

# SACRED HEART PARISH

## THE ART

### POLICY

#### Rationale

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. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in 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. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Through role and dramatic action students explore, imagine and take risks to communicate ideas, experiences and stories.

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.

#### Rationale

Visual Arts includes the fields of art, craft and design. Students create visual art works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. 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. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts leads students to become increasingly confident and proficient in achieving their personal visual aesthetic, appreciating and valuing that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own work and that of others. Learning in the Visual Arts helps students to develop understanding of world cultures and their responsibilities as global citizens.

### **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
- 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.

### **Implementation:**

- The Arts is an essential component of the Learning Areas of the Victorian Curriculum.
- All students at our school will study sequential Visual Arts & Drama courses based upon the learning focus statements contained within the Victorian Curriculum.
- The school will appoint an Arts teacher who will provide Art, Media, Visual Communication and Design programs. An appointed Drama teacher will provide Music, Drama and Dance programs. The school will offer private instrumental music tuition to students whose parents wish to pay for the service.
- Student’s individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in both dimensions of the Arts will be reported in half and end of year academic reports.

- Budgets that provide for the needs of the various Arts programs will be developed by Arts staff members and resourced by school council.
- The Arts teachers will be allocated the responsibility of coordinating the school's annual theatrical production, as well as being responsible for coordinating the various community musical and performing arts activities that occur each year.

**Evaluation:**

- This policy will be reviewed as part of the school's four-year review cycle.

**February 2017**

This policy was last ratified by staff and leadership team.