



Muslim National School
Seek knowledge from the cradle to the grave

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VISUAL ARTS POLICY

Introductory Statement

The Visual Arts school policy was reviewed in consultation with staff, Board of Management and parents of the school. The process was led by a team of teachers who reviewed and evaluated the existing policy. A draft revised policy was presented to staff and discussed at a staff meeting before being forwarded to the Board of Management for their observations. This took place in the first term of 2021/22. In December 2021 the under-review policy was shared with all school stakeholders for a two-month consultation. Opinions, thoughts, insights were welcomed by either verbal or written communication. This has informed this current policy.

Art is a way 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 extending and enriching the child's experience of the world.

This policy has been drawn up in accordance with the Islamic ethos of the school and the Visual Arts Curriculum to set out our approach to the teaching and learning of Visual Arts. This policy will form the basis for teachers' 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 educational ends: the development of perceptual awareness helps the child to enjoy and interpret the visual environment and art works and can facilitate learning in all areas of the curriculum. Creative achievements in art contribute to a sense of personal identity and self-esteem and help to create cultural awareness and empathy.

Vision

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 the Muslim National School that a purposeful Visual Arts programme is life-enhancing and is invaluable in stimulating creative thinking and in promoting capability and adaptability. Staff at the Muslim National School seek to emphasise the creative process and so ensure that pupils' work is personal and has quality. Creative achievements in art will contribute to a sense of personal identity and self-esteem and help to create cultural awareness and empathy.

Aims

The aims of the Visual Arts Curriculum in the Muslim National School 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 form.
- 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 value the child's confidence and self-esteem through valuing self-expression.
- To foster sensitivity towards 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/her own work.

Strands, Strand Units

Table of Content Art	Junior/Senior Infants	
Month	Strands	Strand Units
September	Paint and colour	Painting Looking and responding
	Construction	Making constructions Looking and responding
October	Drawing	Making drawings Looking and responding

	Print	Making prints Looking and responding
November	Print	Making prints Looking and responding
	Paint and colour	Painting Looking and responding
	Fabric and fibre	Creating in fabric and fibre Looking and responding
	Clay	Developing form in clay Looking and responding
December	Paint and colour	Painting Looking and responding
	Construction	Making constructions Looking and responding
	Construction	Making constructions Looking and responding
January	Print	Making prints Looking and responding
	Construction	Making constructions Looking and responding
February	Construction	Making constructions Looking and responding
	Paint and colour	Painting Looking and responding
	Fabric and fibre	Creating in fabric and fibre Looking and responding
March	Drawing	Making drawings
	Drawing	Making drawings
	Fabric and Fibre	Creating in fabric and fibre Looking and responding
	Construction	Making constructions Looking and responding
April	Paint and colour	Painting Looking and responding
	Construction	Making constructions Looking and responding
May	Paint	Painting Looking and responding
	Construction	Making constructions Looking and responding

	Fabric and fibre	Creating in fabric and fibre Looking and responding
	Fabric and fibre	Creating in fabric and fibre Looking and responding
June	Paint and colour	Painting Looking and responding
	Paint and colour	Painting Looking and responding
	Fabric and fibre	Creating in fabric and fibre Looking and responding

Table of Contents Art 1st and 2nd Class			
Month	Strands	Strand Units	Topics
September	Drawing	Making drawings Looking and responding	Myself
	Fabric and Fibre	Creating in fabric and fibre Looking and responding	Clothing for different weather conditions
October	Print	Making prints Looking and responding	Autumn
	Paint and colour	Painting Looking and responding	Autumn
November	Paint and colour	Painting Looking and responding	Colour
	Fabric and fibre	Creating in fabric and fibre Looking and responding	Winter
December	Paint and colour	Painting Looking and responding	Colour
	Drawing	Making drawings Looking and responding	Winter
January	Clay	Developing form in clay Looking and responding	Pottery
February	Fabric and fibre	Creating in fabric and fibre Looking and responding	Spring Spring clothing Applique
	Drawing	Making drawings	

		Looking and responding	
March	Print	Making prints	Spring
		Looking and responding	
	Constructions	Making constructions	Space, light (integrated with science)
		Looking and responding	
April	Construction	Making constructions	National Spring Clean Reusing
		Looking and responding	
May	Clay	Developing form in clay	Houses
		Looking and responding	Summer
June	Print	Making prints	Summer
		Looking and responding	

Table of Contents Art 3rd and 4th Class

Month	Strands	Strand Units	Themes/ Topics
September	Drawing	Making drawings	Myself and others
		Looking and responding	
	Fabric and Fibre	Creating in fabric and fibre	Autumn
		Looking and responding	
October	Construction	Making constructions	Buildings
		Looking and responding	
	Paint and colour	Painting	Autumn
		Looking and responding	
November	Clay	Developing form in clay	Sculpture
		Looking and responding	
	Drawing	Making drawings	Winter
		Looking and responding	
December	Print	Making prints	Winter
		Looking and responding	
	Fabric and fibre	Creating in fabric and fibre Creating in fabric and fibre	Toys

		Looking and responding	
January	Clay	Developing form in clay	Papier mâché
		Looking and responding	
February	Fabric and fibre	Creating in fabric and fibre	Festivals
		Looking and responding	
	Construction	Making constructions	Materials
		Looking and responding	
March	Print	Making prints	Spring
		Looking and responding	
	Drawing	Making constructions	Space exploration
		Looking and responding	
April	Paint and colour	Painting	Colour
		Looking and responding	Colour mixing
May	Clay	Developing form in clay	Pottery
		Looking and responding	
	Fabric and Fibre	Creating in fabric and fibre	Stories
		Looking and responding	
June	Print	Making prints	Graffiti art
		Looking and responding	
	Construction	Making constructions	Summer
		Looking and responding	

Table of Content Art 5th and 6th Class

Month	Strands	Strand Units
September	Drawing	Making drawings Looking and responding
	Fabric and Fibre	Creating in fabric and fibre Looking and responding

October	Construction	Making constructions Looking and responding
	Paint and colour	Painting Looking and responding
November	Clay	Developing form in clay Looking and responding
	Drawing	Making drawings Looking and responding
December	Print	Making prints Looking and responding
	Fabric and fibre	Creating in fabric and fibre Creating in fabric and fibre Looking and responding
January	Clay	Developing form in clay Looking and responding
	Paint and colour	Painting Looking and responding
February	Fabric and fibre	Creating in fabric and fibre Looking and responding
	Construction	Making construction Looking and responding
March & April 6 weeks - when content is covered will depend on when Easter falls	Print	Making prints Looking and responding
	Drawing	Making constructions Looking and responding
	Paint and colour	Painting Looking and responding
May	Clay	Developing form in clay Looking and responding
	Fabric and Fibre	Creating in fabric and fibre Looking and responding

June	Print	Making prints Looking and responding
	Construction	Making constructions Looking and responding

Looking and Responding- All classes

Drawing

Children are encouraged to look at their own work and the work of artists in the following ways:

- What is happening?
- Choice of materials
- Movement, rhythm. Perspective.
- Personal reaction.
- What did the artist want to say?

Paint and Colour

Children are encouraged to look at and respond to their own work and the work of an artist in the following ways:

- Colour and tone.
- Rhythm and movement.
- What the artist wants to say.
- Same theme depicted in different ways by different artists.
- Personal response to art.

Print
<ul style="list-style-type: none"> • Children are enabled to experience shape, texture and pattern through handling various objects. • Children discuss their own work and work of others. • Children describe the print line, shape, colour, texture and pattern and how they combine. • Discuss how materials and tools were used to create effects. • Children discuss what they like about the print. • Look at prints to investigate techniques. • Look at examples of print in everyday use.
Clay
<ul style="list-style-type: none"> • Children look at and experience 3-D form through examination of natural and manufactured objects - pebbles, shells, fir cones, soft, moulded or carved toys, pottery. • Look at and talk about own work and work of others (inc. artists/craftsmen) <ul style="list-style-type: none"> ○ describe the form ○ how it felt to work with the clay ○ how the sculptor may have worked ○ what the artist was trying to say ○ what they like about the work
Construction
<ul style="list-style-type: none"> • Look at, investigate and talk about balance. • Describe constructions - what other materials would have been useful etc. • Talk about designs in architecture, sculpture, engineering etc.
Fabric and Fibre
<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities. -soft, fluffy. stiff etc • Look at colour and pattern. • Look at and discuss synthetic and natural fibres. • Look at and talk about the work of children and artists. • Visit a craftsperson at work. • Look at fabrics and artefacts from other cultures.

1. Children with Different Needs

All children will have equal access to Visual Arts education. The school will strive to provide opportunities for children with special educational needs to show capabilities and independent achievement. Where relevant, activities will be planned in manageable, sequential units and children will be allowed sufficient time to complete each unit. The school realise brief, one-session art activities may be more suitable for children with a short attention span and kinaesthetic, multisensory activities may sometimes be more appropriate. The school is aware that some children with exceptional ability/talent will need to be encouraged and supported and will be challenged to stretch the possibilities of art activities to the fullest e.g. Art competitions.

2. Integration

Visual Arts activities that involve linkage and integration will be planned in parallel and interact with other subjects eg Maths, SESE, Aistear, Language etc. This will give children added opportunities for creativity and inventiveness and enable them to show strengths and interests which might otherwise remain untapped. Theme based activities will be used to support integration, which helps extend childrens' understanding of both art and the other subjects.

Class teachers will work in collaboration with Religion and Arabic teachers to ensure opportunities for integration are maximised.

3. Linkage

Teachers strive to create opportunities for linking strand with strand, e.g. printing on fabric. Opportunities for linking strands by using a theme include Eid, Intercultural Fortnight and seasonal activities.

Suggested activities for linkage and integration are indicated at the end of each strand of the 1999 curriculum book. Efforts will be made to maintain a balance between integrated and single-subject teaching, especially in senior classes.

A number of factors are necessary for integration to work successfully:

- Systematic planning by the teacher, which is consistent and carefully structured to ensure continuity and progression.
- The structuring of topic work.

4. Language

Visual arts provides natural opportunities for pupils to discuss and talk about their own and others' work. The school will strive to enable children to develop a vocabulary for looking at and critiquing the visual arts.

5. Assessment and Record Keeping

As assessment is an integral part of the teaching and learning processes in Visual Arts education, teachers will continuously assess childrens' learning as they observe, discuss and make judgements on work in progress and on completed work.

Assessment will be concerned with:

- Perceptual awareness
- Expressive ability
- Critical skills
- Disposition towards art

A range of assessment tools will be necessary to fulfil the roles of assessment as

outlined above. A combination of the following will be used for assessment in Visual Arts:

Teacher observation -

This informal mode of assessment will focus on the child's ability to respond in a variety of ways to visual arts tasks.

Teacher-designed tasks -

This will involve planning an art activity designed specifically to indicate the child's ability to handle particular concepts and skills.

Work samples, portfolios, projects -

- Work samples will include work in progress as well as completed work.
- A portfolio will comprise a representative sample of the child's work and will be updated periodically.
- Project work will include wall friezes, theme-based wall hangings etc.

Recording and Communicating-

- The range of assessment tools used will collectively provide a comprehensive system of assessing and recording each child's development in art.
- A common understanding of pupil progress and of criteria for assessment will be reached through discussion and the sharing of expertise among staff members.

6. Equality of Participation and Access

Equal opportunities for participation will be given across all areas of the curriculum. Art is a way 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. This Visual Arts policy seeks to extend and enrich the child's experience of the world and cultivate an atmosphere of equality and opportunity where gender, cultural diversity, minorities and special needs are respected and valued.

7. Organisation

8.1. Timetables

Primary School Curriculum stipulates two hours per week as the minimum time allocated for Arts education (Visual Arts, Music and Drama) in senior classes and 1 hour 45 minutes per week in junior classes. The Muslim National School have adjusted the time allocated to Arts education to cater for whole school initiatives in literacy and numeracy. This is in accordance with the 2011 National Literacy and Numeracy Strategy.

Increased time allocated to literacy and numeracy in Junior Infants and Senior Infants is being covered through Aistear.

- Junior and Senior Infants will allocate 50 minutes for Visual Art per week.
- Second class to Sixth Class will allocate 40 minutes for Visual Art per week.

8.2. Displays

In the Muslim National School we realise that good display in school helps to create an aesthetically pleasing environment. It will provide a focal point for learning by arousing curiosity, promoting discussion, and stimulating ideas.

- Work of the children is displayed in the classroom, on notice-boards on the school corridor, school entrance etc.
- Art displays must be changed regularly by class teachers.
- There may also be opportunities for school exhibitions for example during Intercultural assembly.

8.3. Resources

- The school is working to develop a bank of consumable materials in each class for use in the Visual Arts Curriculum throughout the year.
- Teachers are given a set amount per child for their art budget for the year based on enrolment on 30th September.

8.4. Health and Safety

- Teachers and SNAs will ensure health and safety procedures for using art materials are followed during each visual art lesson.
- Care and supervision is needed when using design and cutting equipment.
- Wet floors- care is needed when class teachers or SNAs are cleaning art equipment.
- Teachers will store potentially dangerous substances in a safe place e.g glue.
- Care is required when handling glass.
- Class teachers to ensure appropriate supervision on outdoor visits.
- Staff should refer to the school's Health and Safety policy for further guidance.

8.5. Individual Teachers' Planning and Reporting

The whole school Visual Arts policy and the curriculum documents for Visual Arts provide information and guidance to individual teachers for their long and short-term planning.

Teachers plan using the skills, strands and strand units and teachers can use the option of a thematic approach.

8.6. Staff Development

Teachers are encouraged to avail of and attend courses which would enhance and support the teaching of Visual Arts. Staff are given opportunities to share gained expertise at planning days, staff meetings, through observations of good practice, etc.

8.7. Parental Involvement

Parents are encouraged to support visual arts education at the school. They will be invited to view their children's work at events such as Intercultural Fortnight,

Parent Teacher evenings and at seasonal events during school year.

Parents' active interest in helping their children to develop a personal visual language is vital and parents with artistic expertise will be welcome and will be assured of the value of their contribution.

8.8. Community Links

There are places of interest in the local area where the children can be brought to view and appreciate the visual aspect, e.g. Local library, Museums, Galleries, Botanic Gardens, Phoenix Park etc. Teachers will endeavour to use the resources in the wider community in the teaching and learning of visual arts.

Success Criteria

Indicators that the policy has been implemented successfully include:

- Teachers' preparation is based on this policy.
- Procedures outlined in this policy are consistently followed.

It will be evident that the policy has achieved its aims from the following indicators:

- Feedback from teachers/parents/pupils/community.
- Inspectors' suggestions/reports.
- Looking and responding to displays.

Roles and Responsibilities

- The Principal will oversee the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings.
- The teaching staff has a responsibility to implement this policy, forward feedback to the Principal and encourage correct whole staff participation in the policy. We endeavour that the children would develop enthusiasm and foster an interest for extracurricular activities.
- The policy will be monitored and evaluated every two years meaning fully on how well the Visual Arts programme has been taught and received in the school. The following will be consulted in appraising the Visual Arts policy:
 - Teachers
 - Pupils
 - Parents
 - Post holders
 - Co- managers
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This Policy was approved by the Board of Management at its meeting on 30th January, 2025

Signed: 221 Tawashi

Date: 30/01/2025

Chairperson of the Board of Management

Signed: John O'Donnell

Date: 30/01/2025

School Principal