

St.Peter's N.S.

Draft Plan for Visual Arts

Content

The Visual Arts Curriculum is divided into six strands: *Drawing, paint and colour, print, clay, construction and fabric and fibre.*

Each strand's activities are interrelated and involve perceiving and exploring the visual world and making art and looking and responding to the visual world and works of Art. This results in the **Making Art** and **Looking and Responding** structure in each strand.

These activities are informed on by the Art Elements: *line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation.*

In choosing thematic content, it is advised to draw on children's experience, imagination and observation and curiosity.

Methodologies and Approaches

(p.54-56 Visual Art Teacher Guidelines)

Guided Discovery is considered the appropriate teaching method for

. The Visual Arts.

- It allows the pupils 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.

The Six Strands

1 Drawing

tool of communication, pre-language
easily assessable, shows progression
shows awareness

2 Paint and Colour

Colour corner
exploring colour through fluidity of paint
Colour mixing/theory

3 Print

creation, organisation and balance of shape, line, space, texture and rhythm
immediacy

4 Clay

plasticity, pliancy
use of techniques
need for experimentation rather than end result
use of Papier maché

5 Construction

element of play
use of junk materials
solution to a given project

6 Fabric and Fibre

changing a fabric surface
creating new fabric
constructing with fabric and fibre

Looking and Responding

ample opportunity
openness
discussion of qualities rather than judgement

The Art Elements

Line, shape, form, colour and tone, texture, pattern and rhythm and space (spatial relationships)
At each class level the development of the above concepts is expected to be incorporated into strand work

Assessment

This informal method of assessment involves assessing

- The child's response to art tasks
- The child's perceptual awareness (ability to look objectively at one's own work and the work of others)
- The level of the child's commitment and personal involvement in a task

Teacher Observation

Teacher Designed Tasks

This may be used to assess:

- The pupil's ability in handling various media
- The pupil's use of skills
- How he/she is able to express oneself when working on a given theme
- How he/she works with others
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Work Samples

- Class portfolios, examples of the year's work from different children.
- Individual display books (A4) or scrapbooks, containing art and handwriting pieces from each year.
- Digital photographic record of children's selected work from year to year, saved on floppy disc.

Curriculum Profile

Evaluations and results from above can form a basis for a more formal observation of a child's level of development in Art

This would consist of short descriptive statements, linked to curricular objectives and referring to accepted stages of Art Development in children

Display

- Each class should have access to display areas in their classroom and in the greater school area, eg. Along the corridors.
- Each child should have work displayed regularly.
- Discussion of Art displays should be viewed as part of the Visual Arts' programme.
- Children's Art work should be displayed in the greater community when opportunity allows

▪ **Use of ICT**

- Paint and Draw programmes.
- MS Publisher.
- Websites dedicated to famous artists.
- Websites for Educational Art resources
- Websites for professional development

Special Needs/ Diversity

The following need to be acknowledged:

- The variety of Stages of Development in a class due to the range of experience and ability found in any class.
- Children with Special needs may function at a younger stage to their peers.
- Children with coordination problems may have particular difficulties with grip and control of certain media. Markers etc. should be considered here to maximise the pupil's experience

Communication to Parents

- Requests for collection of Junk materials.
- Information regarding children's usage of the Internet and computer for the Visual Arts.
- Information about projects in which the children may be involved.

Safety

- Use of non-toxic materials (including fungicide free wallpaper paste)
- Structured skills development in use of scissors
- Supervision of use of all sharp implements
- Craft knives to be only used by teachers

Resources

ITEMS (in classrooms)	QUANTITY
<i>6 well palette</i>	10
<i>Chubby brushes</i>	10
Paste brushes	35
Scissors (rh/lh)	35 rh 7 lh (smaller allocations in smaller classes)
Pinking shears (teacher)	1
Pencils	12 2h/ 12 hb/ 12 2b
Chalk	Coloured and white
Crayons	Selection of crayons

ITEMS (in school/ TRC)	QUANTITY
Dryer	2
Wooden templates	Selection of plants and animals (sea-life, leaves, fruit, farm animals, transport and pets)
Rubbing plates	Selection of plates

Resources (Materials)

- **Drawing**

Graphite/soft pencils; pen/ brush and ink; markers; coloured pencils; crayons; chalks; paper

- **Paint and Colour**

Tempera paints (Redimix); powder paint; crayons; pastels; coloured pencils; inks

- **Print**

Water based printing inks; rollers; sponges; printing blocks; variety of papers, card and fabrics on which to print; oil pastels; crayons; white crayon and wax; flat non-porous surfaces for mono-printing; silk-screen printing screens and squeegees; light sensitive paper

- **Clay**

Air drying/ buff clay: terracotta clay

Papier-mache needs: newspaper/ tissue/ pipe-cleaners/ wire/ Pva glue/ fungicide-free wallpaper paste

- **Construction**

Assortment of cardboard boxes, wooden blocks, sheets of cardboard, cardboard cylinders, cardboard/ plastic and polystyrene, fabric and fibre, wood off-cuts, scissors, glue, general junk, paint.

- **Fabric and Fibre**

Scraps of fabric and fibre, hessian, wool, rib bon, dyes, wax, tjantings, frames, glue, bodkins

Resources (Books)

Overview of the School Plan for Visual Art

CLASS	Junior/Senior Infants	RANGANNA 1/2	RANGANNA 3/4	RANGANNA 5/6
TERM 1.1	<p>Strand <u>Drawing , construction</u> <u>Paint and Colour</u></p> <p>Themes <i>Clever cat collage ,Masks, Taking a line for a walk Circle patterns with sticky paper Autumn leaves printing,Hallowe'en ,drawing and painting each other</i></p>	<p>Strand <u>Drawing</u> <u>Paint and Colour</u></p> <p>Themes <i>Harvest,take a line for a walk, ruler rubbings, still life,fold over rubbings, exploring line drawing from observation Autumn colours .tree collage,,Hallowe'en ghosts, cartoons</i></p>	<p>Strand <u>Drawing</u> <u>Paint and Colour construction</u></p> <p>Themes, <i>Take a line for a walk, using design, op art ,raised objects ,tunnel effect , using viewfinder autumn collage Hallowe'en mobile</i></p>	<p>Strand <u>Drawing , paint and colour</u> Seasonal Themes <i>Still life, light and shade, figure drawing, perspective,drawing each other Design using reflection and tessation,cut out designs,Hallow E'en</i></p>
TERM 1.2	<p>Strand <u>Paint and Colour</u> <u>Construction (Collage)</u></p> <p>Themes <i>Winter,Spots and stripes,, snail race, Christmas...cards, collage, decorations Winter skies</i></p>	<p>Strand <u>Paint and Colour,printing</u> <u>construction</u></p> <p>Themes <i>Winter, poitillism, potato printing, found object printing, underwater,penguin collage Christmas scenes and cards</i></p>	<p>Strand <u>Paint and Colour,construction</u></p> <p>Themes <i>Penguins , Winter, mixing 3 primary colours and using black and white, secondary colours ,colour wheel ,warm cold sad colours Christmas mobile , snowman frieze</i></p>	<p>Strand <u>Paint and Colour</u></p> <p>Themes <i>Winter scene, wax resist, painting with salt, wet on wet, creating textured paper,Christmas tree decorations using salt clay ,table decorations</i></p>
Term 2.1	<p>Strand <u>Print,Clay,Paint and Colour</u> <u>Construction</u></p> <p>Themes <i>St. Brigid's Day,Piggy banks St. Valentine's Day, Spring,St. potato print Dot prints,butterflies,peacocks, giant hen</i></p>	<p>Strand <u>Drawing, paint and colour</u> <u>Constructon</u></p> <p>Themes <i>Daffodils St. Valentine's Day pop up cards Spring</i></p>	<p>Strand <u>Paint an d colour, construction</u></p> <p>Themes <i>using boxes making towns and imaginary creatures St. Valentine's Day cards, kite frieze, Spring, jack in the box</i></p>	<p>Strand <u>Print, paint and colour</u></p> <p>Themes <i>pointillism , design from painted stripes.....cutting and moving shapes St.Valentine's Day, impressionist paintings Spring scaling up or down</i></p>
TERM 2.2	<p>Strand <u>Clay,Paint and colour</u></p> <p>Themes <i>St.Patrick's Day,Mother's Day cards and flower baskets,clay animals,clay pots, Easter paper plate fish Spring collage</i></p>	<p>Strand <u>Clay, construction, drawing</u></p> <p>Themes <i>Mother's Day cards, shamrock decorations Easter bunny cards, exploring properties of clay, pinch pots,wall hangings</i></p>	<p>Strand <u>Clay, construction, paint and colour</u></p> <p>Themes <i>St.Patrick's Day leprechauns Mother's Day cards, properties of clay, pinch pots, coil pots, imaginative creation,Easter bunny card</i></p>	<p>Strand <u>Clay,construction,drawing</u></p> <p>Themes <i>St.Patrick's Day, face masks animals monsters pots, still life using flowers Mother's Day , Easter cards</i></p>
TERM 3.1	<p>Strand <u>Construction, paint and colour</u></p> <p>Themes <i>Summer ,Mary Mary, Under the sea, painting to music, hot and cold colours</i></p>	<p>Strand <u>Construction ,paint and colour</u></p> <p>Themes <i>Summer , hot air balloons.making secondary colours exploring shape space and design</i></p>	<p>Strand <u>Construction, printing fabric</u></p> <p>Themes <i>Summer , weaving, masks , String printing, fold overprinting, glass printing, bubble printing and scrunched up paper prints</i></p>	<p>Strand <u>Construction</u></p> <p>Themes <i>Summer scenes, masks, mosaics using tiles, mosaics using shells, lentils, beans etc May Day ,</i></p>

	Strand Fabric and Fibre, paint and colour Themes <i>Father's Day, fabric snake, fabric collage of seasons or scarecrow, Holidays</i>	Strand Fabric and Fibre Themes <i>Father's Day, Holidays, a summer garden Pattern building flick brush painting triples</i>	Strand Fabric and Fibre Theme <i>Humpty Dumpty fabric frieze, Fabric collage various themes</i>	Strand Fabric and Fibre Themes <i>Fabric collage, sail boats, autumn trees, underwater collage.</i>
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Junior and Senior Infant Class

Art elements

<i>Developing an awareness of Line</i>	Line can make shapes/ line can make movement
<i>Developing an awareness of Shape</i>	Recognise and arrange shapes
<i>Developing an awareness of Form</i>	Become aware of the 3-d nature of Form, through handling/ observation of shadow
<i>Developing an awareness of Colour and Tone</i>	See and distinguish colour in one's environment/ recognise and mix primary colours
<i>Developing an awareness of Texture</i>	Relate the "feel" to the "look" of things
<i>Developing an awareness of Pattern and Rhythm</i>	Observe repetition of line and shape in the environment, e.g. Grass/ clouds/ parked cars
<i>Developing an awareness of Space</i>	Explore empty space/ filled space; look at simple environmental structures, e.g. chair

Strands

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

Rang 1 agus Rang 2

Art elements

Developing an awareness of Line	To understand that line can make shape, pattern, texture and rhythm To develop a personal drawing system of symbols (schema)
Developing an awareness of Shape	To be aware of shape in the world around them and of outline, shadow and silhouette shapes
Developing an awareness of Form	To understand form through clay and construction
Developing an awareness of Colour and Tone	To deepen understanding of colour-mixing/ to mix colours according to choice/ to distinguish pure colour from its tones
Developing an awareness of Texture	Relating the feel and the look of things through drawing, clay, paint and print
Developing an awareness of Pattern and Rhythm	To see which Art Elements are repeated, in one's own work and that of others
Developing an awareness of Space	To develop a sense of how people or objects take up space To develop a sense of structure through construction activities

Strands

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

Rang 3 agus 4

Art elements

<i>Developing an awareness of Line</i>	Making Lines through mark making (pencil/crayon) and through collage (straws /pipe-cleaners) Making different types of Line, eg.thck, thin, wavy, straight Using Line to enclose space and make shapes. Seeing lines in the Environment and using this as a stimulus for work
<i>Developing an awareness of Shape</i>	See Shape in everyday structures
<i>Developing an awareness of Form</i>	Recognise 3D forms in everyday environments Show form by creating surface textures. Use of malleable media for design and invention
<i>Developing an awareness of Colour and Tone</i>	Deepen recognition of Colour and Tone around one Use more subtle colour mixing (range of greens achieved depending on how much more blue than yellow)
<i>Developing an awareness of Texture</i>	Relating the "look" to the "feel" of things Creating different textures through a variety of media (paint/ clay) and skills (print-making/collage)
<i>Developing an awareness of Pattern and Rhythm</i>	Looking at pattern in Nature
<i>Developing an awareness of Space</i>	How people/ objects occupy Space. Use of perspective: diminishing and increasing of figures/overlapping of figures

STRAND

<i>Drawing</i>	<i>Paint and Colour</i>	<i>Print</i>	<i>Clay</i>	<i>Construction</i>	<i>Fabric and Fibre</i>
Using as wide a variety of media as possible for drawing (Markers/ chalk/ pastels/ charcoal/ pencils) Looking at Line, Shape, Texture in specific objects Concentrating on silhouette, outline/ texture/ rhythm/ shape/ tone and pattern, where appropriate Composing pictures through Drawing	Use a variety of media and skills, as well as Computer programs, to explore colour Use of <i>Everyday situations and personal life eventsPoetry, music and storyWhat might happen next?</i> As stimulus for paintings Use of large-scale paintings to explore the Art Elements Colour mixing games Mixing colours to match found objects from the environment Explore harmony and contrast in painting of 3-D construction	Printing in limited colour to create complex shapes, patterns and textures Overlapping and overprinting simple prints (<i>printing in light and then in dark colours</i>) Using relief printing (twine, pipe-cleaner, straw blocks) and looking at shape, negative shape Masking out (covering) areas pre-printing Using commercial stencils	Manipulation and imprinting of clay Rejoining clay pieces without obvious signs Experimenting with making non-representational forms and balancing them Making pinch pots, coil pots and coil and pellet pots Texturising and decorating clay surfaces	Making mobiles; single hangings, on clothes hangers, on wire arrangements 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 Looking at the outline and the shadow cast by the structure	Use of cording, plaiting and knotting of wool Use of knitting, sewing and crochet where viable, learning basic stitches and making small pieces Use of standard and creative embroidery, with wool and bodkin or needle and silks Knotting or gluing stuffed fabric to create forms Embroidering, painting or sticking on embellishments to create a character Making a fabric collage, pinning down paper outlines and cutting around them Using a pinking shears
<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>
What is happening in the picture? Which Art Elements are emphasised? (Line/ Shape/ Texture) Discuss Space in the work/ what's to be found in the	What is the story of the painting? Looking at the colour and tones (families of colour) in the picture How the Art Elements are used in the composition A "feeling" for the painting	Looking for texture, shape and line in every day objects Describe a print in terms of what it shows and how it was made.Looking at everyday print work	Look at and discuss household pottery, crockery and sea-china Describe a piece and what it expresses Describe the materials and	Discuss one's own work and the work of others by Describing the structure Noting the materials and tools used. Looking at the spaces in the structures	Handling and discussing fabrics in terms of <i>soft, rough, coarse, thickly or thinly woven, textured Colours and pattern How it covers, folds or hangs</i> Discussing work

background? How was action suggested?		Whether one likes or dislikes a print	tools used Discuss the plasticity of clay Discuss ethnic masks	Discussing the function of the piece. Is there a sense of balance? How was it made and decorated? What he/she likes about it	<i>Describing the piece</i> <i>Describing the materials and tools used</i> <i>Describing how decorative effects were achieved</i> <i>What he/she liked best about the work</i>
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Rang 5 agus Rang 6

Art elements

<i>Developing an awareness of Line</i>	To be aware that lines can suggest shape/ form/ rhythm and movement Extensive use of materials in making lines
<i>Developing an awareness of Shape</i>	Invent and experiment with shape in design Focus on shape within pictures
<i>Developing an awareness of Form</i>	Use 3-d media as a means in which to design and invent
<i>Developing an awareness of Colour and Tone</i>	Develop greater sensitivity to colour and tone in the environment
<i>Developing an awareness of Texture</i>	Create/ suggest a variety of textures
<i>Developing an awareness of Pattern and Rhythm</i>	Examine pattern and rhythm in the visual environment through drawing, painting and other media
<i>Developing an awareness of Space</i>	Develop an understanding of perspective from a variety of viewpoints

Strands

<i>Drawing</i>	<i>Paint and Colour</i>	<i>Print</i>	<i>Clay</i>	<i>Construction</i>	<i>Fabric and Fibre</i>
<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 (Overlapping/ overprinting/ placing side by side/ masking out areas)</p> <p>To research print-making 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 non-representational 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>
<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>	<i>Looking and Responding</i>
<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 encountered/ 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>

