## 10 REASONS FOR NOT SUPPORTING ACARA’s DRAFT ARTS CURRICULUM

<table>
<thead>
<tr>
<th></th>
<th>Reason</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does the Rationale identify good reasons for why the Arts should be included in the curriculum including the role of the arts in contemporary societies and the contribution of each subject and how it advances student learning?</td>
<td>NO!</td>
</tr>
<tr>
<td>2</td>
<td>Do the aims offer sufficient direction in relation to setting high expectations for students’ learning in the arts and in each subject?</td>
<td>NO!</td>
</tr>
<tr>
<td>3</td>
<td>Do the general descriptions of making and responding provide a coherent and appropriate way of differentiating practices in the Visual Arts?</td>
<td>NO!</td>
</tr>
<tr>
<td>4</td>
<td>Does the rationale for the Visual Arts provide good reasons for why students would want to study/learn in the Visual Arts?</td>
<td>A little better but not good enough.</td>
</tr>
<tr>
<td>5</td>
<td>Is ‘Learning in Visual Arts’ appropriate with regard to its representation of content including its scope and depth and explanation of ‘practices’ and ‘viewpoints’?</td>
<td>NO!</td>
</tr>
<tr>
<td>6</td>
<td>Do the band descriptions offer an adequate overview of content that corresponds to what we know of students’ reasoning and cognitive development in the Visual Arts?</td>
<td>A little better but nowhere near good enough!</td>
</tr>
<tr>
<td>7</td>
<td>Do the content descriptions in Visual Arts set high expectations and are they adequate in their representation of the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn in each band?</td>
<td>NO!</td>
</tr>
<tr>
<td>8</td>
<td>Would the content elaborations in Visual Arts assist teachers in setting high expectations and enhancing teachers’ and students’ common understandings?</td>
<td>NO!</td>
</tr>
<tr>
<td>9</td>
<td>Would the achievement standards in each band in Visual Arts assist teachers in their assessment of student achievement?</td>
<td>NO!</td>
</tr>
<tr>
<td>10</td>
<td>Does ACARA’s draft curriculum document for the Visual Arts meet the ‘equal to or better that test’ when compared with current syllabuses in NSW?</td>
<td>NO!</td>
</tr>
</tbody>
</table>

## VADEA GRANTS

VADEA is happy to announce, for the first time, up to 4 VADEA NSW professional learning grants. The information, application form and terms of conditions can be downloaded in one PDF from [http://vadea.org.au](http://vadea.org.au)

VADEA is committed to investing in the future of NSW Visual Arts Education. We are keen to support art and design educators in initiatives and projects that will contribute to the field. Some examples include; artist in residency programs, in school exhibitions, rural and metropolitan opportunities, young teacher mentoring and collaborative projects.

**APPLICATIONS CLOSE SEPTEMBER 30th 2012.**

*We look forward to hearing from you.*

---

**Website**
http://vadea.org.au

**Facebook**
Facebook.com/VADEANSW

*To join our Facebook group 2012 members should private message facebook.com/VADEANSW with their VADEA member number.*

**Twitter**
VADEA_NSW
Jared Owens
THE AUSTRALIAN, 10th July 2012

THE new national arts curriculum has been criticised as an "incoherent" attempt to harmonise state standards by appealing to the "lowest common denominator".

The Australian Curriculum Assessment and Reporting Authority's draft syllabus, released for consultation yesterday, makes each of five arts subjects -- dance, drama, music, visual arts and media arts -- compulsory for the first nine years of school.

The authority will not dictate to the states how many hours must be spent teaching the arts, although it anticipates that students will begin with about 4 per cent of their class time, increasing to about 8 per cent by Year 7.

By comparison, science is expected to take up 4 per cent of a student's time in their foundation year, building up to 12 per cent by Year 9.

An ACARA spokesman said the policy was designed to be flexible, and expected students would not have enough time to cover the workload.

"They're covering this curriculum over a number of years so they're not covering all five each time they sit down for an arts class," he said yesterday.

"(From Year 9) they'll have the choice to specialise in one field, having had broad exposure to all five, and really drill down in that."

But the Visual Arts Consortium, a NSW-based lobby group, doubted whether students would be given enough time to engage with the workload, given the pressure on teachers to produce higher NAPLAN literacy and numeracy results.

The group also said the syllabus was an "incoherently written" document, which lowers standards to appeal to the governments of states that have historically lagged behind in the arts.

Karen Maras, an Australian Catholic University senior lecturer and VAC spokeswoman, said the new curriculum was inferior to the NSW syllabus, focusing too heavily on art-making in the early years.

"It's as if they expect students to understand art purely intuitively by creating it . . . It's not until Year 3 and 4 that students start looking at other people's artworks," said the former classroom teacher.

"It's simply too late. It underestimates the intellectual capacity of children to not only paint pictures but analyse what their work means."

ACARA maintains the draft curriculum "draws on current arts curricula in each state and territory and reflects best practice in arts education across the country."

Federal School Education Minister Peter Garrett said the positive impacts of compulsory classes in the full range of arts subjects would be "huge".

"Learning subject areas like music and drama inspires creativity, encourages young people to think critically, helps develop their sense of identity and can provide great benefits for learning in other core areas," Mr Garrett said.

Submissions close on September 23.


Note: The Australian may require a members login to read the full article, try to Google the articles heading for the full text.
WE REJECT THE STRUCTURE AND CONTENT OF THE AUSTRALIAN CURRICULUM DRAFT FOR THE ARTS F-10 (JULY 2012), ESPECIALLY VISUAL ARTS, WHICH FAILS THE EQUAL TO OR BETTER THAN TEST WHEN COMPARED WITH NSW VISUAL ARTS SYLLABUSES AND CONTENT K-6, 7-10, CURRENTLY USED FOR TEACHING AND LEARNING IN NSW SCHOOLS.

VOTE: UNANIMOUS (85 PRESENT)

Visit the VADEA website to find a copy of the PowerPoint Presentation given at the Forum

A video and audio recording of the presentation will be added soon.

ACARA FEEDBACK – WHAT YOU SHOULD KNOW

- ONE response per ISP = this means all responses from your school internet will be counted as ONE response, even if individuals want to do separate responses!
- Once you begin the questionnaire you have to finish = you must complete it in one sitting
- Group responses are logged as 1 response = better to do individual responses from home
- Responses to the Draft Australian Curriculum need to be strong and numerous

Make sure ACARA delivers the curriculum you want to teach, are trained to teach and are proud to teach....Let them know if it falls short!

TO DOWNLOAD AND READ A COPY*
*Look for the PDF icon titled, Click here to view the Draft Australian Curriculum: The Arts Foundation to Year 10

TO LEAVE FEEDBACK*
http://consultation.australiancurriculum.edu.au
*Please note to leave feedback you will need to register with ACARA’s website, if you are not already visit http://consultation.australiancurriculum.edu.au/Register

Consultation on the Draft Australian Curriculum: The Arts closes in 60 Days!
MAKE SURE YOUR VOICE IS HEARD!
**Combined Public schools Creative and performing arts showcase/markets/ Camp Quality fundraiser**

**Overview of event!**

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Week 6</th>
<th>Who is involved</th>
<th>What is the event</th>
<th>Who is the event open to</th>
<th>When</th>
<th>Resources needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SRLC</td>
<td><strong>Schools</strong></td>
<td><strong>-Teachers</strong></td>
<td>Friday 16\textsuperscript{th} Nov 16\textsuperscript{th}</td>
<td>Microphone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Twilight markets/ Creative arts showcase.</td>
<td><strong>Performances and artworks on display</strong></td>
<td><strong>-Students</strong></td>
<td>November 4.00-8.00</td>
<td>Amps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>- various items for the market fundraiser</strong></td>
<td><strong>-Community</strong></td>
<td></td>
<td>Cd Player</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>- School involved so far (Nowra p/s, Bomoderry, Nowra H, Berry, Illaroo</strong></td>
<td><strong>-Council</strong></td>
<td></td>
<td>Place for art to be displayed?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>- Performances may include</strong></td>
<td><strong>market -- visitors</strong></td>
<td></td>
<td>??</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>- Circus performers</strong></td>
<td><strong>parents and community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>- Hip hop dancers</strong></td>
<td><strong>Public Primary schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>- Choirs</strong></td>
<td><strong>Public High schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>- Art/visual art</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions that we have???

1. If the event is rained out when will it be postponed to?
2. How do we get amps, microphones and equipment needed?
3. Can we have a foyer space to present visual artwork?
4. Will there be any costs for this event???

Please don’t hesitate to contact us if there are any changes, questions or anything to clarify. We are very keen to make this a successful and entertaining event.

Cheers, Merindah Backer (SRLC Representative for Creative Arts)

Merindah.backer1@det.nsw.edu.au

Mobile- 0422563543

Work Nowra Public School- 44220401
Key information about this event

Details for event!

Public High school and primary school teachers have formed a committee to organise and inform others in the SRLC. We meet regularly and everyone will help to organise the event. The schools so far, include:

Bomoderry, Berry, Nowra High, Illaroo, Nowra Public

We are looking to get more schools involved when event is finalised and we have the information ready.

- We will have the acts and entertainment ready to go and will timetable in times to suit schools so that performances run smoothly.

- Merindah Backer from Nowra Public School- is the head point of contact for the committee and will remain head point of contact for the event.

- We believe that this event will help to build more customers for the market and raise money for Camp Quality!

- It will be a gold coin donation event to raise money.

- It will be promoted to community, schools and parents in order to get people to come.

- We will work on promotion early. So the event is received well and people are given notice well ahead of time.

- We are going to contact Peter Wright Smith in regards to promotion and informing schools.