

## Te Toi Whakairo, Ka ihiihi, ka wehiwehi, ka aweawe, te ao katoa. *Artistic Excellence makes the world sit up in wonder.*

The [Cambridge High School Arts Faculty](#) aspires to provide all students with a supportive, inclusive and productive environment that promotes their wellbeing as future learners. We seek to inspire students to achieve educational excellence through a rich learning and social environment in the disciplines of Dance, Drama, Music, and Visual Arts.

Reflecting the [New Zealand Curriculum](#), coursework is structured through all levels by building on and revisiting learning in four inter-related strands:

- *Understanding the Arts in Context*
- *Developing Practical Knowledge* in the arts
- *Developing Ideas* in the arts
- *Communicating and Interpreting* in the arts

Our guiding principle is "To consider what students need to best achieve improvement and success" as they:

- *Participate in collaborative and individual endeavours that contribute and celebrate community, culture, personal identity and resilience for their futures*
- *Form and frame their identity through physical, imagined, and digital worlds*
- *Create and challenge ideas that reflect, communicate, and change views of the world*
- *Express and interpret ideas within creative, aesthetic, and technological frameworks, thereby building the confidence to take risks*
- *Learn how to think 'outside the box', engage with unexpected outcomes, and discover multiple solutions to challenging problems*
- *Are empowered to deepen their notions of identity while learning to view their world from new perspectives*
- *Specialise in the disciplines of dance, drama, music and sound arts, visual arts, and art history, or undertake study in multimedia and other new technologies*
- *Build on their experiences, and create, perform, and evaluate art works of increasing sophistication and complexity*

### Key Features of our Learning Programmes:

- **The Arts are characterised by learning by doing.** Practical activity is used to foster students' thinking, curiosity, and self-management.
- **Formative assessment** of students plays a vital role in identifying and addressing the learning needs of individuals.
- **Teachers will role model** the practices, critical reflection, communication of ideas and listening to others' experience of learning that is expected of students.

## Visual arts

*“The world always seems brighter when you’ve just made something that wasn’t there before.” Neil Gaiman*

**Our Visual Art Programmes** at all levels aspire to develop students confidence with visual understanding and skills as they manipulate and transform visual, tactile, and spatial ideas to solve problems.

### A Cambridge High School Visual Arts student:

- Punctual
- Open to challenges and willing to take risks
- Can manage self – commits to learning and completes tasks.
- Is supportive of others – treats people like family.
- Always willing to participate and contribute – celebrates their own and others’ visual worlds
- Comes to class with the gear required
- Respects others, teachers, property and the learning environment

### Key Features of Learning in the Visual Arts

In Visual Arts students will:

- **develop consistent and systematic working methods;** to value drawing as a thinking and working creative process which develops a body of work and leads on to finished works.
- **develop an understanding of methods and ideas** in Painting, Printmaking, Photography, Design and Sculpture.
- **gain an improved and broader skill base;** using observation and recording skills as a foundation and exploring a wider range of media *for an intended purpose*.
- **develop confidence in their own personal expression, critical faculties and understanding** of the art making process through familiarity with established practice.
- **view art works, bringing their own experiences, and becoming informed** by investigation of the contexts in which art works are created, used, and valued.

## Drama

*“At the heart of all drama and theatre is the opportunity for role-taking – to imagine oneself as the other. To try and find oneself in the other and in so doing recognise the other in oneself...they may also discover as a result of their role-taking, a confident self, a powerful self, a risk taking self, a compassionate self.”*

*Jonathan Neelands “The Space in our Hearts” 2001*

Our Drama programmes are practical focused courses at all levels that aspire to increase students’ confidence and further develop performance skills and a passion for the arts—one that they can foster throughout their lifetime.

### A Cambridge High Drama Student Is:

- Punctual
- Involving of others – willing to work with a range of people
- Open to challenges and willing to take risks
- Can manage self – learn lines on time, stay focused in rehearsals, committed
- Is supportive of others – treats people like family
- Always willing to participate and contribute – has an AWESOME attitude
- Comes to class with the gear required
- Respects others, teachers, property and the learning environment

### Key Features of learning in Drama:

In Drama students will:

- *work collaboratively to experiment with, explore and develop performance skills and understanding to create effective Drama.*
- *investigate, devise, perform and reflect upon Dramatic Forms and Conventions.*
- *investigate ways in which Drama has been used in the past and is used now to reflect and comment upon society.*
- *reflect and enrich the cultural life of their schools, whānau, and communities by means of the drama that they create and perform.*

## Music

*“With music, one’s whole future life is brightened. This is such a treasure in life that it helps us over many troubles and difficulties. Music is nourishment, a comforting elixir. Music multiplies all that is beautiful and of value in life.” – Zoltan Kodaly*

**Our Music programmes** at all levels aspire to increase students’ confidence and further develop their passion and musical creativity in order to understand, navigate, and be creative in a modern world.

### A Cambridge High Music Student Is:

- Passionate
- Willing to explore and widen boundaries
- Self Managing
- Comes to class with the gear required
- Puts in the time both in and out of class
- Respects others, teachers, property and the learning environment
- Always willing to participate and contribute – shows manaakitanga

### Key Features of learning in Music:

In Music students will:

- *Develop literacy in Maaori music, understanding aspects of reo, tikanga, and whakapapa both specific to local iwi and Aotearoa*
- **Work individually and collaboratively to explore, develop and refine performance skills**
- **Create original musical ideas to develop and refine within a number of compositions**
- **Investigate a range of musical styles and genres in relationship to past and present contexts**
- **Develop and understanding of technology within Music, in both recording and live performance situations**
- **Understand the methods of musical communication in both aural and score reading settings**
- *Reflect and enrich the cultural life of their school, whaanau, and communities, through involvement and performances*

# Dance

*“Dancing is more than just moving your body parts; it is a pathway of expressing your inner thoughts” – Normani Kordei*

**Dance at Cambridge High School** is about developing creativity and challenging the way we use our bodies to communicate a story, message or idea. It is about creating a supportive, inclusive environment to challenge the norm, try new things and build confidence in oneself.

## A Cambridge High School Dance student:

- Always willing to participate and contribute – celebrates their own and others’ worlds
- Prepared to challenge themselves and willing to take risks
- Can manage self – commits to learning and completes tasks.
- Is supportive of others – treats people like family.
- Is punctual and comes to class with the gear required
- Respects both themselves, others and the learning environment

## Key Features of Learning in Dance

In Dance students will:

- *work collaboratively to explore, create and develop choreographic skills and devices to create effective dances.*
- *develop performance skills and techniques, as well as confidence and self-belief, to enhance their performance in a range of different settings*
- *increase their understanding of the elements of dance and the ways they are used to analyse, review and manipulate movement.*
- *develop an understanding of dance in the world around us by exploring dance in different cultures, genres and historical developments of dance through time*
- *reflect and enrich the cultural life of their schools, whānau, and communities by means of the dance that they create and perform.*

# CHS Arts Learning Programme



