

Spensley Street Primary School

THE ARTS EDUCATION POLICY

RATIONALE

The arts are, and always have been, part of our life and culture and have been present in all known societies.

The arts provide us with intense pleasure and enjoyment, a deepened insight and awareness of life and consciousness, and a sense of community.

The arts allow us to explore our own feelings and ideas in a unique way and to express them in ways that can be readily communicated to others.

The arts provide opportunities to appreciate the artistic expressions of other people.

The arts contribute to the development of aesthetic awareness and perception.

The arts can provide a link between disciplines.

DEFINITION

There are five forms of the arts, which are part of the primary school curriculum. They represent the major forms of arts activity and appreciation, both in schools and in the wider community.

Visual Art is essentially the interpretation of and response to experience in visual form. When students are creating art works they are expressing something about their world, their experience, their knowledge and their life.

Dance education uses the body moving through space as the vehicle for expression. As an art form, it enables a statement of what we know, sense, feel or value to be created in the form of a dance.

Drama education allows students to take on roles and learn actively through the process of "stepping into someone else's shoes". By imagining themselves to be other people, or in other situations, students can explore their world, speculate on possible futures, and deepen their understandings of themselves and others.

Media education aims to help students understand the role of the media in society and in their own lives. The inclusion of media education within The Arts curriculum stresses the creative and expressive processes involved in the creation of any media message.

Music "is basically and radically an abstract art, whereas all the other arts deal basically with real images - words, shapes, stories, the human body - it deals *directly* with the emotions, through a transparent medium of tones which are unrelated to any representational aspects of living." (*Leonard Bernstein, The Infinite Variety of Music*) Through experiences in music, students gain knowledge, experiences and skills, which can make for a richer more fulfilling life.

PRINCIPLES

For general principles about teaching and learning refer to the Teaching and Learning Policy.

The arts contribute significantly to general educational goals through processing or expressing knowledge and understandings in a creative manner.

Learning in the arts is essentially student centred and values the differences in perception, insight, knowledge, needs, capacities and learning styles of each student.

Learning in the arts is fundamentally an experiential and practical process. All students can be engaged in arts learning no matter how much previous knowledge and skills they have in the arts.

The arts provide students with opportunities for creative, imaginative and innovative thought and action. They involve students in artistic risk-taking where there is not necessarily one correct solution or outcome.

Students learn through using their acquired artistic knowledge and skills, and imaginative and creative thinking to develop meaning and an artistic statement.

Each arts experience should challenge students to progressively develop and extend their present level of artistic knowledge and skills.

The success of an arts program is dependent upon how well it relates to and builds upon students' previous experiences, present knowledge, skills and interests.

Learning through the arts is vital to the development of understandings in the integrated curriculum.

The approach to teaching the arts will vary over time depending upon resource availability, timetabling and staff expertise.

GOALS

As a result of the arts program, children should:

- enjoy experiences in the arts;
- have equal access to a range of arts experiences and arts forms;
- develop and be encouraged to expand their arts experience, and through enjoyment and success, to extend their learning in the arts;
- be able to express and communicate their ideas, feelings and understandings using a range of artistic forms, mediums and skills;
- be able to talk about art while realising the limitations of language in description
- have some understanding of art in societies, past and present
- be able to transfer ideas and skills acquired through art education to other curriculum areas, and to their own lives..
- value their effort and see that the whole experience from design to display valued by themselves and others

STRATEGIES

Arts education will be taught through:

- an integrated curriculum, where possible;
- co-operative learning activities;
- creating, making and presenting, which involves:
 - exploring and developing ideas and artistic concepts (eg. contrast texture, movement),
 - developing skills, techniques and processes,
 - presenting
- arts criticism and aesthetics,
- past and present contexts
- specialist sessions (in addition to class sessions).

REFERENCES

- The Teaching and Learning Policy and Program
- The Equal Opportunity Policy
- The Arts Curriculum and Standards Framework
- The Arts Course Advice

DATE

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