



## Visual Arts Policy

*(Ratified by School Council May 2017)*

### **PURPOSE:**

The Visual Arts curriculum supports students to view the world through various lenses and contexts. It recognises the significance of visual arts histories, theories and practices, exploring and responding to artists and their artwork. 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.

Through Visual Arts, students make and respond using their knowledge, understanding and skills to express personal views. Visual Arts engages students in discovery, experimentation and problem-solving utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts should lead students to become increasingly confident and proficient in achieving their personal visual aesthetic, while appreciating and valuing that of others.

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 by exploring and expanding their understanding of the world.

### **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 judgement
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers
- respect for visual arts as social and cultural practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating

## **GUIDELINES:**

The aims of teaching Visual Arts at Glen Waverley Primary School are to:

- promote engagement and enthusiasm with Visual Arts in a variety of forms and using a variety of creative learning tasks
- scaffold the development of skills and techniques necessary for creating, making, and responding to art works
- inspire students to explore and develop their ideas to create and develop visual representations
- promote confidence and competence with learning tasks that are achievable and adaptable, encompassing and challenging a large range of learning abilities.
- develop a practical understanding of how to effectively present artworks.
- develop a knowledge and understanding of historical and cultural contexts of various art forms and movements
- develop critical thinking skills during the conceptualisation and discussion of artworks.
- recognise and connect with Visual Art in everyday life
- allow students to communicate their perceptions, observations and understanding of structures, functions and concepts drawn from other areas of the curriculum, especially from current Units of Inquiry being explored in their classroom or Year Level

The teaching of Visual Arts aims to develop students' imagination and creativity. These are virtues essential to our wellbeing as tools that enhance our experiences and understandings of our world and the diverse perspectives that constitute our cultural heritage. The teaching of Visual Arts aims to create connections between students' understandings of cultural differences and similarities, and their role as global citizens.

## **IMPLEMENTATION:**

### ***Timetabling***

The teaching of Visual Arts is scheduled on the timetable as one hour per fortnight per class. This teaching may explicitly link to other areas of the curriculum currently being studied by the student, to promote important connections between Visual Arts and other areas of the curriculum.

When funding is available, an "Artist in Schools" program is developed annually, with a different practising artist contracted each year. The program aims to extend students' experiences of Visual Art beyond the school community, and provides students with the opportunity to work directly with an artist.

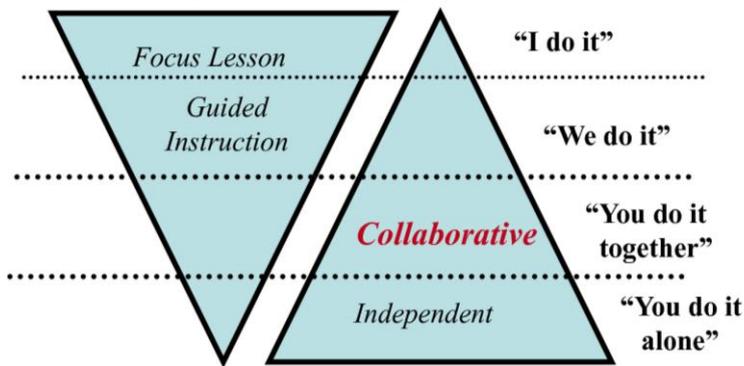
When funding is available, an "Advance Arts" program will also be made available.

### ***Lesson Structure***

The effective teaching of Visual Art incorporates a varied response depending on the lesson's content.

Each Visual Art lesson is to be based upon the Gradual Release of Responsibility Model and may include;

### **TEACHER RESPONSIBILITY**



### **STUDENT RESPONSIBILITY**

## **A Model for Success for All Students**

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

### The Warm-Up: (1-2 minutes)

Engage the students, explore the Learning Intention for the lesson.

### The Mini Lesson: (5-15 minutes)

Identify and articulate a range of Success Criteria and student individual learning goals (ILG). Clarifying the lesson purpose.

### The Learning Task: (40-45 minutes)

Focus teaching – explicit and targeted

### Share/Reflection: (2-7 minutes)

Reflecting, exploring, measuring or reviewing learning, linking back to the Success Criteria. “What went well?” or “Where to next?” Modify IGL’s.

### **Planning**

The planning of Visual Arts is based upon scope and sequence documentation developed for alignment with the *Victorian Curriculum - The Arts*.

The Victorian Curriculum is organised into four strands;

1. Explore and Express Ideas
2. Visual Arts Practices
3. Present and Perform
4. Respond and Interpret

### **Assessment and Reporting**

Assessment of student achievement in Visual Arts is on-going. Assessment and Reporting against Victorian Curriculum achievement standards is aligned with the *VCAA Victorian Curriculum F-10: Revised Curriculum Planning and Reporting Guidelines* the *GWPS Assessment schedule* and published *GWPS Reporting Advice*.

During Semester One, a portfolio piece is developed by each student with a written student reflection on their learning.

A graded report is provided by the Visual Art Teacher for each student at the end of Semester One, and a written and graded report is provided by the Visual Art Teacher for each student at the end of Semester Two.

### **RELATED LEGISLATION:**

<http://victoriancurriculum.vcaa.vic.edu.au/the-arts/visual-arts/curriculum/f-10#level=1-2>

### **RELATED POLICIES:**

Curriculum Policy  
Assessment & Reporting Policy

### **POLICY EVALUATION:**

Evaluation will be conducted every two years by the Visual Arts teacher with the support of the Curriculum Leaders.

**DUE DATE FOR REVIEW:** May 2019