



# Visual Arts Policy

## Introductory Statement

This whole school plan for Visual Arts was formulated by the teaching staff of Navan Educate Together National School in the 2021/2022 school year.

## Rationale

This policy was developed in order to provide guidelines for staff members in relation to the delivery of the Visual Arts curriculum, and to inform the school community of same. This plan is a record of our decisions regarding the teaching of Visual Arts, and it reflects the Primary Curriculum, 1999. It is intended to guide teachers in their individual planning for Visual Arts.

## Vision

Our school recognises that Visual Arts education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. We also seek to develop the potential of each child. We promote creativity, imagination and aesthetic understanding in line with the ethos of the school, and believe that this is an important aspect of human development.

## Aims

We endorse the aims of the Primary Curriculum for Visual Arts, which 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 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 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 foster sensitivity towards and enjoyment 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/her own work.

### **Broad Objectives**

When due account is taken of intrinsic abilities and varying circumstances, the visual arts curriculum should enable the child to:

- Look at, enjoy and make a personal response to a range of familiar and unfamiliar objects and images in the environment, focusing on their visual attributes
- Explore and begin to develop sensitivity to qualities of line, shape, colour and tone, texture, pattern and rhythm, spatial organization and the three dimensional quality of form
- Express ideas, feelings and experiences in visual form and with imagination, enjoyment and a sense of fulfilment
- Experiment in spontaneous, imaginative and increasingly structured ways with a range of art materials, including pencils, paints, crayons, chalks, markers, inks, clay, papier mache, fabric and fibre, and construction materials
- Explore the expressive and design possibilities of the materials within a range of two and three-dimensional media, including drawing, paint and colour, print, clay, construction, fabric and fibre
- Apply skills and techniques, demonstrating increasing sensitivity to the visual elements in his/her art work
- Look with curiosity and openness at the work of a wide range of artists and craftspeople
- Explore atmosphere, content and impact in the work of artists, especially when they relate to his/her own work
- Identify a variety of visual arts media and describe some of the creative processes involved
- Develop an ability to identify and discuss what he/she considers the most important design elements of individual pieces, especially when they relate to work in hand
- Discuss the preferred design elements in his/her work and in the work of classmates
- Begin to appreciate the context in which great art and artefacts are created and the culture from which they grow
- Respond to visual arts experiences in a variety of imaginative ways
- Use appropriate language in responding to visual arts experiences

### **Content: Curriculum Planning**

#### **1. Strands and Strand Units**

The Strands and Strand Units of the Visual Arts Curriculum are the same for all class levels and are laid out as follows:

<b>Drawing</b>	<b>Paint &amp; Colour</b>	<b>Print</b>	<b>Clay</b>	<b>Construction</b>	<b>Fabric &amp; Fibre</b>
Making Drawings	Painting	Making Prints	Developing Form in Clay	Making Constructions	Creating in Fabric & Fibre
Looking and Responding	Looking and Responding	Looking and Responding	Looking and Responding	Looking and Responding	Looking and Responding

- Appendix 1 provides an overview of the objectives for each strand of the Visual Arts Curriculum.
- Appendix 2 provides an overall and a detailed school plan of each strand for each class level.
- Appendix 3 sets out a content table of integration in both History & Geography for all classes.
- Appendix 4 sets out an Artist of the Month plan, with one class focusing on an artist each month.

## **2. Approaches and Methodologies**

All children will be actively engaged in visual arts education in our school. Approaches and methodologies used will be based on the active learning strategies recommended in the curriculum. Guided Discovery is considered the appropriate teaching method for the Visual Arts for the following reasons:

It allows the pupil to explore the expressive potential of various media and experiment with them

- assess their suitability for a given task
- to cultivate their own artistic interpretation of their world
- to observe their visual environment
- to appraise artists' works.

It is important that the teacher understands children's Stages of Development in Art, can gauge their ability and can challenge them accordingly.

An awareness of a broad range of imagery in children's work and in Art in general is very necessary. Exposure to work from different eras, traditions and cultures as well as the Western Classical Tradition is needed.

Emphasis on process rather than product and on practice and progression will encourage creativity. It will result in sequentially structured activities increasing in complexity and developing from previous experience.

There will also be a need to use activities from different levels with a class in order to allow for its range of ability and experience.

All strands of the Visual Arts curriculum involve:

- Working from experience and imagination
- Focusing on materials and tools
- Working from observation and curiosity

## **3. Linkage and Integration**

Teachers should plan opportunities for linkage of visual arts activities. A thematic approach may be taken for linking strands.

Infant classes may integrate the Visual Arts into their Aistear themes and incorporate Visual Arts activities into Aistear time.

As with other Arts subjects, Visual Arts can prove a powerful integrating factor with other subjects and teachers are encouraged to seek ways to use the Visual Arts programme in this fashion. In choosing thematic content, it is advised to draw on children's experience, imagination, observation and curiosity.

#### **4. Assessment and Record Keeping**

Assessment is an integral part of teaching and learning. It enables teachers to clarify the learning achieved by pupils, thus assisting with future planning and learning. However, the primary aim of assessment in the visual arts is to enhance the child's learning, and it should therefore not impinge significantly on teaching and learning time. The school's approach seeks to be manageable, balanced, valid, reliable and uniform throughout the school.

Teachers observe and discuss both work in progress and completed work with the pupils. The primary form of assessment in our school is teacher observation where the teacher notes the quality of imagination, inventiveness and involvement of the child. The child's ability to use materials and tools, the child's contribution to group activities and the quality of his/her responses to artwork can be observed and recorded.

Use will be made of teacher-designed tasks to assess areas of development, for example, the pupils' ability in handling various media, the pupils' use of skills, their ability to express themselves and their interaction with others while working on a task. This could be complemented by the use of pupil self-assessment checklists and rubrics.

Projects and work samples can also prove helpful in looking at the progression of skills development and as a record of achievement.

Pupils engagement with, and achievement in, Visual Arts will be reported in the end-of year school report for each pupil.

#### **5. Children with Different Needs**

It is the policy of our school that all children will participate visual arts activities. The visual arts programme should provide opportunities for all children to experience success. Particular support will be given to children with special educational needs where discovery and experimentation in visual arts can be rewarding and may lead to the development of other skills and talents. Special Education Teachers, when devising learning profiles, shall consult with the class teacher as to the visual arts activities that best suit the children with special educational needs in our school.

Children who display a particular ability in the area of visual arts will be encouraged to develop their talents through a range of school activities. Parents will be made aware of their child's talents at the annual parent/teacher meeting and this information will be recorded in the report card. Children will be encouraged to avail of opportunities to engage with the visual arts e.g. enter competitions, attend extra-curricular classes, develop portfolios etc.

#### **6. Equality of Participation and Access**

Visual Arts is taught to all children regardless of gender, ability or age. All pupils must participate in Visual Arts lessons, as it is a subject in the Primary Curriculum, 1999, as laid out by the Department of Education and Skills. All children shall have equal access to all visual arts activities. In line with our inclusive school policy, different cultures are affirmed through discussion, activities and displays. Children of ethnic minorities should be encouraged to contribute to the learning experience of the other children by sharing elements of their own culture.

The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for all children as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special educational needs will be included in all activities. In particular, children will not be excluded from trips or exhibitions, for whatever reason, unless this has previously been discussed with the child's parents.

### **7. Inter-culturalism**

It is recognised that children in our school come from many ethnic backgrounds and cultures. Wherever possible this will be reflected in our visual arts programme.

## **Organisational Planning**

### **1. Timetable**

The NCCA time allocation for primary schools outlines that 2 hours 20 minutes in Senior classes, and 1 hour 50 minutes in Junior classes should be spend on Arts Education. Therefore, classes in Navan ETNS will spend a minimum of the following time on Visual Arts per week:

Class:	Time Allocation
Junior Infants and Senior Infants	1 hour
First Class - Sixth Class	1 hour

This time allocation may be broken down at the discretion of the individual teacher.

Timetables will record the time allocation for Visual Arts.

It is agreed that teachers should, at times, schedule visual arts on days other than the traditional Friday afternoon slot on the timetable. Also, the practical nature of the subject should be taken into consideration when allocating time. Visual arts lessons based on the looking and responding strand unit might be timetabled at another time during the week from the practical session.

### **2. Art Displays**

Children's work is displayed in each classroom and on display boards outside classrooms where relevant. These should be regularly updated to ensure that the children are inspired by a colourful and constantly changing classroom environment, and teachers are responsible for this. The school corridors and notice boards may be used to display artwork completed by the children. The class teacher may take a photograph of visual arts processes and products and these can be displayed both in the classroom, in the school corridors and on the school website. Each child should have his/her work displayed regularly and no child's artwork should be deliberately excluded from displays.

An Artist of the Month display board in the school displays the work of one class level per month, based on their artist focus, as set out in Appendix 3. This maintains a colourful and inspiring display for pupils and visitors alike.

### **3. Resources and ICT**

Class teachers are responsible for the consumable items that they need for the delivery of the Visual Arts programme. Purchase of items will be carried out at the start of the school year and then throughout the year as needed. Our school subscription to Re-Create will also be utilised for art and craft materials. When using reusable items such as print rollers, cutters etc. from the centralised resources section, each teacher is expected to return items promptly, in good condition. Teachers are requested to notify the Deputy Principal if any item is missing or needs replacing.

Books in relation to the visual arts and art appreciation are available in the resource section of the staff resources area.

Teachers accessing the internet must follow the school's Acceptable Use Policy and check proposed websites in advance of going on-line, where items from the internet are being used as visual arts stimuli. These stimuli can include websites dedicated to famous artists, examples of architecture for the construction strand, virtual tours of art galleries, educational websites.

#### **4. Health and Safety**

School personnel are mindful of health and safety issues associated with visual arts.

Every care will be taken in using glue, scissors, craft knives, clay and other materials. All art materials used should be non-toxic and safe for children to work with. Arts resources should be washable so as not to damage/destroy children's clothing.

Teachers must pay particular attention to the floor area near the sink when children are changing water. Plastic containers must be used for water. Glass jars are not permitted. Lighting should be adequate and the room well ventilated while work is drying.

For visits outside the school, the procedures applicable to school tours apply. Guest speakers are invited with approval of the principal. Teachers must remain with the class for all talks and the speaker must adhere to the agreed format for the presentation/ discussion.

#### **5. Individual Teachers' Planning and Reporting**

Teachers' long and short term planning will be informed by this Whole School Plan for Visual Arts and the curriculum documents for Visual Arts.

Work carried out will be recorded in the Cúntas Míósúil of each teacher. These monthly reports must be reflective of this and will also serve to inform future teaching, assist teachers and evaluate progress.

#### **6. Staff development**

Navan ETNS places a great emphasis on the importance of professional development. Teachers are supported, where possible, by the Board of Management to develop their range of skills and expertise in the visual arts. Attendance at courses in Navan Education Centre and others is promoted and the sharing of knowledge and skills facilitated at staff meetings or at school planning days. Teachers may apply to the Board of Management to subsidise their enrolment on courses that lead to professional development.

Teachers working on particular strands are encouraged to invite other teachers and their classes to view their work in the classrooms.

#### **7. Parental Involvement and Community Links**

Parents, carers and other relatives are very much encouraged to become involved in activities at Navan ETNS. Parents with an interest in the Visual Arts or parents who would like to be involved in Arts and Crafts in the school will always be welcomed by the staff. Parents are encouraged to support the school's Visual Arts curriculum. They can assist their children's artistic development by encouraging their children to experiment with different media and tools, by displaying art pieces that the children bring home and by encouraging positive attitudes towards art work and to school-based activities in general.

Children's interest in the visual arts can be stimulated by visits to the galleries, museums and exhibitions and, where possible, to see artists and craftspeople at work. Parents are encouraged to avail of such learning opportunities for their children.

Parents can encourage their children to enter local exhibitions and community events.

Teachers are encouraged to support and participate in local and national art competitions.

### **8. Children's Art Work**

See Section 2 (Displays) re: displaying children's art work. When a child's art work is no longer being displayed, teachers must make arrangements to send these home or to store them in school until the end of term in an organised manner (i.e. in a scrapbook/folder or individual child's art portfolio).

### **Success Criteria**

We will measure the success of our plan by monitoring the following:

- Pupils' participation in Visual Arts activities
- Class and corridor displays
- Teachers' Cúntas Míosúil
- Feedback from teachers, children and parents
- Suggestions and reports from inspectors

### **Implementation**

#### **a. Roles and Responsibilities**

The Principal (overseen by the BOM) is responsible for overseeing and supporting the implementation of the Visual Arts policy. Class teachers are responsible for the implementation of this Visual Teachers policy in their classes. Class teachers are responsible for the storage and upkeep of all Visual Arts resources.

#### **b. Timeframe**

This whole-school plan will be implemented from January 2023; School year 2022-2023.

### **Review**

This policy will be reviewed during the 2024-2025 school year, after we have completed a full school cycle of Junior Infants - Sixth Class. The policy will be reviewed before then, should a need arise.

### **Ratification and Communication**

The attention of all newly appointed staff will be drawn to this whole-school plan upon their appointment to the school by the NQT mentor.

This policy will be published on the school website and stored on the schools shared drive. 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.

This policy was adopted by the Board of Management on 23<sup>rd</sup> November 2022.

Signed: Anthony Mackey

(Chairperson, BOM)

Signed: Eleanor Barker

(Principal)

Date: 23/11/2022

## Appendix 1: Objectives of Strands (JI/SI)

<b>Junior Infants and Senior Infants</b>					
<b>Paint and Colour</b>	<b>Drawing</b>	<b>Construction</b>	<b>Clay</b>	<b>Printing</b>	<b>Fabric and Fibre</b>
Experiment with a variety of colour drawing instruments and media to develop colour awareness	Experiment with the marks that can be made with drawing instruments on a range of surfaces	Explore and experiment with the properties and characteristics of materials in making structures	Explore and discover the possibilities of clay as a medium for imaginative expression	Experiment with the effects that can be achieved with simple printmaking	Explore the possibilities of fabric and fibre as media for imaginative expression
Use colour to express vividly recalled feelings, experiences and imaginings	Make drawings based on vividly recalled feelings, real and imaginative experiences and stories	Make imaginative structures	Make a clay form and manipulate it with fingers to suggest a subject	Use a variety of print-making techniques	Make simple collages
Discover colour in the visual environment to help develop sensitivity to colour	Discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes	Look at, investigate and talk about spatial arrangements and balance in collections of objects and in photographs of natural and built structures	Invent mixed media pieces in both representational and non-representational modes	Look at, handle and talk about familiar objects for experience of shape, texture, pattern	Invent a costume
Discover colour, pattern and rhythm in colourful objects	Explore the relationship between how things feel and how they look	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, handle and talk about objects with free-flowing forms	Look at and talk about his/her work, the work of other children and art prints composed of simple shapes and textures	Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities
Discover the relationship between how things feel and how they look	Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about his/her work and the work of other children	Look at, handle and talk about his/her own work, the work of other children and simple pieces of clay pottery	Look at and talk about examples of simple print design in everyday use	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 and the work of artists					

## Appendix 1: Objectives of Strands (1<sup>st</sup>/2<sup>nd</sup>)

<b>First Class &amp; Second Class</b>					
<b>Paint &amp; Colour</b>	<b>Drawing</b>	<b>Construction</b>	<b>Clay</b>	<b>Printing</b>	<b>Fabric &amp; Fibre</b>
Explore colour with a variety of materials and media	Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with drawing instruments on a range of surfaces	Explore and experiment with the properties and characteristics of materials in making structures	Explore and discover the possibilities of clay as a medium for imaginative expression	Experiment with the effects that can be achieved with simple printmaking techniques	Explore and discover the possibilities of fabric and fibre as media for imaginative expression
Use colour expressively to interpret things based on his/her personal or imaginative life	Make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships	Make imaginative structures	Change the form of a small ball of clay, using the medium expressively	Use a variety of print-making techniques to make theme-based or non-representational prints	Make simple inventive pieces with fabric and fibre
Paint objects chosen for their colour possibilities	Explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects	Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole	Make simple pottery	Look at, handle and talk about familiar objects for experience of shape, texture and pattern	Invent a costume
Discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue)	Draw from observation	Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints)	Work inventively with cubes or oblong blocks of clay and add details to suggest a solid structure	Look at and talk about his/her work, the work of other children and art prints that have relatively simple shapes, textures and patterns	Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities
Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities	Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about his/her work and the work of other children	Experiment with and develop line, shape, texture and pattern in clay	Look at examples of print design in everyday use	Look at and talk about his/her work and the work of other children
Discover colour, pattern and rhythm in natural and manufactured objects and			Look at, handle and talk about natural and manufactured objects for experience of		Look at and talk about fabrics, crafts and artefacts and visit a crafts person at work if possible

## Appendix 1: Objectives of Strands (3<sup>rd</sup>/4<sup>th</sup>)

<b>Third and Fourth Class</b>					
<b>Paint and Colour</b>	<b>Drawing</b>	<b>Construction</b>	<b>Clay</b>	<b>Printing</b>	<b>Fabric &amp; Fibre</b>
Explore colour with a variety of materials and media	Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with drawing instruments on a range of surfaces	Explore and experiment with the properties and characteristics of materials in making structures	Explore and discover the possibilities of clay as a medium for imaginative expression	Experiment with a widening range of printmaking techniques	Explore and discover the possibilities of fabric and fibre as media for imaginative expression
Make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale	Make drawings from recalled experiences, emphasising pattern, detail, context and location	Make drawings from observation to analyse the structures of buildings and the natural structures of plants	Make simple clay pots	Use a widening range of printmaking techniques to make theme-based or nonrepresentational prints	Make simple inventive pieces with fabric and fibre
Express his/her imaginative life and interpret imaginative themes using colour expressively	Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail	Make imaginative structures	Make sturdy figures in clay using the medium expressively and with imaginative detail	Make prints for functional uses (as well as for their own sake)	Make soft toys, emphasising individuality and variety
Paint from observation	Draw from observation	Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, outline	Working inventively and expressively with cubes or oblong blocks of clay	Use a computer art program to create original images that are not dependent on clipart	Invent a costume for a character from a story or use fabric as a stimulus for an exotic costume design
Discover colour in the visual environment and become sensitive to colour differences and tonal variations through colour mixing	Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history	Develop line, shape, texture and pattern in clay	Look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern	Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities
Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities		Look at and talk about his/her work and the work of other children	Work inventively and expressively with papier maché	Look at and talk about his/her work, the work of other children and art prints or print design that emphasise the play of shape, texture or line	Look at and talk about his/her work and the work of other children
Discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work			Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form	Look at examples of print design in everyday use	Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures

**Third and Fourth Class (continued)**

<b>Paint and Colour</b>	<b>Drawing</b>	<b>Construction</b>	<b>Clay</b>	<b>Printing</b>	<b>Fabric &amp; Fibre</b>
Explore the relationship between how things feel and how they look			Look at and talk about his/her own work, the work of other children and figurative and nonrepresentational pieces of sculpture (slides or prints)		Look at and talk about fabrics crafts and artefacts and visit a craftsperson at work if possible
Look at and talk about his/her work, the work of other children and the work of artists			Look at and talk about ritual masks, Street theatre masks and figures, and functional and decorative pottery (or slides or prints)		

## Appendix 1: Objectives of Strands (5<sup>th</sup>/6<sup>th</sup>)

<b>Fifth &amp; Sixth Class</b>					
<b>Paint and Colour</b>	<b>Drawing</b>	<b>Construction</b>	<b>Clay</b>	<b>Printing</b>	<b>Fabric &amp; Fibre</b>
Explore colour with a variety of colour drawing instruments, media and techniques	Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control	Explore and experiment with the properties and characteristics of materials in making structures	Explore and discover the possibilities of clay as a medium for imaginative expression	Experiment with more complex printmaking techniques	Explore and discover the possibilities of fabric and fibre as media for imaginative expression
Make paintings based on recalled feelings and experiences and discover ways of achieving spatial effects	Discover how line could convey movement and rhythm	Make drawings from observation to analyse form and structure	Use clay to analyse and interpret form from observation	Use more complex printmaking techniques to make theme based or nonrepresentational prints	Make simple inventive pieces with fabric and fibre
Express his/her imaginative life and interpret imaginative themes using colour expressively	Make drawings based on themes reflecting broadening interests, experiences and feelings	Make imaginative structures	Explore some of the essential characteristics of three dimensional work	Make prints for functional uses (as well as for their own sake)	
Paint from observation	Draw imaginative themes using inventive pattern and detail	Look at, investigate and talk about spatial arrangements, balance and outline in collections or photographs of natural and manufactured structures	Make simple pottery and sculpture	Use a computer art program to create original images that are not dependent on clipart	Design and make a costume
Become sensitive to increasingly subtle colour differences and tonal variations in natural and manufactured objects	Draw from observation	Look at and talk about impressive examples of buildings created in the past in different parts of the world and at contemporary Explore and discover the possibilities of fabric and fibre as media for imaginative expression	Make an imaginative slab built structure	Look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern	Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities

## Fifth &amp; Sixth Class (continued)

Paint and Colour	Drawing	Construction	Clay	Printing	Fabric & Fibre
Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities	Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about his/her work and the work of other children	Experiment with and develop line, shape, texture and pattern in low relief	Look at and talk about his/her work, the work of other children and art prints or print design that demonstrate a variety of printmaking techniques	Look at and talk about his/her work and the work of other children
Discover pattern and rhythm in natural and manufactured objects			Work inventively and expressively with papier maché		Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures and explore the role of textiles in culture
Explore the relationship between how things feel and how they look			Look at, handle and talk about natural and manufactured objects for experience of three dimensional form		Look at fabric crafts and artefacts and visit a crafts person at work if possible
Look at and talk about his/her work, the work of other children and the work of artists			Look at and talk about his/her work, the work of other children and the work of sculptors, including relief sculptures (prints or slides)		
			Look at and talk about his/her work, the work of other children and the work of sculptors, including relief sculptures (prints or slides)		

## Appendix 2: Overview of School Plan

<b>Visual Arts Curriculum</b>	
Junior & Senior Infants	Page 13-18
First Class & Second Class	Page 25-30
Third Class & Fourth Class	Page 43-48
Fifth Class & Sixth Class	Page 61-68

It is envisaged that the below strands are the primary focus for the allocated months.

However, it is also recognised that teachers may teach elements of particular strands as they naturally integrate with a Learn Together theme or SESE topic at other times.

<b>Month</b>	<b>Strand of Visual Arts Curriculum</b>	<b>Seasonal Theme</b>	<b>Aistear Theme/ Ethical Ed. Theme</b>	<b>Artist of the Month</b>
September October	Drawing	Autumn	Ref: Aistear Themes and Ethical Ed. Policy	<u>September:</u> 1 <sup>st</sup> Class - Van Gogh <u>October:</u> 2 <sup>nd</sup> Class - Mondrian
November December	Paint and Colour	Winter	Ref: Aistear Themes and Ethical Ed. Policy	<u>November:</u> 3 <sup>rd</sup> Class - Picasso
January February	Print	New beginnings	Ref: Aistear Themes and Ethical Ed. Policy	<u>January:</u> 4 <sup>th</sup> Class - Estelí Meza <u>February:</u> J.I - Kandinsky
March April	Clay	Spring	Ref: Aistear Themes and Ethical Ed. Policy	<u>March:</u> 6 <sup>th</sup> Class - Justina Blakeney <u>April:</u> S.I - Georgia O' Keefe
May	Construction	Summer	Ref: Aistear Themes and Ethical Ed. Policy	<u>May:</u> 5 <sup>th</sup> Class Monet
June	Fabric and Fibre	Summer	Ref: Aistear Themes and /Ethical Ed. Policy	

## School Plan - Junior Infants

Sept. - Oct.	Nov. - Dec.	Jan. - Feb.	March - April	May	June
<b>Drawing</b>	<b>Paint and Colour</b>	<b>Print</b>	<b>Clay</b>	<b>Construction</b>	<b>Fabric &amp; Fibre</b>
<p>Use pencil, charcoal, chalk, pastel, crayon, marker to make marks</p> <p>Draw using personal experiences and stories as a source</p> <p>See how lines enclose shapes in everyday objects</p> <p>Different lines (straight, curvy, jagged) make differing shapes</p>	<p>Develop colour awareness through:</p> <p>Colour Corner (collecting, sorting, matching)</p> <p>Fold -overs (colour mixing) / use of paint/ crayon/ fabric/ tissue-paper/ printing</p> <p>Use colour to express stories, imagination, events</p> <p>Discern light from dark</p> <p>Discuss the way things look and the way things feel</p>	<p>Hand/ thumb printing</p> <p>Junk printing</p> <p>Roller printing</p> <p>Sponge printing</p> <p>Printing from edges</p> <p>Marbling</p> <p>Repeating prints</p>	<p>Using plastic materials for imaginative development by:</p> <p>Squeezing/ pushing/ pulling/ rolling a ball of clay</p> <p>Tearing and putting together clay</p> <p>Making flat and standing clay</p> <p>Making differing forms from clay (fat squat, twisty, bumpy)</p>	<p>Free play with construction toys and junk materials (boxes) grouping, balancing, building</p> <p>Finding the tallest, smallest widest parts of the structure</p> <p>Making simple mobiles Card-making</p> <p>Making decorations</p>	<p>Play with fabric / wool scraps</p> <p>Wool collage/ fabric collage</p> <p>Use of Hessian/ open weave material</p> <p>Threading of ribbon/ materials through Hessian</p> <p>Discuss the "feel" of different materials</p>
<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>
<p>Tell the story of the picture</p> <p>Tell why he/she made it this way</p>	<p>Describe what's happening in the painting</p> <p>What colours are used to make light or dark areas/ lines or shapes</p> <p>His/her favourite part</p>	<p>Getting the "feel" of everyday objects</p> <p>Display/discuss everyday print design, wrapping paper, wall-paper, fabric, shopping bags</p>	<p>Looking at, feeling and talking about smooth natural objects, stones, wood, shells</p> <p>Using a feely bag</p>	<p>Be able to observe and discuss pictures/ photos of building structures in terms of spatial relationships</p> <p>Use of model toys/ doll's house</p>	<p>Discuss how materials feel/ look; what their use might be; the colours and pattern used</p>

## School Plan - Senior Infants

Sept. - Oct.	Nov. - Dec.	Jan. - Feb.	March - April	May	June
<b>Drawing</b>	<b>Paint and Colour</b>	<b>Print</b>	<b>Clay</b>	<b>Construction</b>	<b>Fabric and Fibre</b>
<p>Draw from sources of experience and imagination</p> <p>Draw from textures of found and manmade objects and make rubbings</p> <p>Use computer Paint / Draw programs</p>	<p>Using paint techniques (paste and paint/ blow painting)</p> <p>Paint from discussed source</p> <p>Use of computer paint programs</p> <p>Limiting palette to one colour with black and white</p> <p>Observing environmental colour and matching it with colour media</p> <p>Creating and reproducing texture with paint</p>	<p>Preparing print blocks from cut straws/ pipe cleaners</p> <p>Pressing textured objects into clay</p> <p>Making pictures/ designs from prints</p> <p>Using prints for collage</p> <p>Roller printing over torn paper (masking out)</p>	<p>Make a clay form to suggest a real or imaginary creature</p> <p>Make several of these</p> <p>Use different tool, matchsticks or cocktail sticks to create marks, texture and patterns on the surface and talk about these</p> <p>Use other materials with clay to make a mixed-media object(s) buttons, pipe cleaners, lollipops, feathers</p>	<p>Play with large boxes</p> <p>Drawings/ painting of what it might be like to be in a structure like this</p> <p>Making a full model of house/ rocket etc</p> <p>Painting a structure one colour to concentrate on colour</p> <p>Papier maché</p>	<p>Fabric/ fibre collages based on colour/ texture/ rhythm/</p> <p>Individual work/ group work/themed work</p> <p>Devising a costume / hat</p> <p>Simple Tie/ Dye techniques</p>
<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>
<p>Discuss one's own work, the work of others and of artists: Favourite part</p> <p>How he/she worked to make the picture</p> <p>Whether he/she enjoyed it</p>	<p>Discuss: Story of picture</p> <p>Enjoyment of making it</p> <p>Favourite part</p> <p>How the artist used colour</p>	<p>Looking at work and describing the print:</p> <p>Favourite part</p> <p>How was this print made?</p> <p>Looking for line, shape, texture, pattern</p>	<p>Look at clay work and describe the object, what was used to make and decorate this, how (s) he felt making it, how and why a craftsperson may have made it</p>	<p>Discussion of familiar buildings; materials used,</p> <p>Everyday objects;</p> <p>How many different pieces</p> <p>Discussion of work materials used/ how it was put together</p>	<p>Discuss and describe;</p> <p>Work Colour/ texture/ pattern</p> <p>What it was like to make it</p> <p>Favourite part</p>

## School Plan: First Class

Sept. - Oct.	Nov. - Dec.	Jan. - Feb.	March - April	May	June
<b>Drawing</b>	<b>Paint and Colour</b>	<b>Print</b>	<b>Clay</b>	<b>Construction</b>	<b>Fabric and Fibre</b>
<p>Using crayons, pastels, charcoal, pens, markers and pencils, on a variety of paper</p> <p>Use of computer drawing programs</p> <p>Use of experience, story and imagination as sources for drawing and discussion of these</p> <p>Making silhouette drawings</p>	<p>Using paint (Redimix, powder, acrylic), crayons, print, fabric to explore colour</p> <p>To use techniques like paint and paste or washing -up liquid</p> <p>To paint from imagination; stories, poetry, what happened next</p> <p>To paint from Nature</p> <p>Working with paint of different consistencies</p>	<p>Print with found objects (paper rolls/ vegetables)</p> <p>Hand and thumb printing</p> <p>Take rubbings/ guessing where these came from</p> <p>Making crayon/ pencil prints</p> <p>Experiment with overprinting and with contrasting colours</p> <p>Use a limited colour scheme to focus on shape and negative shape, texture and pattern</p>	<p>Manipulating clay</p> <p>Impressing objects into clay</p> <p>Tearing clay up and putting it together again</p> <p>Making different forms</p> <p>Making real or imagined animals, birds, creatures</p> <p>Texturising their surfaces</p> <p>Painting and varnishing with PVA glue</p>	<p>Use construction toys to explore balance, grouping and building</p> <p>Simple paper folding and card making</p> <p>Simple collage</p> <p>Building simple structures from junk</p>	<p>Use of a prop box/ sticking fabric to clothes/making a magic cloak</p> <p>Experimenting with open weave materials (hessian/ dish cloth)</p> <p>Pulling threads, feeding in wool, silks, sequined strands, twines</p> <p>Sticking varying fabrics together to explore texture</p> <p>Wooden spoon/fabric dolls</p>
<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>
<p>Discussing one's own work and the work of others through describing the story of the picture</p> <p>The materials used</p> <p>What he/ she likes best</p>	<p>What's happening in the painting?</p> <p>What colours/ tones are selected?</p> <p>What does he/ she likes best about this?</p>	<p>Looking at and discussing textured objects</p> <p>Looking at prints of pupils and artists describing the print</p> <p>What one likes about it</p> <p>Print in the environment (postage markings/ titles)</p>	<p>Handling and discussing found objects (cones, pebbles, shells) and everyday things (toys, simple ware)</p>	<p>Look at the habitats of animals</p> <p>Look at distinctive structures</p> <p>(Skyscrapers/ round towers)</p> <p>Describe one's work and how it was made</p> <p>What he/she likes best</p>	<p>To develop a vocabulary for discussing this area (soft, rough, silky, fine, woolly)</p> <p>To recognise colour and pattern</p> <p>To describe one's work and say what was intended</p>

## School Plan - Second Class

Sept. - Oct.	Nov. - Dec.	Jan. - Feb.	March - April	May	June
<b>Drawing</b>	<b>Paint and Colour</b>	<b>Print</b>	<b>Clay</b>	<b>Construction</b>	<b>Fabric and Fibre</b>
<p>Drawing objects as shapes</p> <p>Casting shadows</p> <p>Drawing from observation (household objects, nature table items, scrunched bags)</p> <p>Drawing from the human figure (class mates posing)</p>	<p>Painting Music through colour</p> <p>Exploring colour schemes, through skies, Nature themes</p> <p>Looking for and painting camouflage and contrast in the environment</p> <p>Choosing objects for colour, pattern and rhythm and painting from them</p>	<p>Card printing</p> <p>Building up a picture with print through colour and shape</p> <p>Collage printed pieces</p> <p>Marbling</p> <p>Sponging over stencils or masking tape</p> <p>Wax-resist pictures</p> <p>Printing from one's own clay slabs</p>	<p>Making and using clay oblongs for construction designing a dwelling or series of buildings</p> <p>Designing, making and decorating a clay plaque</p> <p>With bits of clay, Texturising and colour and varnish (PVA)</p>	<p>Making an imaginative area (castle)</p> <p>Making an imaginative 3d scene</p> <p>Making a toy from junk</p> <p>Making a group collage</p>	<p>Designing and making representational and nonrepresentational fabric collage and appliqué</p> <p>Threading needles</p> <p>Decorating small pieces with informal stitches buttons etc</p> <p>Pompoms/ cording/ plaiting/ 'S cat's tails"</p> <p>Simple wool weaving (use of bodkins)</p>
<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>
<p>Discussing his own drawing and that of others by noting the lines, shapes, textures, patterns and tones used and the effects created</p> <p>The effects created by the tools and materials used</p> <p>What was intended by the drawing</p>	<p>How lines, shapes, pattern and texture are created?</p> <p>How are they found in the work?</p> <p>What was being said</p> <p>What effects did the colours achieve?</p>	<p>Discussing the Art Elements in a print</p> <p>How the print was made?</p> <p>Comparing their own printing methods with print-making</p>	<p>Looking at the one's own work and that of others describing the form, how the clay felt and worked</p> <p>Looking at sculpture, How the artist may have worked What he/ she was trying to say? What the child likes best about the work?</p>	<p>Looking at and discussing local or famous buildings or artefacts (uses, construction, materials)</p> <p>In discussing work, how were balance and spaces achieved</p>	<p>Look at and discuss fabrics crafts and artefacts and view a craftsperson at work</p>

## School Plan: Third Class

Sept. - Oct.	Nov. - Dec.	Jan. - Feb.	March - April	May	June
<b>Drawing</b>	<b>Paint &amp; Colour</b>	<b>Print</b>	<b>Clay</b>	<b>Construction</b>	<b>Fabric and Fibre</b>
<p>Using as wide a variety of media as possible for drawing</p> <p>(Markers/ chalk/ pastels/ charcoal/ pencils)</p> <p>Looking at Line, Shape, Texture in specific objects</p> <p>Concentrating on silhouette, outline/ texture/ rhythm/ shape/ tone and pattern, where appropriate</p> <p>Composing pictures through Drawing</p>	<p>Use a variety of media and skills, as well as Computer programs, to explore colour</p> <p>Use of</p> <p>Everyday situations and persona/ life events</p> <p>Poetry, music and story</p> <p>What might happen next?</p> <p>As stimulus for paintings</p> <p>Use of large-scale paintings to explore the Art Elements</p> <p>Colour mixing games</p> <p>Mixing colours to match found objects from the environment</p> <p>Explore harmony and contrast in painting of 3-D construction</p>	<p>Printing in limited colour to create complex shapes, patterns and textures</p> <p>Overlapping and overprinting simple prints (printing in light and then in dark co/ours)</p> <p>Using relief printing (twine, pipe-cleaner, straw blocks) and looking at shape, negative shape</p> <p>Masking out (covering) areas pre-printing</p> <p>Using commercial stencils</p>	<p>Manipulation and imprinting of clay</p> <p>Re-joining clay pieces without obvious signs</p> <p>Experimenting with making nonrepresentational forms and balancing them</p> <p>Making pinch pots, coil pots and coil and pellet pots</p> <p>Texturising/ decorating clay surfaces</p>	<p>Making mobiles; single hangings, on clothes hangers, on wire arrangements</p> <p>Designing and making Papier maché forms, using paper and paste and pulp methods In making structures, discussing how space is used: how materials can be grouped; whether the structure is balanced delicately or solidly</p> <p>Looking at the outline and the shadow cast by structure</p>	<p>Use of cording, plaiting and knotting of wool</p> <p>Use of knitting, sewing and crochet where viable, learning basic stitches and making small pieces</p> <p>Use of standard and creative embroidery, with wool and bodkin or needle and silks</p> <p>Knotting or gluing stuffed fabric to create forms</p> <p>Embroidering, painting or sticking on embellishments to create a character</p> <p>Making a fabric collage, pinning down paper outlines and cutting around them</p> <p>Using a pinking shears</p>
<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>
<p>What is happening in the picture?</p> <p>Which Art Elements are emphasised? (Line/ Shape/ Texture)</p> <p>Discuss Space in the work/ what's to be found in the background?</p> <p>How was action suggested?</p>	<p>What is the story of the painting?</p> <p>Looking at the colour and tones (families of colour) in the picture</p> <p>How the Art Elements are used in the composition?</p> <p>A "feeling" for the painting</p>	<p>Looking for texture, shape and line in everyday objects</p> <p>Describe a print in terms of what it shows and how it was made</p> <p>Looking at everyday print work</p> <p>Whether one likes or dislikes a print</p>	<p>Look at &amp; discuss household pottery, crockery</p> <p>Describe a piece and what it expresses</p> <p>Describe the materials and tools used</p> <p>Discuss the elasticity of clay</p> <p>Discuss ethnic masks</p>	<p>Discuss one's own work and the work of others by</p> <p>Describing the structure</p> <p>Noting the materials and tools used</p> <p>Looking at the spaces in structures</p> <p>Discussing the function of the piece</p> <p>Is there a sense of balance?</p> <p>How was it made and decorated?</p> <p>What he/she likes about it</p>	<p>Handling and discussing fabrics in terms of soft, rough, coarse, thick/y or thin/y woven, textured</p> <p>Co/ours and pattern</p> <p>How it covers, folds or hangs</p> <p>Discussing work</p> <p>Describing the piece</p> <p>Describing the materials and too/s used</p> <p>Describing how decorative effects were achieved</p> <p>What he/she liked best about the work</p>

## School Plan: Fourth Class

Sept. - Oct.	Nov. - Dec.	Jan. - Feb.	March - April	May	June
<b>Drawing</b>	<b>Paint and Colour</b>	<b>Print</b>	<b>Clay</b>	<b>Construction</b>	<b>Fabric and Fibre</b>
<p>Imaginative Drawing with emphasis on detail and invention</p> <p>Drawing recalled experiences, emphasising context and location</p> <p>Observation drawings</p> <p>Still life with/ or without an imagined background</p> <p>Drawing the same scene from different angles</p> <p>Drawing the human figure</p>	<p>Doing large-scale paintings in groups</p> <p>Painting the human figure in action</p> <p>Painting other classmates</p> <p>Using colour and tone to bring objects forward or set them back in pictures, i.e. perspective through colour</p> <p>Repeating colour, tone and texture to create unity in a work</p> <p>Painting texture seen in natural and man-made objects using colour and tone with a variety of brush strokes</p>	<p>Printing a variety of small relief prints (potato/ card printing)</p> <p>Making a print using one's own stencils</p> <p>Mono-printing</p> <p>Combining print and collage (collage of printed pieces)</p> <p>Printing for a function (printing wrapping paper/ cards/ poster)</p> <p>Using the computer to compose a print design</p>	<p>Making clay jewellery</p> <p>Making clay figures from imagination</p> <p>Using cubes/ oblongs of clay</p> <p>To make nonrepresentational forms</p> <p>To make everyday buildings/ artefacts</p> <p>Making simple forms from Papier maché</p> <p>Using frameworks/ supports to make more complex Papier maché structures</p>	<p>Making paper sculptures and origami</p> <p>Lighting one's own constructions (with torches bulbs, candles, natural light)</p> <p>Design and explain the use of a building complex</p> <p>Layering up cut card shapes, from a sheet of card; concentrating on texture, shape and rhythm</p> <p>Making drawings of structures (natural or manmade) in order to examine their purpose and how they function in use</p>	<p>Designing and making a costume, using glue or stitching</p> <p>Using the pattern on fabric as a stimulus for a costume</p> <p>Patchwork using glue appliqué or stitching</p> <p>Altering an existing piece of clothing by sticking or stitching other materials to it</p> <p>Exploring wool weaving and expanding this to include paper, ribbon, plastic, tinsel</p> <p>Making a themed fabric appliqué piece in a limited colour scheme</p>
<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>
<p>What did the picture intend?</p> <p>What problems were encountered/ solved?</p> <p>Looking at similarly themed work of other artists</p> <p>How were different tools used</p>	<p>Discuss how tools and materials were used to create different effects</p> <p>What was the child/ artist trying to express?</p> <p>Looking at other artists' work on this theme.</p> <p>Discuss use of colour schemes</p>	<p>Discuss how line, shape, negative shape, colour texture and pattern were used to create this image</p> <p>What other skills/ media were used to develop this print</p> <p>What problems were encountered in making this print and how were they solved?</p> <p>Discuss how various prints were made and which techniques used</p>	<p>Examining and discussing sculptures/ statues/ 3D forms</p> <p>Highlighting and discussing the balance and symmetry of a work and its overall effect</p> <p>Examining pottery/ china artefacts (study of jugs/ the story of the Willow Pattern)</p>	<p>Look at collections, models or photographs of natural and manmade structures and observe their outline, how space is used and how balance is achieved</p> <p>Examine and discuss examples of local and/or contemporary architecture and the work of great architects and builders in history</p>	<p>Looking at costume through the ages</p> <p>Exploring the roles of tailors, weavers, milliners, designers</p> <p>Looking at handmade work (knitting, lace, embroidery, tapestry)</p> <p>Looking at fabric work in the local church</p> <p>Investigating fabric crafts (lace-making, weaving, batik, silk painting)</p>

## School Plan: Fifth Class

Sept. - Oct.	Nov. - Dec.	Jan. Feb.	March - April	May	June
<b>Drawing</b>	<b>Paint and Colour</b>	<b>Print</b>	<b>Clay</b>	<b>Construction</b>	<b>Fabric and Fibre</b>
<p>Use a variety of drawing media on different surfaces with confidence</p> <p>To observe objects and draw, interpreting shape/ form/ texture/ tones</p> <p>Concentrating on outline/ silhouette/ pattern/ rhythm and structure from time to time</p> <p>Make drawings that reflect the class's broadening interests and maturity</p>	<p>Show competency in a wide variety of media and skills in exploring all aspects of colour</p> <p>Be able to develop tonal, harmonious and complementary colour schemes</p> <p>Be able to mix colour to match Nature or colour in the environment</p> <p>To use colour to suggest perspective</p>	<p>Using light sensitive paper</p> <p>Using experience of printing techniques to design more complex prints</p> <p>(Overlapping/ overprinting/ placing side by side/ masking out areas)</p> <p>To research printmaking and print projects</p> <p>Choose display options for prints</p>	<p>Using the pinch pot technique for imaginative sculptures</p> <p>Using more complex textures, shapes, lines and patterns on clay when making sculptures</p>	<p>Making large-scale structures in Papier maché</p> <p>Designing models with moveable parts</p> <p>Using paper sculpture and collage to build up nonrepresentational designs which explore texture, play of light and shade and shape</p> <p>Drawing objects from Nature to explore the fall of light and shadow</p>	<p>Using textured fibres and open weave fabrics to develop line, pattern and colour</p> <p>Using the textured effects of basic sewing, knitting and embroidery for design</p> <p>Inventing stitches</p> <p>Making a fabric/ fibre collage</p> <p>Combining knitting/ sewing/ crochet to create jewellery</p>
<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>
<p>Describe what is happening in the drawing</p> <p>Describe the materials and tools used</p> <p>Did these choices achieve the desired effects?</p> <p>Is there movement/ rhythm in the drawing?</p> <p>How is form shown?</p>	<p>What is happening in the painting?</p> <p>What kind of atmosphere is in the painting?</p> <p>Is there movement/ variety/ space/ rhythm?</p> <p>What kind of materials and tools were used/What kind of problems were being encountered/?</p> <p>How were they solved?</p>	<p>Discuss and collect examples of print around them</p> <p>Describe one's own print and the work of others</p> <p>Choose the most striking aspect of the print</p>	<p>Handling and discussing natural and man-made objects in relation to form</p> <p>Looking at and discussing pupils'/ artist's work:</p> <p>Describing the piece/ Use of materials and tools/ How the human head was made and any problems encountered</p> <p>Pleasing features</p>	<p>In looking at photos of natural and man-made objects, discuss how they are arranged, balanced and what use is made of space</p> <p>In looking at the work of others; describing the work; how the structure was made: whether or not the materials worked; looking at its outline</p>	<p>In handling materials being able to discuss the texture, the folding properties, the colours and the use made of fabrics by artists and craft persons</p> <p>In discussing the work of others, describing the piece: the materials used: solving design challenges</p>

## School Plan - Sixth Class

Sept. - Oct.	Nov. Dec.	Jan. - Feb.	March - April	May	June
<b>Drawing</b>	<b>Paint and Colour</b>	<b>Print</b>	<b>Clay</b>	<b>Construction</b>	<b>Fabric and Fibre</b>
<p>Drawing from imaginative sources, showing great detail from poetry, story, music</p> <p>Designing cartoon strips, dream settings etc</p> <p>Using viewfinders to define scenes for drawing (composition)</p> <p>Arranging, theming and drawing still-life</p> <p>Developing figure drawings into portraits</p>	<p>To use colour to create atmosphere</p> <p>To set up and paint one's own arrangements</p> <p>To use a viewfinder or natural frame to select a scene for painting</p> <p>To paint the human figure in action</p> <p>To paint tonal portraits</p> <p>To mix colours and juxtapose colours to see how they work</p> <p>To use colour and tone to create texture</p>	<p>Using observational drawings as starting point for relief printing</p> <p>Creating functional prints</p> <p>Silk-screen printing (Fabric printing/ posters/ logos and cards/ wrapping paper)</p> <p>Using computer art images to design print work</p>	<p>Using clay slabs to make very complex structures</p> <p>Using Papier maché masks, heads, figures or puppets to develop themes</p>	<p>Making wire sculptures Model-making of contemporary sculpture and architecture</p> <p>Discussing the use of materials in construction and how they affect balance, how the piece is weighted, play of light, how busy or simple the piece is, how various materials make outlines</p> <p>Design structures for local events/ Using CAD to design structures</p>	<p>Using simple batik techniques</p> <p>Making a fabric wall-hanging using the natural world as inspiration</p> <p>Using traditional crafts to make individual pieces or items to be worn</p> <p>Taking a natural object and interpreting it through line or shape etc through fabric and fibre collage</p> <p>Design of fabric puppetry and costume</p>
<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>	<b>Looking and Responding</b>
<p>Discuss this artist's/ child's work and their interpretation</p> <p>Discuss problems and the solutions to drawing the human form</p> <p>Discuss how themes in the work could be treated in another way</p> <p>Discuss the most satisfying aspect of the drawing</p> <p>Discuss use of space, scale and overlapping</p>	<p>Discuss colours used and effects achieved</p> <p>Discuss how the theme was treated</p> <p>What was the artist/ child trying to say?</p> <p>Look at similarly themed work or other work of the Artist</p> <p>Access the internet or use CD-Rom to investigate artists/works</p>	<p>Discuss techniques of a print</p> <p>Discuss decisions made by the artist</p> <p>Discuss the overall effect of the print</p>	<p>Look at, discuss and research pottery and masks from other cultures and times</p> <p>Look at pupil's/ artist's work and discuss what the artist was trying to express</p> <p>How the art elements were used to create a sense of balance?</p> <p>Looking at individual parts and how they develop the whole piece</p>	<p>Looking at complex buildings of the past and contemporary structures and use this information to design or make a model of an imaginative building</p>	<p>Looking at fabrics/ tools and the work of fabric craftspeople</p> <p>Looking at fabric and clothes in other cultures and times; exploring the role of a particular fabric or related craft through time</p>

### Appendix 3: Table of integration in Science, History & Geography

Junior & Senior Infants Art Integration Table						
	Drawing	Paint and Colour	Print	Clay	Construction	Fabric and Fibre
Geography; Off to School	X					
History; Myself and my Family		X				
Science; Myself-Bodies		X				
Science: Autumn Animals (squirrels)					X	X
Science: plants; Life cycles	X					
Geography: Local environment: Maps	X					
Science: plants & animals; autumn			X			
Geography; local workers/buildings					X	
Science: properties of materials; Hard and Soft materials					X	
Science: myself; hands	X					
History; chronology of family; comparing eras		X				
Science: materials		X				
Science: Plants and Animals; Barn Owl						X
Science: Plants & Animals; nocturnal animals	X					
Geography: Planet Earth; Day & Night	X					
Geography: local environment; Mapping journey	X					
History: Family: first, next, last		X				
Science: Light: Sun		X				
Science: Plants & Animals: polar bear					X	
Science: Myself: clothes for winter						X
Geography: weather: winter observations; chart		X				
Geography: winter signs;	X					
History: Time; first, next, last		X				

Junior Infants Integration Table						
	Drawing	Paint and Colour	Print	Clay	Construction	Fabric and Fibre
Science: energy/Forces; Heat- Hot or Cold	X					
Geography: Local community: workplace of a doctor					X	
Science: Myself: needs for growth	X					
Science: Myself: healthy/non-healthy food	X				X	
History: Story of Milk		X				
Science: Myself: food at times of day	X					
Science: Plants and Animals: Pets & their needs		X				
Science: Plants & Animals; Blackbird			X			
Geography: Locality; plant and animal life (Spring)			X			
Science: Identify Farm animals home		X				X
Science: Spring Plants and animals		X				
Geography: local community workplace	X					
Geography: local community; Hospital/Dentist	X					
History: Myself: Comparing schools have changed	X					
Geography: Local Environment: sounds/landmarks		X				
History: Stories: sequencing	X					
Science: zoo animals		X				
Science: Plants & Animals: cat family						X
Geography: local environment: use of water		X			X	
Science: Magnetism & Electricity		X	X			
History: Myself: compare photographs	X					
Science: Plants: Identification & needs of summer plants	X					

<b>Senior Infants Integration Table</b>						
	Drawing	Paint and Colour	Print	Clay	Construction	Fabric and Fibre
Science: Myself: Sense of Sight	X				X	
Science: Myself: Sense of Touch	X				X	
Science: Myself: Sense of Taste	X				X	
Science: Myself: Sense of Hearing	X				X	
Science: Myself: Sense of Smell	X				X	
Geography: local community: play spaces	X					
Science: planets & animals: ladybird life cycle		X			X	
Science: Plants & animals: Animals who lay eggs		X				
Geography: local natural environment:		X				
Geography: local natural environment: safety in the sun, clothes for hot weather.		X				

1st Class – Integration Table						
Themes	Drawing	Paint and Colour	Print	Clay	Construction	Fabric and Fibre
Games <ul style="list-style-type: none"> <li>• School Life Long Ago</li> <li>• Going to the Playground</li> <li>• Games and Pastimes</li> <li>• Hobbies</li> </ul>	X					
Food <ul style="list-style-type: none"> <li>• My Senses</li> <li>• At the Dentist</li> <li>• My Teeth</li> <li>• Animal Teeth</li> <li>• Fruit</li> <li>• Cows and Milk</li> </ul>			X			
Weather		X				
Homes and Houses <ul style="list-style-type: none"> <li>• Where in the House</li> <li>• Homes and houses</li> <li>• Types of home</li> <li>• Lighthouses</li> </ul>					X	X
Toys						
The Farm						
Spring <ul style="list-style-type: none"> <li>• St. Brigid</li> <li>• Spring</li> <li>• The Story of the Frog</li> <li>• Hatching from an Egg</li> <li>• Parts of an Egg</li> </ul>						X
Australia				X		

2 <sup>nd</sup> Class – Integration Table						
Themes	Drawing	Paint and Colour	Print	Clay	Construction	Fabric and Fibre
Autumn <ul style="list-style-type: none"> <li>Autumn</li> <li>Migration</li> <li>Halloween: An Irish Festival</li> </ul>			X			
Buildings					X	
Homes <ul style="list-style-type: none"> <li>Homes Around the World</li> <li>Homelessness</li> <li>Hibernation</li> </ul>					X	X
Water			X			
Plants and Animals <ul style="list-style-type: none"> <li>What is a Habitat</li> <li>Parts of Plants and Animals</li> <li>The Crow</li> <li>Irish Trees</li> <li>The Dandelion</li> </ul>	X	X				
Spring <ul style="list-style-type: none"> <li>A Sense of Spring</li> <li>Spring</li> <li>Food in Seasons</li> </ul>				X		
Ireland <ul style="list-style-type: none"> <li>Tourist Map of Ireland</li> <li>Map of Ireland</li> </ul>	X					
Africa						X
Summer <ul style="list-style-type: none"> <li>Bealtaine</li> <li>Summer</li> <li>Lifecycle of the Butterfly</li> <li>The Butterfly Bush</li> </ul>		X				
Space		X			X	

<b>3rd Class – Integration Table</b>						
Chapters	Drawing	Paint and Colour	Print	Clay	Construction	Fabric and Fibre
Chapter 1: My county	X					
Chapter 3: The stone age and the bronze age	X		X	X	X	
Chapter 4: People at work-farming	X	X			X	X
Chapter 5: Feasts and Festivals	X	X	X	X	X	X
Chapter 6: Ancient Greece	X	X		X	X	X
Chapter 7: Greek Myths	X				X	
Chapter 8: Water	X	X				
Chapter 10: Family History	X					
Chapter 12: Weather and Seasons	X	X	X	X		X
Chapter 14: The Vikings	X	X			X	X
Chapter 16: Green schools	X	X	X			X
Chapter 18: Paper trail					X	X
Chapter 19: Norman Ireland	X				X	X
Chapter 21: Clothes	X	X				X
Chapter 22: Ireland: Stories of Ireland	X				X	X
Chapter 23: Transport	X				X	
Chapter 24: Poland	X				X	X
Chapter 26: Eighteenth Century Ireland	X	X		X	X	X

<b>4<sup>th</sup> Class – Integration Table</b>						
	Drawing	Paint and Colour	Print	Clay	Construction	Fabric and Fibre
Chapter 4; The Ancient Romans		X	X	X		
Chapter 5; The Celts				X	X	X
Chapter 7; Natural Features around me	X	X				
Chapter 9; The Bog		X				
Chapter 10; Medieval Kilkenny	X	X				X
Chapter 11; Jewish Folklore						
Chapter 12; Homes through History Chapter 13; My Home		X			X	
Chapter 16; Transport					X	
Chapter 17; The Maori		X	X			
Chapter 19; Stories from around the world	X					
Chapter 24; Germany	X	X			X	
Chapter 25; China Chapter 26; Chinese New Year	X				X	

5 <sup>th</sup> Class Integration Table						
	Drawing	Paint and Colour	Print	Clay	Construction	Fabric and Fibre
Chapter 1: Archaeologists at Work	X	X		X		
Chapter 2: Rocks	X	X		X		
Chapter 3: At Home in the Ceide Fields		X	X	X	X	
Chapter 4: The First Emperor of China		X	X	X	X	X
Chapter 5: Earth and Sun		X				
Chapter 6: The Aztecs		X	X	X	X	X
Chapter 7: The Natural Environment and Us	X	X		X	X	X
Chapter 8: Land and Water in Ireland		X		X	X	
Chapter 9: Education and School	X	X	X			
Chapter 10: The Famine		X	X		X	
Chapter 11: Natural Features: Energy and Tourism	X	X	X			
Chapter 12: The Counties of Ireland		X	X	X	X	
Chapter 13: The War to End All Wars		X	X			
Chapter 14: Ireland and the Great War		X	X			
Chapter 15: Field Trip: Weather	X	X				
Chapter 16: Weather and Climate	X	X				
Chapter 17: Creatures and Myths	X	X	X	X		X
Chapter 18: Survival of Salmon	X	X				
Chapter 19: Fishing in Ireland	X	X				
Chapter 20: Young History Makers	X	X	X	X		
Chapter 21: Northern Ireland: Conflict to Peace		X				
Chapter 22: Travelling and Commuting to Work	X	X	X	X		
Chapter 23: Changing Ireland: 1930s Onwards	X	X	X			
Chapter 24: Working in Ireland	X	X				
Chapter 25: Latvia	X	X	X	X	X	X
Chapter 26: Stories from World Changing Women	X	X				

6 <sup>th</sup> Class Integration Table						
	Drawing	Paint and Colour	Print	Clay	Construction	Fabric and Fibre
Chapter 1: Saints and Scholars	X					
Chapter 2: The Irish Language: Decline & Revival	X			X	X	
Chapter 3: Natural Features of Ireland	X	X	X	X		X
Chapter 4: Soils	X	X				X
Chapter 5: Rivers: Shapers of the Land	X	X				X
Chapter 6: Native Americans	X	X		X	X	X
Chapter 7: The Reformation in Ireland	X	X				
Chapter 8: Europe	X	X	X		X	
Chapter 9: Daniel O'Connell	X					
Chapter 10: Natural Features of the World	X	X	X		X	
Chapter 11: Feasts and Festivals	X	X	X			
Chapter 12: Brazil	X	X	X		X	
Chapter 13: Malawi: A Developing Country	X	X				
Chapter 14: Tales from Africa	X	X	X			
Chapter 15: Workplaces in my Locality			X		X	
Chapter 16: Settlements			X		X	
Chapter 17: Transport and Communication			X			
Chapter 18: The Road to Independence	X				X	
Chapter 19: Female Inventors	X					X
Chapter 20: The Second World War			X			
Chapter 21: Tourism of Ireland	X	X	X	X	X	X
Chapter 22: Modern Ireland			X		X	
Chapter 23: Global Warning		X	X			X
Chapter 24: Global Navigation		X	X	X		
Chapter 25; Pioneers of New Technology						
Chapter 26: The Solar System	X	X			X	

## Appendix 4: Artist of the month Plan

### School Plan - Artist Focus

One class each month, with the exception of December and June, will study a famous artist. The table below details the artist to be studied by each class and in which month. Children will learn about the artist themselves as well as about their work. Children will study/look at a number of pieces of art created by the Global or Irish Artist. Teachers will choose one piece of artwork by that artist as a main focus and children will then create this themselves. ***This will be displayed on the Artist of the Month display board in the school.***

Month	Class	Global Artist	Irish Artist
September	First Class	Van Gogh	Michelle Byrne
October	Second Class	Mondrian	Markey Robinson
November	Third Class	Picasso	Janet Fish
January	Fourth Class	Estelí Meza	Gretta Bowen
February	Junior Infants	Kandinsky	Alice Maher
March	Sixth Class	Elizabeth Pendergast	Jim Fitzpatrick
April	Senior Infants	Georgia O' Keefe	Graham Knuttel
May	Fifth Class	Andy Warhol	Gerard Dillion

This named artist of the month is for a particular focus as above.

Teachers should also choose a number of other artists for the looking and responding strand, and use the plan above when encouraging children to respond to art.

Class	Other Recommended Artists
Junior & Senior Infants	Jackson Pollock George Seurat Giuseppe Arcimboldo
1 <sup>st</sup> & 2 <sup>nd</sup> Class	Franz Marc Monet Jean Miro
3 <sup>rd</sup> & 4 <sup>th</sup> Class	Henri Matisse Andy Goldsworthy Paul Klee
5 <sup>th</sup> & 6 <sup>th</sup> Class	Cezanne Anish Kapoor Frida Kahlo