



St. Martin de Porres School

Avondale Heights

ARTS POLICY

RATIONALE

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The six Arts Curriculum Areas in the Victorian Curriculum are Dance, Drama, Media Arts, Music, Visual Arts and Communication Design. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. The Arts values, respects and explores the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia's arts heritage and contemporary arts practices through their distinctive ways of representing and communicating knowledge, traditions and experience. In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the Arts as is creating a finished artwork. Students develop their Arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the Arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

The Arts curriculum enables exploration of the dynamic relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students should explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Within all the Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

St. Martin de Porres School believes all its students need to participate in all aspects of the Arts. The school will therefore endeavour to incorporate or integrate these areas where appropriate into as many areas of learning as practicable.

AIMS

The Arts aim to develop students :

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence;
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways;
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints;
- self esteem, confidence and language (particularly oral) articulation and expression;
- understanding of Australia's histories and traditions through the Arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

DEFINITIONS

Each of the six areas make up 'The Arts' (Dance, Drama, Media Arts, Music, Visual Arts and Communication Design) focusing on its own practices, terminology and unique ways of looking at the world.

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

ACHIEVEMENT STANDARDS

DANCE

By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.

ACHIEVEMENT STANDARDS (cont.)

By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

DRAMA

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.

By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences

MEDIA ARTS

By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.

By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience

By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

MUSIC

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing playing instruments with accurate pitch, rhythm and expression.

By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

ACHIEVEMENT STANDARDS (cont.)

VISUAL ARTS

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.

By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

IMPLEMENTATION

- 1) Whole school commitment to ensuring a more balanced offering of Dance, Drama, Media Arts and Music is made available to students.
- 2) Annual provision of a specialist Visual Arts teacher for 1 X 1 hr. lesson per class per week.
- 3) The option of families from Year 2 – 6 to learn a musical instrument via a private provider during school hours for 1 X 30 minute lesson per week.
- 4) The option of students joining the school choir where choir practice occurs twice per week and then singing at most school masses and selected parish and community events throughout the year.
- 5) The opportunity for all levels to incorporate as individual subjects or in combination - Dance, Drama, Media Arts, Music and Visual Arts, via :
 - a) Religious Education;
 - b) Physical Education (attending to the 'Dance' component);
 - c) Integration with Humanities via inquiry units (attending to the 'Media Arts' component);
 - d) Integration during Literacy sessions (attending to the 'Drama' and 'Media Arts' components);
 - e) Whole school units or themes;
 - f) Level specific units or themes;
 - g) Cross level units or themes.
- 6) The opportunity for teachers with specific artistic skills to 'swap' with other classes at their or other level to spread their expertise more widely.
- 7) Use of O'Keefe Parish Hall (which contains adequate open and/or seated space and large staging area) during and after school hours (based on availability) to :
 - a) facilitate planned fortnightly School Assemblies to showcase student participation in plays, demonstrations and performances;
 - b) facilitate rehearsal of school, cross-level, level or class specific plays, demonstrations and performances;
- 8) Use of the school's multi-purpose room (which is shared with the OSHCC program) to prepare plays, demonstrations and performances;
- 9) Formal assessment of all Arts areas via the relevant 'Achievement Standards', which are to be expanded into identified Learning Intentions and specific Success Criteria.
- 10) Any unit or theme with an Arts focus which is likely to effect other classes, other levels, the involvement of parents or the involvement of other school staff, needs to seek the approval of the Leadership Team in order to proceed.
- 11) Whole school commitment to providing 40 hours annually of planned Arts participation by students (other than the existing, specialist Visual Arts program).

- 12) Appropriate professional development is to be made available to all classroom teachers and other staff involved in Arts facilitation.

EVALUATION

Developed 2014, revised 2018

CONTENT DESCRIPTIONS

DANCE

From Foundation to Year 2, students :

- explore, improvise and organise ideas to make dance sequences using the elements of dance;
- use fundamental movement skills to develop technical skills when practising dance sequences;
- present dance that communicate ideas to an audience, including dance used by cultural groups in the community;
- respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples.

In Years 3 & 4 students :

- improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices;
- practise technical skills safely in fundamental movements;
- perform dances using expressive skills to communicate ideas, including telling cultural or community stories;
- identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance.

In Years 5 & 6 students :

- explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning;
- develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination;
- perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community;
- explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance.

DRAMA

From Foundation to Year 2, students :

- explore role and dramatic action in dramatic play, improvisation and process drama;
- use voice, facial expression, movement and space to imagine and establish role and situation;
- present drama that communicates ideas, including stories from their community, to an audience;
- respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples.

In Years 3 & 4 students :

- explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama;
- use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place;
- shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama;
- identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons.

In Years 5 & 6 students :

- explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations;
- develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action;
- rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience;
- explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama.

MEDIA ARTS

From Foundation to Year 2, students :

- explore ideas, characters and settings in the community through stories in images, sounds and text;
- use media technologies to capture and edit images, sounds and text for a purpose;
- create and present media artworks that communicate ideas and stories to an audience;
- respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples.

In Years 3 & 4 students :

- investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text;
- use media technologies to create time and space through the manipulation of images, sounds and text to tell stories;
- plan, create and present media artworks for specific purposes with awareness of responsible media practice;
- identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples.

In Years 5 & 6 students :

- explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text;
- develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text;
- plan, produce and present media artworks for specific audiences and purposes using responsible media practice;
- explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks.

MUSIC

From Foundation to Year 2, students :

- develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion;
- sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community;
- create compositions and perform music to communicate ideas to an audience;
- respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples.

MUSIC (cont.)

In Years 3 & 4 students :

- develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns;
- practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community;
- create, perform and record compositions by selecting and organising sounds, silence, tempo and volume;
- identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples.

In Years 5 & 6 students :

- explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns;
- develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community;
- rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience;
- explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music.

VISUAL ARTS

From Foundation to Year 2, students :

- explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists;
- use and experiment with different materials, techniques, technologies and processes to make artworks;
- create and display artworks to communicate ideas to an audience;
- respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples.

In Years 3 & 4 students :

- use materials, techniques and processes to explore visual conventions when making artworks;
- present artworks and describe how they have used visual conventions to represent their ideas;
- identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples.

In Years 5 & 6 students :

- explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions;
- develop and apply techniques and processes when making their artworks;
- plan the display of artworks to enhance their meaning for an audience;
- explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks.

Policy developed in 2015, reviewed 2018