



Good Shepherd
Lutheran School
A N G A S T O N

Arts Policy

Includes dance, drama, media, music and visual arts

Last Reviewed 2010

Preface

The study of The Arts benefits students by developing creative skills, critical appreciation and knowledge of artistic techniques and technologies in dance, drama, media, music and visual arts including multi-arts productions. The Arts develop students' sense of personal and cultural identity and equip them for life-long involvement in the appreciation of the arts.

1. Aims

The Arts learning area aims to develop in all children:

- dispositions and capacities to understand and engage in creation/re-creation and presentation/performance in each of the major arts forms of dance, drama, media, music and visual arts; combinations of these arts forms and those that are newly emergent
- aesthetic understanding by critically responding to and confidently communicating their analyses of arts works
- a contextual perspective for considering and valuing the relationships and interconnections which exist within and across different cultures
- an understanding that arts both shape and represent the cultures through which they are expressed, thus contributing to the dynamic nature of personal and group identity
- knowledge, understanding and skills in each of the five major arts forms and a capacity to participate actively in constructing new realities and new possibilities through the creation of arts works
- capacities to apply arts learning to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

These aims reflect the following beliefs:

Successful students in *Arts practice* will,

- confidently uses play and imagination to create/re-create arts works within each arts form.
- explore skills, techniques and technologies from each arts form and engages in activities specific to each arts form to produce arts works.
- share arts works from each arts form that express personal ideas and feelings and that convey meaning to known audiences/viewers.
- connect real and imagined experiences from the past, present and future, when creating/re-creating arts works within each arts form.
- demonstrate knowledge and skills specific to each arts form. Chooses appropriate techniques and technologies to complete work specific to one arts form or combination thereof.

- present/perform arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration.
- use thought, imagination, research and experimentation to create/re-create arts works within each arts form that convey meaning about issues within their community.
- select, plan, and construct arts works within each arts form using appropriate combinations of skills, techniques, processes, conventions and technologies.
- work as an individual, or in groups, to present/perform arts works from each arts form that demonstrate an awareness of social, ecological and/or cultural issues to particular audiences/viewers.

Successful students will use Arts analysis and response for,

- distinguishing between the characteristic features of each arts form and responds to performance/presentation using appropriate communication modes.
- demonstrating an understanding of the different messages and meanings communicated through performance/ presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others.
- recognises different genres and styles, features and conventions of performance/ presentation in each arts form, and uses appropriate arts language to articulate understanding and reflect personal preference.

Successful students will use Arts in context to,

- identify examples of arts works from across each arts form that occur in everyday life within their own community and local environment.
- recognise arts works from across each arts form made by different cultural groups in both past and present times.
- understand the role artists/performers play in their own cultural life and discriminates between different features, characteristics and styles of works made by these artists/performers.
- consider the different styles and forms of arts works from different cultural settings and identifies the purposes for which these arts works were made.
- identify the ways in which social and economic purposes influence those contemporary artists/performers who are working within their community in each of the arts forms.
- describe how their understanding of the artistic practice of individual artists/performers from different cultural groups impacts on their own arts works.

2. Principles for Effective Teaching of The Arts

The understandings, capabilities and dispositions encompassed in the essential learnings may be achieved by learners through:

- using constructivist approaches to learning
 - practising the relevant skills within supportive and enabling learning environments
 - active involvement in their learning
 - applying their learning to new and different contexts
 - processes that are learner-centred
- are developed in authentic contexts
- are built on over time
- identify evidence of learning over time.

3. Content

Through active involvement in arts, children develop creative and powerful ways of expressing themselves. When given the opportunity to respond to, reflect on and analyse arts works, they develop a critical appreciation of their own works and those of others. When children consider the influence of context in the arts, their awareness is sharpened and their own practice informed. The curriculum framework for arts is organised through three strands:

- arts practice
- arts analysis and response
- arts in contexts.

These strands are designed to capture ways of 'knowing, understanding and doing' in the arts. The strands are interrelated and equally important, informing one another and providing different starting points for arts learning.

Through the three strands, children develop knowledge and an understanding of the concepts, conventions, skills and techniques of each of the five major arts forms-dance, drama, media, music and visual arts. This means for...

DANCE: the expression of human movement that forms an integral part of human life and culture existing in a variety of forms and purposes ranging from social pastime to theatrical performance and religious rite. It uses the body in myriad ways and incorporates the use of space, time and energy.

DRAMA:	the enactment of real and imagined events through role-play, play making and performance, enabling individuals and groups to explore, shape and represent ideas, feelings and their consequences in symbolic or dramatic form.
MEDIA:	the visual and aural communication of ideas for a mass audience using print, film and electronic media. It uses technology to create products in a multiplicity of media forms. It extends to the understanding of media codes and conventions, and the critical analysis of the media, through the development and understanding of media language.
MUSIC:	the aural representation of ideas as sounds and silences using voice, body, found sounds, and acoustic and electronic instruments/equipment. These sound sources may be organised in terms of rhythm, melody, harmony, texture, dynamics, tempo and form.
VISUAL ARTS:	the exploration and expression of ideas through a broad range of approaches in visual images, forms and structures. These include contemporary visual culture, traditional crafts and design (graphic, environmental, product) as well as experimental and conceptual work. Visual arts practice involves the use of a diversity of visual conventions and symbols; and of materials, mediums and techniques, underpinned by aesthetic, social, cultural and technological considerations.

4. Assessment

Assessment in The Arts has a number of purposes. These include providing information to:

- students about their progress and achievements
- teachers to inform planning and programming
- parents and caregivers about their children's learning

Judgments' about the student's achievements will be based on clear and explicit criteria.

Assessments draw on a comprehensive range of strategies including anecdotal records based on observations, work samples, portfolios, self assessment tasks, checklists, teacher made lists, standardized tests, audio tapes, video tapes and interviews.

Students are encouraged to monitor and reflect on their progress.

Student development will be mapped across year levels.

5. Teacher's Professional Development

Teachers keep themselves well informed both with content knowledge and teaching strategies and practices. This is achieved through;

- professional reading
- sharing of best practice e.g. at staff meetings, hub groups
- attendance at advertised conferences, workshops, seminars, etc
- related and relevant association memberships.

6. Timetable

It is expected the time allocation for The Arts will be a minimum of 90 minutes per week. Where possible, teachers need to explore opportunities for integration with other curriculum areas.

7. Resources

Effective resourcing relies on:

- an annual meeting of the Principal, the Arts Key Teacher and Business Manager to review spending of the current year's budget and to determine proposed budget for the next year.
- the administration of adequate budgetary commitments for the provision of teacher and student equipment, materials including library resources and software programs, access to the internet and related technology
- a key teacher accepting responsibility for coordinating the selection and purchase of equipment and materials to support the program
- adequate budgetary commitment to ongoing professional development for teachers.

8. Parents

At enrolment interviews, caregivers are informed about curriculum areas making up the school program and studies in which their students will participate.

Both new and existing caregivers of students of the school are given the ongoing opportunity to learn about the key learning area.

This information may be provided:

- parent information nights
- in printed form, through class and school newsletters
- by teachers according to individual need
- internet access to SACSA and LEA website.

9. Scope and Sequence – The Arts

Attached is Good Shepherd's Curriculum Framework Arts Scope and Sequence