

Rationale:

The study of Visual Arts is about developing, exploring and extending the students interest in and response to the Visual Arts and to give students the skills and concepts in a variety of art forms, the means to express themselves, and enjoyment in participating in creating and responding to art.

Aims:

- To develop in students aesthetic, expressive and perceptual abilities.
- To develop students skills, techniques, art concepts and an understanding of art processes as a basis for personal artistic expression.
- The capacity to create and present art works in a variety of 2D and 3D art forms and the ability to respond to the art of others and an understanding of aesthetics.
- An understanding of how art evolves within social, cultural and historical contexts.
- Enjoyment of participating in exploring, creating, presenting and responding to visual art.

Implementation:

- All students at KPS experience a discipline – based sequential Visual Arts program based on the standards within AusVELS, and the program teaches a wide variety of art forms.
- Each class is allocated a Visual Art session with a specialist teacher per week.
- The Visual Arts program budget is managed and reviewed annually by the Visual Arts teacher.
- Student work is both teacher and student initiated.
- All students' artworks are valued for individuality and originality. Creating art work is an enriching way for every child to use their aesthetic, expressive and perceptual abilities, work through creative processes and solve problems sequentially.
- Where ever possible the students work is displayed throughout the school.
- Student art work is presented as part of biennial arts showcase to the school community, each child's work will be included.
- The curriculum is developed in alignment with the integrated units that are being studied at each level.
- The students are assessed every semester in relation to AusVELS Standards.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.