Arts Policy

Rationale
St Joseph's School places a high priority on the teaching of The Arts as a fundamental form of expression and communication.

At our school The Arts Program encompasses the major Arts Disciplines of:

**Performing Arts**
- Dance
- Drama
- Music

**Visual Arts**
- Art
- Media

The Arts provide opportunities for students to learn to work within and learn about the artforms of visual arts, music, drama and dance. The relationships between *learning to* and *learning about* are central to the students’ development of knowledge, skills and understanding and their development of values about the artforms. The Arts provides many opportunities for different cultural practices in the arts to be explored. Each dimension is a different arts discipline with its own knowledge, conventions, skills and expressive forms.

**Art** is the interpretation of, and response to, observations and experiences in visual form. Students develop knowledge and skills in a wide range of art forms, including architecture, ceramics, collage, computer generated/digital, design drawing, film, painting, photography, print making, sculpture, and various crafts. Art works can be two-dimensional and three-dimensional. Students analyse their own art works and those of others, including works from past and present contexts.

**Dance** is the exploration of the language of movement, using the body as an instrument of expression. Students gain the skills of shaping and presenting work for a variety of purposes. Students analyse their own and others’ dances, including works from other contexts and cultures.

**Drama** is the exploration of ideas and feelings through improvisation and acting. The interpretation of texts incorporates the use of stagecraft. Students gain the skills to shape and present work to a variety of audiences. They analyse their own and others’ performances and scripts as well as theatre productions from different times and cultures.

**Media** is using words, images and sounds singly or in combination to produce representations of real and imagined experiences. Students develop skills in such media forms as radio, film, television, print, computer technology and photography. Students analyse their own media work and the production, circulation and reception of media representations, productions and texts, past and present.

**Music** is essentially composed sound that has both an expressive and communicative purpose. Students use musical instruments, voices, objects and electronic sources, and techniques and processes, to improvise, compose and perform. In addition to involvement in own music, students experience and evaluate a range of familiar and unfamiliar music from different styles, genre times and cultures. The music strand recognizes instrumental and vocal music programs as specialist components of music education ensembles groups such as choirs, percussion ensembles, concert bands, orchestras and stage bands are an essential part of the learning process in music education.
Belief Statements

We believe that Arts Education is important because:

- Arts Education assists students to develop their intellectual, imaginative and expressive potential. It allows children to be creative and to express their creativity as they create, present and respond to art works.
- Arts experiences provide opportunities for children to communicate their learnings, ideas, feelings and beliefs.
- Arts education is a medium for linking cultures and beliefs from the past, present and future. It provides the means for children to learn about themselves and how they are connected to the world.
- Arts education encourages us to look at the world differently. It provides opportunities to interpret our world through critical reflection and social comment.
- Arts Education provides opportunities for individual expression and enhances self-confidence.
- Arts Education provides a vehicle through which we can cater to a range of different forms of intelligence and learning styles giving all children the opportunity to succeed through expressing their own unique and valid styles of learning.
- Arts education is a vital tool in the overall language development of a child – particularly the ESL child. It introduces them to new forms of language and symbols.
- Arts Education is enjoyable (for most children!)
- Arts education provides students with the necessary skills, understandings and confidence to participate fully in the Arts throughout their lives.

Aims

The Program is aimed at developing skills and overall competence in all of the area mentioned. In addition to this we want the children to:

- Develop their intellectual, imaginative and expressive potential through the arts.
- Develop skills, techniques and a knowledge of processes as a basis for personal expression.
- Be encouraged to develop inter-personal skills and self-esteem.
- Enjoy participating in the processes of creating, presenting and responding to the arts.
- Develop their natural gifts of imagination and creativity.
- Be encouraged to generate ideas which they will then refine and present and share in a variety of ways.
- Create, perform or present art works.
- Be encouraged to use The Arts as a means of expressing feelings and ideas.
- Be encouraged to use problem solving skills.
- Be involved in the exploration and appreciation of the Arts of different cultures and they will draw upon this in the development of their own forms of expression.
- Gain an understanding and appreciation for the aesthetic considerations involved in making art works.
- Develop critical skills and an understanding of aesthetics.
- Develop understanding of how the arts evolve within particular social, cultural and historical contexts.
- Be encouraged to participate in and enjoy the program to their fullest potential.
Arts Policy

Strategies

In order to develop knowledge, skills and understandings in each of the art forms structured learning experiences are provided through:

- Integrated Curriculum which enables students to express, develop and consolidate learnings.
- Specialist programs in the Performing Arts.
- Partnership with the Songroom who support us through the provision of specialist artists to periodically work with the children.
- Experiencing performances, exhibitions and visiting museums, galleries and theatres.
- Providing opportunities for students to share and explore cultural heritage and diversity both at school and in a broader context.
- Encouraging students with expertise to share their talents.
- Providing opportunities for skilled teachers to share their knowledge about developing Arts skills with students and staff.
- Providing arenas for students to present and perform their art works.
- In their planning and programming teachers at St Joseph’s take into account issues related to Indigenous students. We recognize that that experiences in the Arts of Indigenous peoples contribute to students’ understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians.

Assessment

To adequately measure the range of learning reflected in the Victorian Essential Learning Standards for the Arts assessment programs need to allow students to demonstrate:

- Knowledge and skills in the development of arts works.
- Exploration of a range of forms and experiences within an arts strand.
- Application of knowledge and understanding of the arts to explain a range of responses to the arts.
- Communication and understanding of the arts to a range of audiences using appropriate language.

Assessing the full range of learning outcomes in the Arts requires a variety of assessment strategies as achievement in different types of learning outcomes may be demonstrated in different ways. The following table summarises a broad range of strategies that may be used at St Joseph’s School during the assessment process.

<table>
<thead>
<tr>
<th>Assessment Strategies</th>
<th>Ways of using assessment strategies</th>
<th>Evidence for determining achievement of learning outcomes</th>
</tr>
</thead>
</table>
| Teacher Observation   | - Teachers can apply valuable tacit knowledge to assess work performed by students individually or in groups  
                        - Teachers can work with colleagues to compare and moderate their judgements about the quality and standards across the group of students | - Evidence of ability to work cooperatively and/or independently  
                        - Evidence of ability to concentrate and follow through a task |

(Additional information about assessment strategies and evidence for determining achievement of learning outcomes is provided in the full document.)
<table>
<thead>
<tr>
<th>Criteria/Set Of Standards Of Achievement</th>
<th>Developed by teacher using the CSF with a balance of qualities from the psychomotor, cognitive and affective domains of learning</th>
<th>Offer accountable measures of student achievement with criterion referenced measurement of student coordination skills, knowledge, understanding and conceptual abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developed by a group of teachers through a moderation process</td>
<td>Focus on both process and product</td>
</tr>
<tr>
<td>Annotated Work</td>
<td>Completed by teacher on or beside student work</td>
<td>Evidence of students’ skills development of knowledge of techniques and understanding of processes</td>
</tr>
<tr>
<td></td>
<td>Maintained by student on or beside: sketches, studies, designs, essays, reports, music notation, scripts</td>
<td>Encourages students of value trialling of ideas and exploration of techniques with a variety of media through analysis, evaluation and reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reveals students’ thinking processes</td>
</tr>
<tr>
<td>Pro Formas</td>
<td>Developed by teacher to be completed by students</td>
<td>Offer information on the development of a design brief of intentions and the student’s ability to meet their stated aims</td>
</tr>
<tr>
<td></td>
<td>Developed by student for: performance appraisal, evaluation of aims, progress and perceived results</td>
<td></td>
</tr>
<tr>
<td>Tape Recordings</td>
<td>Made by teacher as a record of student progress and performance(s)</td>
<td>Valuable evidence of achievement enabling both teacher and student to monitor progress</td>
</tr>
<tr>
<td></td>
<td>Made by student to evaluate progress and performance(s)</td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>Presented by student individually or in groups</td>
<td>Reveal use of techniques, ability to concentrate students projection, expression, confidence in communication, memory under pressure, level of cooperation and ability to maintain responsibility for their role in the performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence of student’s application of skills techniques and processes in performance</td>
</tr>
<tr>
<td>Videos</td>
<td>Taken by teacher and/or parent</td>
<td>Reveals skills in applying processes and understanding of arts elements</td>
</tr>
<tr>
<td></td>
<td>Taken by a student</td>
<td></td>
</tr>
<tr>
<td>Folios</td>
<td>Kept by the teacher of representative student work samples across ability levels within CSF-levels</td>
<td>Valuable for assessment of the development and completion of arts works by revealing student’s ability to work through and resolve ideas, solve problems, apply arts elements, complete tasks, be imaginative and expressive</td>
</tr>
<tr>
<td></td>
<td>Developed by student containing: practical work with both developmental and completed works</td>
<td>Reveals strengths and weaknesses offering developmental history of students’ learning in the Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Presented by individual student or group of students</td>
<td>Demonstrated degree of student understanding and</td>
</tr>
</tbody>
</table>
Arts Policy

| Commentaries/Debates | about their own and/or other's work | ability to analyse, evaluate and reflect:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• demonstrate ability to research and use information to justify a point of view or to challenge opinions</td>
</tr>
<tr>
<td>Research/Essays/Reports/Assignments/Projects</td>
<td>• set by teacher&lt;br&gt;• topics developed by students</td>
<td>• reveal abilities to describe, analyse, interpret and evaluate&lt;br&gt;• evidence of students' ability to present a synthesis of information from a variety of sources</td>
</tr>
</tbody>
</table>

Professional Development

At St Joseph’s School we encourage staff to undertake professional development in the Arts. Professional Development takes many forms. Some of these include:

- Ongoing opportunities for skilled teachers to share their expertise for the benefit of the students and the whole school.
- Ongoing professional development in the Arts, particularly in the Performing Arts and Media.
- Encouraging skilled teachers to team-teach and share their knowledge with other teachers.
- Maximising opportunities for skilled parents and students to share their expertise.
- Utilising galleries, museums, Musica Viva and other arts organizations outreach programs.
- Inviting practitioners such as artists, designers, musicians, actors and other performers to talk about and demonstrate the focus of their artforms and building on these experiences to plan units of work.

Evaluation

Program evaluation should be ongoing by both students and teachers in order to preserve the profile of the Arts in our school and to ensure that best practice occurs. Information for use in the evaluation process may be gathered through a range of sources including:

- Student Self-Assessment
- Teachers’ own reflections on teaching practice.
- Discussion with general staff.
- Arts audit.

Program Recording

Teachers record what is taught through:

- Work Programs
- Integrated Unit Planning Sheets.
- Proformas specifically designed for Performing Arts (outlining VELS links, skills, resources and activities)
Arts Policy

Resources

At St Joseph’s School we utilise a number of core resources in the teaching of the Arts. These include:

- Victorian Essential Learning Standards – VELS
- Community Music Victoria Resources’
- Musica Viva Resources.
- Zart Art Professional Development Material.
- Creative Arts K-6 Syllabus – Board of Studies NSW.
- Drama and Movement Programs – Larry Edwards
- Upbeat Music Program
- Cool Cats Recorder Program
- Music Timesavers
- ABC Music Books and CD’s

Appendix

Overview of VELS Standards and Progression Points