

This newsletter and the Secondary Student Achievement Professional Learning and Development initiative is funded by the Ministry of Education. The providers are The University of Auckland and Te Tapuae o Rehua consortium.

# National Newsletter: The Arts

Information and resources for middle leaders in secondary schools | Term 2 2014

Greetings to you all. Kia ora, Talofa lava, Taloha ni, Malo e lelei, Bula vanaka, Kia orana, Faka'alofa lahi atu

The year is now well underway and you and your students will have had many opportunities to get to know each other and to establish interests, goals and expectations.

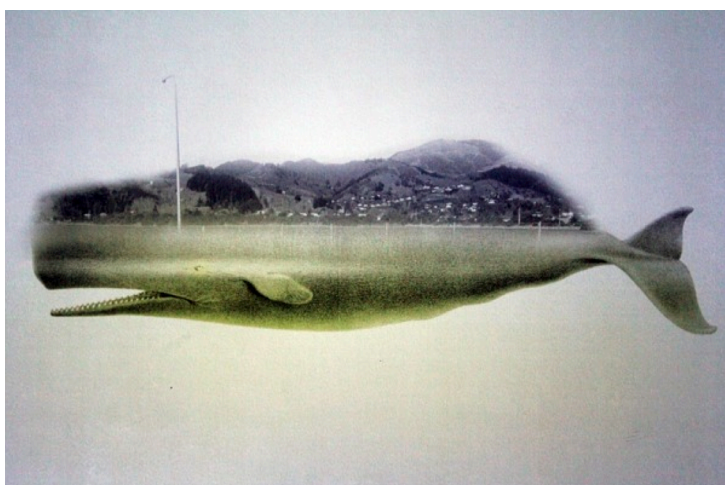
Our RAPs (Regional Arts Partnerships) workshops are nearly completed with only three workshops to go. The in-depth cluster groups will continue term by term.

It is with a note of sadness that we farewell our Arts facilitator from Te Tapuae o Rehua, Polly Thin-Rabb. Polly has recently been appointed to a new facilitation role for the Building on Success PLD contract. We will really miss her, not only for her wisdom and knowledge but also as a great friend and colleague. Congratulations on your appointment Polly.

This newsletter contains information on NCEA level 1; a snapshot of the Arts results; and 3 excerpts focused on technology and the arts:

- Integrating the arts with technology
- An investigation into the use of digital technology in music education in secondary schools
- Drama education with digital technology.

Hopefully you have established your own Teaching as Inquiry focus for this year and have begun the process of putting it into action in light of your own students' achievement. It is to be viewed as an ongoing reflective way of working, often challenging, but essential to our core business, lifting achievement for all our students.



Detail from Top Art Design folio – Daniel Marchbank, Nelson College for Boys

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## RAPs 5

Regional arts partnerships workshops

- Creative Pathways for Arts
- Building a successful junior to senior Arts programme.

Whangarei	6 May
Auckland	7 May
Cambridge	8 May

If you missed out on attending these workshops, we can still send you the materials. Contact: [sw.rowe@auckland.ac.nz](mailto:sw.rowe@auckland.ac.nz)

### NCEA Level 1 Māori achievement in the Arts from 2010 to 2013

			NCEA Level 1 Arts				
			Not Achieved %				
Std No			2010	2011	2012	2013	2013
			NZ Maori				all students
Dance	Internal	90002	12.0	12.8	11.4	8.0	4.5
Dance	Internal	90858 (90001)	24.0	38.5	17.3	16.6	9.7
Dance	Internal	90859 (90003)	13.9	12.6	11.5	9.2	4.7
Dance	Internal	90860	N	43.2	31.2	34.9	23.8
Dance	External	90005	42.0	15.5	25.5	27.7	19.8
Dance	External	90861 (90004)	34.6	14.6	25.4	33.8	26.7
Drama	Internal	90006	34.6	20.4	19.8	17.7	12.2
Drama	Internal	90009	31.4	20.1	21.8	17.4	9.7
Drama	Internal	90997 (90007)	31.5	18.3	19.6	11.0	7.6
Drama	Internal	90999	N	22.8	25.6	19.0	12.1
Drama	Internal	91000 (90008)	34.2	29.6	35.0	20.1	12.2
Drama	External	90011	32.0	29.1	44.7	36.4	26.3
Drama	External	90998	N	32.1	37.8	30.6	21.2
Music	Internal	91090 (90012)	21.3	20.9	19.3	18.8	10.3
Music	Internal	91091 (90013)	24.5	17.7	14.4	13.2	8.2
Music	Internal	91092 (90014)	40.9	35.3	39.3	33.0	17.7
Music	Internal	91095 (90017)	43.2	34.4	29.8	29.5	16.9
Music	External	91093 (90015)	68.3	41.8	49.4	39.8	26.4
Music	External	91094 (90016)	71.5	43.6	57.6	34.7	19.8
Visual Arts	Internal	90913 (90018)	31.0	31.4	29.0	29.9	20.7
Visual Arts	Internal	90914 (90021)	29.7	22.6	21.8	17.0	10.0
Visual Arts	Internal	90915 (90019)	24.5	25.3	24.2	21.8	11.7
Visual Arts	Internal	90917	N	27.5	22.8	19.9	10.4
Visual Arts	External	90916 (90020)	19.8	17.4	17.1	15.5	7.9

## NCEA Level 1 Pasifika achievement in the Arts from 2010 to 2013

			NCEA Level 1 Arts				
			Not Achieved %				
Std No			2010	2011	2012	2013	2013
			Pasifika peoples				all students
Dance	Internal	90002	5.8	6.8	5.0	2.5	4.5
Dance	Internal	90858 (90001)	23.5	34.2	14.0	11.9	9.7
Dance	Internal	90859 (90003)	8.6	5.5	4.5	2.3	4.7
Dance	Internal	90860	N	30.5	33.6	35.8	23.8
Dance	External	90005	42.7	14.9	23.5	28.0	19.8
Dance	External	90861 (90004)	37.3	18.3	24.4	46.8	26.7
Drama	Internal	90006	29.1	19.1	13.0	18.2	12.2
Drama	Internal	90009	29.7	22.2	11.6	16.6	9.7
Drama	Internal	90997 (90007)	26.2	15.5	8.7	8.6	7.6
Drama	Internal	90999	N	21.7	18.9	20.8	12.1
Drama	Internal	91000 (90008)	32.7	6.5	12.7	16.0	12.2
Drama	External	90011	44.2	28.2	43.0	43.0	26.3
Drama	External	90998		36.4	26.2	42.9	21.2
Music	Internal	91090 (90012)	27.0	22.3	21.0	12.5	10.3
Music	Internal	91091 (90013)	24.6	13.4	15.3	7.2	8.2
Music	Internal	91092 (90014)	43.4	31.0	32.7	26.6	17.7
Music	Internal	91095 (90017)	41.0	39.7	31.7	24.9	16.9
Music	External	91093 (90015)	71.3	39.1	45.3	51.1	26.4
Music	External	91094 (90016)	72.9	53.6	64.8	46.5	19.8
Visual Arts	Internal	90913 (90018)	29.5	32.7	23.6	26.8	20.7
Visual Arts	Internal	90914 (90021)	22.4	12.5	14.6	12.6	10.0
Visual Arts	Internal	90915 (90019)	20.5	18.0	15.9	13.7	11.7
Visual Arts	Internal	90917	N	18.4	14.5	9.2	10.4
Visual Arts	External	90916 (90020)	16.4	16.2	15.5	10.4	7.9

## A closer look at the NCEA Level 1 Arts results from 2010-2013

NZQA shows achievement as Not Achieved, Achieved, Merit and Excellence. The tables on this page show percentages of Not Achieved. You can subtract this figure from 100 to get the total achievement rates. (Achieved + Merit + Excellence).

The last column allows for the comparison of Māori or Pasifika peoples to *all students* NA percentages in the respective standards.

Here are some thoughts on the data:

- The non-achievement percentages are generally getting lower.
- In all the standards Māori are not achieving as well as 'all students'.
- In all the standards, bar one, Pasifika peoples are doing worse than 'all students'.

What other interesting things do you notice?

Based on this data, what could we do differently?

For example, if an 'Arts' course offered one or two of the standards, with the best results, from several disciplines. What would the course look like and what would the achievement be?

A number of standards in the Arts offer credits towards Level 1 literacy.

Dance: 90005, 90860  
Drama: 90006, 90009,  
90011, 90997, 90998, 90999  
Music: 91094, 91095  
Visual Arts: 90913

Are there opportunities to offer authentic reading and writing opportunities during the teaching and learning for other standards?

## Technology and the Arts

The following are snapshots of current writing on the topic of technology in the Arts.

### **Integrating the Arts with Technology: Inspiring Creativity**

By: National Center for Technology Innovation and Center for Implementing Technology in Education (CITED) (2009)

Combining the Arts with Technology can create new and exciting ways to keep students motivated and engaged in the learning process and the world around them. Teachers can help reduce learning barriers by working Arts curriculum and Technology into students' individualized education programs and the general curriculum. Research has found that students at-risk for dropping out of school who participate in Arts programs gain a more positive attitude about themselves and their future, increase academic achievement, and decrease delinquency. For students with disabilities in particular, the opportunity to be self-expressive and successful in an artistic medium can often diffuse or transcend the sense of isolation and frustration they may feel when working with their disability in daily life. Many students with learning disabilities struggle to communicate their thoughts and feelings. They may have trouble finding the words or using language effectively. The visual arts, such as painting, drawing, music, and computer graphics, can give them a non-verbal way to express themselves and interact with other people.

To read the article go to: [www.idonline.org/article/30245](http://www.idonline.org/article/30245)

### **Variations on the Loops: An investigation into the use of digital technology in music education in secondary schools**

By Stuart Wise

This thesis examines how nine teachers in four New Zealand secondary schools are using digital technology in music education in order to gain a greater understanding of how it is used, why it is used and what constraints may exist that hinder implementation. This thesis contends that although there was evidence of considerable use of digital technology in the schools, particularly in composition activities, a range of factors are influencing the choices teachers are making as to how they are using it. Despite the potential digital technology may have to transform classroom activities in music education, usage, in most cases, remains fundamentally conservative and heavily informed by traditional Western art music practices.

To read Stuart's thesis: <http://hdl.handle.net/10092/8485>

### **Drama Education with Digital Technology**

*Drama Education with Digital Technology* explores the rapidly evolving intersections between drama, digital gaming, technology and teaching. It documents the praxis (practice and research) that move beyond anecdotal discussion of approaches and design. This book provides clear and inspiring examples of what is going on in many classrooms. It offers a strong and detailed theoretical foundation for these departures into the here and now of young people's lives and experiences and offers the reader practical advice and a host of new conventions for drama work and performance.

To find out more: <http://www.bloomsbury.com/us/drama-education-with-digital-technology-9781847062666/#sthash.ipL9zvSU.dpuf>

## Key Events

### **MENZA PD Day**

16 May

For all music teachers - held in each region.

### **Hook Line & Singalong**

Friday 30 May

**NEWZATS** (New Zealand Association of Teachers of Singing) Conference- Friday 18 - 20 July Nelson.

### **TRCC course for Itinerant Teachers of Music**

October 2014 in your region. Auckland, Hamilton, Wellington, Christchurch.

### **Visual Arts conference 2014: 'Te Aho I Muri Nei' – Supporting Innovation, ANZAAE**

15 -17 July

School of Visual Arts, AUT, Auckland.

Earlybird registrations open now.

<http://www.anzaae2014.co.nz/>

### **2014 Visual Art Verification and Marking Dates**

The submission due dates are:

L1 - 22 Oct 2014

L2 - 29 Oct 2014

L3 and Scholarship - 6 Nov 2014



Detail from Top Art Design folio – Jack Clarke, Lindisfarne College