



North Dublin Muslim National School
Ratoath Road
Dublin 7
20152L

Visual Arts Policy
March 2020

Introductory Statement

The Visual Arts school policy for the North Dublin Muslim National School was reviewed in consultation with staff, Board of Management and parents of the school. The process was led by a team of teachers who reviewed and evaluated the existing policy. A draft revised policy was presented to staff and discussed at a staff meeting before being forwarded to the Board of Management for their observations.

Art is a way of making and communicating meaning through imagery. It is a unique symbolic domain and is a discipline with its own particular demands and core of learning. Art is a natural and enjoyable way of extending and enriching the child's experience of the world.

This policy has been drawn up in accordance with the Islamic ethos of the school and the Visual Arts Curriculum to set out our approach to the teaching and learning of Visual Arts. This policy will form the basis for teachers' long and short -term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

Rationale

Visual Arts education channels the child's natural curiosity for educational ends: the development of perceptual awareness helps the child to enjoy and interpret the visual environment and art works and can facilitate learning in all areas of the curriculum. Creative achievements in art contribute to a sense of personal identity and self-esteem and help to create cultural awareness and empathy.

Vision

Arts education enables the child to explore alternative ways of communicating with others. It encourages ideas that are personal and inventive and makes a vital contribution to the development of a range of intelligences. We believe in the North Dublin Muslim National School that a purposeful Visual Arts programme is life-enhancing and is invaluable in stimulating creative thinking and in promoting capability and adaptability. Staff at the North Dublin Muslim National School seek to emphasise the creative process and so ensure that pupils' work is personal and has quality. Creative achievements in art will contribute to a sense of personal identity and self-esteem and help to create cultural awareness and empathy.

Aims

The aims of the Visual Arts Curriculum in the North Dublin Muslim National School 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 form.
- 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 fulfillment of creativity and the achievement of potential through art activities.

- To value the child's confidence and self-esteem through valuing self-expression.
- To foster sensitivity towards enjoyment and appreciation of the visual arts .
- To provide opportunities for the child to explore how the work of artists and crafts people might relate to his/her own work.

Content of Plan & Organisation

1. Strands, Strand Units and Suggested Activities

Junior and Senior Infants
Drawing
<ul style="list-style-type: none"> • Explore the effects of different drawing materials on the same picture. • Explore the effects of crayon/chalk etc. on different types of paper. • Make pictures using different textures and colours of paper. • Draw from experience e.g. my house, my teddy. • Draw from imagination e.g. a dream.
Paint and Colour
<p>Discover and develop sensitivity to colour in the visual environment and to use colour to express feelings and experiences in the following ways:</p> <ul style="list-style-type: none"> • Exploring colour- different shades of the same colour. • Tone - adding white and black to lighten and darken colour. • Mixing two primary colours e.g. red + yellow = orange. • Texture- using different thicknesses of paint and different size brushes and brush strokes to explore texture e.g. colour wash for sky, upward strokes with thick paint for grass etc. • Blow painting, finger painting, spatter painting, fold-over painting exercises can be used in these areas.
Print
<ul style="list-style-type: none"> • Use one or two colours and experiment with different objects. • Use a variety of objects for print e.g. leaves. • Make impressions on plastecine e.g. with keys, lego. • Print impressions, initials etc. • Print bubbles with different sized lids. • Overprinting: <ul style="list-style-type: none"> ○ Print a pattern all over the page with one colour. ○ Allow to dry. ○ Overprint with a different colour. • Masking out: <ul style="list-style-type: none"> ○ Parts of painted block are masked out using torn paper before printing. • Uses for printing - borders, frames, copy covers, invitations, cards.

Clay

- Free Play with materials – squeezing etc.
- Make a variety of forms – twisty etc.
- Make an object associated with nature e.g. hedgehog, tree, leaf etc.
- Decorate salt dough using feathers, matches, buttons etc.
- Make marks on the surface using a pencil.
- Make seasonal objects e.g. snowman
- Make real or imaginary creatures.

Construction

- Free play with construction toys e.g. mobilo blocks etc.
- Build a stair or wall with light boxes e.g. Calvita cheese boxes. Talk about tallest, widest etc.
- Design a playhouse construction from a large box.
- Polystyrene box work: Cut blocks from sheets of polystyrene and use cocktail sticks to put together.
- Use card to make a crown. Use your imagination to decorate.

Fabric and Fibre

- Exploring the possibilities of fabric and fibre for imaginative expression.
- Adding to fabric to produce a picture.
- Discovering texture.
- Making collages.
- Exploring fabric e.g. hessian - children make designs by pulling threads.
- Texture in fabric:
 - exploring the different textures of a wide variety of fabrics.
 - how they feel.
 - suitable uses for different fabrics.
- Make a collage:
 - collages using different textures of the same colour fabrics.
 - button collage on a fabric background.
 - "Dressing up" - collage using scraps of fabric to dress a drawn outline of a person.

First and Second Class*as before plus***Drawing**

- Use crayons, soft pencils, charcoal, chalks, textured papers and fabrics to explore line, tone, texture and pattern in the following activities:
 - Draw a familiar object e.g. schoolbag.
 - Introduction to appropriate shading.
- Explore texture in drawing
 - Observe texture and express ways in which different textures might be illustrated. e.g. draw soft toy-furry, bottle- shiny.
- Explore landscapes:
 - Introduction to perspective, observe and discuss foreground, middle ground and background.
- Draw figures e.g. classmate or action figure.
- Draw still life e.g. classroom objects.

Paint and Colour

- Explore colour in natural environment e.g. sky at sunset, different weathers.
- Grouping and painting objects of similar colours.
- Make a pattern using two complementary colours e.g. wall paper, quilt cover.
- Texture as for Infants and use sponge, cotton wool etc. to give different textured effects.

Print

- Experiment with different textures and shapes e.g. leaves, bark, wood, crayons etc.
- Explore non representational prints e.g. thick and thin lines.
- Further printing with mask-out.
- Simple stencils- children draw and cut out simple shape from centre of card and use sponge to apply colour.
- Wax- resist picture:
 - Draw a picture with a crayon.
 - Overpaint the picture with watery paint
 - Examples: space scene, underwater scene.
- Wax-crayon transfer paints:
 - Cover one leaf of a page with a crayon and fold with the crayoned half inside.
 - Draw a pattern on the back of the crayoned half of the page.
 - The picture/pattern will transfer onto the white half.

Clay

- Explore clay.
- Figures based on poems or drama.
- Using cubes and oblongs to make buildings, towns etc.
- Experiment with clay and make a thumb pot/coil pot.
- Experiment with line, shape, texture and pattern e.g. decorating clay slabs, low relief, wall plaques, hand print plaques.

Construction

- Design a robot:
 - cover boxes in tinfoil and stick together.
 - stick on 'lights' and 'buttons.'
- Design a castle:

- make an imaginary drawbridge.
- examine structure and balance.
- Design a spaceship with two paper plates.

Fabric and Fibre

- Drawing and pulling out threads in open weave fabrics to make patterns.
- Flowerbed collage - fabric flowers.
- Stitches - make patterns or simple pictures using brightly coloured threads on plain fabric.
- Applique - house. Cut out shapes. Sew on walls and roof pieces and add windows, doors, etc.

Third and Fourth Class

as before plus

Drawing

- Drawing cartoon characters.
- Figure drawing.
- Drawings from descriptive text or poem.
- Life sketching in pairs.

Paint and Colour

- Further exploration of shade:
 - Tone and texture. E.g. favourite colour, warm and cool colours.
 - Make a picture with a variety of shades.
 - Landscapes: Cityscapes - development of work done in junior classes.
 - Stilllifes - development of work done in junior classes.
- Painting from poems, music, recalled events etc.
- Painting objects made from clay and 3D objects.

Print

- Overlapping shapes when printing with different colours.
- Relief prints using various materials e.g. sponges.
- Stamp printing using items such as spools, buttons, sponges etc.
- Create patterns and rhythm by positioning stamps in different ways.
- Stencils - make more complex shapes e.g. white snowflakes on blue background.
- Design tasks in groups e.g. Eid cards.

Clay

- Experiment with papier mache.
- Create more detailed pieces of pottery e.g. hair, tails, features etc.
- Experiment with figures - scoring, dampening and securing separate parts.
- Wall plaques - use coil, dough, beads etc. to decorate.
- Jewellery making- Make decorate and thread beads.
- Design papier mache masks, plates and vases.

Construction

- Washing-up bottle round tower with emphasis on balance and construction.

- Design and model a skyscraper in pairs -encourage discussion here.
- Make a model of your own school building - talk about shape form etc.
- Model your local mosque - again look at shape form.
- Make planets, spaceships and rockets.
- Investigate structure and balance in contemporary architecture e.g. The Eiffel Tower, Golden Gate Bridge, the Pyramids and design a model.
- Make imaginative structure - a new town, a new school etc.
- Design papier mache forms and structures.

Fabric and Fibre

- Design and make a collage emphasising colour.
- Invented stitched - make coasters, wall hangings etc.
- Knitting - basic knitting stitches, using different yarns.
- Crochet chain e.g.armbands, hairbands etc.
- Weaving strips of fabric - make a wall hanging (as for paper weaving). Decorate with beads, buttons etc.
- Sock puppets.
- Collage - invent a costume for an imaginary character or one out of a book or poem.

Fifth and Sixth Class

as before plus

Drawing

- Depicting movement of nature, e.g. a windy day.
- Exercises in drawing techniques, e.g. perspective, drawing from different angles.
- Silhouettes (in pairs)
- Still life - grouping 4-5 objects, including some fabric, imaginary background.
- Lettering and calligraphy - for use in posters, proverbs etc.
- Imaginative themes e.g. dream, underwater, futuristic themes.

Paint and Colour

- Explore colour using a wide variety of media techniques e.g. print. applique. collage, mosaic.
- Explore tone and shade e.g. snowscape (What colour is snow?).
- Experiment with pattern, harmony and contrast: e.g. design and print wrapping paper, border and fabric patterns.
- Explore texture - using a theme e.g. clothing, animals etc.
- Painting from observation and imagination e.g. stories, poems etc.

Print

- Make stamps suitable for various occasions e.g. Eid cards, name stamps, school crest/logo.
- Design your own writing paper.
- Wax resist/transfer- see junior classes.
- Fabric printing (on fabric or paper)
- Design suitable fabric for different rooms e.g. bedroom.
- Monoprints- using rollers.
- Design posters.

Clay
<ul style="list-style-type: none"> • Modelling from observation e.g. a shoe. • 3.D. work e.g. designing bookends, bowl of fruit etc. • More decorative coil and pinch pots. • Papier mache as 3rd and 4th with more detail.
Construction
<ul style="list-style-type: none"> • Paper sculptures with moving parts. • Make a model of the immediate school environment. • Drawing from observation to analyse form and structure e.g. birds nest. • Make a model of a Norman castle, dolmen, mosque etc. • Design theme based structures relating to local events e.g. the circus. • Wire sculpture using light weight florists wire.
Fabric and Fibre
<ul style="list-style-type: none"> • Basic knitting and crochet stitches, weave in feathers, beads, buttons etc. • Make a fringe. • Make a collage of a natural object e.g. a tree, using different fabrics and textures. • Fabric painting/printing. • Combining knitting, sewing and crochet, adding beads, ribbons etc to make jewellery. • Developing a motif as a pattern to be used in fabric printing. • Weaving - weave background and applique on details e.g. cows on a green background, birds, fish or boats on a blue background. • Design and make a costume for a teddy bear or a fancy dress day • Make toys based on stories, poems, drama.

Looking and Responding- All classes
Drawing
<p>Children are encouraged to look at their own work and the work of artists in the following ways:</p> <ul style="list-style-type: none"> • What is happening? • Choice of materials • Movement, rhythm. Perspective. • Personal reaction. • What did the artist want to say?
Paint and Colour
<p>Children are encouraged to look at and respond to their own work and the work of an artist in the following ways:</p> <ul style="list-style-type: none"> • Colour and tone. • Rhythm and movement. • What the artist wants to say. • Same theme depicted in different ways by different artists. • Personal response to art.

Print
<ul style="list-style-type: none"> • Children are enabled to experience shape, texture and pattern through handling various objects. • Children discuss their own work and work of others. • Children describe the print line, shape, colour, texture and pattern and how they combine. • Discuss how materials and tools were used to create effects. • Children discuss what they like about the print. • Look at prints to investigate techniques. • Look at examples of print in everyday use.
Clay
<ul style="list-style-type: none"> • Children look at and experience 3-D form through examination of natural and manufactured objects - pebbles, shells, fir cones, soft, moulded or carved toys, pottery. • Look at and talk about own work and work of others (inc. artists/craftsmen) <ul style="list-style-type: none"> ○ describe the form ○ how it felt to work with the clay ○ how the sculptor may have worked ○ what the artist was trying to say ○ what they like about the work
Construction
<ul style="list-style-type: none"> • Look at, investigate and talk about balance. • Describe constructions - what other materials would have been useful etc. • Talk about designs in architecture, sculpture, engineering etc.
Fabric and Fibre
<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. -soft, fluffy. stiff etc • Look at colour and pattern. • Look at and discuss synthetic and natural fibres. • Look at and talk about the work of children and artists. • Visit a craftsperson at work. • Look at fabrics and artefacts from other cultures.

2. Children with Different Needs

All children will have equal access to Visual Arts education. The school will strive to provide opportunities for children with special educational needs to show capabilities and independent achievement. Where relevant, activities will be planned in manageable, sequential units and children will be allowed sufficient time to complete each unit. The school realise brief, one-session art activities may be more suitable for children with a short attention span and kinaesthetic, multisensory activities may sometimes be more appropriate. The school are aware that some children with exceptional ability/talent will need to be encouraged and supported and will be challenged to stretch the possibilities of art activities to the fullest e.g. Art competitions.

3. Integration

Visual Arts activities that involve linkage and integration will be planned in parallel and interact with other subjects eg Maths, SESE, Aistear, Language etc. This will give children added opportunities for creativity and inventiveness and enable them to show strengths and interests which might otherwise remain untapped. Theme based activities will be used to support integration, which helps extend childrens' understanding of both art and the other subjects.

Class teachers will work in collaboration with Religion and Arabic teachers to ensure opportunities for integration are maximised.

4. Linkage

Teachers strive to create opportunities for linking strand with strand, e.g. printing on fabric. Opportunities for linking strands by using a theme include Eid, Intercultural Fortnight and seasonal activities.

Suggested activities for linkage and integration are indicated at the end of each strand of the 1999 curriculum book. Efforts will be made to maintain a balance between integrated and single-subject teaching, especially in senior classes.

A number of factors are necessary for integration to work successfully:

- Systematic planning by the teacher, which is consistent and carefully structured to ensure continuity and progression.
- The structuring of topic work.

5. Language

Visual arts provides natural opportunities for pupils to discuss and talk about their own and others' work. The school will strive to enable children to develop a vocabulary for looking at and critiquing the visual arts.

6. Assessment and Record Keeping

As assessment is an integral part of the teaching and learning processes in Visual Arts education, teachers will continuously assess childrens' learning as they observe, discuss and make judgements on work in progress and on completed work.

Assessment will be concerned with:

- Perceptual awareness
- Expressive ability
- Critical skills
- Disposition towards art

A range of assessment tools will be necessary to fulfil the roles of assessment as outlined above. A combination of the following will be used for assessment in Visual Arts:

Teacher observation -

This informal mode of assessment will focus on the child's ability to respond in a variety of ways to visual arts tasks.

Teacher-designed tasks –

This will involve planning an art activity designed specifically to indicate the child's ability to handle particular concepts and skills.

Work samples, portfolios, projects -

- Work samples will include work in progress as well as completed work.
- A portfolio will comprise a representative sample of the child's work and will be updated periodically.
- Project work will include wall friezes, theme-based wall hangings etc.

Recording and Communicating-

- The range of assessment tools used will collectively provide a comprehensive system of assessing and recording each child's development in art.
- A common understanding of pupil progress and of criteria for assessment will be reached through discussion and the sharing of expertise among staff members.

7. Equality of Participation and Access

Equal opportunities for participation will be given across all areas of the curriculum. Art is a way of making and communicating meaning through imagery. It is a unique symbolic domain and is a discipline with its own particular demands and core of learning. This Visual Arts policy seeks to extend and enrich the child's experience of the world and cultivate an atmosphere of equality and opportunity where gender, cultural diversity, minorities and special needs are respected and valued.

8. Organisation**8.1. Timetables**

Primary School Curriculum stipulates two hours per week as the minimum time allocated for Arts education (Visual Arts, Music and Drama) in senior classes and 1 hour 45 minutes per week in junior classes. The North Dublin Muslim National School have adjusted the time allocated to Arts education to cater for whole school initiatives in literacy and numeracy. This is in accordance with the 2011 National Literacy and Numeracy Strategy.

Increased time allocated to literacy and numeracy in Junior Infants and Senior Infants is being covered through Aistear.

- Junior and Senior Infants will allocate 50 minutes for Visual Art per week.
- Second class to Sixth Class will allocate 40 minutes for Visual Art per week.

8.2. Displays

In the North Dublin Muslim National School we realise that good display in school helps to create an aesthetically pleasing environment. It will provide a focal point for learning by arousing curiosity, promoting discussion, and stimulating ideas.

- Work of the children is displayed in the classroom, on notice-boards on the school corridor, school entrance etc.
- Art displays must be changed regularly by class teachers.
- There may also be opportunities for school exhibitions for example during Intercultural assembly.

8.3. Resources

- The school is working to develop a bank of consumable materials in each class for use in the Visual Arts Curriculum throughout the year.
- Teachers are given a set amount per child for their art budget for the year based on enrolment on 30th September.

8.4. Health and Safety

- Teachers and SNAs will ensure health and safety procedures for using art materials are followed during each visual art lesson.
- Care and supervision is needed when using design and cutting equipment.
- Wet floors- care is needed when class teachers or SNAs are cleaning art equipment.
- Teachers will store potentially dangerous substances in a safe place e.g glue.
- Care is required when handling glass.
- Class teachers to ensure appropriate supervision on outdoor visits.
- Staff should refer to the school's Health and Safety policy for further guidance.

8.5. Individual Teachers' Planning and Reporting

The whole school Visual Arts policy and the curriculum documents for Visual Arts provide information and guidance to individual teachers for their long and short-term planning. Teachers plan using the skills, strands and strand units and teachers can use the option of a thematic approach.

8.6. Staff Development

Teachers are encouraged to avail of and attend courses which would enhance and support the teaching of Visual Arts. Staff are given opportunities to share gained expertise at planning days, staff meetings, through observations of good practice, etc.

8.7. Parental Involvement

Parents are encouraged to support visual arts education at the school. They will be invited to view their children's work at events such as Intercultural Fortnight, Parent Teacher evenings and at seasonal events during school year.

Parents' active interest in helping their children to develop a personal visual language is vital and parents with artistic expertise will be welcome and will be assured of the value of their contribution.

8.8. Community Links

There are places of interest in the local area where the children can be brought to view and appreciate the visual aspect, e.g. Local library, Museums, Galleries, Botanic Gardens, Phoenix Park etc. Teachers will endeavour to use the resources in the wider community in the teaching and learning of visual arts.

Success Criteria

Indicators that the policy has been implemented successfully include:

- Teachers' preparation are based on this policy.
- Procedures outlined in this policy are consistently followed.

It will be evident that the policy has achieved its aims from the following indicators:

- Feedback from teachers/parents/pupils/community.
- Inspectors' suggestions/reports.
- Looking and responding to displays.

Roles and Responsibilities

- The Principal will oversee the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings.
- The teaching staff has a responsibility to implement this policy, forward feedback to the Principal and encourage correct whole staff participation in the policy. We endeavour that the children would develop enthusiasm and foster an interest for extracurricular activities.
- The policy will be monitored and evaluated every two years meaningfully on how well the Visual Arts programme has been taught and received in the school. The following will be consulted in appraising the Visual Arts policy:
 - Teachers
 - Pupils
 - Parents
 - Post holders
 - Co- managers

Review

The Visual Arts policy will be implemented from September 2020. The policy will be reviewed in 2024, or sooner if deemed necessary.

Ratification & Communication

The Visual Arts policy was ratified by the Board of Management in March 2020. The ratified policy is displayed on the school website and made available through the school's Google Drive account. Parents may view a hard copy of the policy in the school office by appointment.

Signed: _____ (Chairperson)

Signed: _____ (Principal)

Date: _____