

Essential Learning Prep to Year 10 The Arts Curriculum Area

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Victorian Essential Learning Standards



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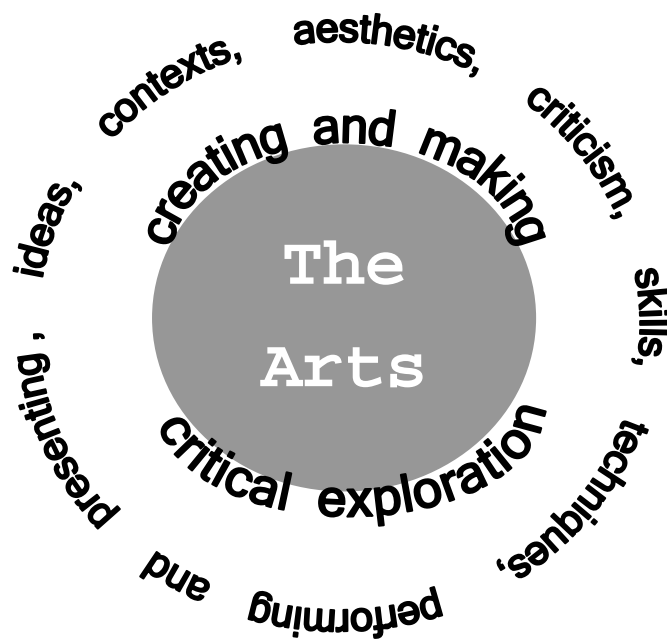
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Why the Arts?



The Arts:

- are unique, expressive, communicative forms that help us understand ourselves and our place in the world
- engage us in critical and creative thinking through the exploration of concepts and complex ideas
- foster creativity and imagination in problem solving
- challenge personal perceptions and help us develop critical awareness of others' ways of viewing and experiencing the world
- enable individuals to process personal and interpersonal experiences through learning experiences that engages students in authentic tasks
- fuel the exploration of pleasure, pain, passion and other human responses through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical domains
- engage us in personal and collaborative endeavours and opportunities to consider the exploration of art forms as a journey
- encourage the development of skills and the exploration of technologies, forms and processes through single and multi-modal forms
- teach us to discover and appreciate our own and others' strengths and weaknesses and to develop self-discipline
- assist the exploration of our own and other communities' and societies' ideas and narratives.

Learning in the Arts allows students to experience developmental breadth and depth and sequential skill development. It is multi-modal and inclusive, allowing

students to experience a range of arts forms across arts disciplines and provides opportunities and challenges for students to participate in broadly framed ideas and cross-curricula tasks. It creates a nexus of creativity, cooperative and formal structures between the arts and other areas of the curriculum. This leads to events that value and reveal process and product.

The Arts and knowledge, ideas, skills and disciplines

Teaching and learning programs that focus on arts disciplines should be sequential and allow students to have continuous experience in the strands they undertake at a particular level.

In the early years students should undertake programs involving the Performing Arts (drama, music and dance); the Visual Arts (two- and three-dimensional works, design and performance arts); and Multimedia (video, film, audio and animation). These fields can be employed individually or in combination. Young students should begin to explore arts content and contexts as well as creative, aesthetic and kinaesthetic perspectives.

In the middle and later years, the study of a range of arts areas will broaden and deepen students' understanding of the arts as an area of human activity that provides increased opportunities for skill development and experiential learning through:

- personal expression and interpersonal skills
- critical and creative thinking
- communication skills.

The Arts, personal expression and interpersonal skills

Practice in, and responding to the arts facilitates the expansion and effective formulation of ways an individual can reflect on the world as they see it. Confidence and knowledge of the self are built through exploration, discipline, interaction, presentation and expression. Also integral is learning from and interacting with others, and working effectively in teams to manage and resolve challenges. Development of these skills is underpinned by establishing productive learning patterns.

Managing personal learning

Through engagement in the arts students have the opportunity to develop self-esteem, self-motivation and an understanding of their identity. They learn to respond positively to challenges and opportunities. Through questioning and analysis of their own and others' arts forms, students can clarify and explore beliefs and values.

The Arts provide a powerful vehicle for students' understanding and acknowledgment of how and when emotions impact on their own and others' productive outcomes.

Engagement in the Arts requires goal-setting, working towards objectives and prioritising tasks and/or stages of production within a framework.

Involvement in the Arts assists students to understand the role of planning, persistence, creativity and innovation in designing, producing and completing tasks in independent learning.

In both individual and group contexts, the progression of skills leads to personal development.

Working relationships

The Arts offer students an opportunity to work collaboratively with others to plan, negotiate and share tasks, and develop positive relationships through compromising and reaching agreement to achieve shared objectives.

Seeking, accepting and articulating feedback on both process and product is an important component of developing integrity through the arts.

When working with others, students understand the variety and complexity of roles in arts production/s and recognise differing abilities, values and beliefs of others. They learn to manage potential conflicts and are aware of the impact of arts forms on others.

Cultural understanding is enhanced by immersion in the arts forms of other societies, with their implicit and explicit norms, values and beliefs.

The Arts and creative thinking

Through engagement in the Arts, students have the opportunity to develop a range of cognitive and affective skills and attributes that assist them to process, appreciate and reflect on their knowledge and experience. Arts contexts generate creativity and stimulate the imagination enabling the exploration of perceptions and possibilities. The activities of analysing, criticising, perceiving, conceiving, and processing enable students to understand, adapt and contribute to diverse contexts in meaningful ways.

Reasoning and inquiry

Arts involvement means that students identify, ask and explore questions and research a range of possibilities, and predict and create outcomes and solutions, using varying sources.

When examining arts forms they express and give reasons for their opinions, making informed judgments when appropriate. They choose appropriate forms of expression for their audiences.

They apply constructive criticism to their own and others' products and performances. They respect others' opinions and recognise the complexity of concepts and opinions.

Processing and evaluating information

The Arts encourage students to develop and apply evaluative criteria to their own and others' creations, performances and products. They learn to use and combine arts forms and elements when necessary, and consolidate skills as appropriate, to solve problems, complete a brief, form two- or three-dimensional images, choreograph dance, compose music, write a play, and so on.

They become discerning and discriminate thinkers, develop aesthetic sensibilities, and are able to address controversial issues raised by the arts in local and global contexts.

Creativity

In the Arts, students apply creative thinking to information and possibilities. They learn to take conceptual and cognitive risks when generating and developing ideas, seeking, inventing and testing innovative alternatives.

The Arts provide opportunities for creative thinking to be combined with cognitive, physical, emotional and kinaesthetic ways of operating.

Reflection and metacognition

In the production, creation and execution of arts forms, students review and refine their own and others' ideas, skills and beliefs. They examine a range of perspectives and learn to accommodate diversity. The explicit naming of the thinking being applied becomes an important component of these endeavours.

In order to examine and clarify options and problems that arise during engagement in the Arts, students plan, identify and test choices and solutions, and seek to address challenges inherent in each art form.

The Arts and communication skills

The Arts offer a broad range of physical, visual, kinaesthetic, vocal and non-vocal forms that aid the construction of meaning and convey knowledge, understandings and information. They provide an arena where the information and technology of this age can be creatively used, explored and integrated. They contribute in a fundamental way to the development and implementation of innovation, design and new technologies.

Listening, viewing, perceiving and responding

Through the Arts, students respond to a wide range of contexts and forms. They develop an understanding and appreciation of the different forms and ways of accessing information that require the participant/observer/listener to interpret, synthesise, implement and evaluate. Productive responses of a technical and/or creative nature can be formed in response to information and knowledge.

The development of visual literacy, learning vocal and non-vocal forms of communication – including movement and gesture, spatial parameters and body awareness – occurs through engagement with the Arts. Students also learn to communicate through the manipulation of sound, objects, instruments, electronic and other media.

Involving students in the analysis, interpretation, construction and de-construction of new media, visual and performed forms of communication is core to the engagement of participants with the Arts.

The role and evocation of both internal and external human responses, including the emotional, aesthetic, purely intellectual and passionate, is integral to making meaning in the Arts.

Engagement with the Arts assists the development of sensitivity to the many communication forms that portray the beliefs present in different social, cultural, historical and modern contexts.

Presenting – creating and performing

Through engagement with and exploration in the Arts, students create, exhibit and perform for audiences. They apply the processes of experimenting, inventing, drafting, refining, designing, making and producing products in appropriate forms for specific tasks and audiences within and outside specific arts fields. They develop, build and refine their capacity to communicate using the skills inherent within visual, spatial, digital, graphic, and performed representations.

The Arts provide students with the opportunity to experiment with presenting complex ideas and concepts in a variety of ways using elements of new digital and electronic technologies. This extends the complexity, sophistication, effectiveness and accessibility of their work

Computer technologies offer the Arts specific applications as tools for creation and application (for example, graphics presentations, web authoring, electronic images and information).

Essential learning in the Arts

Arts education today involves experiencing both new and traditional media across a variety of arts forms. Learning in and through the Arts should involve activities that focus on both **Arts practice** (development of ideas, skills, techniques and processes for creating, exhibiting and performing) and **Responding to the Arts** (arts criticism, exploring aesthetics, and examining contexts).

Specialised learning in selected arts areas will allow students to be involved in comprehensive learning, for example, by developing rigour, higher level thinking and advanced performance and production skills that are specific to particular arts contexts and modes. In the later years, studying the arts also involves developing understandings of, and preparation for, future occupations and vocations in the Arts.

Sequential and in-depth learning promotes an environment where students will have access to arts learning that:

- stimulates, develops and refines cognitive, affective, creative, technical, and kinaesthetic skills
- develops flexible and adaptable thinkers who can examine and manipulate ideas, products, concepts and possibilities
- draws out students' individual abilities and preferred learning styles
- engages them in sophisticated tasks and exploration of complex ideas, individually and collaboratively
- fosters and supports the individual, drawing out individual attributes beyond the cognitive
- encourages individual learning strategies by encompassing a wide range of learning processes.

Art practice

Art ideas

Essential learning in this dimension involves students in:

- engaging with concepts using a range of starting points and stimuli
- exploring personal experiences, ideas, feelings and understandings through making, interpreting, performing, creating and exhibiting
- using imagination and experimentation when planning and applying arts elements, processes and techniques
- exploring, individually and collaboratively, own and 'other' cultural products
- evaluating meaning, ideas and/or content in finished (personal and group) products
- publishing, promoting, and exhibiting process and product.

Art skills, techniques and processes

Essential learning in this dimension involves students:

- developing and using arts elements, principles, materials, and presentation modes and spaces
- developing arts skills, techniques and processes in creating and presenting arts works for a variety of purposes and audiences
- developing and demonstrating understanding of discipline-specific terminology and symbols (through images, physical execution, spoken word, and written text, as appropriate)
- developing decision-making, analytical and reflective skills in relation to the choice and arrangement of components of arts works and the resulting relationships.

Responding to the Arts

Art criticism and aesthetics

Essential learning in this dimension involves students:

- analysing and refining own and others' understanding, together with developing and expressing personal and informed judgments of arts works
- analysing and responding to the expressive qualities of arts works by critical analysis of the use of elements, content and techniques
- discussing the nature, content, and formal, aesthetic and kinaesthetic qualities of arts works.

Art contexts

Essential learning in this dimension involves students:

- developing an understanding of the social, cultural, political, economic and historical contexts and constructs of arts works
- describing the various purposes, functions and audiences of arts works
- interpreting and evaluating own works and others within cultural contexts
- analysing the ways arts works reflect, construct, reinforce and challenge personal and cultural values.