

Review Area: The Arts

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Review Brief

Planning / Resources

Summary

There is evidence of planning in every teachers planning folder including unit plans and long term plans. At times planning is done collaboratively across the syndicate and at other times teachers plan individually. Planning links back to the requirements in the school curriculum delivery documents. There are sufficient resources within our school for teaching the Arts. Teaching and storage space is becoming an area of concern because of our growing roll. In the junior school we are fortunate to have wet areas in the classroom. It would be useful to have a wider shelving space for storing of large paper and expensive/dangerous equipment. We are fortunate to have within our school teachers with expertise in music, drama, dance and visual art who are willing to share their knowledge and skill to support other staff members. Planning for the arts is often influenced by events and opportunities such as assemblies, Polyfest, Open night and other cultural events.

After reviewing the curriculum delivery document some slight amendments will be taken to the staff for consideration however we believe the documentation is still appropriate for its purpose.

School Wide

Curriculum Delivery Document

Long Term Plans & evidence in individual teacher planning folders

Specialist Music Teacher (Senior School)

Senior/Junior Art Rotation

Visits by groups and community resources

Class Level

Assemblies – individual classes and school wide

Folk dance, Jump Jam

School Journal Plays, Dramatize text

Use of community resources such as art gallery, Local high school group visits such as orchestra, plays

Resourcing and Budgeting

Good resource base for musical instruments and music such as Kiwi kids

Production made \$1200 – this raised price of production entry

Good at self-funding production, ukuleles

Good base of costumes and props being developing and well catalogued

Teacher strengths in each area

Student Progress

Summary

Assessment data is gathered for two main purposes; within the class to inform teaching practice and to inform the board.

Student progress is evident across the age groups when you observe the Arts performances and displays throughout the school. There is evidence of progress across the age groups presented to the BOT in one area of the arts annually. As a school we have chosen to report on only one strand of the Arts per year to avoid becoming prescriptive in our delivery. The review team has looked closely at the Board reports from the past five years and the results show that our children are achieving well in the Arts. Individual progress of student achievement in the visual arts can be seen in their cumulative profile.

Teachers gather data based on learning outcomes, by means such as rubrics and self reflections, observations and use this to inform next steps.

Assessment Practice

BOT report in one of the four arts areas each year (rotated)

School reports – effort is reported on and two Visual Art samples in Pupil Profiles

The Arts may be commented on in the Key Competency area of pupil report

Teachers do class checklist/assessment in the four Arts areas including student-self evaluations

Achievement levels and progress

Obvious progression across the Arts evident in performance and in work samples

Intervention

Where appropriate teacher aides support individual children with needs to access the Art programme

Extension groups

- Dance – junior, aerobics
- Drama - junior
- Visual Art – junior/senior
- Music – ukulele, band, guitar group

Maori/Pacifica

Polyfest, Waiata, Poi, Rakau

Visual Arts – use of Maori and Pacifica Icons and Artists

Dramatize myths & legends

Kahurangi performance

Involvement of a local member of our iwi

Summary

The review team believe that the arts are being well taught across the school and there are no evident areas of need. After reviewing the Board reports we noted that music will need to be reviewed in 2014. Our children have publically performed in every arts discipline this year and this is indicative of our belief that our work is of a high quality. There has been a positive response from our community to our pupils work following performances and displays.

Highlights

- Stars on Stage, Polyfest, Production – biannual events
- Opportunities to share with our community – e.g. Assemblies, Open Night
- Arts provide opportunities for authentic inclusion of all students
- Public Exhibition – Peninsula, Youth Art
- Visiting performance groups
- Using the shared media store to have access to a range of quality music.
- Bank of costumes we are developing and storing and the cataloguing of these

Concerns

Storage of resources, space to operate in

Sourcing of music, drama and dance resources

Funding for performance events i.e. Stars on Stage, Polyfest (transport and costumes)

Recommendations

PD for all teachers in the discipline being reported to the BOT in each years cycle- so 2014 music, 2015 dance, 2016 drama, 2017 visual arts.

Continue to use individual teacher strengths for in house PD and utilize our own expertise.

Storage of resources and equipment, such as shelving for large paper storage space for art works in progress ie constructions, and wet ink prints, to prevent it becoming damaged. Expansion of our music resources both sound tracks and instruments.

A dedicated space for teachers to use when teaching the Arts.