

KEW EAST PRIMARY SCHOOL

PERFORMING ARTS

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PURPOSE

This policy is to provide a framework for the implementation of Performing Arts, including music, singing, dance, drama and instrumentation, across all levels of the school.

POLICY GUIDELINES

- The Performing Art curriculum at Kew East Primary School is based on AusVELS, with a focus on the enjoyment and understanding of music through listening, singing, moving and playing.
- As part of the two-year curriculum cycle, creativity will be a concept at each level of the school for Term 3 in the even years. All students at each level will be included in Performing Arts activities.
- Years 5/6 integrated studies, 'Creativity' concept, culminates in a more extensive dramatic theatre production suitable for that year level. Student participation in the production, in some capacity, is compulsory and rehearsals take place, in the main, during school hours.
- The music program will include '*Creating and Making*' and '*Exploring and Responding*' in accordance with AusVELS. Students have the opportunity to create and make their own music through the skills of reproduction, interpretation and improvisation. Students will experience self-expression in music through exploring and responding, using a range of instruments, media and techniques.
- Comprehensive classroom music program is implemented by a specialist music teacher. Aspects of Performing Arts may also be covered at times through classroom programs.
- Students experience enjoyment of the Performing Arts through participation in balanced, sequential sessions planned with AusVELS guidelines where possible.
- The classroom music program will include activities to facilitate enjoyment and appreciation of the Performing Arts through listening, singing, creating, performing, dance and movement.
- Development of fundamental music skills is to be achieved in a practical way using a variety of instruments and experiences.
- The music program includes several optional ensembles such as, marimba group, bands and national anthem ensemble.
- The music program provides public arenas for performance of skills developed.
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PROGRAM IMPLEMENTATION

Classroom Music

- Students in F-6 engage in a regular weekly program of music education of one 50 minute lesson, by a specialist teacher.
- Students use a variety of untuned and tuned percussion instruments, in particular, marimbas, xylophones and chime bars.
- Participation in a large ensemble such as a marimba group is offered in Year 5-6.
- Participation in a choral group and training on marimbas is offered in Years 3-4.
- ICT is used to support the Performing Arts program where appropriate.
- Students will be given the opportunity to participate in classroom and assembly performances throughout the year.
- The music department staff will be responsible for the administration and provision of resources and equipment.
- Music is reported on in mid and end of year reports with a written comment and a progression point for F-6.
- Year 5-6 students will take part in a more extensive musical production once every two years.
- The Year 5-6 music production will be approximately 70 minutes in length.
- Year 5-6 student participation will be compulsory and rehearsals will take place, in the main, during school hours.

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Music Production

- Production performances will be held over consecutive nights as deemed necessary, at an appropriate venue.
- Timetabling of the multipurpose centre and the junior school hall, for rehearsals in Term 3, will need to be considered from the beginning of the year to accommodate other activities and groups' needs, such as OSHC and classroom music lessons.
- Blocking of the music specialist teacher's time will be necessary to support the activities of each level during the Arts focus.
- Tickets for performance nights will be sold to cover the various costs of preparing and staging the production. As a 'self-funded' activity this will be the only source of revenue.
- For each production year, there will be the appointment of a production coordinator to oversee the whole production process.
- The production coordinator will liaise with parents/staff/outside agencies to allocate jobs as deemed necessary as listed. Production jobs include :
 - Preparations and on performance nights (e.g. helping with auditions and rehearsals; set design; construction and painting of scenery; backdrop / flats; procuring and/or making costumes; making properties; ticket sales; makeup; choreography; solo-singing tuition; audio design and operation; lighting and special effects; insurance; publicity; program publishing; transport; backstage; Front-of-House; ushering; program sellers; foyer display; prompt; follow spot; photography; digital recording; catering/organising supper and any other jobs as required.

EVALUATION

This policy will be reviewed on a cyclical basis in accordance with the School Council Policy review schedule or if required earlier at the discretion of the School Council.

Program:
Teaching and Learning

Ratified School Council:
November 2015

Next Review :
November 2019