



Visual Arts

Introductory Statement

This policy was formulated following a consultation process which took place between staff, parents and the Board of Management of Lumclon National School. All teachers were involved in drafting this policy.

Rationale

This policy was devised to:

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

Aims

The aims of the visual arts curriculum 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 organisation 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-mâché, 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.

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

Strands

- Drawing
- Paint and colour
- Print
- Clay
- Construction
- Fabric and Fibre



1.



Curriculum Planning

Concepts and skills development for infant classes for Junior & Senior Infants

Through completing the strand units of the visual arts curriculum the child should be enabled to

An awareness of line

- begin to discover that lines can have a variety of qualities and can make shapes
- create movement with lines
- begin to represent familiar figures and objects with free lines and shapes

An awareness of shape

- begin to develop sensitivity to qualities of flat shape
- invent and work with shapes that have a variety of characteristics

An awareness of form

- become aware of the three-dimensional nature of form and of form in objects
 - volume in a toy, an animal, a ball, a box, in his/her head
- handle, feel, manipulate and begin to form clay

An awareness of colour and tone

- become sensitive to colour in his/her surroundings
- recognise and mix primary colours and tones
- distinguish between obviously light and dark colours
- use colour expressively

An awareness of texture

- begin to explore the relationship between how things feel and how they look
- create texture with a variety of materials and tools

An awareness of pattern and rhythm

- become aware of pattern and rhythm in his/her visual surroundings and in his/her work in repeated use of line types and shapes
 - raindrops in a puddle, clouds in the sky, markings on a stone, bricklaying, railings, fields

An awareness of space

- become aware of how people and objects take up space
 - examine simple structures in the visual environment
 - begin to make basic structures
- balance open and closed boxes on each other.



Concepts and skills development for infant classes for 1st & 2nd Classes

Through completing the strand units of the visual arts curriculum the child should be enabled to

An awareness of line

- recognise that lines have various properties and can create shapes, textures, patterns, movement
- look closely at the linear qualities of objects in the surroundings
- develop personal symbols (a schema) to represent familiar figures and objects visually

An awareness of shape

- become sensitive to shape in the visual environment
- become aware of outline shape, silhouette and shadow shapes
- invent and experiment with shape in compositions
 - in collage, print, drawing and painting

An awareness of form

- become aware of the three-dimensional nature of form in the visual environment
 - volume in a rock, animal, ball, box, bowl, toy
- explore the relationships between the parts and the whole form
 - experiment with balance
- express understanding of form in clay

An awareness of colour and tone

- develop sensitivity to colour in the visual environment
- begin to analyse colours and mix them more purposefully
- distinguish between tone and pure colour (hue)
- use colour and tone to create unity and emphasis in compositions
 - use tones of one colour to create effects

An awareness of texture

- explore the relationship between how things feel and how they look
- create variety in surface textures using a range of materials and tools

An awareness of pattern and rhythm

- recognise pattern in the visual environment
 - snail shells, clouds, leaves, lichen on a wall, flowers, bricklaying, railings, fields, circus tent
- become aware of repetition and variation in his/her own work and in the work of others
 - in line, shape, colour, form

An awareness of space

- develop awareness of how people and objects take up space
- begin to show relationships between objects and figures in drawings and paintings and show some sense of scale
 - making distant objects smaller by placing them on higher levels on the page
- begin to develop a practical understanding of structure through construction activities.



Concepts and skills development for infant classes for 3rd & 4th Classes

Through completing the strand units of the visual arts curriculum the child should be enabled to

An awareness of line

- recognise that lines can have varying qualities and can create shapes, textures, patterns, rhythms and movement
- look closely at and interpret the visual environment with increased sensitivity to materials and tools
- begin to show more keenly observed action in figure drawing and painting
- begin to use line sketches and diagrams to clarify design ideas to be interpreted in three-dimensional form

An awareness of shape

- become sensitive to shape and to relationships between shapes in the visual environment
- invent and experiment with a variety of shape characteristics to create movement, balance, contrast, emphasis and/or a sense of space in drawings, paintings, print, collage and appliqué

An awareness of form

- recognise the three-dimensional nature of form in objects
 - a mountain, a car, a teapot, a piece of fruit
- explore the relationships between the parts and the whole of a complex form
 - balance, symmetry, asymmetry, rhythm, movement, the play of light and shade, aesthetic satisfaction
- interpret form, creating surface texture in line, pattern and rhythm
- use malleable materials as media in which to design and invent

An awareness of colour and tone

- develop sensitivity to colour and tone in the visual environment
- analyse and mix increasingly subtle colours and tones
- become aware of the effects of warm and cool colours, of complementary and harmonious colours and of variations in tone
- begin to use colour and tone to create rhythm, emphasis, contrast and/or spatial effects in two and three-dimensional work

An awareness of texture

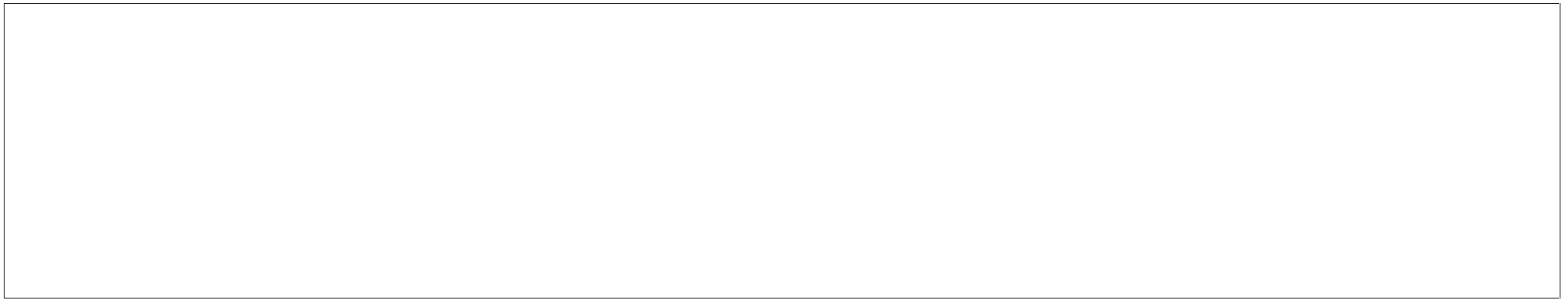
- explore the relationship between how things feel and how they look
- create variety and contrast in surface texture using a range of materials and tools
- experiment in interpreting texture in drawing and painting

An awareness of pattern and rhythm

- discover and explore pattern in nature and in the visual surroundings
 - ripples in water, sand formations on the shoreline, flowers
- recognise and purposefully use repetition and variation of line, shape, texture, colour and tone in two and three-dimensional work

An awareness of space

- develop awareness of how people and objects occupy space
- create space and depth in drawings and paintings
 - by diminishing sizes of figures and objects further away by overlapping
- develop an understanding of how spaces can be organised through experience of construction.





Concepts and skills development for infant classes for 5th & 6th Classes

Through completing the strand units of the visual arts curriculum the child should be enabled to

An awareness of line

- recognise that lines can have varying qualities, e.g. of density, texture, pattern and direction, and can create shapes and suggest movement, rhythm and form
- use line expressively and with greater sensitivity to materials and tools
- interpret the human figure and progress beyond personal symbols (or schema)
- demonstrate more concentrated observation in interpreting the visual world
- use drawings and diagrams to solve design problems and to clarify and develop ideas to be carried out in another medium

An awareness of shape

- be sensitive to shape in the visual surroundings
- invent and experiment with a variety of shapes to create rhythm, balance, contrast, emphasis and/or a sense of space in drawings, paintings and other media
- focus sometimes on shape, edges and layout on the picture plane without emphasis on depth
- use overlapping shapes and scale to suggest three-dimensional depth

An awareness of form

- notice the three-dimensional nature of form and explore the relationships between the parts and the whole in complex forms
- analyse and interpret the human figure and the structure of the human head in clay
- develop the surface of a clay form using line, rhythm, texture and pattern
- use three-dimensional materials as media in which to design and invent.

An awareness of colour and tone

- develop sensitivity to subtleties in colour and tone in the visual environment
- develop awareness of the effects of warm and cool colours, of complementary and harmonious colours and of variations in tone
- mix and use subtle colours and tones and create rhythm, emphasis, contrast, spatial effects, mood and atmosphere in two and three-dimensional work

An awareness of texture

- explore the relationship between how things feel and how they look
- create variety, contrast and emphasis in surface textures using a range of materials and tools
- use a variety of drawing instruments to suggest texture from observation of objects

An awareness of pattern and rhythm

- analyse pattern in the visual environment through drawing, painting and other media
 - peeling birch bark, the waves on the sea, scaffolding, fishing nets, stone buildings
- use repetition and variation of line, shape, texture, colour and tone to create contrasting and harmonious effects

An awareness of space

- continue to develop awareness of how people and objects occupy space
- develop basic understanding of aerial and linear perspective (spatial organisation)
- design and construct a model with multiple spaces, open and closed
 - with cells, rooms, enclosures.



Drawing: Content for Junior & Senior Infants

Making drawings	Looking and responding
<ul style="list-style-type: none"> • experiment with the marks that can be made with different drawing instruments • on a range of surfaces <ul style="list-style-type: none"> ○ wiggly, smudgy, gritty, very light, very dark crayons, soft pencils, chalks, textured papers ○ exploring the mark-making possibilities of computer drawing tools • make drawings based on vividly recalled feelings, real and imaginative experiences and stories <ul style="list-style-type: none"> ○ home and play ○ dreams and longings ○ special occasions • discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes <ul style="list-style-type: none"> ○ line in stones, leaves, hanks of yarn ○ curvy, straight-edged, big, small, simple, complicated shapes • explore the relationship between how things feel and how they look <ul style="list-style-type: none"> ○ texture in natural and manufactured objects ○ interpreting some of these textures in mark-making and rubbings. 	<ul style="list-style-type: none"> • look at and talk about his/her work, the work of other children and the work of artists <ul style="list-style-type: none"> ○ describing what is happening in the drawing ○ the different kinds of marks made ○ how he/she enjoyed making the drawing ○ how the artist might have worked ○ his/her favourite part.



Drawing: Content for 1st & 2nd Classes

Making drawings	Looking and responding
<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 <ul style="list-style-type: none"> ○ interpreting, as appropriate, line, tone, texture, pattern ○ using crayons, soft pencils, charcoal, chalks, textured papers, fabrics ○ using a computer art program to experiment with marks, lines, shapes, pattern and rhythm • make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships <ul style="list-style-type: none"> ○ friends skipping, playing ball, running in the yard ○ imaginative themes based on the fantastic and the magical • explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects <ul style="list-style-type: none"> ○ making silhouette drawings of simple objects ○ drawing the shapes of objects and their shadows • draw from observation <ul style="list-style-type: none"> ○ a variety of natural and manufactured objects (e.g. a tree, leaf, flower, fruit, vegetable, objects grouped on shelves or display tables) ○ a classmate. 	<ul style="list-style-type: none"> • look at and talk about his/her work, the work of other children and the work of artists <ul style="list-style-type: none"> ○ describing what is happening in the drawing ○ lines, shapes, textures, patterns, tones created and arranged to compose the drawing ○ how materials and tools were used and effects created ○ what was intended ○ what he/she likes best about the drawing.



Drawing: Content for 3rd & 4th Classes

Making drawings	Looking and responding
<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 <ul style="list-style-type: none"> ○ looking closely at specially chosen objects and discovering qualities of line, shape, texture, light and dark ○ concentrating, as appropriate, on outline drawing, silhouette, shape, tone, texture, pattern and rhythm ○ using a computer art program to create and modify images and to organise a composition • make drawings from recalled experiences, emphasising pattern, detail, context and location <ul style="list-style-type: none"> ○ being in a familiar place ○ pastimes and games • express his/her imaginative life and interpret imaginative themes using inventive pattern and detail <ul style="list-style-type: none"> ○ stories, poems, songs, imaginary people, places, creatures and objects • draw from observation <ul style="list-style-type: none"> ○ still life arrangements ○ still life arrangements adding imagined backgrounds ○ aspects of the environment viewed from different angles ○ the human figure (e.g. a classmate posing in different positions). 	<ul style="list-style-type: none"> • look at and talk about his/her work, the work of other children and the work of artists <ul style="list-style-type: none"> ○ describing what is happening in the drawing ○ the qualities of line, shape, texture, pattern and rhythm and tone created ○ how space in depth is suggested and background detail ○ how action is suggested ○ what was intended ○ problems encountered and solved ○ the work of other artists who have interpreted the theme in a similar or dissimilar way ○ what he/she feels about the drawing.



Drawing: Content for 5th & 6th Classes

Making drawings	Looking and responding
<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, demonstrating increasing sensitivity and control <ul style="list-style-type: none"> ○ looking closely at specially chosen objects and interpreting qualities of line, shape, texture, light and shade ○ concentrating as appropriate on outline drawing, silhouette, shape, tone, texture, pattern and rhythm and structure • discover how line could convey movement and rhythm <ul style="list-style-type: none"> ○ movement in nature (cloud shapes) ○ calligraphic styles (the Book of Kells) ○ cartoon figures in action • make drawings based on themes reflecting broadening interests, experiences and feelings <ul style="list-style-type: none"> ○ pastimes, outings, special events • draw imaginative themes using inventive pattern and detail <ul style="list-style-type: none"> ○ stories, poems, songs ○ dream cars, motorcycles or houses ○ futuristic fashion ○ characters in cartoon strips ○ designing and sketching plans for a three-dimensional project • draw from observation <ul style="list-style-type: none"> ○ still life arrangements ○ aspects of the environment when viewed from different angles, using a viewfinder (or a classroom window) to help position objects and define space ○ the human figure (e.g. a classmate in a particular setting) ○ details of the human figure (e.g. a portrait of a classmate). 	<ul style="list-style-type: none"> • look at and talk about his/her work, the work of other children and the work of artists <ul style="list-style-type: none"> ○ describing what is happening in the drawing ○ the choice of materials and tools and the effects that were intended ○ how movement, rhythm and form are suggested ○ problems encountered and solutions found in interpreting the human figure ○ the use of overlapping and/or scale to suggest space in depth on a page ○ the most satisfying aspect of the drawing ○ other interpretations of the theme or how he/she would approach it ○ what he/she feels about the interpretation.



Paint and colour: Content for Junior & Senior Infants

Painting	Looking and responding
<ul style="list-style-type: none"> • experiment with a variety of colour drawing instruments and media to develop colour awareness <ul style="list-style-type: none"> ○ paint, coloured pencils and crayons ○ print, fabric and fibre ○ experimenting with colour-mixing ○ exploring the colour possibilities of computer painting tools • use colour to express vividly recalled feelings, experiences and imaginings <ul style="list-style-type: none"> ○ home and play ○ dreams and longings ○ special occasions • discover colour in the visual environment to help develop sensitivity to colour <ul style="list-style-type: none"> ○ beginning to distinguish between lighter and darker colours ○ making paintings with a single colour and black and white • discover colour, pattern and rhythm in colourful objects <ul style="list-style-type: none"> ○ stones, flowers, colour magazine cut-outs, fabric scraps ○ experimenting in matching their colours in an elementary way • discover the relationship between how things feel and how they look <ul style="list-style-type: none"> ○ texture in natural and manufactured objects ○ texture created using paint, brushes and found objects in a variety of ways. 	<ul style="list-style-type: none"> • look at and talk about his/her work, the work of other children and the work of artists <ul style="list-style-type: none"> ○ describing what is happening in the painting ○ the colours used to create lines, shapes and light and dark areas ○ how he/she enjoyed making them ○ how the artist might have used colour ○ his/her favourite part.



Paint and colour: Content for 1st & 2nd Classes

Painting	Looking and responding
<ul style="list-style-type: none"> • explore colour with a variety of materials and media <ul style="list-style-type: none"> ○ paint, crayons, chalks, coloured pencils, felttipped or fibre-tipped pens ○ print, collage, fabric and fibre ○ using a computer art program to experiment with colour and to create images • use colour expressively to interpret themes based on his/her personal or imaginative life <ul style="list-style-type: none"> ○ particular moments from stories, poems, songs, music ○ what might happen next in a story • paint objects chosen for their colour possibilities <ul style="list-style-type: none"> ○ flowers and other objects from the nature table ○ toys with imagined background detail • discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue) <ul style="list-style-type: none"> ○ discover colour and tone through themes chosen for their colour possibilities (e.g. a sunny or stormy sky) • discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities <ul style="list-style-type: none"> ○ features that blend with their environment and those that stand out ○ colour-and-shape games based on camouflage • discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work <ul style="list-style-type: none"> ○ using repeated complementary colours to add variety to his/her work • explore the relationship between how things feel and how they look <ul style="list-style-type: none"> ○ texture in natural and manufactured objects <ul style="list-style-type: none"> ▪ rough, smooth, bumpy, prickly, fluffy ▪ interpreting a variety of these in colour and tone ▪ creating creamy, crumbly textures. 	<ul style="list-style-type: none"> • look at and talk about his/her work, the work of other children and the work of artists <ul style="list-style-type: none"> ○ describing what is happening in the painting ○ the colours and tones chosen ○ the lines, shapes, text u res and pattern created ○ how they are arranged in the painting ○ how colour was used and effects created ○ what he/she or the artist was trying to express ○ what he/she likes best about the painting.



Paint and colour: Content for 3rd & 4th Classes

Painting	Looking and responding
<ul style="list-style-type: none"> • explore colour with a variety of materials and media <ul style="list-style-type: none"> ○ paint, crayons, oil or chalk pastels, coloured pencils, felt-tipped pens and fibre-tipped pens ○ print, small-scale collage ○ using a computer art program to experiment with the effects of warm and cool colours • make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale <ul style="list-style-type: none"> ○ recent and vividly recalled events from own life events he/she identifies with everyday familiar locations • express his/her imaginative life and interpret imaginative themes using colour expressively <ul style="list-style-type: none"> ○ stories, poems, songs, music ○ what might happen next in an adventure story ○ making large-scale group paintings of characters or story features • paint from observation <ul style="list-style-type: none"> ○ looking closely for subtle colour combinations in natural and manufactured objects ○ making large-scale paintings that emphasise colour, tone, texture, shape, rhythm ○ the human figure showing action ○ portraits of classmates posing for different activities ○ discover colour in the visual environment and become sensitive to colour differences and tonal variations through colour mixing ○ mixing and reproducing as accurately as possible the colours of objects of visual interest ○ exploring the spatial effects of colour and tone through themes chosen for their colour possibilities ○ using colour and tone to create a background, middle ground and foreground in simple still lifes, landscapes and cityscapes • discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities <ul style="list-style-type: none"> ○ working out a colour scheme for a three-dimensional model he/she may have made ○ playing colour-mixing games • discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work <ul style="list-style-type: none"> ○ using repetition and variation of contrasting colours and varieties of line types and textures to add variety and unity to a piece of work • explore the relationship between how things feel and how they look <ul style="list-style-type: none"> ○ discovering texture in natural and manufactured objects 	<ul style="list-style-type: none"> • look at and talk about his/her work, the work of other children and the work of artists <ul style="list-style-type: none"> ○ describing what is happening in the painting ○ the colours and tones chosen ○ how the shapes, textures, pattern and rhythm and contrasts combine in the composition ○ how materials and tools were used to create different effects and whether they might have been used differently ○ what he/she or the artist was trying to express ○ the work of other artists who have interpreted the theme in a similar or dissimilar way ○ what he/she feels about the painting.



- o interpreting a variety of textures in colour and tone and with varied brush strokes.

Paint and colour: Content for 5th & 6th Classes

Painting	Looking and responding
<ul style="list-style-type: none"> • explore colour with a variety of colour drawing instruments, media and techniques <ul style="list-style-type: none"> o paint, crayons, oil and chalk pastels, chalks, inks, coloured pencils, felt-tipped and fibre tipped pens o print, appliqué, collage, tonal exercises in small-scale mosaic • make paintings based on recalled feelings and experiences and discover ways of achieving spatial effects <ul style="list-style-type: none"> o interpreting themes chosen for their colour possibilities that reflect broadening experiences and interests o experimenting with colour and tone, with warm and cool colours, with overlapping, with basic aerial and linear perspective • express his/her imaginative life and interpret imaginative themes using colour expressively <ul style="list-style-type: none"> o stories and poems, including dramatic, atmospheric adventure stories o classmates acting as models to capture the action • paint from observation <ul style="list-style-type: none"> o setting up and painting colour arrangements of his/her own choice o aspects of the environment when viewed from different angles, using a viewfinder to help position objects or define space o using colour and tone to create spatial effects o the human figure or groups of figures in a particular setting <ul style="list-style-type: none"> ▪ playing in a band, fashion modelling o a portrait of a classmate in tones of one colour • become sensitive to increasingly subtle colour differences and tonal variations in natural and manufactured objects <ul style="list-style-type: none"> o looking at and trying to reproduce the colour combinations of objects of visual interest o using colour magazine cut-outs as an exercise in colour mixing • discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities <ul style="list-style-type: none"> o mixing and juxtaposing colours to see how they react against each other • discover pattern and rhythm in natural and manufactured objects <ul style="list-style-type: none"> o using repetition and variation of complementary and harmonious colours and varieties of line, shape and texture • explore the relationship between how things feel and how they look 	<ul style="list-style-type: none"> • look at and talk about his/her work, the work of other children and the work of artists <ul style="list-style-type: none"> o describing what is happening in the painting o complementary or harmonious colours and tones, and subtle colour differences o how rhythm, movement, atmosphere, variety, space-in-depth or form is suggested o what he/she or the artist was trying to express o how other artists have interpreted the theme in similar or dissimilar ways o how he/she feels about the painting o using the internet or a CD-ROM to access the work of an artist and to answer questions as above.



- discovering texture in natural and manufactured objects
- interpreting textures in colour and tone and in mixed media.

Print: Content for Junior & Senior Infants

Making prints	Looking and responding
<ul style="list-style-type: none"> ● experiment with the effects that can be achieved with simple print-making <ul style="list-style-type: none"> ○ with oddments that have interesting textures or shapes ○ with one or two paint colours to help focus on texture, shape, pattern ○ beginning to organise the print marks purposefully ○ discovering how simple prints could be further developed (e.g. overprinting) ● use a variety of print-making techniques <ul style="list-style-type: none"> ○ making a variety of relief prints <ul style="list-style-type: none"> ▪ from textured items pressed into a slab of clay ▪ from his/her own marks made in the clay ▪ from cut or torn pieces of thin polystyrene ▪ experimenting with ways of repeating and combining examples of one or more prints ○ printing with mask-outs <ul style="list-style-type: none"> ▪ masking an area of an inked surface with pieces of paper cut or torn to own design ○ using computer experiments in shape and colour to design a print. 	<ul style="list-style-type: none"> ● look at, handle and talk about familiar objects for experience of shape, texture, pattern ● look at and talk about his/her work, the work of other children and art prints composed of simple shapes and textures <ul style="list-style-type: none"> ○ describing the print ○ line, shape, texture, pattern ○ how he/she enjoyed making them ○ how the artist possibly made them ○ what he/she likes best about the print ● look at and talk about examples of simple print design in everyday use <ul style="list-style-type: none"> ○ posters, wallpaper, fabrics with simple repeat or other design, packaging, wrapping paper.



Print: Content for 1st & 2nd Classes

Making prints	Looking and responding
<ul style="list-style-type: none"> • experiment with the effects that can be achieved with simple print-making techniques <ul style="list-style-type: none"> ○ with oddments that have interesting textures and/or shapes ○ making rubbings from tree bark, fabrics ○ using a limited colour range to focus on texture, shape, negative shape, pattern ○ discovering how simple prints could be further developed by overprinting with contrasting colours and with the same or contrasting shapes • use a variety of print-making techniques to make theme-based or non-representational prints <ul style="list-style-type: none"> ○ making a variety of relief prints <ul style="list-style-type: none"> ▪ composing a relief print block using one or more colours ▪ creating a design for a print by drawing thick and thin lines into a slab of clay ○ printing with mask-outs <ul style="list-style-type: none"> ▪ masking areas of an inked surface from which prints have already been taken ○ making stencils <ul style="list-style-type: none"> ▪ spray or sponge painting over stencils cut to his/her design ○ making wax-resist pictures <ul style="list-style-type: none"> ▪ sponge painting over a wax crayon or candle design ○ making wax-crayon transfer prints <ul style="list-style-type: none"> ▪ using wax crayons of various colours to print out as a coloured drawing ○ doing a number of exploded designs using a computer art program. 	<ul style="list-style-type: none"> • look at, handle and talk about familiar objects for experience of shape, texture and pattern • look at and talk about his/her work, the work of other children and art prints that have relatively simple shapes, textures and patterns <ul style="list-style-type: none"> ○ describing the print ○ line, shape, colour and tone, texture, pattern and how they combine ○ how materials and tools were used to create effects ○ what he/she likes about the print ○ looking at some prints to investigate print-making techniques (e.g. comparing the lithograph with his/her own wax-resist technique) • look at examples of print design in everyday use.



Print: Content for 3rd & 4th Classes

Making prints	Looking and responding
<ul style="list-style-type: none"> • experiment with a widening range of printmaking techniques <ul style="list-style-type: none"> ○ printing with a limited colour range to help focus on creating more complex images in shape, texture, pattern ○ discovering how simple prints could be further developed (e.g. overlapping shapes) • use a widening range of print-making techniques to make theme-based or nonrepresentational prints <ul style="list-style-type: none"> ○ making a variety of relief prints <ul style="list-style-type: none"> ▪ composing relief print blocks, emphasising line, shape, negative shape, texture, pattern ▪ impressing found items into a slab of clay ▪ masking out some areas ▪ making a variety of small-scale relief prints (stamp printing) ▪ creating interesting patterns and rhythms by juxtaposing stamps ○ making stencils <ul style="list-style-type: none"> ▪ spray or sponge painting over stencils cut to his/her design ○ making monoprints emphasising line and shape ○ combining with other techniques • make prints for functional uses (as well as for their own sake) <ul style="list-style-type: none"> ○ for use on wrapping paper, boxes, fabric ○ making posters for specific purposes • use a computer art program to create original images that are not dependent on clip art <ul style="list-style-type: none"> ○ organising a layout for a print design. 	<ul style="list-style-type: none"> • look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern • 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 <ul style="list-style-type: none"> ○ describing the print ○ line, shape, negative shape, texture, pattern, colour used to create the image or design ○ how materials and tools were used to create and further develop the print ○ how problems were solved ○ what he/she likes about the work ○ looking at some prints to investigate print-making techniques (as well as for their own sake) ○ comparing stencils and monoprints with his/her work • look at and talk about examples of design in everyday use.



Print: Content for 5th & 6th Classes

Making prints	Looking and responding
<ul style="list-style-type: none"> • experiment with more complex printmaking techniques <ul style="list-style-type: none"> ○ discovering how simple prints could be further developed <ul style="list-style-type: none"> ▪ overprinting with contrasting shapes or colours ▪ overlapping or placing shapes side by side ▪ masking out areas and taking a further print ▪ using an expanding colour range to create more complex images ○ experimenting with a related technique to make photograms that concentrate on expressive shape, negative shape, outline • use more complex print-making techniques to make theme-based or nonrepresentational prints <ul style="list-style-type: none"> ○ making a variety of relief prints <ul style="list-style-type: none"> ▪ composing relief print blocks with line, shape, texture, pattern ▪ re-interpreting his/her observational drawings and sketches in relief prints ○ making monoprints, emphasising line, shape, texture <ul style="list-style-type: none"> ▪ combining with other print-making techniques ○ making pictorial rubbings <ul style="list-style-type: none"> ▪ interpreting some of his/her drawings in terms of flat shape or silhouette together with some interesting textures ○ making silk-screen prints <ul style="list-style-type: none"> ▪ re-interpreting some of his/her drawings as flat shape • make prints for functional uses (as well as for their own sake) <ul style="list-style-type: none"> ○ experimenting with fabric-printing techniques ○ making posters ○ designing and printing cards and logos • use a computer art program to create original images that are not dependent on clip art. 	<ul style="list-style-type: none"> • look at, handle and talk about natural and manufactured objects for experience of texture, shape and pattern • look at and talk about his/her work, the work of other children and art prints or print design that demonstrate a variety of print-making techniques <ul style="list-style-type: none"> ○ describing the print ○ line, shape and negative shape, texture, pattern, colour and tone and the effect achieved ○ the decisions taken while working ○ the techniques used by the artist and speculating on why they were chosen ○ the most satisfactory elements or impact of the print.



Clay: Content for Junior & Senior Infants

Developing form in clay	Looking and responding
<ul style="list-style-type: none"> • explore and discover the possibilities of clay as a medium for imaginative expression <ul style="list-style-type: none"> ○ squeezing, pinching, pulling, squashing, prodding a small ball of clay ○ tearing pieces from the clay and putting them together again ○ beginning to distinguish between shapes that lie flat and solid forms that stand up on their own ○ making a variety of forms in clay <ul style="list-style-type: none"> ▪ fat, twisty, squat, bumpy • make a clay form and manipulate it with fingers to suggest a subject <ul style="list-style-type: none"> ○ turning a ball of clay into an imaginary creature ○ making a variety of real or imaginary animals ○ experimenting with surface mark-making, texture and pattern ○ talking about the marks made • invent mixed-media pieces in both representational and non-representational modes <ul style="list-style-type: none"> ○ pressing sticks, lollipop sticks, feathers or buttons into the clay. 	<ul style="list-style-type: none"> • look at, handle and talk about objects with free-flowing forms • feeling and handling natural forms (e.g. smooth stones, pieces of smooth tree branches, suitable fruit) • look at, handle and talk about his/her own work, the work of other children and simple pieces of clay pottery <ul style="list-style-type: none"> ○ describing the clay form ○ materials and tools used ○ how he/she enjoyed manipulating the clay ○ how the craftsperson may have worked with it ○ what he/she likes best about the clay form.



Clay: Content for 1st & 2nd Classes

Developing form in clay	Looking and responding
<ul style="list-style-type: none"> • explore and discover the possibilities of clay as a medium for imaginative expression <ul style="list-style-type: none"> ○ squeezing, pinching, pulling, squashing, prodding, rolling a small ball of clay ○ tearing pieces from the clay and putting them together again ○ making forms of different sizes that have simple flowing contours • change the form of a small ball of clay, using the medium expressively <ul style="list-style-type: none"> ○ making animals or birds, real or imagined, and finishing them with surface texture and/or incised decoration ○ making sturdy clay figures based on stories, poems, songs, music, drama • work inventively with cubes or oblong blocks of clay and add details to suggest a solid structure <ul style="list-style-type: none"> ○ designing and making a house ○ designing and making a variety of buildings to suggest a town • make simple pottery <ul style="list-style-type: none"> ○ designing and making a pinch-pot or a coil-built pot ○ finishing it with incised decoration or paint and varnishing it when dry • experiment with and develop line, shape, texture and pattern in clay <ul style="list-style-type: none"> ○ decorating clay slabs with patterns of small clay coils and pellets ○ experimenting with textural effects ○ working in low relief on small, thick slabs of clay 	<ul style="list-style-type: none"> • look at, handle and talk about natural and manufactured objects for experience of three-dimensional form <ul style="list-style-type: none"> ○ pebbles, shells, fir cones, soft, moulded or carved toys, simple pottery • 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) <ul style="list-style-type: none"> ○ describing the form ○ how it felt to work with the clay ○ how the sculptor may have worked ○ what he/she or the artist was trying to express ○ what he/she likes best about the work.



Clay: Content for 3rd & 4th Classes

Developing form in clay	Looking and responding
<ul style="list-style-type: none"> • explore and discover the possibilities of clay as a medium for imaginative expression <ul style="list-style-type: none"> ○ squeezing, pinching, pulling, squashing, prodding, rolling and re-forming a small ball ○ of clay ○ tearing pieces from the clay and putting them together again without a noticeable joining ○ experimenting with non-representational forms ○ experimenting in balancing some of the forms • make simple clay pots <ul style="list-style-type: none"> ○ designing and making a pinch-pot or a coilbuilt pot ○ finishing it with incised decoration, with coil and pellet design or painting it when dry ○ making imaginative pinch-pot creatures • make sturdy figures in clay using the medium expressively and with imaginative detail <ul style="list-style-type: none"> ○ from stories and poems, songs, music, drama • work inventively and expressively with cubes or oblong blocks of clay <ul style="list-style-type: none"> ○ designing and making a theme-based structure (e.g. a house for a particular purpose) ○ designing and making non-representational structures (e.g. balancing and interlocking forms) • develop line, shape, texture and pattern in clay <ul style="list-style-type: none"> ○ decorating clay slabs with coil and pellet designs in line, shape and pattern and/or with textural effects ○ making simple low-relief sculptures, considering shape and negative shape (e.g. illustrating a moment from stories, poems, songs) ○ making small pieces of incised jewellery (e.g. medals, pendants) • work inventively and expressively with papier-mâché <ul style="list-style-type: none"> ○ designing and making papier-mâché masks to illustrate stories, poems, songs or festivals ○ designing and making exotic papier-mâché heads. 	<ul style="list-style-type: none"> • look at, handle and talk about natural and manufactured objects for experience of three-dimensional form <ul style="list-style-type: none"> ○ pottery, household items with interesting forms • look at and talk about his/her work, the work of other children and figurative and non-representational pieces of sculpture (slides or prints) <ul style="list-style-type: none"> ○ describing the form ○ the malleable nature of the clay ○ how he/she or the sculptor used materials ○ what he/she or the sculptor was trying to express ○ balance, symmetry and overall effect ○ problems experienced and solved ○ what he/she likes about the work • look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery (or slides or prints) <ul style="list-style-type: none"> ○ bowls with decorative surfaces, pottery based on animal forms.



Clay: Content for 5th & 6th Classes

Developing form in clay	Looking and responding
<ul style="list-style-type: none"> • explore and discover the possibilities of clay as a medium for imaginative expression <ul style="list-style-type: none"> ○ experimenting with balance and proportion • use clay to analyse and interpret form from observation <ul style="list-style-type: none"> ○ modelling the human head or a sturdy human figure • explore some of the essential characteristics of three-dimensional work <ul style="list-style-type: none"> ○ developing understanding of structure through constructing and combining elements in clay ○ how the positioning of weight stabilises a figure or structure (e.g. in making a set of book-ends) • make simple pottery and sculpture <ul style="list-style-type: none"> ○ designing, making and decorating pinch or coil-built pots ○ designing imaginative pinch-pot sculptures (e.g. exotic animals or creatures) • experiment with and develop line, shape, texture and pattern in low relief <ul style="list-style-type: none"> ○ in non-representational or theme-based sculpture (e.g. rain dripping into a stream, the regatta) • make an imaginative slab-built structure <ul style="list-style-type: none"> ○ using multiple spaces for a more complex structure (e.g. a house with extensions) • work inventively and expressively with papier-mâché <ul style="list-style-type: none"> ○ designing papier-mâché masks, heads or models to illustrate stories, poems, songs and festivals. 	<ul style="list-style-type: none"> • look at, handle and talk about natural and manufactured objects for experience of three-dimensional form <ul style="list-style-type: none"> ○ fruit, pottery, household items with interesting forms • look at and talk about his/her work, the work of other children and the work of sculptors, including relief sculptures (prints or slides) <ul style="list-style-type: none"> ○ describing the form ○ the experience of working with materials ○ analysing the relationships between the parts and the whole ○ ways of combining elements in constructing and achieving balance ○ what he/she or the artist was trying to express ○ problems encountered and solved in interpreting the human head in clay ○ pleasing aspects of the work • look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery from different cultures and different times (slides or prints).



Construction: Content for Junior & Senior Infants

Making constructions	Looking and responding
<ul style="list-style-type: none"> • explore and experiment with the properties and characteristics of materials in making structures <ul style="list-style-type: none"> ○ grouping, balancing and building with small components and with construction toys that allow free play ○ discovering the tallest, lowest, widest, narrowest parts of the structure ○ rearranging the structure • make imaginative structures <ul style="list-style-type: none"> ○ making an imaginative play structure with large boxes balanced on each other ○ drawing or painting what it might be like to be in that structure ○ making an imaginative dwelling using boxes, pieces of polystyrene ○ painting the finished work in a limited colour range to focus on colour and pure colour (hue) ○ making an imaginative plaything (e.g. making a space helmet or party hat using a large box) ○ making a stabile to explore line and shape in a structure. 	<ul style="list-style-type: none"> • look at, investigate and talk about spatial arrangements and balance in collections of objects and in photographs of natural and built structures <ul style="list-style-type: none"> ○ doll's house, toy buildings, pop-up structures, birds' nests, model farms, simple furniture in the room, cutlery trays • 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 <ul style="list-style-type: none"> ○ a public building, farm buildings ○ deciding how many pieces were used to make a table, a swing, a seesaw • look at and talk about his/her work and the work of other children <ul style="list-style-type: none"> ○ describing the structure ○ the materials and tools chosen ○ how the pieces were put together ○ what he/she likes best about the work.



Construction: Content for 1st & 2nd Classes

Making constructions	Looking and responding
<ul style="list-style-type: none"> • explore and experiment with the properties and characteristics of materials in making structures <ul style="list-style-type: none"> ○ grouping, balancing and building with relatively small components and with construction toys that allow free play ○ how some materials help to create or suggest form ○ how structure and balance are achieved ○ how the various outlines and spaces are created ○ how the different parts relate to the whole ○ how materials can be joined together ○ how some materials can add colour, pattern, texture, interest • make imaginative structures <ul style="list-style-type: none"> ○ designing a large imaginative complex with a variety of spaces for inventive use (e.g. a castle) ○ designing an imaginative structure with some complexity in the division of space (e.g. a miniature theatre set) ○ designing an imaginative plaything from waste material (e.g. a robot, a fantastic toy). 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ habitats of burrowing animals, towers • look at and talk about his/her work and the work of other children <ul style="list-style-type: none"> ○ describing the structure ○ the materials and tools chosen and other possible choices ○ how the spaces were arranged ○ how balance was achieved ○ what he/she was trying to express ○ what he/she likes best about the work • look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints) <ul style="list-style-type: none"> ○ a shopping centre, a farm building, the school, a castle ○ toys, machines, playground furniture.



Construction: Content for 3rd & 4th Classes

Making constructions	Looking and responding
<ul style="list-style-type: none"> • explore and experiment with the properties and characteristics of materials in making structures <ul style="list-style-type: none"> ○ group, balance and build with a variety of materials ○ how the different parts relate to the whole ○ the various outlines and spaces created ○ whether the structure is delicately balanced or robust and solid ○ exploring the possibilities of free-standing abstract paper sculpture ○ the spaces created, the play of light on the structure • make drawings from observation to analyse the structures of buildings and the natural structures of plants <ul style="list-style-type: none"> ○ investigating structure and balance in contemporary architecture and sculpture, in cast-iron structures, in bridges and in nature • make imaginative structures <ul style="list-style-type: none"> ○ designing a model for a building complex ○ talking about what functions different parts of the complex might serve ○ designing a relief structure, concentrating on planes, shapes, rhythm, texture ○ designing papier-mâché forms and structures (e.g. exotic heads). 	<ul style="list-style-type: none"> • look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, outline <ul style="list-style-type: none"> ○ honeycomb, bridges, tower blocks, farm buildings • look at and talk about his/her work and the work of other children <ul style="list-style-type: none"> ○ describing the structure ○ the materials and tools chosen for the task ○ the arrangement and functions of the spaces created ○ how balance was achieved ○ how construction or aesthetic problems were resolved ○ what he/she likes about the work • look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history.



Construction: Content for 5th & 6th Classes

Making constructions	Looking and responding
<ul style="list-style-type: none"> • explore and experiment with the properties and characteristics of materials in making structures <ul style="list-style-type: none"> ○ outlines and spaces created ○ how the different parts relate to the whole ○ the rhythms that are set up ○ whether the structure is delicately balanced or robust and solid ○ whether some areas of the structure are busier than others ○ exploring the possibilities of abstract free-standing paper sculpture ○ the play of light on the structure ○ the overall sense of balance created • make drawings from observation to analyse form and structure <ul style="list-style-type: none"> ○ drawing structures seen in nature and exploring light and shade ○ investigating structure and balance in contemporary architecture and sculpture • make imaginative structures <ul style="list-style-type: none"> ○ designing theme-based structures relating to local events and festivals ○ designing large-scale papier-mâché forms and structures <ul style="list-style-type: none"> ▪ monsters, dinosaurs, huge masks ○ designing non-representational structures in relief, concentrating on planes, shapes, rhythm, the play of light and shadow, texture ○ designing wire structures that emphasise line and are effective from all angles ○ designing a model with moving parts using a suitable CAD program (where available) to design a structure. 	<ul style="list-style-type: none"> • look at, investigate and talk about spatial arrangements, balance and outline in collections or photographs of natural and manufactured structures <ul style="list-style-type: none"> ○ large seed heads, containers (e.g. spiral sea shells) ○ shopping centres, churches • look at and talk about his/her work and the work of other children <ul style="list-style-type: none"> ○ describing the construction ○ how the materials chosen helped to fulfil or frustrate his/her intentions ○ spaces, outlines, rhythms created ○ what he/she feels about the construction • look at and talk about impressive examples of buildings created in the past in different parts of the world and at contemporary architecture, sculpture, engineering and design (slides or prints) <ul style="list-style-type: none"> ○ make a plan or model for an imaginative building.



Fabric and fibre: Content for Junior & Senior Infants

Creating in fabric and fibre	Looking and responding
<ul style="list-style-type: none"> • explore the possibilities of fabric and fibre as media for imaginative expression <ul style="list-style-type: none"> ○ investigating open-weave fabric (e.g. hessian) ○ discovering the effects that can be created by adding a variety of strings, ribbons or large beads ○ discovering how different textures feel and how they compare when put together • make simple collages <ul style="list-style-type: none"> ○ developing a colourful theme in a simple collage of fabrics, fibres, beads, buttons ○ 'dressing up' a life-size drawing of him/herself or of an imaginary creature ○ making a collage with the emphasis on texture ○ making a collage with the emphasis on rhythm (e.g. talking about moving, swirling water) • invent a costume <ul style="list-style-type: none"> ○ for an imaginary character. 	<ul style="list-style-type: none"> • look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities <ul style="list-style-type: none"> ○ soft, fluffy, coarse, stiff, warm, cool ○ colour and pattern ○ finely or thickly woven ○ curtains, towels, dishcloths, clothes, ropes made of natural and synthetic fibres • look at and talk about his/her work and the work of other children <ul style="list-style-type: none"> ○ describing the piece of work ○ the colours used to create shapes, textures, patterns ○ how he/she enjoyed making it ○ what he/she likes best about the work.



Fabric and fibre: Content for 1st & 2nd Classes

Creating in fabric and fibre	Looking and responding
<ul style="list-style-type: none"> • explore and discover the possibilities of fabric and fibre as media for imaginative expression <ul style="list-style-type: none"> ○ experimenting in changing open-weave fabric (e.g. hessian) <ul style="list-style-type: none"> ▪ removing sets of fibres in either direction ▪ weaving in contrasting fibres ▪ threading in decorative items ○ talking about and inventing stitches ○ discovering and talking about how different textures feel and how they compare when put together • make small inventive pieces with fabric and fibre <ul style="list-style-type: none"> ○ designing and making a non-representational or theme-based collage or appliqué <ul style="list-style-type: none"> ▪ developing colour, texture, shape awareness ▪ paying close attention to and talking about the shapes created, the shapes between the shapes and whether some of them overlap ○ decorating a small piece of fabric with stitches and other additions <ul style="list-style-type: none"> ▪ creating line, shape, colour, texture ▪ filling in some of the shapes created with colourful and/or textural effects ○ designing and making soft sculptures or puppets <ul style="list-style-type: none"> ▪ using old clothes ○ weaving small individual pieces <ul style="list-style-type: none"> ▪ creating colourful and/or textural effects • invent a costume <ul style="list-style-type: none"> ○ using old clothes ○ sewing, lacing or pinning large fabric strips together to create a magic cloak. 	<ul style="list-style-type: none"> • look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities <ul style="list-style-type: none"> ○ soft, fluffy, coarse, stiff, warm, cool, finely or thickly woven ○ colour and pattern ○ covering and folding qualities • look at and talk about his/her work and the work of other children <ul style="list-style-type: none"> ○ describing the work ○ the colours, textures, patterns and effects created ○ what he/she intended ○ what he/she likes best about the work • look at and talk about fabrics crafts and artefacts and visit a craftsperson at work if possible.



Fabric and fibre: Content for 3rd & 4th Classes

Creating in fabric and fibre	Looking and responding
<ul style="list-style-type: none"> • explore and experiment with the properties and characteristics of materials in making structures <ul style="list-style-type: none"> ○ group, balance and build with a variety of materials ○ how the different parts relate to the whole ○ the various outlines and spaces created ○ whether the structure is delicately balanced or robust and solid ○ exploring the possibilities of free-standing abstract paper sculpture ○ the spaces created, the play of light on the structure • make drawings from observation to analyse the structures of buildings and the natural structures of plants <ul style="list-style-type: none"> ○ investigating structure and balance in contemporary architecture and sculpture, in cast-iron structures, in bridges and in nature • make imaginative structures <ul style="list-style-type: none"> ○ designing a model for a building complex ○ talking about what functions different parts of the complex might serve ○ designing a relief structure, concentrating on planes, shapes, rhythm, texture ○ designing papier-mâché forms and structures (e.g. exotic heads). 	<ul style="list-style-type: none"> • look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, outline <ul style="list-style-type: none"> ○ honeycomb, bridges, tower blocks, farm buildings • look at and talk about his/her work and the work of other children <ul style="list-style-type: none"> ○ describing the structure ○ the materials and tools chosen for the task ○ the arrangement and functions of the spaces created ○ how balance was achieved ○ how construction or aesthetic problems were resolved ○ what he/she likes about the work • look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history.



Fabric and fibre: Content for 5th & 6th Classes

Creating in fabric and fibre	Looking and responding
<ul style="list-style-type: none"> • explore and discover the possibilities of fabric and fibre as media for imaginative expression <ul style="list-style-type: none"> ○ experimenting with line, shape, colour, pattern, texture, with variously textured fibres and open-weave fabric ○ textural effects with basic knitting and crochet stitches and woven-in items ○ inventing stitches for decorative effect ○ a simple batik experiment • make small inventive pieces in fabric and fibre <ul style="list-style-type: none"> ○ designing a collage or appliqué piece on an imaginative theme ○ interpreting a natural object in line, shape, colour, pattern, texture through collage or appliqué ○ developing the motif as a pattern, possibly as a repeat pattern to be used in fabric printing ○ knitting or crocheting small individual pieces items for personal wear ○ combining knitting or crochet with other elements to create pieces of jewellery ○ weaving a wall-hanging using the natural environment as a source of visual inspiration • make simple character toys <ul style="list-style-type: none"> ○ making inventive use of old clothes and pieces of fabric to make toys based on stories, poems, drama • design and make a costume • an inventive and distinctive costume as a variation on a theme for members of a band <ul style="list-style-type: none"> ○ using a computer art program to create and modify a costume design. 	<ul style="list-style-type: none"> • look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities <ul style="list-style-type: none"> ○ soft, fluffy, coarse, smooth, stiff, warm, cool, finely or thickly woven or structured, textured ○ colour and pattern ○ covering, folding and draping qualities ○ the work of artists who have used these fabrics • look at and talk about his/her work and the work of other children <ul style="list-style-type: none"> ○ describing the piece of work ○ how the materials chosen may have suggested ways of interpreting an idea ○ how different textures, colours and patterns combine ○ how challenges in construction and design were or could be overcome ○ what is pleasing about the work • 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 • look at fabric crafts and artefacts and visit a craftsperson at work if possible.





1. Skills Development

Concepts

An awareness of line

An awareness of shape

An awareness of form

An awareness of colour and tone

An awareness of texture

An awareness of pattern and rhythm

An awareness of space

The concepts above and related skills are derived from the visual elements and will be developed as work is completed on the strands and strand units as outlined.

Approaches and methodologies

When planning lessons teachers should choose a range of activities for all strands for each class.

The Visual Arts curriculum is addressed over a two year cycle.

- Drawing and Paint & Colour are addressed each year while Clay and Fabric & Fibre are addressed every other year with Print and Construction addressed in the intervening years.

Teachers should ensure that there is a balance between 2-D and 3-D strands and between making and doing and looking and responding to art.

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



Informally and in context, the teacher and pupils will explore the elements of the Visual Arts programme:

- Line.
- Shape.
- Form.
- Pattern and rhythm.
- Colour and tone.
- Texture and spatial organisation.

Children should experience a variety of approaches, e.g. receive a stimulus and then create, experiment, discover, engage in class work, individual, pairs, groups, and projects.

In each class, time should be spent on stimulus, activity and evaluation.

Following the stimulus for the lesson, pupils may be allowed to select a medium, through which to represent their personal interpretation of the stimulus, e.g. paint/construct/draw.

Following the activity, pupils should be allowed to personalise their interpretation.

2. Linkage and integration

Linkage: (Refer to pp. 35-37 Teacher Guidelines)

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

Integration: (Refer to Curriculum pp.4-5, p.17, 25, 38, 58; Teacher Guidelines pp.56-61)

- Visual Art lends itself to integration with all other subjects. Where possible we will work thematically across subject areas especially SESE. Wherever possible we integrate Art with other subjects for example Art and History- The Pyramids.
- Care will be taken to ensure that the objectives for art are kept in clear focus in cross-curricular integration. If appropriate objectives for an art lesson are not in operation then there really is no art class and consequently no meaningful integration.

3. Multi-grade teaching

In multi-grade situations a two/three year cycle is helpful and a thematic approach is also useful in covering the same topic across 4 multi-class groups.

4. Assessment and record keeping

(Teacher Guidelines pp. 20-21)

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

- Self-assessment by the pupils (where they are encouraged to assess in a positive, constructive manner).
- Teacher observation
- Teacher-designed tasks



- Work samples, portfolios and projects Clay work and other 3D pieces of art will be sent home during the year once it has been displayed for a short time.

5. Children with different needs

This Visual Arts programme aims to meet the needs of all the children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. This will be recorded in the teacher's short-term notes. The requirements of children with special needs will be taken into account when planning class lessons and related activities.

6. Equality of participation and access

We view the Visual Arts programme as playing a key role in ensuring equality of opportunity for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We aim to provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

Organisational Planning:

7. Timetable

- 2 hours 30 minutes is the minimum time allotted for Arts Education for infant classes with 3 hours for all other classes
- Time may be blocked on occasions for visual arts e.g. using a thematic approach, working on a project, visits to galleries.
- Discretionary curriculum time may be used occasionally for Visual Arts.

8. Resources and ICT

- Teachers have access to a range of supplies. Paint, paper, card, clay, brushes, pastels, inks etc are available in the Main Store. A variety of Art books are also available to all teachers.
- The school plans to acquire additional resources as funds allow

ICT (Refer to p. 25 Teacher Guidelines)

- There is a selection of technologies available in the school: digital cameras and computers
- ICT may be used in the delivery of this Visual Arts plan, e.g. use of videos, programmes such as "Paint", PowerPoint and the Internet etc.
- Teachers familiarise themselves with material on websites prior to use by the children.

9. Health and safety

(Refer to school's Health & Safety Policy and Classroom organisation, Visual Arts Teacher Guidelines pp.32-34)

- There are Health and Safety issues connected with the Visual Arts curriculum e.g. handling materials, glues, scissors, clay, and visits to galleries.

10. Individual teachers' planning and reporting

- This whole school plan and the curriculum documents for history provide information and guidance to individual teachers for their long and short-term planning.



- Teachers plan using the strands and strand units and may use a thematic approach.
- The Cuntas Míósúil will aid in reviewing and developing the whole school plan/individual preparation for following years.

11. Staff development

- Teachers will be made aware of any opportunities for further professional development through participation in courses available in education centres or other venues.
- Teachers are encouraged to share the expertise acquired at these courses.
- Time may be allocated at staff meetings to discuss aspects of the Visual Arts curriculum.

12. Parental involvement

Refer to Primary School Curriculum; Your child's learning, Guidelines for Parents (NCCA); The What, Why and How of children's learning in primary school, NCCA DVD (2006)

- There are opportunities for parental engagement with particular strands e.g. display of artwork on open days, visits to art galleries, invitations to crafts people to address the pupils.

13. Community links

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

- Participation in art competitions e.g. Credit Union poster competition.
- Participation in workshops offered by CORE Crafted Design, Ballinahown.

Ratification/Review

This policy will be presented to the Board of Management for ratification at its next meeting. It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum.