



The Arts Policy

Rationale

Within the Arts students communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. Students learn about the relationships between the viewer and artworks/performance and how these can be presented to enhance meaning for the viewer.

The Arts engage students in a journey of discovery, experimentation and problem-solving, utilising techniques, technologies, practices and processes. Learning in the Arts leads students to become increasingly confident and proficient in achieving their personal forms of expression, appreciating and valuing that of others. It helps students to develop understanding of world cultures and their responsibilities as global citizens.

Aims

The **Visual Arts** curriculum aims to develop students':

- visual arts techniques, materials and processes
- critical and creative thinking, using visual arts languages.
- respect for visual arts as social and cultural practices.
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

The **Performing Arts** Curriculum aims to develop students':

- confidence and willingness to publicly present work
- technical proficiencies in drama, movement and music
- critical and creative thinking, using various performing arts disciplines
- respect and understanding of performing arts as social and cultural practice
- curiosity, imagination and enjoyment and a variety of personal aesthetics, through engagement with performance making, viewing, discussing, analysing, interpreting and evaluating

Learning in The Arts

Each Arts discipline incorporates two interrelated principles:

- Students learn as artist and viewer/audience
- Students learn through making, responding and performing.

The curriculum is structured around four strands, each of which involves making and responding.

1. Explore and Express ideas.
2. Visual Art/Dance/Drama/Music Practices /....
3. Present and Perform
4. Respond and Interpret

Implementation

- All students at our school will study sequential Arts courses based upon the Scope and Sequence of the Victorian Curriculum.

- Student's individual abilities and progress will be measured and monitored throughout the year.
- Student progress will be reported in mid and end of year academic reports.
- External art and music agencies will offer private art and instrumental music tuition to students whose parents wish to pay for the service.
- Budgets that provide for the needs of the various Arts programs will be developed by Arts staff members and resourced by school council.
- The Visual Arts teacher will coordinate art displays and exhibitions within the school and wider community.
- The Performing Arts teacher will coordinate music, dance and drama productions and public performances / demonstrations within the school and wider community.
- Participation by parents in the arts programs is valued and will be encouraged.

Evaluation

- This policy will be reviewed as part of the school's review cycle unless an issue arises which requires prior review.

This policy was ratified by School Council – August 2016