



Report On Student Achievement

The Arts

Aggregation: Term 4, 2017

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 other

Conceptual Strand : Visual Arts

Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds. Visual art learning begins with children's curiosity and delight in their senses and stories and extends to communication of complex ideas and concepts. An understanding of Māori visual culture is achieved through exploration of Māori contexts. The arts of European, Pasifika, Asian, and other cultures add significant dimensions to New Zealand visual culture.

In Visual Arts education, students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas to solve problems. They explore experiences, stories, abstract concepts, social issues, and needs, both individually and collaboratively. They experiment with materials, using processes and conventions to develop their visual enquiries and create both static and timed-based art works. They view art works, bringing their own experiences, sharing their responses, and generating multiple interpretations. Their meaning making is further informed by investigation of the contexts in which artworks are created, used, and valued. As they develop their visual literacy, students are able to engage with a wider range of art experiences in increasingly complex and conscious ways.

The visual arts develop students' conceptual thinking within a range of practices across drawing, sculpture, design, painting, printmaking, photography, and moving image. Art history may include a study of theories of the arts, architecture, and design. Theoretical investigations also inform practical enquiry. Opportunities to explore and communicate in the visual arts continue to expand as technologies and multi-disciplinary practices evolve.

Teachers should keep in mind five key questions when planning these units of learning

1. How is this unit significant learning for these students?
2. What are the big understandings that the unit is based on?
3. What values and key competencies can be focused on?
4. How will I know that the learning has taken place and to what curriculum level?
5. What are the next learning steps for each student that needs to be developed?

'Big Ideas' Contained in our Visual Arts Unit:

Learning Context / Scenario

Te Totara Primary school is having an Art Exhibition as part of our end-of-year celebration of our learning. All classes are asked, as part of a larger unit of work, to produce a high quality piece of Visual Art linked to a literacy theme selected by each class or pod group.

Big Ideas

- Art is everywhere
- Everyone can create works of art
- People can understand art by looking and thinking about what they can see and make connections to how they feel
- We can create art as individuals or as a member of a group
- There are steps to be taken to achieve an outcome
- Visual literacy is an important form of communication

Values

Throughout the unit the following values from The New Zealand Curriculum will be modeled, encouraged and explored.

- **Respect** for their own and other's work
- **Diversity** as found in our different cultures, languages and heritages expressed visually
- **Curiosity** by thinking reflectively and critically about art works
- **Excellence**, by aiming high and by persevering in the face of difficulties
- **Community and Participation** for the common good of a society through the exhibition

Key Competencies

Throughout the activities in this unit, there are many opportunities to develop the key competencies identified in The New Zealand Curriculum. In particular, this focus of learning develops the key competencies of:

- **Signs, Symbols and Texts**
- **Relating to Others**
- **Participating and Contributing**

Visual Arts: Achievement Objectives

	Understanding Visual Arts in Context (UC)	Developing Practical Knowledge in Visual Arts (PK)	Developing Ideas in Visual Arts (DI)	Communicating and Interpreting in Visual Arts (CI)
Level 1	<ul style="list-style-type: none"> Share ideas about how and why their own and others' works are made and their purpose, value, and context. 	<ul style="list-style-type: none"> Explore a variety of <u>materials</u> and tools and discover <u>elements</u> and selected <u>principles</u>. 	<ul style="list-style-type: none"> Investigate visual <u>ideas</u> in response to a variety of motivations, observation, and imagination. 	<ul style="list-style-type: none"> Share the ideas, feelings, and stories communicated by their own and others' objects and images.
Level 2	<ul style="list-style-type: none"> Share ideas about how and why their own and others' works are made and their purpose, value, and context. 	<ul style="list-style-type: none"> Explore a variety of <u>materials</u> and tools and discover <u>elements</u> and selected <u>principles</u>. 	<ul style="list-style-type: none"> Investigate and develop visual <u>ideas</u> in response to a variety of motivations, observation, and imagination. 	<ul style="list-style-type: none"> Share the ideas, feelings, and stories communicated by their own and others' objects and images.
Level 3	<ul style="list-style-type: none"> Investigate the purpose of objects and images from past and present <u>cultures</u> and identify the contexts in which they were or are made, viewed, and valued. 	<ul style="list-style-type: none"> Explore some art-making <u>conventions</u>, applying knowledge of <u>elements</u> and selected <u>principles</u> through the use of materials and <u>processes</u>. 	<ul style="list-style-type: none"> Develop and revisit visual <u>ideas</u>, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works. 	<ul style="list-style-type: none"> Describe the ideas their own and others' objects and images communicate.
Level 4	<ul style="list-style-type: none"> Investigate the purpose of objects and images from past and present <u>cultures</u> and identify the contexts in which they were or are made, viewed, and valued. 	<ul style="list-style-type: none"> Explore and use art-making <u>conventions</u>, applying knowledge of <u>elements</u> and selected principles through the use of <u>materials</u> and <u>processes</u>. 	<ul style="list-style-type: none"> Develop and revisit visual <u>ideas</u>, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works. 	<ul style="list-style-type: none"> Explore and describe ways in which meanings can be <u>communicated</u> and <u>interpreted</u> in their own and others' work.

TABLE OF STUDENT PROGRESS WITHIN THIS STRAND - December 2017

Achievement Level	Early Level 1	Secure Level 1	Level 2	Level 3	Level 4
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Class Level - Number of Students working at each level

Year 0 (40 students)	3	37			
Year 1 (132 students)	21	111			
Year 2 (136 students)		136			
Year 3 (120 students)		1	119		
Year 4 (128 students)			125	3	
Year 5 (128 students)			13	115	
Year 6 (118 students)			2	116	

ANALYSIS AND RECOMMENDATIONS

All Students:

Number of students assessed across Year 0 - 6 **802 students**.

From the data above the majority of all year levels is either **at** or **above** the Achievement Band Expectation.

(800 students at or above expectation Curriculum levels)

Overall throughout the school we have **99.7 %** of the students working **at** or **above** the Achievement band expectation. **This is an excellent result.**

Maori Students:

Number of Maori students assessed across Year 1-6: **76 students**

Of these students **76 are** either **at** or **above** the Achievement Band Expectation.

For our Maori students this is a result of **100%** working **at** or **above** the Achievement band expectation. **This is also an excellent result.**

Pasifika Students:

Number of Pasifika students assessed across Year 1-6: **18 students**

Of these students **all** are **at** the Achievement Band Expectation. For our Pasifika students this is a result of **100%** working **at** or **above** the Achievement band expectation, also an excellent result.

E.S.O.L. Students:

Number of English as a Second Language students assessed across Year 1-6: **190 students**

Of these students **189** are **at** the Achievement Band Expectation. For our Asian students this is a result of **99.4 %** working **at** or **above** the Achievement band expectation, also an excellent result.

Male Students (Total: 409)

From the data above the majority of all year levels is **at** or **above** the Achievement Band Expectation. (**408** male students at expectation Curriculum levels)

Overall throughout the school we have **99.7 %** of the male students working **at** the Achievement band expectation.

Female Students (Total 393)

From the data above the majority of all year levels is **at** or **above** the Achievement Band Expectation. (**392** female students at expectation Curriculum levels)

Overall throughout the school we have **99.7 %** of the female students working **at** the Achievement band expectation.

What went well with this unit of learning

The teachers all commented that this unit of work had a very high level of engagement and enjoyment for the students.

The theme of the art exhibition was chosen by our Visual Arts committee in consultation with myself as the Curriculum Manager. The focus was to use high quality literature as a springboard motivation for learning, in order to challenge our teachers and students to create artworks, that linked with the Reading and Writing curriculum. This was a link that one team had used before in the 2015 exhibition but had not been a theme that we had explored across the school. The use of writing motivation included opportunities for individual creativity and the outstanding level of writing the students produced linked with the artworks was quite moving.

The unit was completed over a term allowing the students to build up knowledge and techniques over a period of time, by breaking down the steps and experimenting throughout the process. Most of the students produced more than one piece of art and writing, often in a complementary medium using different techniques.

The use of quality work from acknowledged artists as high impact models of the process was wonderful, in terms of a broad art appreciation and exposure to enhance the creative process. This included both current local artists such as Denise Fort from Raglan, Julie Freeman a pastel artist from Auckland to worldwide and historic artists like Ron Gonsalves, Claude Monet, and Vincent Van Gogh. When the students were creating they commented on feeling like real artists at work.

The conversations around the learning led to enhanced vocabulary e.g. talking with the students on how to create ceramic models and building techniques, layers, different textures and impact in artworks. The teachers commented that they learned a lot about their students, how they thought and worked individually and cooperatively within their classes in a creative process.

The use of parent, staff and community help in learning areas was a highlight for many classes with a real 'workshop' atmosphere being created.

Many of our teaching resources in the area of Visual Arts and our high quality selection of literature in our library were put to excellent use by the staff. They provided the teaching direction and confidence for the staff to grow with the students through this unit. Teachers commented that they felt inspired to engage learners not only in more aspects of art, but in a wider variety.

The use of the Arts exhibition, during our end-of-year celebration, as our scenario was motivating to teachers and students and gave an authentic purpose for the quality work produced. Unfortunately as feedback from staff and the community indicated, it was a very busy time of the year and a longer time frame of viewing in the teaching pods would have really honoured the process and outcomes more. This would also have given the students more opportunities to articulate their ideas to a wider audience.

Teachers commented that when opportunity was provided the students could talk with clarity about their ideas expressed through this medium and that they felt very proud of the work produced. Very positive comments were made by our community members who enjoyed viewing the students work. Much of this work has been maintained in permanent installation throughout the school in pods, foyers, corridors and offices.

Of particular note was the arts produced by our 'Art Attack' enrichment programme students throughout Terms 2 and 3 culminating in their part of our display. The opportunities presented by these lunchtime classes to students with an interest and talent in this area, led to excellent learning outcomes, with some of the work put into permanent display throughout the school. Each Year level had Art Attack offered as a lunchtime activity across a number of weeks, culminating in either individual or group constructed work depending on the age of the students. A highlight was the involvement of our Art Attack teachers and Kate McMorran in the construction of these murals and displayed on our learning area walls.

The use of self assessment for students to respond to and express their own and others learning was an effective way to gauge student explorations in the areas of developing values and the key competencies. There was lots of opportunity for students to discuss with each other and their teacher their artworks, both process and to be proud of the completed product.

Curriculum integration occurred with the essential learning areas of English (Visual Literacy and Oral Language – through individual / group discussion dynamics.) Maths, Technology, Science (one team explored closely the anatomy of bugs), E learning through the presentation of the learning process.

Ideas for Future Action of this or a similar unit - (Linked to our future Strategic Planning.)

- Continue to encourage student engagement in creative art activities including different techniques and construction with a variety of media. Explore options for cooperative group artworks which contain aspects of technological problem solving around the creation and ongoing modification to enhance outcomes. This is an excellent link to the Key Competency development of our students.
- Ensure 'The Arts' is a regular feature of the Curriculum – as a learning area in its own right as well as an integrated focus. Monitor that the learning continues to cater for student needs in order to build on emerging skills and techniques.
- Continue to purchase high quality teaching resources to use as professional development and direction for the staff.
- E.S.O. L. students need to continue to receive specific curriculum and vocabulary support from our E.S.O.L. teacher to maximize their learning opportunities in Oral Language through this learning area.
- Continue to offer extension art classes through our 'Art Attack' lunchtime classes in Terms 2 and 3. Open these to interested students with a focus on extending the 'talented' students in this area. Split the year levels into junior and middle/senior students to cater for differing needs. Use authentic 'needs based' scenarios to enhance the environment around the school.
- We could consider inviting local artists and some of our talented community members to share their work and explore their craft with the students in a 'workshop' atmosphere.
- Continue to hold a Te Totara Arts Exhibition as a culmination of a schoolwide Visual Arts unit every second year. As indicated in this report the timing of the exhibition in a busy end-of-the-year process created some challenges in seeking a wider audience appreciation. The next Visual Arts exhibition is recommended to be towards the end of Term 3 with the Arts displayed in their pods for a longer period of time before being relocated to other areas of the school for a permanent viewing.

Next exhibition – September 2019.

This document on student achievement in Visual Arts - Term 4 2017 was reported to the Board of Trustees Meeting on 22 March 2018.

The valuable input of all staff is acknowledged in the preparation of this report.

**Anne Fraser
(Deputy Principal)**

