



**Broadmeadow Community
National School,
Rathbeale Road,
Swords,
Co. Dublin**

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Roll Number: 20529J



WHOLE SCHOOL VISUAL ARTS PLAN

BROADMEADOW COMMUNITY NATIONAL SCHOOL

2023/2024

Principal: Miss J. Robinson

Rationale

'The arts are organised expressions of ideas, feelings and experiences in images, in music, in language, in gesture and in movement. They provide for sensory, emotional, intellectual and creative enrichment and contribute to the child's holistic development. Much of what is finest in society is developed through a variety of art forms which contribute to cultural ethos and to a sense of well-being'

The arts education curriculum provides for a balance between expression and the child's need to experience and respond to the visual arts, to music and to drama. Dance is outlined within the physical education curriculum, and the contribution that literature makes to the emotional and imaginative development of the child is described within the language curricula. (Curriculum, 2022)

This plan was designed to:

- Provide a unified approach to the teaching of Visual Arts in the school.
- Identify and bolster best practice Visual Arts teaching and learning in the school.
- Tie together the class-level planning that has been a feature of Visual Arts in the school since its establishment. Ensure appropriate development across classes.
- Act as a resource for teachers and parents in planning yearly work in Visual Arts.
- Facilitate the induction of new staff members, as well as ease the movement of teachers between class levels, and the support setting

Vision

In line with the school's vision statement, we strive to facilitate each child in reaching their full potential in Visual Arts. Children are presented with learning experiences that enable them to progress their Visual Arts understanding and skills at a level that is developmentally appropriate. We endeavour to provide Visual Arts education that helps children to use these skills in their everyday lives; to communicate effectively, become a valid member of the community and citizen, promote positive relationships and problem solve.

Aims

The aims of Visual Arts are;

- to enable the child to explore, clarify and express ideas, feelings and experiences through a range of arts activities
- to provide for aesthetic experiences and to develop aesthetic awareness in the visual arts, in music, in drama, in dance and in literature
- to develop the child's awareness of, sensitivity to and enjoyment of visual, aural, tactile and spatial qualities in the environment
- to enable the child to develop natural abilities and potential, to acquire techniques, and to practise the skills necessary for creative expression and for joyful participation in different art forms
- to enable the child to see and to solve problems creatively through imaginative thinking and so encourage individuality and enterprise
- to value the child's confidence and self-esteem through valuing self-expression
- to foster a sense of excellence in and appreciation of the arts in local, regional, national and global contexts, both past and present
- to foster a critical appreciation of the arts for personal fulfilment and enjoyment.

Curriculum Planning

Broadmeadow CNS implements the full Primary School Curriculum (1999), and accordingly, the Visual Arts curriculum is taught at each class level. This teaching is characterised by the approaches recommended in this whole school plan, bearing in mind areas of emphasis decided at school level. For the sake of brevity, the entire curriculum is not repeated here.

All teachers are familiar with the strands, strand units and content objectives in the Visual Arts Curriculum and refer to them regularly when planning for their classes ensuring all strands and strand units are covered.

Visual Arts Skills

Spanning the content are the skills that the child should develop while engaging with the Visual Arts curriculum. These skills are:

- Drawing
- Paint and colour
- Print
- Clay
- Construction
- Fabric and fibre.

Our School Approaches

The approaches and methodologies that teachers will use in their delivery of the Visual Arts curriculum will include:

The use of Manipulatives – Where practical and possible, children should have access to and use a broad range of practical equipment and materials during lessons.

Talk and Discussion as an integral part of the learning process. Opportunities should be provided during Visual Arts class for children to discuss problems with the teacher, in pairs, in groups.

Active Learning and Guided Discovery: As part of the Visual Arts programme for each class, children are provided with structured opportunities to engage in exploratory activities under the guidance of the teacher: to construct meaning, to develop strategies for solving problems and to develop self motivation, social interaction, social stories.

Collaborative and Cooperative Learning: Collaborative and co-operative learning is promoted using the following strategies:

- Encouraging children to listen
- Encouraging children to take turns
- Seeing that others' opinions are important
- Children working in pairs/small groups while playing games.
- Station Teaching

ICT is very important in the teaching of Visual Arts with opportunities for the pupils to engage in interactive activities, programmes and games developing understanding and linking in with stories and situations.

Using the environment/community as a learning resource/home: The school building is used as a resource to support the Visual Arts programme. Teachers use the school environment to provide opportunities to develop this area of the curriculum. Areas such as the craft area, construction area

and modelling area also support this in the Junior classes. The nature and outdoor environment is used to develop a stimulus for art and creativity. We collect natural materials, use growing plants/flowers as provocations, use shadows etc all for art exploration. We understand the strong links between outdoors, nature, creativity, and wellbeing.

Problem solving/Role Play/Discussion/Debate: Children are encouraged to use their own ideas as a context for problem solving.

Hands on/Practical Materials- Children are encouraged to explore the visual arts through linkage and integration and use of a range of materials, media and textures to explore the arts.

Resources

- Construction/Modelling/Creative areas within Junior Class/1st and 2nd classes.
- Range of media and materials
- Books about artists
- Online websites
- Ipads
- Craft and art boxes

Whole School Initiatives

- Art Day- families to come and work with children on their art work.
- Wellbeing Day
- Drop Everything and Make!
- Assessment and Feedback from peer to peer, teacher to pupil, parent etc.
- Restorative Practice
- Class sketch book- moves up from class to class
- Concerts and shows
- Come and see events- children to share work
- 'Someone like Me' art competitions
- Integrated learning of Visual Arts and core / non-core subjects
- Integration of Visual Arts within Aistear themes

Assessment and Record Keeping

- Teacher observation
- Teacher designed tasks and tests
- Work samples portfolios and projects
- Pupil profiles
- Assessment Trackers for children and teachers for self reflection
- Track my progress cards
- How am I doing cards

SEN Links

- Visual Arts activities will be differentiated in order to meet the needs of the children in a particular class. Children with special educational needs will receive support from our Special Education Teachers. We promote an active learning environment, with children working in groups at their level, where the class teacher is responsible for the learning in the classroom and is assisted by the SET team.

- Where a teacher recognises that a child displays a particular ability in Visual Arts, this will be communicated to the parents, so that the child may have opportunity to take out of school lessons, circumstances permitting.

EAL Provision

There is a high percentage of children for whom English is an Additional Language at Broadmeadow CNS. Moving forward the proficiency in English is tested biannually (September and May/June) using the PSAK assessments. Sanctioning of EAL teachers is based on such and the school will seek to ensure that adequate staffing levels are in place to meet the needs of our EAL pupils. EAL teachers work in a withdrawal and in-class support capacity, dependent on the needs of individual classes.

Planning

All classes will comply with the minimum times for Visual ARTs set out in Circular 56/2011. That is:

Infants: 2 hr 30 mins First- Sixth Class: 3 hrs

In most cases, these time allocations will be exceeded. A lot of Visual Arts is also taught through our other subjects and our GMGY Program and discreetly through our whole school ethos and daily delivery of all activities within the school day.

Resources and ICT

As a new developing school, we endeavour to build on and develop the resources available for teaching and learning as the school grows. Teachers will be encouraged to maximise resources available to them. The school will ensure that teachers' resources for school-wide programmes will be available to all teachers.

ICT will be used in classroom and support settings to further support the teaching and learning of Visual Arts in the form of Interactive TV screens, iPads, online programmes etc.

Individual Teacher Planning

Individual teachers will plan their yearly Visual Arts programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodology for Visual Arts from this whole school plan and it will be monitored and assessed on an on- going basis.

Teachers are expected to complete yearly (or termly) plans for the teaching of Visual Arts in their classes and are responsible for the implementation of such. Learning outcomes directly from the Primary Curriculum are included in each teachers' long term scheme. They must also include Visual Arts in their fortnightly (or weekly) plan. Such must include specific objectives, learning content and key vocabulary.

The Cúntas Míosúil must document what has been covered in the teaching and learning of Visual Arts each month and is attached to our planning document through a tick and notation box that staff reflect in and write comments in relation to their reflective practise.

Support Teachers' Planning:

EAL teachers must complete fortnightly/weekly plans detailing the teaching of Visual Arts to such

pupils. Teaching of Visual Arts for pupils with special educational needs will also be documented in the planning documents of S.E.T. staff.

Staff Development

Whole School Plan for Visual Arts;

A range of reference materials for mathematics are available in the staff resource room, including:

- Teaching guides (e.g. PDST Handbooks)
- Apps for online use.
- Art supply list
- Curriculum plans

All professional development notifications and literature that are received by the school, as they relate to Visual Arts, are relayed to staff by Special Duties Teacher. This notification will take the form of staff announcements on Aladdin, postings on the CPD noticeboard, and notices on the staff notice whiteboard in the staff room and informal and formal meetings.

Time is made available at staff meetings to:

Facilitate professional development from outside agencies (e.g. PDST, SESS)

Promote the sharing of professional learning internally.

Discuss progress in Visual Arts and celebrate success (as it relates to this plan, SSE)

Parent and Links to the Community

Parents/carers have a crucial role to play in their children's Visual Arts development. Talking to adults, hearing them talk, awareness of Visual Arts in the community and much more. Parents are informed of this at the beginning of the year at each class meeting.

Why we make the links:

- Teacher/parent/pupil/community feedback
- Children's feedback regarding their learning
- Suggestions and reports of DES Inspectorate
- Monthly records of teaching and learning
- Art and craft homework projects
- Art Days with families
- Come and see days

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in oral language, reading and writing activities. The success of the plan will also be measured by the achievement of pupils in standardised tests. Feedback and reflection will be used as an informal method of measuring the success of this whole- school plan.

(a) Roles and Responsibilities

The plan will be implemented by all members of the teaching staff. The principal will play a role in overseeing its implementation.

(b) Timeframe

This plan will be reviewed in Term 1 2024/2025.

Ratification

The attention of all newly appointed staff will be drawn to this whole-school Visual Arts plan upon their appointment to the school by the NQT mentor. This policy will be published on the school website, upon its development, and a copy of it will be provided to the Parent Teacher Association, when established. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request. All policies can be found on our website broadmeadowcns@ddletb.ie.

Long Term Overview for Broadmeadow CNS- Class Objective Overview Visual Arts.

Broadmeadow CNS- Visual Arts Long Term Overview Junior Infants/Senior Infants

<u>Topic/Strand</u>	<u>Junior Infants</u>	<u>Senior Infants</u>
Drawings	<p><i>Making Drawings</i></p> <ul style="list-style-type: none"> experiment with the marks that can be made with different drawing instruments make drawings based on real and imaginative experiences and stories explore the relationship between how things feel and how they look experiment with the marks that can be made with different drawing instruments experiment with the marks that can be made with different drawing instruments discover and draw line and shape as seen in natural and manufactured objects 	<p><i>Making Drawings</i></p> <ul style="list-style-type: none"> experiment with the marks that can be made with different drawing instruments and explore width of pencils, strength of pencil or material make drawings based on real and imaginative experiences and stories explore the relationship between how things feel and how they look and discuss orally experiment with the marks that can be made with different drawing instruments experiment with the marks that can be made with different drawing instruments discover and draw line and shape as seen in

		natural and manufactured objects. Search and observe these.
Paint and Colour	<p><i>Painting</i></p> <ul style="list-style-type: none"> experiment with a variety of colour drawing instruments and media to develop colour awareness use colour to express experiences and imaginings experiment with a variety of colour drawing instruments and media to develop colour awareness discover colour, pattern and rhythm in colourful objects discover colour in the visual environment to help develop sensitivity to colour discover the relationship between how things feel and how they look (using paint, brushes and found objects in a variety of ways) 	<p><i>Painting</i></p> <ul style="list-style-type: none"> experiment with a variety of colour drawing instruments and media to develop colour awareness use colour to express experiences and imaginings and discuss choices experiment with a variety of colour drawing instruments and media to develop colour awareness discover colour, pattern and rhythm in colourful objects discover colour in the visual environment to help develop sensitivity to colour discover the relationship between how things feel and how they look (using paint, brushes and found objects in a variety of ways)
Printing	<p><i>Printing</i></p> <ul style="list-style-type: none"> experiment with the effects that can be achieved with simple print-making use a variety of print-making techniques experiment with the effects that can be achieved with simple print-making 	<p><i>Printing</i></p> <ul style="list-style-type: none"> experiment with the effects that can be achieved with simple print-making and explore objects for printing use a variety of print-making techniques experiment with the effects that can be achieved with simple print-making

	<ul style="list-style-type: none"> look at and talk about his/her work, the work of other children and the work of artists look at and talk about examples of simple print design in everyday use experiment with the effects that can be achieved with simple print-making further developed 	<ul style="list-style-type: none"> look at and talk about his/her work, the work of other children and the work of artists look at and talk about examples of simple print design in everyday use. Share opinions experiment with the effects that can be achieved with simple print-making further developed
Fabric and Fibre	<ul style="list-style-type: none"> invent a costume for an imaginary character explore the possibilities of fabric and fibre as media for imaginative expression making a collage with the emphasis on texture explore the possibilities of fabric and fibre as media for imaginative expression 	<ul style="list-style-type: none"> invent a costume for an imaginary character explore the possibilities of fabric and fibre as media for imaginative expression making a collage with the emphasis on texture explore the possibilities of fabric and fibre as media for imaginative expression Discuss which materials would be suitable for certain projects
Clay	<p><i>Developing form in clay</i></p> <ul style="list-style-type: none"> explore and discover the possibilities of clay as a medium for imaginative expression make a clay form and manipulate it with fingers to suggest a subject invent mixed-media pieces in both representational and non-representational modes 	<p><i>Developing form in clay</i></p> <ul style="list-style-type: none"> explore and discover the possibilities of clay as a medium for imaginative expression make a clay form and manipulate it with fingers to suggest a subject invent mixed-media pieces in both representational and non-representational modes Use a range of tools to manipulate clay and soft materials

Construction	<p><i>Making constructions</i></p> <ul style="list-style-type: none"> explore and experiment with the properties and characteristics of materials in making structures make imaginative structures explore and experiment with the properties and characteristics of materials in making structures make imaginative structures 	<p><i>Making constructions</i></p> <ul style="list-style-type: none"> explore and experiment with the properties and characteristics of materials in making structures make imaginative structures using a range of media explore and experiment with the properties and characteristics of materials in making structures make imaginative structures Explore safety and structure
Looking and Responding	<ul style="list-style-type: none"> look at and talk about his/her work and the work of other children look at and talk about his/her work, the work of other children look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities Look at and talk about work of artists look at and talk about structures that are easily accessible and close at hand, at visually stimulating structures and at a range of common artefacts look at collections or photographs of natural and built structures 	<ul style="list-style-type: none"> look at and talk about his/her work and the work of other children look at and talk about his/her work, the work of other children Share opinions on artwork by artists and other children and their own work look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities Look at and talk about work of artists look at and talk about structures that are easily accessible and close at hand, at visually stimulating structures and at a range of common artefacts

	and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole	•
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<u>Topic/Strand</u>	<u>1st</u>	<u>2nd</u>
Drawings	<p><i>Making Drawings</i></p> <ul style="list-style-type: none"> experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces Draw from observation make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects -2D focus 	<p><i>Making Drawings</i></p> <ul style="list-style-type: none"> experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces Draw from observation in finer detail make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects- 3d focus
Looking and Responding	<p>Look at and talk about his/her work, the work of other children and the work of artists</p> <p>look at and talk about his/her work, the work of other children and the work of artists</p> <p>look at, handle and talk about natural and manufactured objects for experience of three-dimensional form</p> <p>look at and talk about his/her work, the work of other</p>	<p>Look at and talk about his/her work, the work of other children and the work of artists</p> <p>look at and talk about his/her work, the work of other children and the work of artists</p> <p>look at, handle and talk about familiar objects for experience of shape, texture and pattern</p> <p>look at and talk about his/her work, the work of other</p>

	<p>children and figures by famous sculptors with contrasting styles (or slides or prints)</p> <p>look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities</p>	<p>children and art prints that have relatively simple shapes, textures and patterns</p> <p>look at, handle and talk about natural and manufactured objects for experience of three-dimensional form</p> <p>look at and talk about his/her work, the work of other children and figures by famous sculptors with contrasting styles (or slides or prints)</p> <p>look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints)</p> <p>look at and talk about his/her work and the work of other children</p>
Paint and Colour	<p><i>Painting</i></p> <ul style="list-style-type: none"> explore colour with a variety of materials and media use colour expressively to interpret themes based on his/her personal or imaginative life paint objects chosen for their colour possibilities discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue) <p>discover harmony and contrast in natural and manufactured objects and through themes</p>	<p><i>Painting</i></p> <ul style="list-style-type: none"> explore colour with a variety of materials and media in 2d and 3D use colour expressively to interpret themes based on his/her personal or imaginative life paint objects chosen for their colour possibilities and begin mixing colours discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue) <p>discover harmony and contrast in natural and manufactured</p>

	chosen for their colour possibilities	objects and through themes chosen for their colour possibilities discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work • explore the relationship between how things feel and how they look
Printing	<i>Printing</i> <ul style="list-style-type: none"> experiment with the effects that can be achieved with simple print-making techniques use a variety of print-making techniques to make theme-based or non-representational prints 	<i>Printing</i> <ul style="list-style-type: none"> experiment with the effects that can be achieved with simple print-making techniques Use a range of materials and equipment to explore printing. use a variety of print-making techniques to make theme-based or non-representational prints
Fabric and Fibre	<ul style="list-style-type: none"> explore and discover the possibilities of fabric and fibre as media for imaginative expression make small inventive pieces with fabric and fibre 	<ul style="list-style-type: none"> explore and discover the possibilities of fabric and fibre as media for imaginative expression Invent a costume
Clay	<i>Developing form in clay</i> <ul style="list-style-type: none"> explore and discover the possibilities of clay as a medium for imaginative expression change the form of a small ball of clay, using the medium expressively work inventively with cubes or oblong blocks of clay and 	<i>Developing form in clay</i> <ul style="list-style-type: none"> explore and discover the possibilities of clay as a medium for imaginative expression change the form of a small ball of clay, using the medium expressively work inventively with cubes or oblong blocks of clay and

	add details to suggest a solid structure <ul style="list-style-type: none"> make simple pottery experiment with and develop line, shape, texture and pattern in clay 	add details to suggest a solid structure <ul style="list-style-type: none"> make simple pottery experiment with and develop line, shape, texture and pattern in clay
Making Constructions	<i>Making constructions</i> <ul style="list-style-type: none"> explore and experiment with the properties and characteristics of materials in making structures make imaginative structures 	<i>Making constructions</i> <ul style="list-style-type: none"> explore and experiment with the properties and characteristics of materials in making structures make imaginative structures

Ratification

Date Ratified: 14/3/23

Principal: J Robinson

Chairperson: B Manton