

Mayfield Community School

Subject Department Plan for Art,  
Craft and Design

2015

# Index

- Mission Statement
- Subject Aims
- Subject Objectives
- Subject Coordinator, Subject Teachers
- Time Allocation, Options Structure and Timetabling
- Textbooks and Course Materials
- Grouping of Pupils
- Student access to Subject/Level
- Class Organisation
- Effective Teaching Methodologies
- Subject Planning for a Culturally Diverse Society
- Planning for Students with Special Needs
- Cross-curricular Planning
- Range and Variety of Resources
- Availability/use of ICT Facilities
- Provision for Health and Safety Requirements
- Curriculum Content
  - Year 1
  - Year 2
  - Year 3
  - Year 4
  - Year 5
  - Year 6
- Homework Procedures
- Assessment Procedures
- Record Keeping Procedures
- Reporting Procedures
- Teacher In-Career Development

Mission Statement

The aim of the school is to develop our students academic, intellectual, practical, manual and sporting abilities and skills

To foster respect, a sensitivity to the needs of others embracing diversity and to develop a sense of community in Mayfield Community School, family and in the broader social context.

We wish to develop in our students self-esteem and self confidence; to provide a supportive and caring community to enable our students to achieve their chosen goals, to equip them with a balanced outlook with regard to life, work and leisure.

We are committed to creating an enjoyable environment in which the positive strengths of every person in this community are nurtured to the full.

### Subject Aims:

- To enhance student visual awareness of the world, through an exploration of a wide range of media in two and three dimensions
- To encourage the students to explore their own creative process and learn the visual language of Art and Design.
- To prepare the students for all curricular exams and take them through the necessary processes.
- To foster and encourage a love of Art and Design by instilling a solid grounding in all basic curricular disciplines, i.e. art elements and confident exploration of visual media.
- To expose the students to a wide range of works of Art, Craft and Design, through the History and Appreciation of Art and Design course, and through careful and imaginative choices of Support Studies for practical projects.

### Subject Objectives:

- The student will be able to analyse the world around them in a visual way.
- The student will have developed a personal visual language and creative process.
- The student will be able to confidently take the State exams, and do themselves justice.
- The student will have an informed appreciation of Art and Design as they encounter it in the world outside school.
- The student will have an ongoing interest in a wide range of Visual Culture.

Subject Coordinator: Olwyn Brady

Subject teachers: Olwyn Brady

## Time Allocation:

1st year modules/3 week blocks and subject choice made in December

1 <sup>st</sup> Year:	2 hr 40 mins
2 <sup>nd</sup> Year:	2hr 40 mins
3 <sup>rd</sup> Year:	2hr 40 mins
4 <sup>th</sup> Year:	Arts: 1 hr 20 mins, Option Graphics : 1 hr 20 mins
5 <sup>th</sup> Year:	Traditional LC: 3hrs 20mins LCA: 1 hr 20 mins
6 <sup>th</sup> Year:	Traditional LC: 3hrs 20mins LCA: 2hr 40mins

## Options Structure:

1 <sup>st</sup> Year:	1 classes in Opt A, 1 class in Opt B
2 <sup>nd</sup> Year:	1 class in Opt A, 1 class in Opt B
3 <sup>rd</sup> Year:	2 classes in Opt A, 1 class in Opt B
4 <sup>th</sup> Year:	Arts: 10 week modules, Option A: 2 classes
5 <sup>th</sup> Year:	Traditional LC: 1 class in Opt A. LCA: 1hr 20 mins
6 <sup>th</sup> Year:	Traditional LC: 1 class in Opt A. LCA: 2hr 40mins

## Timetabling:

1 <sup>st</sup> Year:	1 double, 2 single
2 <sup>nd</sup> Year:	2 double classes
3 <sup>rd</sup> Year:	2 double classes
4 <sup>th</sup> Year:	Arts: Option A: 1 double class( art and drama), Option B 1 double and 2 singles (visual art)
5 <sup>th</sup> Year:	Traditional LC: 2 doubles, 1 single. LCA: 1 double
6 <sup>th</sup> Year:	Traditional LC: 2 doubles, 1 single. LCA: 2 doubles

## Textbooks and Course Materials:

1 <sup>st</sup> Year:	No <b>textbooks</b> , however worksheets and handouts are distributed frequently. Practical demonstrations are more appropriate for the majority of classes. All <b>course materials</b> are provided in class.
2 <sup>nd</sup> Year:	No <b>textbooks</b> , however worksheets and handouts are distributed frequently. Practical demonstrations are more appropriate for the majority of classes. All <b>course materials</b> are provided in class.

- 3<sup>rd</sup> Year: No **textbooks**, however students are expected to do research for their Junior Cert projects. The Art Department provides a wide range of visual material through books and handouts. A wide variety of materials are used in the Junior Cert Project. All **course materials** are provided in class.
- 4<sup>th</sup> Year: No **textbooks**, however worksheets and handouts are distributed frequently. Practical demonstrations are more appropriate for the majority of classes. All **course materials** are provided in class.
- 5<sup>th</sup> Year: Traditional LC: *Less Stress, More Success*, Past Papers and Handouts, notes and worksheets provided by the Art Department. All practical materials are provided by the Art Department  
LCA: n/a
- 6<sup>th</sup> Year: Traditional LC: *Less Stress, More Success*, Past Papers and Handouts, notes and worksheets provided by the Art Department. All practical materials are provided by the Art Department  
LCA: Handouts and worksheets provided by the Art Department.

Grouping of Pupils: All classes are mixed ability.

## Student Access to Subject/Levels:

Art is offered to all students, whatever their ability. Depending on subject options and grouping of various subjects, students could be limited in their choices.

Students are advised in Examination years whether to attempt Higher or Ordinary Level.

## Class Organisation:

The Mayfield Art Department is two large rooms, with a division between the two classrooms.

There are distinct rooms/areas within the two rooms for Ceramics, print and ICT.

There is a communal office and storeroom for exam classwork and projects.

Each student has his or her own class folder and each student has their own personal homework folder.

Students are expected to adhere to an appropriate code of conduct within the Art Room that is generally respectful and friendly, with a high volume of work.

There is a 'Gallery / Exhibition Space' outside the Art Rooms, where students' work is displayed on an ongoing basis. There is generally a new display every couple of weeks.

## Effective Teaching Methodologies:

At the start of each assignment the students are interactive with the introduction/powerpoint/demonstration showing step by step stages of the project. The student then begin their work. Work is assessed during the creative process monitored for progress. When necessary we return to a demonstration to reinforce the next stages.

We stop the project from time to time to evaluate the work in progress. This is an interactive session where students and teachers give feedback as to what is working well and what can be done differently. We also team teach where the timetable allows it.

We have Art Department meetings, where we discuss progress with project work, issues with students, and share ideas and information about all that is relevant to the Art Department.

## Subject Planning for a Culturally Diverse Society:

Art by its nature is a universal language.

In the History of Art curriculum set down by the DES we have to concentrate on Irish and European Art and we try where possible to make the students aware that this is only a small part of World Art. We also try to identify the influences from beyond Ireland and Europe that have come to bear on the work we are studying.

Most of the projects we give students are open ended to include investigation of other cultures.

## Planning for Students with Special Needs

The Art Department works on an ongoing basis with resource teachers from the Special Needs Department, depending on allocation and usually on a student need basis.

There are no special adjustments within the Art Department as they normally integrate and indeed do well at Art.

Where timetabling permits there are smaller groups of students with Special Needs working with an Art Teacher. In the past, this has been found to be of great therapeutic benefit to the students.

## Cross Curricular Planning:

Cross curricular planning happens spontaneously and on a consistent on-going basis.

We are currently working with the English, Drama and Music departments in preparation for a School Play.

We have a tradition of Artistic extra curricular events in Mayfield and have been awarded a Creative Engagement grant for three years running.

## Range/Variety of Resources:

We have recently set up an IT section in the Art Room with a printer and internet connection.

We provide a wide variety of materials for students and are delighted to be able to do so. All our materials are of high quality, and this is reflected in the quality of the students' work.

We have a full ceramics area with pottery wheels and kilns. This area is used and integrated throughout the year.

## Availability/Use of ICT Facilities.

ICT is available in two computer rooms in the school, but we have decided to set up our own ICT area that we can have regular access to, and control over. We have a number of PC desktops with a good range of image editing software, as well as Word, and internet access. We also have a laser printer for students' use.

We use powerpoint presentations for teaching History of art and Design, and for introducing support studies for projects. We have invested in a dedicated Data Projector.

## Provision for Health and Safety Requirements

We keep a First Aid box in the Art Room.

We avoid using any toxic materials that may be detrimental to students' health.

When we have to use glue or spray paint, we ensure to do so in a well ventilated space, our outdoors.

Some of the equipment we use is potentially hazardous, for example lino cutters or craft knives. Before we use such items we fully brief

students on correct and safe practices, and closely supervise the students when they are using them.

## Curricular planning:

Note: This schedule of work is intended as a flexible guide. The projects may or may not be undertaken in this order. The Art Department may also decide to substitute one or more of these projects with another. For example, a printmaking project may be replaced by a design, or another craft project.

### First Year:

1. First year students are given a firm grounding in **drawing**, which is the basis of visual research. This will focus on observation, line, form, texture and tone.
2. Students will explore **colour** through dry media and paint, working initially from observation, and then developing their pieces to finished paintings. We will set down basic rules for managing materials and equipment, and cleaning up the Art Room.
3. We will do a **3D** project with the first year group that explores ways of designing, planning and making. This project will focus on form. Mask making/ Modelling is very suitable for this age group.
4. The students will undertake a block of **Life Drawing**. They will learn about the basic proportions and mechanics of the human body, and how to quickly record a pose. We may explore the expressive potential of the human form.
5. **Print Making**. The students will have the opportunity to learn the craft techniques of Lino Printing or Stencil/Fabric printing. They will work from observation into designing and making their own work. This project will focus on composition.

### Second Year:

1. Observational/analytical **drawing** working into **painting**. The students will make a series of observational drawings on location, and then work these drawings into large scale paintings.
2. **Craft**. The students will undertake a project that involves the learning of a Craft, such as a printmaking technique, Fabric Printing or pottery. Each student will have the opportunity to design, plan and make a piece themselves using the appropriate craft techniques, working from appropriate source material and support studies.
3. **Graphic Design**. The students will undertake a design brief. They will be led through a **design process**, starting with a brief, moving



into visual research, development of their ideas, and a final presentation of their design solution.

4. The students will undertake a block of **Life Drawing** during second year, developing their understanding of the human form and mechanics, and their understanding of composition.

Third Year:

1. The students will develop their drawing from human and manmade/natural forms at the start of the year.
2. When the Junior Cert project arrives, they will proceed with starting with exploration of the themes, collecting source materials, and support studies, and then proceeding with the development and making of the three main parts of their Junior Cert Project.

Transition Year:

Transition Year Art offers great opportunities for exploring different ways of working. Students will often work in teams on group projects, and where possible, get involved with projects that take Art outside the art room.

1. Painting project.
2. Sculpture project
3. Printing project.

Transition Year is offered as a modular Arts option. Each group does Visual Art/ Set design/ Computer Illustration for eight to ten weeks. The students learn to manipulate images digitally. The theme for each module may vary.

Fifth Year:

1. **Life Drawing.** The students are taken through a block of Life Drawing that builds on the work they did in Junior Cycle, but prepares them for the requirements of the Leaving Cert Life Drawing Exam.
2. Analytical drawing leading into **painting.** The students begin with analytical observational drawings of two objects, and then imagine how to combine the two objects and compose a painting based on that research.
3. **Design.** The students are taken through a design process, from a brief, through research and development to a final presentation.
4. **Craft.** The students will do a project involving one of the Leaving Certificate Craft options.

5. **History and Appreciation of Art and Design.** The students in Fifth Year are given a grounding in how to approach Leaving Cert style questions. They are taught to discuss works of Art and Design using an analytical method, and the correct language. Content in History of Art and Design will include a range of Irish and European topics. The areas to be covered will be decided by the class teacher in consultation with the Art Department.

Sixth Year:

1. **Life Drawing.** The students are taken through a block of Life Drawing that builds on the work they did in Fifth Year, and further prepares them for the requirements of the Leaving Cert Life Drawing Exam.
2. **Still Life / Imaginative Composition.** The students are brought through an approach to the Still Life/Imaginative Composition paper in the Leaving Cert.
3. **Craft.** The students are brought through the Craft Paper in the Leaving Cert.
4. **Design.** The students are brought through the Design Paper in the Leaving Cert.
5. **History and Appreciation of Art and Design.** The students will revise the areas covered in Fifth Year, and cover some more content. They will work on analysing questions, marking schemes and essay organisation.

## Homework Procedures:

Junior Cycle students have homework drawing books. They are required to complete a drawing each week. This homework is checked weekly, and progress is recorded in our Diaries/Roll Books. Third Year students are required to research and develop their ideas for their Junior Cert Project at home. This work is monitored on an ongoing basis by the class teacher.

Senior Cycle students are required to write History of Art essays throughout the year, and keep folders of notes and handouts. For some practical projects, they will be required to do some visual research at home.

Sanctions for homework not being done are as per the school Code of Behaviour.

## Assessments/Examination Procedures:

We assess the students continuously, and we often assess work in a group situation, where we have a discussion, or critique of the work with the students. Students gain a lot from this system of assessment for learning. We have observed through the years that their work improves dramatically from this kind of teacher and peer input.

We give grades and follow exam procedures for all house exams in practical Art, Craft and Design, and for History and Appreciation of Art and Design.

## Record Keeping Procedures:

Each teacher keeps a record of students work and progress in their roll book.

## Reporting Procedures:

We try as much as possible to encourage an openness with students, but with firm boundaries that are made clear to the students from First Year.

From time to time it is necessary to use the Behaviour Procedures system, where a slip is filled out, and the matter is followed up by the student's Year teacher. Each BP is accompanied by a sanction (usually a short detention). Where a more immediate intervention is required, we can report or send students to the vice-principal.

## Teacher in-career development

The Art Department maintains close contact with the Crawford College of Art and Design, primarily through our involvement in the Access programme.

Art Teachers are encouraged to avail of any of the the CPD programmes. This is outside of school timetable hours, and so is undertaken on a voluntary basis.