



## Visual Arts Policy

*(Ratified by School Council May 2015)*

### **PURPOSE:**

This policy is written to guide the teaching and learning of Visual Arts at Glen Waverley Primary School.

Visual Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society, the Arts play a pivotal role socially, economically and culturally. At Glen Waverley Primary School, Visual Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

### **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
- To scaffold the development of skills and techniques necessary for creating, making, and responding to art works.
- To inspire students to explore and develop their ideas with a resultant product
- To promote confidence and competence with learning tasks that are achievable for all students, but are flexible so they can be modified and adapted to challenge students encompassing a large range of learning abilities.
- To develop a practical understanding of how to effectively present artworks.
- To develop a knowledge and understanding of historical and cultural contexts of various art forms and movements
- To develop critical thinking skills during the conceptualisation and discussion of artworks.
- To recognise and connect with Visual Art in everyday life.
- To 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. They 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 timetabled as one hour per fortnight per student. This teaching may explicitly link to other areas of the curriculum which are 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 provided annually, with a different practising artist contracted each year. The program is made available to all students and aims to extend students’ experiences of Visual Art beyond the school community.

### ***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 and may include



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: ‘WALT’

*The Mini Lesson:* (5 – 15 minutes)  
Identify and articulate the Visual Art  
‘WILF’ and ‘TIB’

*The Learning Task:*(40 – 45 minutes)  
Do your teaching – explicit and  
targeted

*Share/Reflection:* (2-7 minutes)  
Discuss Visual Art Learning referring  
back to ‘WILF’

### ***Planning***

The planning of Visual Art at the School is supported by a scope and sequence document which is based upon the *AusVELS - The Arts*.

The proficiency strands Creating and Making (F-6) and Exploring and responding (3-6) are an integral part of the Visual Arts content. They provide common language that is integrated into developmentally appropriate skills and concepts as part of the Visual Arts program.

### ***Assessment and Reporting***

The assessment and reporting of Visual Arts is to be conducted in line with the AusVELS achievement standards.

During Semester One a portfolio piece is explored by each student in a written reflection and then used during a student led conference involving parent, classroom teacher and student. A written and graded report is provided by the Visual Art Teacher for each student towards the end of Semester Two.

#### **RELATED LEGISLATION:**

AusVELS <http://ausvels.vcaa.vic.edu.au/>

#### **RELATED POLICIES:**

Curriculum Policy

#### **POLICY EVALUATION:**

Evaluation will be conducted annually by the Visual Arts teacher with the support of the Curriculum Committee.

#### **DUE DATE FOR REVIEW:**

Due for review in May 2016.