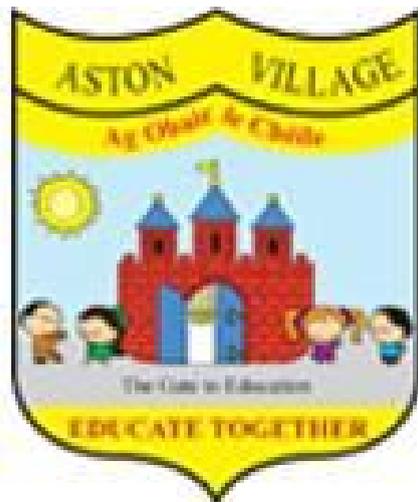


Aston Village ETNS



Whole School Plan Visual Arts

Introduction

This plan was formulated by the teaching staff of Aston Village ETNS. We the staff, agree to teach a comprehensive Visual Arts curriculum. We will endeavour to deliver a broad-based and balanced programme. It is our intention that our Visual Arts programme will expand the children's means of exploring, expressing and coming to terms with the world they live, in a structured and enjoyable way.

Vision Statement

Visual Arts activities enable the child to make connections between the imaginative life and the world and to organise and express ideas, feelings and experiences in visual and tangible form. In drawing, painting, constructing, inventing and creating, the child assimilates and responds to experience and tries to make sense of it through art.

Aims

- 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, invent and communicate through 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 foster sensitivity towards 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 work.

Curriculum

1. Strands and Strand Units

Strand	Strand Units
1) Drawing	Making Drawings Looking and Responding
2) Paint and Colour	Painting Looking and Responding

3) Clay	Developing forms in clay Looking and Responding
4) Construction	Making Constructions Looking and Responding
5) Fabric and Fibre	Creating in Fabric and Fibre Looking and Responding

2. Children with Differing Needs:

Our Visual Arts Curriculum will provide opportunities for children with special educational needs to show capabilities and independent achievement. With the help and guidance of Special Needs Assistants we will encourage these children to reach their own individual Potential.

Children with apparent artistic talent will be given opportunities to expand their knowledge and to showcase their work.

3. Opportunities for Linkage and Integration:

Opportunities for Linkage and Integration will be provided for where possible in the Visual Arts Programme at Aston Village ETNS. This process will help extend the child's understanding of both the Visual Arts strands and the subject areas with which they can be integrated.

Sample areas for integration will include:

Gaeilge- ag déanamh pictiúirí agus ag dathú

English- pictorial response to poetry, stories and novels. Illustrating personal writing.

History- models and pictures

Music- express feelings pictorially created by music

Geography- drawing maps and charts

LT- art work included regularly.

Science – diagrams and labelling

4. Assessment and Record keeping:

The assessment of the Visual Arts at Aston Village ETNS will involve observing certain crucial areas of each child's ability and more importantly his/her efforts.

These areas include:

- The child's ability to engage with the task in hand

- The child's attitude and enjoyment of the subject
- The child's ability to work in a group/with a partner/alone
- The child's ability to describe his own process
- The child's ability to self-evaluate
- The child's level of fine motor skills
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Actual assessment of the above points will be carried out using the following practical guidelines:

- Teacher observation
- Teacher designed tasks
- Work samples
- Portfolios and projects

Organisation

5. Time Allocation

A time allowance of 3 hours per week will be allocated to Arts. Within this time frame, Visual Arts will be assigned 1 hour per week. However, owing to the practical nature of this subject area, blocked time for project work or integrated studies will sometimes be used as an efficient way of managing time.

6. Display:

The main display areas will be the space within the school building.

Classroom walls, notice boards, corridor walls and walls in the assembly hall will all serve as valuable display areas. Displays will be changed and varied regularly in order to maintain children's level of interest. Pupils may also be consulted about, and involved in the manner of display of their own creations.

7. Resources:

Each corridor will have its own supply of art materials for daily use. Teacher Liz will compile an inventory of art supplies each September and January, stocking up art trolley as required.

Each class teacher will be responsible for collecting miscellaneous materials for specific projects e.g. junk materials, fabric scraps, egg boxes etc. Much of these materials can be also be brought in by children.

8. Health and Safety

The health and safety of the children in our care is always a top priority in Aston Village ETNS. The nature of the Visual Arts Curriculum is such that there are more health and safety risks involved than would be the case for other curricular areas. The most hazardous of

these risks would be the use of scissors, glue and staplers. Children will be very closely supervised at all times during activities involving this type of equipment.

9. Community Links

Children will be encouraged to participate in local art competitions and see their efforts displayed e.g. Community Games, The Credit Union, Local Supermarkets etc.

Success Criteria

The success of this plan will be measured by:

1)

- Teacher observation of the child's progress by observing, questioning and monitoring.
- The child's response in a variety of ways to visual arts tasks.
- The child's ability to evaluate his own work, and the work of others.
- The child's commitment and involvement with the assigned tasks.

2.

- Teacher assigned tasks to see how the child responds to a set task, and his choice of medium and materials.

3. Portfolios, samples and projects of the child's work.

4. Collaborative and project work.

5. Regular displays of art work throughout the school.