

# St Aloysius Catholic Primary School Chisholm



## Creative Arts Policy

Last Reviewed 2015

Next Review 2019

## **ST ALOYSIUS CATHOLIC PRIMARY SCHOOL VISION**

***At St Aloysius Catholic Primary School we are called to be the face of Christ through living, loving and learning together. We dare to empower all to wonder, hope, thrive and be proud witnesses of our faith.***

### **RATIONALE**

The art forms of visual arts, music, drama and dance can be thought about in a variety of ways. They play a significant role in how meaning is made in peoples' lives. Visual arts, music, drama and dance offer students and people of all ages opportunities for personal expression, enjoyment, creative action, imagination, emotional response, aesthetic pleasure and the creation of shared meanings.

The art forms also provide students and other people with opportunities to explore social and cultural values about spiritual and worldly beliefs in Australia and in other regions and cultures, and to celebrate, share and negotiate these values and beliefs. Through the arts, the diverse and pluralistic values of Australian cultures, including those of Aboriginal and Torres Strait Islander peoples, reflect the interests and aspirations of groups, and their identities.

Students can interpret certain aspects of the world in their works, in novel, innovative and creative ways. They can explore how they and others can do this in their own work. They can consider some of the reasons why works are made (eg to provoke a response, to capture a mood or feeling, to extend ideas and techniques, for a special event or to offer a critical insight or express a point of view). Over time, students can think about how works might generate different interpretations and how they may mean different things to the makers and the audiences or viewers who view them and/or listen to them. The importance of making responses to learning and creative design is also an important part of the learning process that the Syllabus embraces and we at St Aloysius feel is intrinsic to real life learning.

In the longer term, learning in the Creative Arts assists students in their lifelong learning in the visual arts, music, drama and dance. It also assists students to participate in and contribute to cultural life, to become informed consumers of the arts and culture, to empathise with others, and to consider a range of career paths. The Creative Arts also provide opportunities for students to respect the views of various social and cultural groups, people with different religions and belief systems and people with disabilities. The Creative Arts also offers opportunities for students to value the different perspectives of females and males.

### **Catholic Dimension**

Catholic Schools have a particular task of offering quality education in all areas of the curriculum and presenting that quality education as an expression of the Catholic worldview.

Every curriculum area that is taught within a Catholic School has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills and fostering attitudes and values that are life-giving and that assist young people to search for meaning and truth.

The Catholic worldview is a comprehensive perception of the universe revealed in Jesus that provides insights into the meaning of life and how to live it.

The Catholic worldview is experiencing life through the eyes of our Catholic faith.

Catholic Schools transform the individual by informing the student about, and forming the student in, the Catholic vision and story. Catholic Schools offer opportunities for students to apply that worldview to all aspects of school life, and life outside school. The task for the teacher in the Catholic School is to ensure that all pedagogical and pastoral decisions in all key learning areas are founded in the Gospel of Jesus Christ and Catholic Social Teaching and offer students the experience and knowledge necessary to develop a distinctive Catholic way of being in and seeing the world.

**Visual Arts**- provides opportunities for students to discover God's creations through using different media to draw and paint God's beautiful creations.

**Drama/Dance**-Through role playing and liturgical movements, students are given opportunities to re-enact Bible stories. Liturgical movements enable students an authentic way to express their faith.

**Music**-The use of music is an integral part of our Religious Education Program as it provides students with an opportunity to pray and reflect through song and music.

## **AIM**

Creative Arts in K–6 at St Aloysius is designed to enable students to gain increasing understanding and accomplishment in the visual arts, music, drama and dance and for students to appreciate the meanings and values that each of the art forms offer personally, culturally and as forms of communication

## **OBJECTIVES:**

In **Visual Arts**, students will develop knowledge, skills and understanding:

- in making artworks informed by their investigations of the world as subject matter, use of expressive forms, and consideration of the audience for their works
- in appreciating their own artworks and those of others, recognising the roles of artists, audiences and how the world can be interpreted.

In **Music**, students will develop knowledge, skills and understanding:

- in performing music of different styles and from different times and cultures by singing, playing and moving using musical concepts
- in organising sound into musical compositions using musical concepts
- in listening to and discussing their own music and that of others.

In **Drama**, students will develop knowledge, skills and understanding:

- in making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama
- in performing drama by actively engaging in drama forms
- in appreciating their own dramatic works and those of others.

In **Dance**, students will develop knowledge, skills and understanding:

- in composing their own dances using the elements and contexts of dance
- in performing their own dances and the dances of others from different times and cultures using the elements and contexts of dance
- in appreciating their own dances and those of others

## IMPLEMENTATION

### Personnel

Personnel involved in the implementation of the Creative Arts Program include

- The classroom teacher who is responsible for the planning, teaching and assessing of units of work and to giving emphasis to Visual Arts and Music with Drama treated over the year. Dance is integrated with PDHPE Dance. Where possible the integration of this Key Learning Areas is recommended.
- Timetabling will be managed to allow the most skilled classroom teacher in Music to mentor other teachers in the implementation of the Music strand
- The Teacher Librarian who assists teachers with the location of resources
- Support personnel-the staff of St Aloysius value the visits of outside specialists. At times specialists' teachers are employed to implement some programs. In Drama, Music and Dance visiting school performers groups provide programs.
- Professional music lessons are provided for children in guitar and piano.

### Time/Procedures

A scope and Sequence for the teaching of Creative Arts is provided and teachers are expected to plan units of work based on the school scope and sequence.

In teaching the Creative Arts syllabus it is suggested that time be given each week to the teaching of Visual Arts and Music. Dance may be taught as separate strand in a particular term and incorporated into PDHPE with Creative Arts outcomes and content. Drama is timetabled in one term of the year.

- A formal choir group has been established within the school and invited to participate in external events as well as perform at a school level.

## RESOURCES

The main resource used for the teaching of Creative Arts is the NSW BOS Syllabus and Support Document. Other resources include:

- Musica Viva performances and online resources
- African Beats
- Music Incursions
- ASPIRE viewing of performances

- Percussion instruments, recorders, YouTube clips and various websites e.g. The Singing Classroom.com
- Belair Publications Art Resource Books
- Art supplies (various media, paint e.g. acrylic and tempera, painting and drawing utensils- oil pastels, crayons, water colours, screen printing, fibre e.g. wool, technology etc.)

## ASSESSMENT

Assessment is based on the learning outcomes and content of the Creative Arts and specifies what students know, understand and are able to do in the art forms. Opportunities for assessment for, as and of learning should be included throughout units of work providing opportunities for:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills

Assessment Strategies should include the following:

- the monitoring of student achievement in relation to outcomes and content of the syllabus
- ongoing feedback to students to improve learning

Assessment activities should include:

- an assessment of learning task per unit of work. E.g artwork, performance of music, dance and drama which has been analyses and assessed against success criteria

Written or spoken responses to artworks, music, drama and dance. Evidence may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering a range of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity

- reviewing student reflections about what they have learnt and how to improve.

Teachers will maintain a record of student achievement. These assessment data records are to be maintained for the calendar year.

## **REPORTING**

The school report (Maitland Newcastle Catholic Diocesan format) makes provision for the Creative Arts stands. Reports are provided to parents at the end of Semester One and again at the end of Semester Two. Teachers are expected to collect data to make informed decisions for grading A-E.

## **BUDGET**

Appropriate funds will be allocated annually from the school budget to allow for the successful implementation of this policy. Staff will prioritise the purchase of resources that are necessary to effectively implement the Science and Technology Syllabus.

## **EVALUATION**

This policy will be reviewed every four years in keeping with the school policy review schedule or when Board of Studies or system requirements require a review.