

ST PHILIP NERI CATHOLIC SCHOOL

Creative Arts Policy

1. INTRODUCTION

Creative Arts is one of the six Key Learning Areas for the Primary Curriculum. At St. Philip Neri Catholic School we follow the syllabus by the NSW Board of Studies, (published in 2000). The Creative Arts Syllabus provides information about teaching and learning in Visual Arts, Music, Drama and Dance. Students engage in learning experiences in Visual Arts, Music, Drama & Dance as part of their natural growth and development.

At St. Philip Neri Primary school we employ a music teacher to support classroom teachers. Classroom teachers provide Visual Arts lessons either as stand alone units of work or integrated with other key learning areas.

When developing this policy we acknowledged that the 'Dance' component of this K.L.A. is also addressed in our PD/H/PE program and the 'Drama' component is also addressed in our English programs. The focus in the Creative Arts Syllabus is on Dance and Drama as art forms.

2. PURPOSE & RATIONALE

Creative Arts is designed to offer students opportunities to explore social and cultural values pertaining to spiritual and secular beliefs in Australia and in other cultures, and to celebrate, share and negotiate these values and beliefs. It provides opportunities for students to explore how people are involved in making, performing and appreciating, and to think about these roles in their own creative activities in visual arts, music, drama and dance.

Creative Arts offers students opportunities for personal expression, enjoyment, creative action, imagination, emotional response, aesthetic pleasure and the creation of shared meanings.

3. AIM

The aim of this policy is to enable students to develop an increased understanding of the Creative Arts (Visual Arts, Music, Drama and Dance) through an appreciation of accomplishments and as means of expression.

4. BELIEFS ABOUT TEACHING AND LEARNING IN CREATIVE ARTS

Belief 1

All students have the capacity and the right to learn and the need to experience successful learning.

Therefore

Whole school programs will be continually monitored and evaluated to ensure that the children have experience of quality programs and successful learning.

Belief 2

All students are individuals who learn at different rates, with different strengths and with a variety of preferred learning styles.

Therefore

Class programs will be based on knowledge of individual learning needs and differentiated to cater for these needs.

Belief 3

Learning is lifelong, continuous, developmental and holistic; students need to learn how to learn and to actively evaluate their learning.

Therefore

Developing proficiency in and enjoyment of the Creative Arts requires that the children be engaged in learning that acknowledges lived experiences. In order to develop skills children require good models, explicit teaching, relevance, use, experimentation and reflection.

Belief 4

Teaching and learning need to take place within a context of high expectations and within a positive, supportive environment.

Therefore

The teacher needs to provide structures, scaffolds and challenging learning contexts, where adequate and appropriate resources are provided and sufficient, dedicated time is allocated to the teaching and learning of Creative Arts.

Belief 5

Effective learning occurs when students are engaged in learning contexts that are collaborative and draw upon prior experiences, knowledge, understanding and skills.

Therefore

Learning in Creative Arts occurs best when it is in a collaborative environment that structures modeled, shared, guided and independent work and allows for the supportive and critical mutual sharing of experiences, skills and ideas.

Belief 6

Teaching and learning is informed by explicit assessment and feedback, which in turn will inform future learning pathways.

Therefore

Class programs are based on authentic assessment and evaluation.

5. RELIGIOUS DIMENSION

This policy acknowledges the religious dimension, which is evident throughout all key learning areas, through content, process and environment.

The teaching and learning in all key learning areas develops knowledge, skills, values and attitudes in the beliefs of the Catholic Tradition.

Through the Catholic Dimension of Creative Arts, we aim to integrate faith, culture and lived experience through the celebration of liturgical dance, music, art and drama. Creative Arts provides opportunity to respect the lives of others who live differently to ourselves.

Creative Arts seeks to engage the whole person. In developing these capacities and gifts, we become fully human in the way that God intended us to be.

6. OUTCOMES

As a consequence of this policy the following outcomes will be evidence in each of the following stakeholders.

Outcomes for Students:

Students will

1. Develop values and attitudes, skills and knowledge as articulated in the NSW Board of Studies Creative Arts Syllabus.
2. Individually progress through the stages as defined in the NSW Board of Studies Syllabus through participation in class programs.
3. Develop confidence and enjoy making, appreciating, performing, organising sound, listening and composing in Creative and Practical Arts.

Outcomes for Teachers:

Teachers will

1. Develop inclusive Creative Arts programs based on this policy and the NSW Board of Studies Creative Arts syllabus which reflect the individual needs of students and incorporate open-ended learning.
2. Inform students and parents on individual progress and achievement in Creative Arts.
3. Identify and plan for students with special needs in Creative Arts.
4. Continue professional development in Creative Arts.

Outcomes for Parents:

Parents will

1. Value Creative Arts learning at home and support their child's learning.
2. Demonstrate a supportive approach to Creative Arts learning.
3. Increase understandings about class programs, school policies and Creative Arts development.

7. REFERENCES

- NSW Board of Studies syllabus and support documents.
- School based Scope and Sequence.
- School based yearly overviews.
- Individual programs of specialists teachers.

8. PLANNED EVALUATION

This policy will be reviewed in 2012.

The following pages are taken directly from the Creative Arts Syllabus and present an overview of Visual Arts, Music, Drama, Dance and Assessment Strategies.

Visual Arts

In Visual Arts:

- The subject matter explored could include people, other living things, objects, places and spaces, events.
- Students will engage with different types of artworks including drawing, painting, sculpture and three-dimensional forms, ceramics, fibre, photography and digital works. These referred to as 'forms'.
- Students develop their knowledge, skills and understanding in making artworks. They do this informed by their investigations of the world as subject matter, by their experience of using expressive forms, and with consideration of the audience for their works.
- Students also develop their knowledge, skills and understanding in appreciating their own work and that of others. They do this by recognising some of the relationships between artists, artworks and audiences and some of the ways the world can be interpreted.

It is recommended that units of work form the basis of programs in Visual Arts. These should be derived from the outcomes and content in the syllabus. Units of work in Visual Arts may have a short duration or may extend over four or five weeks. Some examples are included in the Creative Arts K-6 Units of Work support document.

The Creative Arts K-6 Syllabus contains more detailed information about its approach to Visual Arts in the 'Overview of Learning in the Creative Arts' section on pages 9 to 19, and in the 'Scope in the Art forms' section on pages 85 to 102.

Music

In Music:

- Students develop knowledge, skills and understanding in performing music of different styles and from different times and cultures. They do this by singing, playing and moving, organising sound into musical compositions using musical concepts.
- Students also develop their knowledge, skills and understanding in listening to and discussing their own music and that of others.
- Students develop their skills, knowledge and understanding, by organising sound into musical composition using musical concepts.
- Students learn about musical concepts including duration, pitch, dynamics, tone, colour and structure.
- The repertoire used by the teacher or selected by a student may be drawn from different sources including vocal music, instrumental music and student compositions.

It is recommended that units of work form the basis of programs in music. These should be derived from the outcomes and content in the syllabus. Units of work in Music may have a short duration or may extend over four or five weeks. Some examples are included in the Creative Arts K-6 Units of Work support document.

The Creative Arts K-6 Syllabus contains more detailed information about its approach to Music in the 'Overview of Learning in Creative Arts' section on pages 9 to 19, and in the 'Scope in the Art forms' section on pages 85 to 102.

Dance

In Dance:

- Students develop knowledge, skills and understanding in composing their own dances.
- Students also develop knowledge, skills and understanding in appreciating their own dances and those of others.
- Students use and consider the elements of dance (action, dynamics, time, space, relationships and structure) in performing their own dances and the dances of others from different times and cultures.
- Students gain increasing accomplishment, and develop their knowledge, skills and understanding in composing their own dances using the elements and contexts of dance.
- The contexts for learning experiences may be drawn from a variety of sources including contemporary and popular dances, social dance, modern dance, Aboriginal dance, Torres Strait Islander dance, and indigenous, folk and traditional dances of the world.

It is recommended that units of work form the basis of programs in Dance. These should be derived from the outcomes and content in the syllabus. Units of work in Dance may have a short duration or may extend over four or five weeks. Some examples are included in the Creative Arts K-6 Units of Work support document.

The Creative Arts K-6 Syllabus contains more detailed information about its approach to Dance in the 'Overview of Learning in Creative Arts' section on pages 9 to 19, and in the 'Scope in the Art forms' section on pages 85 to 102.

Drama

In Drama:

- Students experience different types of drama such as improvisation, movement, mime, story telling, reader's theatre, puppetry, mask, video and play-building. These are referred to as 'forms'.
- Students develop knowledge, skills and understanding in making drama collaboratively by taking on roles and creating imagined situations.
- The development of students' knowledge, skills and understanding is shaped by the elements of drama (dramatic tension, contrast, symbol, time, space, focus & mood), and in performing drama by actively engaging in drama forms.
- Students also develop their knowledge, skills and understanding in appreciating their own dramatic works and those of others.

It is recommended that units of work form the basis of programs in Drama. These should be derived from the outcomes and content in the syllabus. Units of work in Drama may have a short duration or may extend over four or five weeks. Some examples are included in the Creative Arts K-6 Units of Work support document.

The Creative Arts K-6 Syllabus contains more detailed information about its approach to Drama in the 'Overview of Learning in Creative Arts' section on pages 9 to 19, and in the 'Scope in the Art forms' section on pages 85 to 102.

Assessment in the Creative Arts

- A variety of assessment strategies should be used in the Creative Arts to give students opportunities to demonstrate, in an authentic manner:
 - what they know and understand about the nature of the art forms, and
 - what they can do in terms of the work they undertake during and at the completion of a unit of work.

- When assessing in Visual Arts Teachers can:
 - make judgements about the qualities of finished works and works in progress based on the intention of a unit of work, outcomes and indicators.
 - observe and discuss how students have used certain techniques and explored subject matter related to the intentions of the unit, outcomes and indicators.
 - have students deliver short oral presentations about their own work or the work of others focusing on, for example, details, areas of interest, intentions.
 - have students collect information from exhibitions.

- When assessing in Music Teachers can:
 - listen to, observe and discuss students' musical performances, individually or in small groups, related to the intentions of the unit, outcomes and indicators.
 - listen to and discuss students' simple compositions, created individually or in small groups, related to the intentions of the unit, outcomes and indicators.
 - have students deliver short oral presentations or written responses to examples of music they have listened to, either live or recorded.

- When assessing in Drama Teachers can:
 - listen to, observe and discuss students' drama making, in small groups, related to the intentions of the unit, outcomes and indicators.
 - discriminate the range of meanings conveyed through drama works in progress and drama performances.
 - have students deliver short oral presentations or written responses to drama works they have viewed, either as live or video-taped performances.

- When assessing Dance Teachers can:
 - listen to, observe and discuss students' dance performances, individually or in small groups, related to the intentions of the unit, outcomes and indicators.
 - listen to, observe and discuss students' dances or movement sequences related to the intentions of the unit, outcomes and indicators.
 - have students deliver short oral presentations or written responses to dance works they have viewed, either as live or video-taped performances.

Reporting in Creative Arts

- Reporting is the process of providing information, both formally and informally, about student achievement.
- Reporting should indicate the art forms that students have engaged in over a specified period rather than provide generic information about students' art experience.
- Teachers can ensure that reporting on achievements makes reference, over time to the different art forms and their components and the student's development of knowledge and understanding, skills, values and attitudes in each art form.
- In Visual arts specific reference should be made to students' making and appreciating.
- In Music specific reference should be made to students' performing and organising sound and listening.
- In Drama specific reference should be made to students' performing and appreciating.
- In Dance specific reference should be made to students' composing, performing and appreciating.
- Various forms of evidence can be used to report student progress and achievement. These may include artworks, ideas under development, notes on students' interactions in performance work, including their group work in music, drama and dance in particular.

Overview of Creative Arts

In Visual Arts, students develop knowledge and understanding, skills, values and attitudes in *making* and *appreciating* by engaging with the concepts of 'artists', 'artworks', 'audience' and 'world'.

In Music, students develop knowledge and understanding, skills, values and attitudes in *performing*, *organising sound*, and *listening* by experiencing musical concepts within a wide range of repertoire.

In Drama, students develop knowledge and understanding, skills, values and attitudes in *making*, *performing*, and *appreciating* by engaging with roles, dramatic contexts, elements and forms.

In Dance, students develop knowledge and understanding, skills, values and attitudes in *performing*, *composing* and *appreciating* by engaging with the elements of dance through a range of contexts.

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Principal's Name:

Date: