


St Therese's Primary School, Cranbourne	System Update: 19.09.2019	
Version 0.1	Date of Next Review: 19.09.2021	

St Therese's Primary School

THE ARTS Policy

OVERVIEW

In the Victorian Curriculum F–10, the Arts include Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Arts contributes to the development of confident and creative individuals and enriches Australian society. Students express, represent and communicate ideas in contemporary, traditional and emerging art forms.

The significant contributions of Aboriginal and Torres Strait Islander peoples to Australia's arts heritage and contemporary art practices are explored across the Arts, and students are encouraged to respect and value these unique and evolving traditions.

At St Therese's primary school, specialist teachers take responsibility for Visual Art, Dance, Drama and Music. Classroom teachers take responsibility for Media Arts within their work programs. The Arts is taught as part of the 2 year cycle of learning and teaching (Map of Entitlement).

VISUAL ARTS

OVERVIEW


Visual Arts includes the fields of art, craft and design. Students create visual artworks that communicate, challenge and express their own and others' ideas.

They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators.

AIMS

The Visual Arts curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators

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- respect for visual arts as social and cultural practices, including industry practices confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

DRAMA

OVERVIEW

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view.


Drama enables students to imagine and participate in the exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

AIMS

The Drama curriculum aims to develop students':

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences

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MUSIC

OVERVIEW

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped; new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters an understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with the intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way.


Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Music learning combines listening, performing and composing activities. These activities developed sequentially, enhance students' capacity to perceive and understand music. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

AIMS

The Music curriculum aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form, its relationship with other Arts forms and contributions to cultures and societies

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DANCE

OVERVIEW

Through Dance, students express, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, perform and appreciate as they engage with dance practice and practitioners in their own and others' cultures and communities.


Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. Students respond to their own and others' dances using movement and other forms of communication.

Active participation as dancers, choreographers and audiences promote wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures, times and locations and develops their personal, social and cultural identity.

AIMS

The Dance curriculum aims to develop students':

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others' dances
- aesthetic, artistic and cultural understandings of dance in past and contemporary context sits relationship with other Arts forms and contributions to cultures and societies
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences

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MEDIA ARTS

OVERVIEW

The Media Arts curriculum encompasses the fields of media, art and design. In Media Arts, students create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. Media Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to develop their creative and intellectual potential.

Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception about visual images, sound and text. Students utilise techniques, technologies, practices and processes with images, sound and text and become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciating and valuing that of others.

Media Arts supports students to view the world through various lenses and contexts. They recognise the Learning in the Media Arts helps students to develop understandings of their own and other cultures, and their responsibilities as global citizens.

AIMS

The Media Arts curriculum aims to develop students:

- conceptual and perceptual ideas and representations through design and inquiry processes
- understanding of the use of the techniques, materials, processes and technologies
- critical and creative thinking skills, Media Arts languages, knowledge of Media Arts theories and practices
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, designers, commentators and critics
- understanding of Media Arts social, cultural and industry practices
- confidence, curiosity, imagination, enjoyment and a personal aesthetic

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