

# The Arts

## Aims

The Arts contribute to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

## Rationale

The Arts are a source of inspiration and enjoyment for all. They provide contexts in which learners can learn to express their thoughts and emotions, use their imaginations, and develop creativity. They therefore make a key contribution to learners' personal, social and emotional development and to their growth as confident individuals. Engaging in the Arts enables learners to participate in and respond to the creative and cultural life of their communities and appreciate the rich cultural heritage of South Sudan.

Participating in a range of art forms – including visual arts, crafts, drama, music and dance – helps young people become responsive, reflective, critical and appreciative. They discover the value of discipline and practice to improve, and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

## The Arts within the Framework

The Arts make a significant contribution to all four of the Framework competencies. The subject is an ideal context for learners to co-operate in groups and to communicate with different audiences. There is a specific strand for learners to think critically about their own and other people's work and performances, and, above all, they need to think creatively. The Arts are an essential part of the South Sudanese culture and heritage, and also an opportunity to learn about other cultures.

## Teaching and Learning the Arts

The Arts are an essentially practical pursuit. The emphasis within school should be on giving learners opportunities to use their imaginations, and to experiment, make things, try things out and develop their own ideas. It is important that they should learn techniques, but also that they use those techniques to express their own thoughts and emotions and to develop their creativity.

This creativity can be developed through a process where learners wishing to design, construct or compose their own work. The same process applies to all performance stands and all ages. Progression comes from the increasing complex context to which the process is applied.

The process is:

- Investigate - find out about how similar artistic works were done
- Design - develop their own ideas and try them out
- Create - produce their own artistic work
- Evaluate - think critically about the effectiveness of their work

This process has applications across all subjects.

Learners should be introduced to a range of work from different artists, craftspeople, dramatists, musicians and dancers from their own and other cultures, and learn to appreciate the quality of their performance, creativity and products. They should be introduced to work in a range of media and understand the commercial applications of the Arts, as well as their potential for enhancing people's lives. Where possible, learners should use digital media and ICT.

The Arts will appear as a variety of specialist options in the S1-4 Curriculum, many of which will have Technical and Vocational applications.

## Strands

There are three participation strands in the Arts:

- Visual Arts and Crafts
- Music & Dance
- Drama.

The fourth strand, Critical Appreciation, applies to each of the three performance strands, and is therefore to be considered in those contexts rather than separately. There are clear connections between the three performance strands and they will often be learned together.

Strand	Description
<b>Participation in the Visual Arts &amp; Craft</b>	<p>Learners express their ideas and imaginations through line, pattern, colour, texture, form and composition. They experiment with a variety of materials and media, including ICT, to produce their own work, in two and three dimensions. They develop skills in a range of techniques, media and applications, and select the ones most appropriate for the task. They learn to appreciate the work of others from their own and other cultures. Older learners progress to more commercial forms of design such as graphic and textile.</p> <p>Learners make their own designs and models using a variety of materials. They refine and improve their designs, building on their experience. They become familiar with traditional crafts as well as modern craft techniques. They use ICT to create and aid design where possible.</p>
<b>Participation in Music and Dance</b>	<p>Learners learn to appreciate music and dance from their own and other cultures. They develop their own performance skills in singing, dancing and in the use of instruments, using ICT where appropriate. They work individually and with others. They experiment with their own compositions and develop ways of communicating their ideas. They participate in traditional festivals.</p>
<b>Participation in Drama</b>	<p>When studying drama, learners work in role with others to explore areas of personal interest and enjoyment as well as issues of personal, social and global concern. They devise performances for each other, the school and the wider community, and respond to live and recorded professional performances. They use ICT (video and sound) wherever possible, and study the techniques used in film and TV.</p>
<b>Critical Appreciation of the Arts</b>	<p>Learners should learn to enjoy and appreciate the arts in all forms. They should think critically about their own and others' performance and products in order to develop critical appreciation the quality of performance and also to understand how quality could be improved.</p>

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>
<b>Participation in the Visual Arts &amp; Craft</b>	Make patterns, pictures and designs from a range of materials they have selected for themselves ( <i>paint, crayon, collage, found materials etc.</i> ) and be able to talk about their work	Express their own ideas through drawings, paintings and designs taking account of colour, texture and form.	Select and use appropriate materials and tools for their own designs, pictures, using colour and texture imaginatively.	Begin to form their own compositions in a range of forms and using a variety of materials,
	Make models from found materials	Know about and make use of some tradition craft techniques in their own work	Develop their skills in a range of traditional crafts	Produce simple artifacts of their own designs, based on traditional crafts.
<b>Participation in Music and Dance</b>	Sing songs and make music with some expression and control.	Learn some traditional songs and the dances that go with them.	Sing traditional songs and some from other cultures with accompaniment.	Begin to accompany singing and dancing with simple tuned instruments,
	Accompany singing with simple percussion instruments	Accompany singing and dancing with percussion and tune-percussion instruments.	Create short rhythmic/melodic phrases in response to pictorial, musical or literary ideas presented by the teacher.	Represent sounds with symbols and recognize how musical elements can be used to create different moods and effects.
<b>Participation in Drama</b>	Engage in role-play in formal and informal situations. Express their own ideas and act out parts of familiar stories	Create events and characters through dialogue, movement and gesture, individually and with others	Use drama to explore stories and issues. Play the role of various characters from fiction and real life. Use tradition oral traditions to support their work.	Explore self-expression through creative movements. Use body for verbal and non-verbal communication.
<b>Critical Appreciation of the Arts</b>	Express preferences about their own work and art, music or drama they have seen and experienced (including recorded or on film).	Make suggestions for the improvement of their own and others' work.	Compare and contrast different artistic works and performances and productions.	Enjoy and discuss artistic performances and productions from their own and other cultures, referring to different features

	P5	P6	P7	P8
<b>Participation in Visual Arts &amp; Craft</b>	Refine their skills by experimenting with a wide range of materials and techniques to express their ideas in two and three dimensions. Produce designs for a specific purpose ( <i>eg posters and leaflets etc</i> )	Refine techniques for drawing and painting from real life and imagination, incorporating traditional approaches.  Use texture, form, line and colour in two and three dimensions to express ideas and create effects.	Combine different techniques and approaches to express their own ideas and create their own work.  Use techniques associated with graphic design, and understand how to achieve visual impact ( <i>eg in such as logos, badges and emblems</i> ) using this in their own work	Refine their ability to use design features in creating a range of 2 and 3-D products.
	Use features and techniques appropriate to traditional arts and crafts to make objects of their own design.	Design and make their own products based on traditional techniques and designs to meet specific needs	Combine traditional craft approaches with new techniques to develop and make new products	Design, make and modify a range of products in the light of their appropriateness for use.
<b>Participation in Music and Dance</b>	Sing in tune with expression, and perform simple accompaniments that use a limited range of tones.	Compose their own instrumental and vocal music, using improvisation and written notation where appropriate.  Perform their own and others' compositions in ways that reflect their meaning and intentions.	Perform in concert with others, taking account of the overall effect of individual performances.	Perform, describe and compare different kinds of music using appropriate musical vocabulary
<b>Participation in Drama</b>	Improvise, using voice and body to express feelings verbally and non-verbally. Understanding how dramatic narratives are constructed and adapt this to their own work	Improvise, explore techniques and develop roles in specific situations ( <i>eg interpersonal relationships</i> )	Develop scenarios and actions for simple plays involving more than one character, writing scripts where appropriate.	Write scripts for simple plays taking account of dramatic conventions and forms.
<b>Critical Appreciation of the Arts</b>	Appreciate the similarities and differences between artistic works and performances from their own and other cultures	Discuss a range of artistic works and performances, summing up similarities and making generalisations about their features.	Use specialised artistic knowledge and terms to explain the quality of a range of artistic performances and productions	Explain differences between artistic performances and productions from their own and other cultures, referring to specific features.