

## **POLICY: THE ARTS**



### **PURPOSE:**

The Arts are practised and valued in our complex and diverse society and are an important vehicle for the communication of ideas, feelings and beliefs. The Arts are a major source of intellectual, physical, spiritual and emotional development, understanding and enjoyment. Comprehensive and sequential learning experiences in the Arts during the early years, provides individuals with necessary skills, understandings and confidence to participate fully in the Arts throughout their lives. The Arts domain encompasses a diverse and ever changing range of disciplines and forms that can be used to structure teaching and learning programs. The domain allows students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve the fusion of traditional forms with digital media. The Arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication are used to plan The Visual Arts (including two dimensional and three dimensional, and Media) and Performing Arts (Dance, Drama and Music) programs.

### **AIMS:**

- To build upon the students' existing experiences and further develop personal, social and co-operative learning skills.
- To develop positive attitudes to the Arts through active participation.
- To acquire both confidence and ability in using a broad range of Art media.
- To enable students to express and communicate their ideas, feelings and understanding using a range of artistic forms, mediums and skills.
- To provide opportunities for students to share the Arts forms through: creating, making, performing, exhibiting and viewing.
- To develop the ability in students to appreciate the creative work of other people with sensitivity, through Art appreciation.
- To encourage students and staff to utilise a wide range of Arts expertise and facilities in the local community.

### **IMPLEMENTATION:**

- The AusVELS Arts Curriculum will be used as a guide in developing units of work. The Arts program is organised into two domains (Visual Arts and Performing Arts) and two dimensions (Creating and Making, Exploring and Responding).
- The Arts program will be implemented by specialist teachers; a Visual Arts teacher and a Performing Arts (Music) teacher.
- All students will participate in weekly sessions of Visual Arts and Performing Arts (Music).
- The areas of Visual Arts: drawing, printing, collage, painting, threads and textiles, construction and modelling and the elements of Art: line, shape, colour pattern and texture will be the main components of the Visual Arts Program.
- Students' individual abilities will be identified at the commencement of each unit of work, and learning opportunities will be provided to cater for the needs of students.
- A variety of learning approaches will be utilised for students to develop confidence within all art forms and confidence in their ability to express themselves.
- A variety of assessment strategies will be used, such as anecdotal notes, informal observations, checklists of skills and rubrics. The focus will be on participation and skill development.
- The school will provide for an external instrumental music program.
- Parental and community involvement will be encouraged through participation in activities and contributions of recycled materials.

- Professional Development will be encouraged to develop teacher expertise in specific Arts areas.
- The Arts teachers will be responsible for displays throughout the school and the annual Visual Arts Exhibition.
- The Arts teachers will be allocated the responsibility of coordinating the school's annual Celebration production, as well as being responsible for coordinating the various community musical and performing arts activities that occur each year.

### **Creating and Making**

The Creating and Making dimension focuses on ideas, skills, techniques, processes, performances and presentations. It includes engagement in concepts that emerge from a range of starting points and stimuli. Students explore experiences, ideas, feelings and understandings through making, interpreting, performing, creating and presenting. Creating and Making arts works involves imagination and experimentation; planning and the application of arts elements, principles and conventions. Skills, techniques and processes; media, materials, equipment and technologies; reflection; and refinement are also integral to Creating and Making. Individually and collaboratively, students explore their own works and works by other artists working in different historic and cultural contexts.

### **Exploring and Responding**

The Exploring and Responding dimension focuses on context, interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments of arts works. Involvement in evaluating meaning, ideas and/or content in finished products is integral to engagement in the Arts. Exploration of, and response to, expressive qualities of arts works is informed by critical analysis of the use of elements, content and techniques and discussion about the nature, content, and formal, aesthetic and/or kinaesthetic qualities of arts works. Exploring the qualities of arts works involves use of arts language and also draws on research into the purposes and functions for which the works are created and audiences to whom they are presented. This involves students developing the understanding of social, cultural, political, economic and historic contexts and constructs and developing a consideration of ways that arts works reflect, construct, reinforce and challenge personal, societal and cultural values and beliefs.

### **EVALUATION:**

This policy will be reviewed as necessary.