



Holy Spirit Community School North Ringwood

Visual Arts Policy

PREAMBLE:

Art is a part of our life and culture and has been present in all known societies. It allows us to explore our feelings and provide a unique way of seeing, thinking and knowing about ourselves and the world. Learning skills and exploring the Visual Arts is fundamentally an experiential and practical process.

‘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’.

Victorian Curriculum and Assessment Authority, 2016

In the Victorian Curriculum, Visual Arts is one of the five major subject areas covered within the learning area of The Arts. The Visual Arts curriculum is structured around four strands, each of which involves making and responding.

Strand	Explore and Express Ideas	Visual Arts Practices	Present and Perform	Respond and Interpret
	Exploring, imagining, experimenting and expressing ideas, concepts, themes, values, beliefs, observations and experiences in artworks that students view and make.	Developing understanding and skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.	Creating, exhibiting, discussing, analysing artworks and considering the intention of artists and curators. Considering the relationship between artist intentions and audience engagement and interpretation.	Analysing, evaluating interpreting and reflecting upon meanings, beliefs and values in artworks. Examining artworks in historical and cultural contexts.

<http://victoriancurriculum.vcaa.vic.edu.au/the-arts/visual-arts/introduction/structure>

RATIONALE:

Arts Education is an integral part of the school curriculum. Learning in the area of Visual Arts is a complex and interactive process which involves students in perceiving, transforming, expressing and appreciating. It is essentially student centred and values the differences in perception, insight, knowledge, needs and capacities of each student.

We believe Visual Arts:

- Is a developmental process that nurtures self expression and allows for communication and reflection
- Provides opportunities for the development of individual learning styles, by allowing for individual differences to be encouraged and appreciated
- Provides access to a range of arts experiences and arts forms for all students
- Provides the scaffolding for teaching a range of developmental skills, techniques and processes for creating, making and exploring
- Engages students in critical and creative thinking
- Encourages all students to expand their art experiences, and through enjoyment and success, extend their learning within the Arts
- Provides students with opportunities for choice making, personal challenges and risk taking
- Develops an awareness and appreciation of a range of traditional, contemporary and multimedia art forms
- Enables students to explore the cultural diversity of our society
- Empowers students to express themselves in a visually creative way

AIMS:

At Holy Spirit Community School we recognise our responsibility to provide a Visual Arts Program which sequentially develops required skills in both creating and appreciating artworks, while catering for the specific and individual needs of our students.

We aim to achieve this most effectively when we:

- Reflect the interests of our students in our planning and teaching of Visual Art skills
- Draw connections between Visual Art and other areas of the curriculum
- Recognise the acquisition of art skills is a developmental process
- Develop and build on previous experiences, skills, knowledge and abilities
- Provide opportunities for students to explore new ideas, express views and share feelings
- Provide opportunities for individual expression
- Provide a variety of stimuli, medium and starting points in order to enhance and engage creativity and imagination
- Expose students to a variety of artworks in order to teach art language and art appreciation, and discuss artworks using 'art' specific language
- Provide opportunities for students to appreciate and critically analyse their own and the artworks of others
- Provide opportunities for students to explore and respond to cultural, historic, social and religious values when viewing and interacting with artworks
- Develop individual learning styles through the inclusion of all areas of the Visual Arts
- Make connections between the students' personal works and artworks from other cultures

- Provide a safe environment where risk taking can be encouraged
- Instil a responsibility and ownership for the care and maintenance of art materials and equipment
- Provide open ended opportunities through which students can pursue the development of their own artworks
- Provide for the skill development of staff

IMPLEMENTATION:

Visual Arts is taught F-6.

The broad content of our curriculum is outlined through the Victorian Curriculum Achievement Standards, Foundation-Level 6, with a focus on Making and Responding across all levels.

Specific, sequential and developmental skills are taught in drawing, painting, threads and textiles, collage (including paper skills), construction, modelling and printing. Sequential skills are outlined by Kate Hart in the *Kate Hart Series, Skill development P-6*, published by Zart Art. All levels follow these developmental skills when undertaking term planning in accordance with the odd and even cycles.

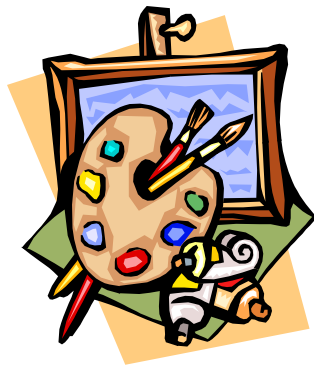
Refer to the Visual Arts 2 year cycle (following)

This policy was endorsed by the School Board in September 2007 ...

**Updated by staff
in September,
2016**

Visual Arts

<i>Odd Year</i>	<i>Even Year</i>
<ul style="list-style-type: none"> • Printing • Modelling • Collage (including paper skills) • Drawing (P-6) NB. Grades 3-6 Focus on <i>Shape, Tone, Colour</i> 	<ul style="list-style-type: none"> • Threads and textiles • Painting • Construction • Collage (Only P-2) • Drawing (Only 3-6): Focus on <i>Line, Texture, Pattern</i>
<p>ALL YEAR LEVELS:</p> <p>The skills taught at each level are outlined in 'Skill Development P-6' by Kate Hart, which has been provided for each level throughout the school.</p>	



All levels to address the **elements of art:**

Where possible promote an awareness of these elements and the aesthetics of art through appreciation and understanding of the artworks of the students themselves and the art work of others.

- Line
- Shape
- Colour
- Pattern
- Texture
- Mark making