

Visual Arts Policy

Status:

Review, September 2012

Education Sub-Committee

Rationale:-

Essential learning in the arts involves sequential and in-depth learning. During their schooling students develop knowledge and skills in arts disciplines and forms, increase their ability to explore, manipulate and apply these skills in different combinations and contexts in order to realise their own ideas and better understand the techniques, products and performances of others. Visual Arts plays a vital role in establishing cultural identity that reflects social values, as well as being a significant form of creative expression

Aims:

The Arts program aims to develop in students:

- The ability to develop ideas by drawing upon experience, exploring feelings and observing.
- The ability to learn how the arts are practiced and valued in different societies and cultures.
- The ability to learn to communicate ideas through the visual and performance, elements, principles, processes and techniques.
- The ability to analyse and interpret art works to form personal judgments of their own work and those of others.
- The ability for students to communicate their perceptions, observations and understanding of structures, functions and concepts drawn from other areas of the curriculum.

Guidelines:

- Adequate resources need to be provided including an Art room with access to a wide range of materials.
- The Arts domain is an essential component of the Discipline-based Learning strand of the Victorian Essential Learning Standards – see attached AusVELS Supporting Documents for definition of Arts Forms.
- All students at our school will study sequential Arts courses based upon the learning focus statements contained within the AusVels document.
- Arts disciplines encompass distinct bodies of knowledge each with its own conventions, skills, expressive forms and language involving creation and performance, aesthetics, traditions, contexts and analysis. Schools use the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication to plan programs.
- The Visual Arts teacher is responsible for managing the Visual Art Budget.

Implementation:

The Visual Arts Program will provide opportunities for students to:

- Create, perform and present art works using a large range of materials and resources.
- Examine how the arts evolve within particular social, cultural and historical contexts by looking at a variety of art works.
- Make visual art works that express and communicate experiences, observations, ideas and feelings about themselves and their world.
- With guidance, make arts works in traditional and contemporary (including digital) arts forms in response to stimuli, drawn from sources such as play, problem solving, imagination, observation, incursions and excursions.
- Develop problem-solving skills.
- Show awareness of ways they are influenced by the art works and ideas of others.
- Include a series of different techniques such as personal assessment and critical assessment of other works, performing and displaying of works.
- Use assessment rubrics developed as a class, specific to student's needs and abilities, including peer and self-assessment.
- Record anecdotal and digital records and make contributions to class digital portfolios where applicable.
- Participate in a carefully constructed program that will focus on direct experiences that will include a range of multi-media.
- Participate in lessons that will be appropriate to the child's level of development, encouraging group cooperation and the sharing of experiences.
- Investigate studies of different Artists to broaden student's knowledge, appreciation skills, ideas and techniques.
- Be encouraged to discover possibilities and limitations through exploring different ways of
- using performing and visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies.

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Evaluation:

The Visual Arts Policy shall be reviewed annually with a major review undertaken every 3 years by the Education Sub-Committee of School Council.

References:

[Further information about the Arts Disciplines can be found in the Attached supporting document.
<http://ausvels.vcaa.vic.edu.au/The-Arts/Overview/The-Arts-disciplines>

SUPPORTING DOCUMENT:

AT RHPS, the Arts [Visual Arts] and Arts [Performing Arts] policies follow the AusVELS guidelines in planning for the different arts forms:

“Arts works can be categorised as forms that are representative of particular formal and informal fields, genres, products and/or structures. This categorisation is generally determined by characteristics of the work such as the organisation of and relationships between arts elements in the work and/or specific technical, aesthetic and/or expressive qualities evident in the work.

Some arts forms are traditionally associated with particular arts disciplines although these distinctions are less influential in the categorisation of contemporary arts works which are frequently described as being for example, ‘multi-disciplinary’ and/or in a ‘hybrid form’.

Arts forms associated with specific disciplines include:

Art: two-dimensional, three-dimensional, digital, collage, drawing, painting, photography, print-making, sculpture, textile/fibre (for example, tapestry, weaving, costume), installation, performance art, mask-making, mixed-media, ceramics, conceptual.

Dance: improvisation, learnt movement material, self- or group-devised, set movement material, solo, duet/partner dance, ensemble/group. Dance includes many genres which in turn each encompass a range of styles: for example, the genre of Classical Ballet includes styles such as Romanticism and Neo-Classicism; Contemporary Dance includes styles such as Graham, Cunningham, Limon and Horton; folk and ethnic genres include traditional dance forms of countries, cultures and indigenous societies, Musical Theatre and Commercial dance genres include jazz dance, funk, hip hop and tap.

Drama: story-telling, mime, puppetry, improvisation, spontaneous dramatic play, role-play, movement, process drama, enactment, devised drama, scripted drama, monologue, ensemble work, physical theatre, dance drama, theatrical forms such as poor theatre, or commedia dell’arte.

Media: television programs, film, video, photography, interactive CD-ROMs/DVDs, computer/electronic games, radio, print layout (for example, magazine, newspaper), sequence, collage, role-play, animation, claymation.

Music: instrumental, vocal, soundscape, composition, improvisation. Other music forms are based on compositional structures; for example, symphony, raga, blues, and song-form.

Visual communication: map, graph, symbol, diagram, chart, illustration, instrumental drawing, architectural drawing, three-dimensional model/form, poster, flyer/brochure, package, logo/corporate identity, two-dimensional layout, multimedia.”

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AusVels Foundation Level - VELS Level 1

The Arts (Art) http://vels.vcaa.vic.edu.au/downloads/supportmaterials/arts/vels_appteach_art01.pdf

The Arts (Media) http://vels.vcaa.vic.edu.au/downloads/supportmaterials/arts/vels_appteach_media01.pdf

AusVels Level 1 and 2 – VELS Level 2

The Arts (Art) http://vels.vcaa.vic.edu.au/downloads/supportmaterials/arts/vels_appteach_art02.pdf

The Arts (Media) http://vels.vcaa.vic.edu.au/downloads/supportmaterials/arts/vels_appteach_media02.pdf

AusVels Level 3 and 4 – VELS Level 3

The Arts (Arts) http://vels.vcaa.vic.edu.au/downloads/supportmaterials/arts/vels_appteach_art03.pdf

The Arts (Media) http://vels.vcaa.vic.edu.au/downloads/supportmaterials/arts/vels_appteach_media03.pdf

AusVels Level 5 and 6 – VELS Level 4

The Arts (Art) http://vels.vcaa.vic.edu.au/downloads/supportmaterials/arts/vels_appteach_art04.pdf

The Arts (Media) http://vels.vcaa.vic.edu.au/downloads/supportmaterials/arts/vels_appteach_music04.pdf