paint and Colour
- Printing
- Clay
- Construction
- Fabric and Fibre

The Strand units of the visual arts programme are:

- Making drawings / Looking and responding
- Painting/ Looking and responding
- Making prints/ Looking and responding
- Developing form in clay/ Looking and responding
- Making constructions/ Looking and responding
- Creating in fabric and fibre/ Looking and responding

Works of famous artists:

Pupils are introduced to the work and styles of famous artists throughout their years in school. These include but are not limited to the following:

Kandinsky	Rembrandt
Vincent Van Gogh	Edvard Munch
Banksy	Renoir
Bridget Riley	Frida Kahlo
Eoin O' Connor	Claude Monet
Claude Monet	Matisse
Caravaggio	Jen Stark
Picasso	Eoin O' Connor
Andy Warhol	Louis Le Brocquy

Approaches and Methodologies When planning lessons

- Teachers should choose a range of activities for all strands for each class.
- Teachers should ensure that there is a balance between 2-D and 3- D strands and between making and doing and looking and responding to art.
- Teachers should provide opportunities for children to look and respond to their own art and the art of their peers.

- To look and respond to art works and to make connections between what they observe in their own work.
- To look and respond to their natural and living environment.
- Teachers should structure the programme so that the subject matter for art stems from the children's life experiences, from their imagination and from observations.
- Teachers should ensure that children have a choice of materials they may select for their own use in making art.
- Teachers should provide opportunities for children to develop sensitivity.
- Teachers ensure that the focus of the lesson is on the process rather than the product.

Lesson Format:

In each class, time should be spent on

- Stimulus,
- Activity (engage in class, individual, pair, group, and project work.)
- Evaluation: assessment by the children of their own work and that of the other children.

Equality of participation and access:

In Rathcormac National School we will provide equal opportunity to each child to experience the visual arts curriculum regardless of learning, emotional and behavioral differences.

Every child is given adequate time to complete their work.

Mixed ability groups will be used for group projects.

We will adapt materials and concepts to meet the individual needs of the child.

Linkage and Integration:

Linkage in the visual arts curriculum occurs both within strands and between strands and emphasises the inter-related nature of art activities.

Many areas of the primary curriculum offer excellent visual and imaginative stimulation, which the teacher can avail of for an art class. Interpreting stories, poems, songs, drama, Bible stories and historical events in drawing, painting or in a three-dimensional medium are obvious opportunities for integration.

Activities that integrate the visual arts with other subjects can be planned in conjunction with the fortnightly and termly plans.

Assessment

Assessment is an integral part of the teaching and learning processes in visual arts education.

The pupils' work in Visual Arts is assessed in several ways:

- Observation by the teacher.
- Self-assessment by the pupils (where they are encouraged to assess in a positive, constructive manner).
- Peer evaluation of work.

- Senior pupils have an Art folder in which they keep examples of their work produced during the year. The folder is taken home at the end of each school year.
- Clay work and other 3D pieces of art will be sent home during the year once it has been displayed for a short time.

Organisational planning:

- The recommended time for Visual Arts is one hour per week but this may be taken at the discretion of the individual teacher e.g. block timetabling, integrated timetabling and use of discrete time.
- Teachers are responsible for safety in their own areas and for the implementation of relevant safety procedures.

Individual Teachers' Planning and Reporting:

The whole school plan for Visual Art provides the necessary information and guidance to individual teachers for their long- and short-term planning. Each teacher is expected to be aware of what is in the curriculum.

Staff Development:

We will continue to share our individual skills and experience with other members of staff at all times throughout the year.

We will attend courses which will help our art programme.

Display In Rathcormac N.S - we display the pupils' work in the classrooms, hallways and the hall.

Sources and Resources:

All class teachers have access to a wide range of supplies: paint, paper, card, clay, brushes, pastels, inks etc.

The following is a sample of activities carried out in Rathcormac NS under visual arts curriculum:

Drawing:

Lines and Patterns in nature including landscapes

Charcoal snowmen

Optical illusions

Reflection art

Halloween Houses

Pumpkins-still life

Self Portraits (including Picasso inspired)

Draw a penguin using figure of 8

Jen Stark inspired drip art

Draw a Matisse still life

Christmas window scene (oil pastels)
Guided drawings eg animals, people, buildings
Cartoon animation

Paint and Colour:

Blow painting technique (background)
Painting using stencils
Water colour hot air balloons
Halloween night castles
Andy Warhol pop art
Pizzas love hearts
Eoin O' Connor cows
Christmas art/snow reflections
Winter scene/landscapes
Birds on a branch
Spring flowers

Printing:

Use lego blocks to make igloos
Creating and using stencils
Tinfoil printing- eg wild animals
Print with objects eg corks, cotton buds, sponges-create patterns
Use natural environment eg leaves, fruit, vegetables
Stained glass windows

Clay:

Hedgehogs
Pinch pots eg ancient oil lamps
Sea creatures
Name plaque eg name in Viking writing/hieroglyphics
Halloween decorations from the past

Construction:

Making post boxes etc during Aistear
Baubles
Building-design a tiny house
Creating photo frames using lollypop sticks
Using recycled materials to create items eg link with SESE- rockets, buildings etc
Model making-famous landmarks
Bridge and marshmallow structures

Fabric and fibre:

Christmas decorations (including using wood)

Collage using pasta shells, ribbons, string, fabric etc

Create snowmen, spring lambs etc

Macramé gnomes

Sew book marks (including using a machine)

Recycled fabric mache bowls

Sew mini Christmas stocking

Knitting eg scarf for a teddy

Tapestry eg using various colours of yard to make a piece which can be framed

Make pom poms

Tie dye

Bracelets eg using beads. string etc

Community Links To encourage links with the community we make use of the following:

- Participation in art competitions e.g. Community games poster competition, Easter bunnies and bonnets competition, Green Schools Competitions, Christmas recycle decoration etc.
- Invite parents with particular talents in Visual Arts to work with pupils e.g. knitting and sewing.
- The school is involved in a Creative Cluster with Scoil Ursula and Calry NS under the theme 'Old School in a Modern World.'
- The school is also involved in the Teacher Artist Partnership which enhances arts in education.
- Our school takes part in the BLAST program where children work with professional artists.

Review

It will be necessary to review this policy on a regular basis to ensure optimum implementation of the Visual Arts Curriculum.

This policy will be reviewed formally in 3 years' time and reviewed informally at the school's discretion.

Ratification

This school plan for Visual Arts will be distributed to all teachers by 10th February 2025, with a view to having it ratified by the Board of Management in February 2025

This policy was ratified by the Board of Management on: 18th February 2025.

Signed: John - Alex Date: 18/2/25
Chairman

Signed: C Geraldine Connell Date: 18th February 2025
Principal

