The Arts Policy

1. Definitions:

1.1 The Arts  The Arts incorporates Visual Arts and Performing Arts
1.2 AusVELS  Australian National Curriculum/Victorian Essential Learning Standards
1.3 ACARA  Australian Curriculum, Assessment and Reporting Authority
1.4 Disciplines  Other subject areas
1.5 IB-PYP  International Baccalaureate – Primary Years Program
1.6 IB-PYP Learner Profile Attributes:- Reflective, Thinker, Communicator, Courageous, Balanced, Principled, Caring, Knowledgeable, Inquirer, Open Minded
1.7 IB-PYP Attitudes:- Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance
1.8 Kath Murdoch Inquiry Model:- Tuning In, Finding Out, Synthesising and Reflection, Acting and Applying

2. Purpose:

2.1 The creative disciplines of Visual Art and Performing Arts are closely connected to each other, as well as having strong links to other disciplines.
2.2 The Arts make distinct and unique contributions to each student’s ability to perceive, imagine, create, think, feel, symbolise, communicate, understand and become confident and creative individuals.
2.3 The Arts are integral to the IB-PYP. They are powerful modes of communication through which students explore and construct a sense of self and develop an understanding of the world around them.
2.4 The Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social, gender and cultural perspectives.
2.5 The Arts stimulate students to think and articulate their thoughts in new ways, through a variety of media and technologies, within a multifaceted world.
2.6 The Arts promote connections between people and an appreciation of their uniqueness.
2.7 The Arts are fundamental to the development of the whole child, promoting creativity, critical thinking, problem solving skills and social interactions.
2.8 The Arts engage students in creative processes through which they explore and experiment in a continual cycle of action & reflection, creating & making and exploring & responding.

3. Guidelines:
3.1 Students will learn the discipline of Visual Arts and Performing Arts, through the study and development of skills and processes that are introduced and supported by the works of individual artists, cultural and historical connections, concepts, ideas and perspectives.

3.2 The Arts program will provide:
   3.2.1 a means of communication;
   3.2.2 opportunities to develop skills;
   3.2.3 a means for expression of both emotional and intellectual perspectives;
   3.2.4 appreciation of other cultures and other times;
   3.2.5 a means of accessing other disciplines;
   3.2.6 a vehicle for wondering, reflecting and consolidation;
   3.2.7 opportunities for participation with our local community and global connections.

3.3 The creative process is seen as a driving force in learning through the Inquiry Model (Kath Murdoch).

3.4 The IB Learner Profile Attributes and Attitudes are developed.

4. Implementation for Visual Arts:

4.1 A specialist teacher is appointed to teach Visual Arts from Prep to Grade 6.
4.2 Each class is provided with a 50 minute lesson per week.
4.3 The Visual Arts teacher manages the Visual Arts program budget and resources.
4.4 The Visual Arts program is based upon AusVELS expectations, students’ points of need, IB-PYP Scope and Sequence documents and the Coatesville IB-PYP Programme of Inquiry.
4.5 Visual Arts addresses the IB-PYP Learner Profile Attributes and Attitudes.
4.6 Multiple forms of assessment are used in Visual Arts.
4.7 Students are provided with opportunities for self-assessment and peer-assessment.
4.8 Students are required to maintain and update a Visual Arts Diary.
4.9 Students are involved in a collaborative process to select pieces of art work which reflect their development and growth points in Visual Art, for their Student Portfolio.
4.10 An Arts Fiesta is held bi-annually.
4.11 An extra-curricula program is offered on a user-pays basis, when available.
4.12 Student interest and leadership is encouraged through a student led, lunchtime Art Club from Grades 3-6 which is supported and supervised by the Visual Arts teacher.
4.13 Parents are required to supply their child with an Art smock for Visual Art lessons.
4.14 Students are required to wear an art smock for Visual Art lessons in the Art room and Art based activities in the classroom that involve painting or other products that may damage clothing.
4.15 Art smocks are to be stored in the student’s classroom.

5. Implementation of the Performing Arts:
5.1 A specialist teacher is appointed to teach Performing Arts from Prep to Grade 6.

5.2 Each class is provided with a 50 minute lesson per week.

5.3 The Performing Arts teacher manages the Performing Arts program budget and resources.

5.4 The Performing Arts program is based upon AusVELS expectations, students’ points of need, IB-PYP Scope and Sequence documents and the Coatesville IB-PYP Programme of Inquiry.

5.5 Performing Arts addresses the IB-PYP Learner Profile Attributes and Attitudes.

5.6 Multiple forms of assessment are used in Performing Arts.

5.7 Students are provided with opportunities for self-assessment and peer-assessment.

5.8 Students are required to maintain a Performing Arts Diary.

5.9 Students are involved in a collaborative process to select and record their achievements and milestones, in relation to Music and Performance, for their Student Portfolio.

5.10 A whole school performance is held bi-annually.

5.11 Instrumental Music classes are offered on a user-pays basis, when available.

5.12 Junior Choir and Senior Choir are offered.

5.13 Students are provided with opportunities to perform within the local and wider community.

6. Review:

6.1 This policy will be reviewed every three years as part of the school’s review cycle.

This policy was last ratified by School Council on 26th May