

# The Arts

## Curriculum Statement

In the arts, students explore, refine, and communicate ideas as they connect thinking, imagination, senses and feelings to create works and respond to the works of others.

## Paraparaumu Beach School Essence Statement

The arts are powerful forms of expression that enrich lives and transform creative ideas into works that communicate meaning.

### Note:

Over the years 1-8, students will learn in all four disciplines which are Dance, Drama, Music and Visual.

### Learning goals:

At Paraparaumu Beach School students will...

#### Understanding the Arts in Context

Explore ideas about how the arts serve a variety of purposes and functions in their lives and communities.

#### Developing Practical Knowledge

Use practical skills and knowledge to create works of their own.

#### Developing Ideas

Explore, refine and communicate ideas.

#### Communicating and Interpreting

Respond to and reflect on their own work and the work of others.

# The Arts

## Paraparaumu Beach School Contexts

### How the Non Focus Disciplines are Covered in Class and Syndicate Programmes

#### Year 1

Dance: Is developed through contexts such as Jump Jam, Folk Dance, Creative Dance and Te Reo Kori.

Drama: Is taught through contexts such as topic, poetry, responding to texts and role play (it does not stand alone).

#### Year 2

Music: Is integrated through contexts such as singing for pleasure, singing for performance, listening to music and using instruments.

Visual: Is integrated into other learning areas focusing on developing practical skills and knowledge through contexts such as painting, crayon work and construction, to create an artwork.

#### Years 3 - 8

Dance: Is developed through contexts such as Jump Jam, Folk Dance, Disco, Rock'n'roll and Te Reo Kori.

Drama: Is taught through contexts such as topic, poetry, responding to texts and role play, Team Teaching in Senior syndicate and alternate year productions.

Music: Is integrated through contexts such as singing for pleasure, singing for performance, listening to music and using instruments, alternate year productions and choir

Visual: Is integrated into other learning areas focusing on developing practical skills and knowledge through contexts such as painting, crayon work and construction, to create an artwork, preparation for art displays

## The Arts Implementation Plan

### Effective Pedagogy – What is The Arts About?

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand. It explores, and celebrates the artistic expressions of customary and contemporary Māori, Pasifika, and Pākehā performing, music, and visual arts.

The arts have their own distinct languages that use both verbal and non-verbal conventions. Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate meanings.

### Guidelines for Classroom Programmes – How is The Arts Taught? How is The Arts Structured in the New Zealand Curriculum?

The arts learning area comprises four disciplines: dance, drama, music /sounds arts, and visual arts. Within each, students develop literacies as they build on skills, knowledge, attitudes, and understandings.

Each discipline is structured around four interrelated strands:

- Understanding the Arts in Context
- Developing Practical Knowledge in the arts
- Developing Ideas in the arts
- Communicating and Interpreting in the arts

Each discipline reflects its distinct body of knowledge and practices. In these areas students will have opportunities to:

#### Dance

- Explore and use dance elements, vocabularies, processes, and technologies.
- Convey and interpret artistic ideas.
- Develop literacy and skills in, performing, choreographing, and responding to a variety of genres from a range of historical and contemporary contexts.

#### Drama

- Use elements of drama (role, action, tension, focus, time and space) and use dramatic conventions, techniques, and technologies to create imagined worlds.
- Be able to use techniques of voice, movement, body language, and space with increasing control and confidence to enhance performance.
- Through purposeful play (both individual and collaborative) students can perform, analyse, and respond to different forms of drama and theatre.
- Students can reflect on creative performances (viewing or performing) to enrich the cultural life of our school.

#### Music and Sound Arts

- By making, sharing, and responding to music, students contribute to the cultural life of our school, community, country and world.
- Working individually and collaboratively to explore the potential of sounds and technologies (such as beat, rhythm, pitch, tempo, dynamics, and tone colour) to create, interpret, and represent music ideas.
- Develop skills and literacy in listening, responding, singing, playing, sharing, creating, improvising, reading symbols and notations, recording sound and music works.

## **Visual Arts**

- Explore different materials, using processes and conventions to develop art works.
- Develop an awareness of composition (such as centre of attention, harmony, repetition, and contrast).
- Use a range of different media and technologies to develop visual art (such as drawing, sculpture, design, painting, printmaking, photography, fabric, moving images, and computer generated).
- Explore different artist styles (e.g. period or movement in art such as cubism, impressionism or the distinctive way a particular artist has worked).
- By making art works and responding to artists students can contribute and appreciate the cultural diversity of our school, community, country and world.

The Arts can be taught as a stand-alone subject to ensure development of specific skills, elements and techniques across all disciplines. Disciplines may also be integrated with other learning areas where appropriate, to provide authentic contexts for study.

The Arts are a further way to promote an understanding and awareness of tikanga and te reo Māori.

Opportunities will be provided for our students to share their Art successes (these being visual art works, kapa haka, drama group, choir, jump jam group, ukulele group, and school band) both within our school, and across the wider community (assemblies, productions, art exhibitions, school wide displays, talent quest, art splash).

### **Planning in The Arts at Paraparaumu Beach School**

Unit planning will be based on the suggested school contexts and guided by The Arts area in the NZC.

Syndicates will work from long term plans, and unit plans.

The planning templates will vary depending on the needs of each syndicate and the selected teaching approach.

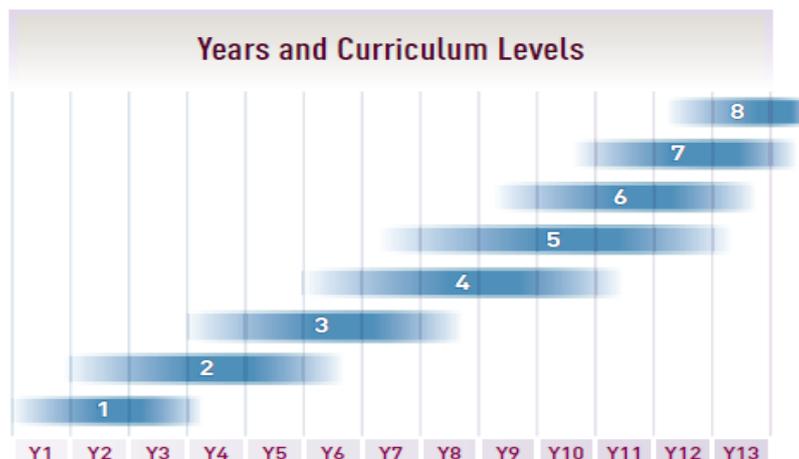
Planning templates should include:

- Level
- Duration
- P.B.S. Learning Goals
- key competencies, values, principles
- achievement objectives
- strand
- context
- motivation / exploration
- learning intentions
- learning outcomes / making a work of art
- possible learning experiences / skill development
- assessment and resources

## Student Achievement in The Arts at Paraparaumu Beach School

### Level expectations

Indicated below is the expected New Zealand Curriculum level that students should be working at in science.



## Assessment in The Arts at Paraparaumu Beach School

Assessment at Paraparaumu Beach School is used to ensure and monitor student progress. The type of assessment used will be varied, it will be appropriate to the purpose, and provide meaningful information that will guide and support the direction of on-going teaching and learning.

Formative assessment is an integral part of learning and teaching and is a powerful tool for enabling students to learn. It allows the teacher to check for understanding during a topic and to provide feedback and feed-forward. The tools used in The Arts are:

- Anecdotal notes
- Observation of students

Summative assessment allows teachers to evaluate a student's progress up to the point the assessment takes place and provides a summary of their strengths and needs. The assessment results can be used for students reports, also it can be analysed and the information used for target setting. The tools used in The Arts are:

- Syndicate developed assessment sheets which relate to the learning outcomes for each unit
- Anecdotal notes
- Peer assessment
- Self-assessment

## Reporting in The Arts at Paraparaumu Beach School

Reporting in The Arts will occur through written reports and will be on the following aspects:

- Feedback on the students achievement
- The level of student's effort and participation

## The Arts Resources at Paraparaumu Beach School

Art resources such as books, videos/DVDs, audiotapes/CDs, and charts are stored in the teacher's resource room.

Resources include Ministry of Education publications that support the curriculum. The following Ministry handbooks are readily available:

### Dance:

- Discovering Dance (video)

- Dancing –The Long White Cloud 1 (Years 1-6, video and book)
- Dancing the Long White Cloud 2 (Years 7-10, video and book)
- Dance Wall Charts Years 1-6
- Dance Wall Charts Years 7-10
- Kiwikids Dance

### Drama:

- Drama in the Classroom (video and book)
- Drama Posters (Years 1-13)
- Playing our Stories (Years 1-6, video and book)
- Telling our Stories (Years 7-10, video and book)
- Making Moving Images (Years 1-10, DVD)

### Music and Sound Arts

- Into Music 1 (Years 1-3, CD and book)
- Into Music 2 (Years 4-8, CD and book)
- Into Music 4 (Years 1-13, CD and book)
- Kiwikids Songs (CDs and book)
- 101 Kiwikids songs (DVD) Our Music (Years 1-8, tapes and books)
- Sing Together
- New Zealanders Make Music
- Fātuga Fa’as amoai Aotearoa –Sāmoan Songs (CD and book)
- Hiva, Ta’anga, mo e Himi ‘I loto Nu’u Sila – Tongan Songs (CD and book)
- E Au’Īmene kūki ‘Airani nō Tātou I Aotearoa nei – Cook Island Songs (CD and book)
- Fātuga Faka – Tokelau Tokelauan Songs (CD and book)
- Tau Lologo Niue ma e Tau Aogai Niu Silani –Niuean Songs (CD and book)

### Visual Arts

- Everyday Art Experiences
- He Papahuia Toi Māori Māori Visual Culture (Years 1-6)
- He Wakahuia Toi Māori – Māori Visual Culture (Years 7-10)
- Exploring the Visual Arts –Design (book and charts)
- Exploring the Visual Arts –Fabric and Fibre (book and charts)
- Exploring the Visual Arts –Painting (book and charts)
- Exploring the Visual Arts –Pasifika (book and charts)
- Exploring the Visual Arts –Printmaking (book and charts)
- Exploring the Visual Arts –Sculpture (book and charts)
- Time base Art (Years 7-13, DVD)

Other helpful resources:

### Dance

- New Wave Folk Dance Kit
- Spectrum Dance

### Drama

- Spectrum Drama

### Music and Sound Arts

- Musikit –Yellow, Blue, Orange
- Upbeat

## Visual Arts

- Primary Colours Magazine

## Budget

Visual arts: Teachers are allocated a classroom budget and at syndicate level the decision is made if this is spent individual or as a collective. Paper resources such as black, cartridge and newsprint are provided; coloured paper, card, and coloured card are purchased out of classroom/syndicate budgets.

Other areas of The Arts: When purchasing resources that relate to a school-wide need, the curriculum team leader applies to the principal for funds. If the resource is a syndicate requirement the funding comes from pre-allocated syndicate funds.

## **Appendices**

- Contexts

## Paraparaumu Beach School Contexts

Year 1 - 2		Year 3 - 4		Year 5 - 6		Year 7 - 8	
Odd Year and Even Year		Odd Year	Even Year	Odd Year	Even Year	Odd Year and Even Year	
<p><b>Year1</b> <u>Music</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Using Instruments</li> <li>• Singing</li> <li>• Listening to Music</li> </ul> <p><u>Visual</u> <i>Suggested Skills</i></p> <ul style="list-style-type: none"> <li>• Holding Tools Correctly</li> <li>• Handling Scissors</li> <li>• Mixing Paints</li> <li>• Manipulating Materials</li> </ul> <p><i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Crayon</li> <li>• Dye</li> <li>• Collage</li> <li>• Weaving</li> <li>• Construction</li> </ul>	<p><b>Year 2</b> <u>Dance</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Jump Jam</li> <li>• Folk Dance</li> <li>• Creative Dance</li> <li>• Performance</li> <li>• Te Reo Kori</li> </ul> <p><u>Drama</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Puppets</li> <li>• Concerts</li> <li>• Fairy Tales</li> </ul>	<p><u>Music</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Singing</li> <li>• Playing an Instrument</li> <li>• Musical Theory</li> <li>• Listening to Music</li> </ul> <p><u>Visual</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Clay</li> <li>• Masks</li> <li>• Puppets</li> <li>• Construction</li> <li>• Fabrics</li> <li>• Mixed Media</li> </ul>	<p><u>Dance</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Jump Jam</li> <li>• Folk Dance</li> <li>• Kapa Haka</li> <li>• Traditional Dance</li> <li>• Line Dancing</li> <li>• Rock 'n' Roll</li> </ul> <p><u>Drama</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Plays</li> <li>• Drama Games</li> <li>• Puppets</li> </ul>	<p><u>Music</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Singing</li> <li>• Making Instruments</li> <li>• Creating Music</li> </ul> <p><u>Visual</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Crayon</li> <li>• Dye</li> <li>• Pastel</li> <li>• Construction</li> <li>• Paper</li> <li>• ICT Tools</li> </ul>	<p><u>Dance</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Jump Jam</li> <li>• Traditional Dance</li> </ul> <p><u>Drama</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Role Plays</li> <li>• Readers Theatre</li> <li>• Storytelling</li> </ul>	<p><u>Music</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Playing / Creating Music</li> <li>• Responding to Music</li> <li>• Listening to Different Music Genre</li> <li>• Production</li> <li>• Band</li> <li>• Ukulele</li> <li>• Orchestra</li> <li>• Choir</li> </ul> <p><u>Visual</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Sculpture (Clay)</li> <li>• Art History</li> <li>• Landscapes</li> <li>• Portrait</li> <li>• Cartooning</li> <li>• Proportion</li> <li>• Perspective and Depth</li> </ul>	<p><u>Dance</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Creative Dance</li> <li>• Contemporary Dance</li> </ul> <p><u>Drama</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> <li>• Production</li> <li>• Theatre Skills</li> <li>• Artefact Drama</li> </ul>