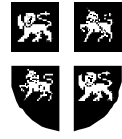# Foundation for the Province of Newfoundland and Labrador Arts Education Curriculum

GOVERNMENT OF
NEWFOUNDLAND
ANDLABRADOR
Department of Education
Primary, Elementary and Secondary Branch

Arts Education

FOUNDATION

Contents

Foundation for the Province of Newfoundland and Labrador Arts Education Curriculum

Acknowledgments

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- The regional arts education committee members, who provided direction with respect to the development of this foundation document include the following:

- The provincial working groups, comprising artists, teachers, and other educators in New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island, who provided input and feedback to the document during the development process

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Vision

The Atlantic Canada arts education curricula are shaped by a vision of enabling and encouraging students to engage in the creative, expressive, and responsive processes of the arts throughout their lives.

Introduction

Purpose of the Document

Foundation for the Atlantic Canada Arts Education Curriculum is intended as a framework for drama, music, and visual arts education programs in the Atlantic provinces. It offers a vision of what arts education can become through collaboration among students, teachers, administrators, artists, and other community members.

The document provides a framework on which educators and others in the learning community can base decisions concerning learning experiences, instructional techniques, and assessment strategies. This framework provides a coherent, integrated view of arts education and reflects current research, theories, and classroom practice.

Within this context, the document has four purposes:
- to provide educators and the general public with an outline of the vision, philosophy, and outcomes framework for arts education in Atlantic Canada
- to articulate the scope and sequence of learning in the arts from school entry to grade 12
- to provide a foundation upon which educators and others in the learning community may make decisions concerning learning experiences in and through the arts
- to inform subsequent development of curriculum guides in the arts from school entry to grade 12

Rationale

Education in the arts is fundamental to the aesthetic, physical, emotional, intellectual, and social growth of the individual. It provides students with unique ways of knowing, doing, living, and belonging in the global community. It also has a key role in the development of creativity and imagination.

Through arts education, students come to understand the values and attitudes held by individuals and communities. Learning in the arts contributes to an empathetic world view and an appreciation and understanding of the relationship among peoples and their environments.

Education in the arts and learning in other subject areas through the arts develop the Atlantic Canada essential graduation learnings: aesthetic expression, citizenship, communication, personal development, problem solving, and technological competence.

Key Features of the Curriculum

Outcomes define the curriculum.

The identification of outcomes clarifies for students, teachers, parents, and administrators specific expectations of what students should know, be able to do, and value as a result of their learning experiences in the arts.

The curriculum framework describes both arts education general outcomes and key-stage curriculum outcomes specific to each of the arts disciplines-drama, music, and visual arts.

The commonalities among the arts disciplines–drama, music, and visual arts–are identified in the general curriculum outcomes. The key-stage curriculum outcomes articulated for each of the disciplines identify the unique nature of each. Students have the opportunity to engage in a broad range of experiences in drama, music, and visual arts, as well as experience focussed study in discipline electives.

The curriculum provides a basis for assessing student achievement.

The outcomes framework provides reference points for teachers to inform their instructional practice as they monitor students' progress. Assessment involves more than a judgment made about a performance or presentation after learning has taken place. It is recognized that students have a responsibility for their own learning. As a continuous, collaborative, comprehensive process, assessment can be a powerful tool to enhance students' learning when self-assessment is an integral part of that learning.

The artistic development of all students is nurtured.

Students develop and learn at different rates and in different ways. The curriculum recognizes the diversity among students and provides for a range of learning styles, instructional strategies, and resources. Learning contexts are adapted to meet the needs of individual students, and provide ongoing opportunities for all students to engage in new learning based on their previous successes.

Through arts education, students develop aesthetic awareness and judgment by using and creating forms of expression that communicate ideas, perceptions, and feelings. Arts activities enable students to learn and express themselves in ways not possible in other subjects.

The presence of the arts in every culture is affirmed.

The arts are universal and central to every world culture. Artistic expression is an integral part of all societies, not a stand-alone, independent enterprise. Through the arts, people tell their stories, thereby creating the collective story of humankind. Drama, music, and visual arts, along with literature and other forms of expression, allow a culture to define its identity and communicate that to others.

Arts disciplines have similarities one can identify. One of the similarities is the creation and communication of culture. Another is the ability to exist independently of their creators or country of origin. Works of artistic expression are able to bypass human reason and languages to appeal to us at an emotional level. These works are more deeply understood and fully appreciated within the context of the culture of the people who produced them. However, their universality permits them to speak to audiences across cultures and time.

Learning about the arts in a global perspective provides the basis for valuing the differences among people. This is critical for young growing minds. International understanding is a key starting point to valuing the diversity within our own culture.

Valuing is intensely personal and involves making connections with individual and social standards and beliefs. It includes respect for and recognition of the worth of what is valued. It recognizes the reality of more than one perspective, more than one way of being and perceiving the world, and the richness of found answers.

Drama is a process that frees the voice, body, imagination, and creative self to physicalize thought, time, and space.
Music is sounds and silences created through body, voice, and acoustic and electronic instruments.
Visual arts is visual and tactile experiences in two-and three-dimensional, and electronic and digital forms.

The curriculum provides a framework for making connections with other subject areas.

This document recognizes the importance of students working *in* and *through* the arts.

When students learn *in* the arts, they develop specific skills and understandings necessary for self-expression. These *arts-based* outcomes are achieved in arts classrooms where a key emphasis is on art making.

As students gain confidence in these skills, they are able to learn *through* the arts. They discover ways to apply their skills in other subject areas, making cross-curricular connections, solving problems, and using artistic modes of expression (musical, visual-spatial, dramatic) to demonstrate their learning. These *arts-related outcomes* foster in students an understanding that enables the development and application of personal, social, and perceptual skills.

As students make connections with other areas of the curriculum, often using a thematic approach, a kaleidoscope is created in which arts disciplines interact with each other and with other subjects. These interdisciplinary and cross-curricular connections contribute to students' learning in both the arts and other disciplines.

The importance of student participation in all aspects of learning is emphasized.

Students engage in a range of experiences and interactions designed to help them use processes associated with creating, expressing, and responding to works in the arts, both their own art works and those of others.

The curriculum emphasizes the personal, social, and cultural contexts of learning, and the power that creating has within these contexts.

The curriculum promotes self-understanding as well as an appreciation of the world's social and cultural contexts. Students are encouraged to recognize the power of creativity in constructing, defining, and shaping knowledge; in developing attitudes and skills; and in extending these new learnings in social and cultural contexts. Each arts discipline requires skills. As students develop their artistic expression, they arrive at a deeper understanding of how their works shape their lives and have impact on the lives of others.

Since works in the arts are an unmistakable part of personal identity and a defining feature of culture, it is critical that the curriculum respect, affirm, understand, and appreciate individual and cultural/racial uniqueness in all aspects of teaching and learning.

The curriculum is designed to build awareness for career possibilities in the cultural sector.

Almost one million Canadians earn their living in the cultural sector. This curriculum acknowledges the importance of the arts in adult life and prepares learners to consider various careers and entrepreneurial opportunities in our vibrant cultural sector.

The **cultural sector** is defined to include the arts, crafts, cultural industries, design, and heritage. The sector comprises a broad range of organizations and institutions, public, private, and non-profit, as well as individual artists, creators, and entrepreneurs.

Outcomes

A Common Approach

In 1993, work began on the development of common curricula for Atlantic Canadian public schools. The Atlantic ministers' primary purposes for collaborating in curriculum development are to
- improve the quality of education for all students through shared expertise and resources
- ensure that the education students receive across the region is equitable
- meet the needs of both students and society

Under the auspices of the Atlantic Provinces Education Foundation (APEF), the development of Atlantic common curricula for mathematics, science, English language arts, social studies, arts education, and technology education follows a consistent process.

Achievement of the essential graduation learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future. Essential graduation learnings are cross-curricular, and curriculum in all subject areas is focussed to enable students to achieve these learnings. Essential graduation learnings serve as a framework for the curriculum development process.

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school.

General curriculum outcomes are statements which identify what students are expected to know and be able to do upon completion of study in a curriculum area.
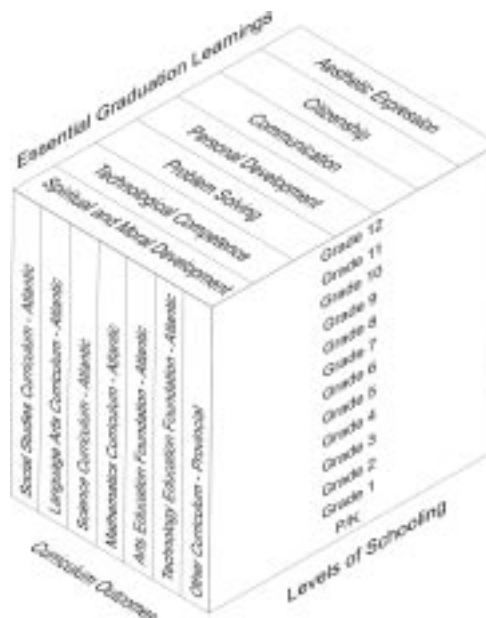
Figure 5 –Relationship among Essential Graduation Learnings, Curriculum Outcomes and Levels of Schooling

Each project requires consensus by a regional committee at designated decision points; all provinces have equal weight in decision making. Each province has established procedures and mechanisms for communicating and consulting with education partners, and it is the responsibility of the provinces to ensure that stakeholders have input into regional curriculum development.

Each foundation document includes statements of essential graduation learnings, general curriculum outcomes for that program, and key-stage curriculum outcomes (grade 3, grade 6, grade 9, grade 12). Essential graduation learnings and curriculum outcomes provide a consistent vision for the development of a rigorous and relevant curriculum.

Key-stage curriculum outcomes are statements which identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12, as a result of their cumulative learning experiences in a curriculum area.

Curriculum Outcomes are statements articulating what students are expected to know and be able to do in particular subject areas. These outcomes statements also describe what knowledge, skills, and attitudes students are expected to demonstrate at the end of certain key stages in their education, as a result of their cumulative experiences at each grade level in the entry-graduation continuum. Through the achievement of curriculum outcomes, students demonstrate the essential graduation learnings.

Essential Graduation Learnings (EGLs)

Graduates of the public schools of the Atlantic provinces will be expected to demonstrate the following essential graduation learnings. Provinces may add additional essential graduation learnings as appropriate. More information on the EGLs and the curriculum framework is attached as an appendix.

Arts education provides diverse opportunities to achieve the essential graduation learnings. The following section outlines the unique contribution of arts education to each of the essential graduation learnings.

Aesthetic Expression

> Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Drama, music, and visual arts are artistic expressions of the human experience. Students who have opportunities for learning in and through these arts disciplines discover ways of knowing and expressing that enhance and deepen their aesthetic experience. In addition, they understand the role of the arts through history and in today's society. Engagement, both individually and collectively, in the creative, expressive, and responsive processes of the arts enables students to develop

- confidence in themselves as creators
- enriched appreciation for works in the arts, both their own and those of others
- awareness of and valuing for the role arts play in lifelong learning, and appreciation of the richness of cultural expression

Citizenship

> Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Through engagement in arts learning processes, students broaden their awareness and understanding of social, economic, and political issues, history, and cultural diversity. This respect for others fosters a sense of both local and global community. Creative and performance processes require complex decision making. Consequently, arts curricula provide students with an opportunity to

- examine and challenge global, political, social, and economic systems
- explore and understand the interdependence of the various components of societies and environments
- use knowledge and skills learned in and through the arts to demonstrate value and respect for cultural richness in local and global contexts
- value community

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

Through the arts, students are given opportunities to communicate in unique ways, ways that are not possible with words alone. This complex, holistic communication includes both process and product, and centres on expression of thoughts, experiences, and feelings, using the languages of the arts. Students also have opportunities to talk, read, and write about the arts in their learning experiences in the arts. They have opportunities to

- demonstrate originality and imagination in expressing thoughts, experiences, and feelings as they engage in creating and making
- use critical thinking skills in exploring their thoughts, experiences, and feelings
- use a range of processes to critically respond to their own works and the works of others

Personal Development

Graduates will be able to learn and to pursue an active, healthy lifestyle.

Engagement in the arts provides rich opportunities for personal development. Students, through direct experience in arts processes, are involved in exploring and expressing their emotional and spiritual selves, while learning their own strengths, weaknesses, hopes, and fears. The self-knowledge that develops through arts experiences is a key foundation for their future. Arts processes also enable students to develop understanding of others through involvement with art works, both past and present, and through working cooperatively in creative art making.

Students' skills and attitudes developed in and through the arts contribute to personal health, success in the workplace, and continuous learning. Engagement in arts activities offers students opportunities to

- demonstrate personal growth in areas such as perseverance, self-confidence, responsibility, independent thinking, open-mindedness, and understanding of others
- develop personal motivation for lifelong learning
- understand the potential that creative expression has for developing personal well-being and community identity
- consider employment opportunities in the cultural sector
- enhance their physical development

Problem Solving

> Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Arts activities constantly challenge students to develop solutions and make decisions. They are challenged to question "the way things are" and to take risks when developing their own vision. Throughout the creative process, students explore and analyse a range of problem-solving strategies and techniques. They also develop a greater appreciation for the solutions that others find. This interwoven, dynamic process that includes identifying, challenging, solving, rethinking, and synthesizing is part of all arts processes. Engagement in the arts, therefore, enables students to

- demonstrate the value of exploring more than one alternative when considering solutions to problems and be open to change as new understandings emerge
- use problem-solving strategies, creativity, and imagination to explore thoughts, experiences, and feelings
- develop potential solutions to problems, using reflective thought processes to select the best solution for a specific task

Technological Competence

> Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems

Technology is a conscious process by which people alter their environments. People use tools, materials, and processes to create and modify artifacts, systems, and environments. They interact with technology to extend human capabilities. In the arts, technology has evolved as a set of strategies that people employ to develop solutions to problems, and to identify and meet opportunities.

In arts education, technology is used for learning and creating, as well as for manipulating sound, sight, and other senses. By linking the arts and technology, students can increase their ability to synthesize, integrate, and construct meanings from a wealth of resources and information. Such experiences also expand their career opportunities. The arts curricula, therefore, enable students to
- utilize technical resources to gather information, satisfy curiosity, experiment with processes, and solve problems

- recognize that technological tools and processes are intrinsic to creating, making, and performing in the arts
- develop, strengthen, and apply critical thinking in the use of technological devices and processes in art making
- engage in activities through technological innovations, that explore, extend, deepen, enhance, and nurture creative expression
- develop skills and competencies in technologies as a means to expression
- recognize the possibilities of technologies of production as a means to make contributions to the aesthetic dimension of life
- develop vocabulary to analyse, interpret, and evaluate the impact of technology on process, purpose, and product
- develop familiarity with technologies of production and their potential impact on culture, society, and the natural and built environments

Technology in the arts is inclusive of those processes, tools, and products that artistic-minded people use in the design, development, creation, and presentation of their works. It is a means to use skills and imagination in the creation of aesthetic objects, environments, or experiences. It is also a means of knowing and understanding our world and the processes we involve ourselves in as we interact with it. Tools and devices alone do not constitute technology. It is only when people use these tools and devices to effect a change can we call them a technology.

Since the arts are always about the processes of presentation and representation, they are able to utilize the most recent technologies, along with those from the entire history of the arts. A technological device or technological process rarely becomes obsolete to the artist. An artist may choose to use any technology from any period of history if it is suitable. The final appearance and presentation of the art work is strongly influenced by the technologies of production. When an artist engages in an artmaking process or creates an art product, choices and decisions must be made about the appropriate technology of production and how an audience may respond to these efforts.

Spiritual and Moral Development

Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

The human experience is more than what we see. Art is more than a physical object before us. Art works and their creation engage the imagination of the student, provoking thoughts and ideas that otherwise could remain elusive. Students engaged in the art processes are able to explore and express abstract ideas of a moral, ethical, and spiritual nature.

Through the study and creation of art, students develop their ability to derive aesthetic judgements from the richness and complexity of the images of art and its societal roles. Students are encouraged to form a questioning attitude and to discriminate between truth and propaganda.

In arts education respect for the rights of individuals and the work they create is emphasized. This is particularly true in issues related to copyright and ownership of intellectual property. From the experience of creating their own art and learning about the work of artists, students explore such issues as justice, corruption, oppression, celebration, peace and war. They develop a tolerence for alternative points of view and come to understand art as a barometer of social attitudes.

Students in art education learn to take responsibility for their actions and statements. They come to see this as an essential requirement for living in a society, and a prerequisite for creating art. Engagment in the art process provides students the opportunity to
- develop their skills and aesthetic appreciation throughout their educational experience so they understand the arts are a seamless part of their lives and the world around them.
- develop an appreciation for the uniqueness of every person and the work they create
- cooperate in group initiatives that interact with the community, becoming aquainted with community arts venues, e.g., museum or gallery, studio, concert, or theatrical performance.
- recognize and respect the ethical, moral, and legal considerations when one copies the work of others
- demonstrate an understanding of and sensitivity to cultural bias when creating and studying in the arts.

The Nature of Arts Education

The arts have been part of the human experience throughout history and are embedded in our daily life.

Drama, music, and the visual arts are vehicles through which peoples make meaning of the complexities of life, and make connections among and between themselves and others. The arts offer enjoyment, delight, and stimulate imagination. They provide a common thread of understanding across generations. In short, the arts describe, define, and deepen human experience in ways that are both personal and global, real and magical.

There are key aspects of arts education that are deeply personal and cannot easily be expressed as immediately measurable outcomes. They do, however, make a significant contribution to the achievement of essential graduation learnings. The internal experience that is an intrinsic, vital part of arts learning is something that cannot be demonstrated as a specific product. For example, learners involved in the creation of a dramatic work that has intensely personal significance experience growth that cannot necessarily be demonstrated to others. In this context, whether or not this work is presented formally is irrelevant. The only way in which this kind of growth and learning can be measured is by gauging the extent to which it leads to self-awareness and has an impact on the way individuals come to relate to those around them. The importance of this learning only becomes apparent with time. Adults often reflect on these kinds of arts experiences as some of the most important of their early life.

The Learning Continuum

The continuum of learning in the arts that has been developed for entry through grade 12 encourages and validates student progress and achievement, taking into account
- the nature of the individual discipline
- the age and developmental stage of the learners
- the range of opportunities for learning
- student interest and enthusiasm
- learning styles
- multiple intelligences
- teacher expertise
- learning time
- resource availability

The learning continuum in the arts must take into account the premise of a broad arts offering in early and middle levels through to more specialized challenges at high school. Learning in the arts over time results in increasing control over creative and technical abilities. As students progress along the learning continuum, they increase their ability to create and generate their own ideas for work and make decisions about its development. Critical and contextual understandings are deepened so that students are able to form their own judgments and support them, using correct terminology and a range of evaluative criteria.

The learning continuum must be supported by the provision of sufficient time and resources to ensure that students experience a broad range of arts learning experiences that are sequential, comprehensive, planned, co-ordinated, and related to the organizing strands and outcomes of this document.

Organizing Strands and General Curriculum Outcomes

This document provides a learning outcomes framework of concepts common to each of the arts disciplines; drama, music, and the visual arts. The outcomes are grouped according to the types of understandings and processes that are common to all arts disciplines: creating works of art; responding critically to their own works and the works of others; and making connections in local, global, and historical contexts. Under these three organizing strands, eight general curriculum outcomes identify what students are expected to know, be able to do and value upon completion of study in arts education. In addition, key-stage outcomes for grades 3, 6, 9, and 12 have been identified for each discipline.

Creating, Making, and Presenting

Creating, making, and presenting involves students' creative and technical development; that is, their ability to use and manipulate media - images and words, sound and movement, to create art forms that express and communicate their ideas and feelings. Through these art works students provide evidence of achievement, both as the work is being developed and in its final form.

General Curriculum Outcomes

Students will be expected to
1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

Understanding and Connecting Contexts of Time, Place, and Community

This strand focusses on evidence, knowledge, understanding, and valuing the arts in a variety of contexts.

General Curriculum Outcomes

Students will be expected to
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts, and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

Perceiving, Reflecting, and Responding

This strand is concerned with students' ability to respond critically to art works through increasing knowledge and understanding of, and appropriate responses to, the expressive qualities of art works.

General Curriculum Outcomes

Students will be expected to
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work
7. understand the role of technologies in creating and responding to expressive works
8. analyse the relationship between artistic intent and the expressive work

These understandings and processes are inter-related and are developed most effectively as interdependent concepts. When outcomes are grouped as such and curriculum offerings based on all three organizing strands, arts activities become more relevant to real-life situations, and the learning becomes more meaningful.

Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12, as a result of their cumulative learning experiences in arts education.

Outcomes at the four key stages reflect a continuum of learning. While there may appear to be similarities in outcomes at different key stages, teachers will recognize the increase in expectations for students at the various key stages, according to
• the developmental nature of learning processes
• students' maturity of thinking and interests
• students' increasing independence as learners
• the complexity and sophistication of ideas and tasks
• the level of depth of students' engagement with ideas and tasks
• the range of arts experiences and the repertoire of strategies and skills students apply to those experiences

For each key stage, the ordering of outcomes is not intended to suggest any priority, hierarchy, or instructional sequence. While these outcomes provide a framework on which educators may base decisions concerning instruction and assessment, they are not intended to limit the scope of learning experiences in any key stage. Although it is expected that most students will be able to attain the key-stage curriculum outcomes, the needs and performance of some students will range across key stages.

Teachers should take this variation into consideration as they plan learning experiences and assess students' achievement of the various outcomes. Students' attitudes, experiences, knowledge, abilities, and engagement in learning will also influence their ability to achieve the key-stage curriculum outcomes.

Creating, Making, and Presenting: Drama

▌ 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

By the end of grade 3, students will be expected to

1.101   explore and express ideas, moods, and feelings, using vocal elements, movement, improvisation, and preparatory dramatic exercises
1.102   discuss a character's point of view in a dramatic work
1.103   demonstrate an understanding of basic drama vocabulary
1.104   develop and play roles

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

1.201   apply knowledge of vocal elements and movement for expressive purposes
1.202   identify and interpret a character's attitudes and points of view in a dramatic work
1.203   select and use dramatic elements, skills, techniques, and processes to create a variety of dramatic works

Creating, Making, and Presenting: Drama

▌ 2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

By the end of grade 3, students will be expected to

2.101   demonstrate an understanding of the responsibilities of the individual to the larger group
2.102   demonstrate effective use of space, costumes, and properties to enhance dramatizations
2.103   create drama based on play, imagination, and/ or literature

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

2.201   create, rehearse, and present drama works to communicate the meaning of poems, stories, art works, myths, and other source material drawn from a wide range of cultures
2.202   collaborate in developing, planning, and designing of classroom dramatizations

Creating, Making, and Presenting: Drama

> 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

1.301   express ideas, moods, and feelings creatively through engagement in drama
1.302   apply drama concepts, skills, and techniques to develop characters and roles
1.303   demonstrate effective communication skills, such as listening and speaking, both in and out of role

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

1.401   express, develop, challenge, and communicate ideas through their dramatic work
1.402   analyse and portray a variety of characters from a range of genres, demonstrating their physical, intellectual, emotional, and social dimensions
1.403   improvise and create drama that reveals character motivation and theme, advances plot, and provides exposition*
1.404   improvise, create, and refine scripts based on personal experience, heritage, imagination, literature, and history

*in drama, an exposition is a discourse or an example designed to convey information or explain what is difficult to understand

Creating, Making, and Presenting: Drama

> 2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

2.301   demonstrate an understanding of drama as a collaborative art form
2.302   demonstrate an understanding of the process of selecting and organizing dramatic forms and sources to create a dramatic work that communicates a specific intention
2.303   use principles of design, direction, and production in dramatic works

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

2.401   develop dramatic works from the ideas and contributions of others
2.402   apply principles of design, direction, and production to a dramatic work
2.403   interpret, direct, and refine dramatic works for informal and formal presentations
2.404   develop and sustain a variety of roles and present them formally and/or informally

Understanding and Connecting Contexts of Time, Place, and Community: Drama

3. Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

By the end of grade 3, students will be expected to

3.101   explore the uses of drama at home, at school, and in the community
3.102   discuss the narrative in dramatic works from a variety of cultures

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

3.201   describe the role that drama plays in their community
3.202   demonstrate an awareness of the use of dramatic arts in popular culture
3.203   explore and describe ideas, emotions, situations, and experiences expressed in dramatic work from a variety of cultures
3.204   investigate the roles of dramatic artists in their community and potential careers available to those trained to work in theatre

Understanding and Connecting Contexts of Time, Place, and Community: Drama

4. Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.

By the end of grade 3, students will be expected to

4.101   explore ways in which drama expresses their life experiences
4.102   explore games, stories, and dramatic works from a variety of cultures
4.103   demonstrate appropriate audience skills and respect for the contributions of others

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

4.201   examine ways in which drama expresses and enriches life experiences
4.202   compare dramatic works from a range of cultural traditions and historical contexts
4.203   interpret and adapt games, stories, and dramatic works from a variety of cultures

Understanding and Connecting Contexts of Time, Place, and Community: Drama

> 3. Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

3.301   compare the variety of purposes of dramatic works in the expression of culture
3.302   interpret how drama celebrates, comments on, and questions the values, issues, and events of societies past and present
3.303   understand that drama can imitate and reflect life in particular times, places, and cultures
3.304   explore opportunities to participate in drama in school, community, and careers

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

3.401   demonstrate an understanding of historical and cultural developments in theatrical styles and genres
3.402   analyse selected career opportunities, identifying the necessary training, skills, and plans of action
3.403   analyse, understand, and value the influence of drama in creating and reflecting culture

Understanding and Connecting Contexts of Time, Place, and Community: Drama

> 4. Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

4.301   use drama to record and influence ideas, feelings, and events
4.302   explain the social and cultural context of dramatic works
4.303   experience, understand, and develop sensitivity to the diversity of cultures through drama

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

4.401   demonstrate an understanding of the role of drama as a record of human experience that connects to their own lives
4.402   select, interpret, and perform excerpts from dramatic works from a variety of cultures
4.403   justify dramatic choices, using cultural and historical information
4.404   respect the integrity of various cultural groups and their contribution to drama in the global community

Understanding and Connecting Contexts of Time, Place, and Community: Drama

5. Students will be expected to examine the relationship among the arts, societies, and environments.

By the end of grade 3, students will be expected to

5.101   develop an awareness that drama can reflect their own and others' lives
5.102   identify ways in which drama is promoted and supported in their community
5.103   explore connections among drama and the other arts

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

5.201   explore examples of how drama can reflect the ideas of individuals, communities, and societies
5.202   describe and make connections between drama and the other arts
5.203   explore how drama can communicate a topic of personal significance

Perceiving and Responding: Drama

6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

By the end of grade 3, students will be expected to

6.101   describe their feelings and ideas about their own drama and the work of others, using a given set of criteria
6.102   identify effective uses of drama elements in performances, and compare their own responses with those of their peers
6.103   explore various solutions to challenges relating to their drama work

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

6.201   identify problems relating to their drama work and explore possible solutions
6.202   justify their preferences for specific drama, using appropriate vocabulary
6.203   use feedback to refine their own dramatic work

Understanding and Connecting Contexts of Time, Place, and Community: Drama

> **5. Students will be expected to examine the relationship among the arts, societies, and environments.**

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

5.301   describe the role that drama plays in various societies, local and global, past and present

5.302   explore examples of how drama can reflect the ideas of individuals, communities, and societies

5.303   examine how drama explores current events and personal and social issues

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

5.401   interpret and perform drama that promotes or challenges the ideas of individuals, communities, and societies

5.402   evaluate and synthesize cultural, historical, and political information to support artistic choices

5.403   apply understanding of the relationship between drama and the physical space, and of the roles that technologies play in creating environments

5.404   demonstrate an understanding of how drama clarifies and influences issues and events in local and global contexts

Perceiving and Responding: Drama

> **6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.**

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

6.301   examine a range of possible solutions to problems encountered in their drama work, and reflect on their decisions

6.302   explain how knowledge, skills, and attitudes acquired through the study of drama influence responses to other art forms

6.303   use selected criteria and appropriate terminology to analyse and critique their own and others' works

6.304   analyse feedback to refine their own and others' dramatic works

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

6.401   explore, present, and evaluate various solutions to a range of problems relating to their drama work

6.402   review and critique presentations and interpretations of dramatic works, using appropriate terminology

6.403   analyse and discuss the interdependence of all theatrical elements

Perceiving and Responding: Drama

▌7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

By the end of grade 3, students will be expected to

7.101   demonstrate an awareness that drama exists in various media (film, radio, and television)
7.102   experiment with sound, lighting and recording techniques, and costuming to communicate moods and feelings

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

7.201   analyse and explain personal preferences and construct meaning from drama presented through various media
7.202   use available technologies in their drama work
7.203   explain the possibilities and limitations of different media for dramatic effect
7.204   analyse the use of dramatic tools and technologies in shaping responses to dramatic work

Perceiving and Responding: Drama

▌8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

By the end of grade 3, students will be expected to

8.101   understand that there are many reasons for role-play
8.102   consider how well suited dramatic elements are to the purpose of the play
8.103   discuss to what extent dramatic goals are met in a given presentation

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

8.201   discover why dramatic works are created
8.202   evaluate how individuals or groups meet dramatic goals
8.203   contribute ideas that express an awareness of the focus of the drama

Perceiving and Responding: Drama

> 7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

7.301   explore the possibilities and limitations of different media for dramatic effect through their own presentations

7.302   use a variety of dramatic tools and technologies in their own performances to shape audience responses

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

7.401   analyse and make choices about different media for dramatic effect through their own presentations

7.402   critique the use of technical elements and technologies in drama presentations

7.403   select and use a range of technologies in their dramatic work

Perceiving and Responding: Drama

> 8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

8.301   explain why particular dramatic works have been created and endure

8.302   consider actors' interpretations in light of the roles that were intended

8.303   examine how other arts can be used to enhance dramatic intent

8.304   compare and contrast more than one performance of a dramatic work, using selected criteria and appropriate terminology

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

8.401   analyse the responsibilities of all members of the dramatic ensemble intent of the author(s)

8.402   evaluate the physical, emotional, social, and intellectual portrayal of a character in light of the intended role

8.403   compare the ways in which theatre, musical theatre, dance, visual art, and music can be used to realize artistic intent

Creating, Making, and Presenting: Music

| 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

By the end of grade 3, students will be expected to

1.101   sing and play with accuracy in pitch and rhythm, using appropriate expressive elements
1.102   explore a range of sound sources, texts, strategies, and materials to express their thoughts, experiences, and feelings through music and movement
1.103   use standard or other notations, and their own invented or adapted notations, to record their musical ideas and the musical ideas of others

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

1.201   sing or play, demonstrating an ability to maintain their part within simple textures
1.202   experiment with the elements of rhythm, melody, and expression to represent thoughts, images, and feelings in classroom repertoire
1.203   read simple musical scores
1.204   express musical thoughts and ideas with appropriate notation

Creating, Making, and Presenting: Music

| 2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

By the end of grade 3, students will be expected to

2.101   perform and create simple patterns
2.102   interpret songs and instrumental pieces, combining music and movement
2.103   perform a variety of songs that reflect a broad expressive range

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

2.201   improvise and compose, using the voice, instruments, and movement
2.202   present music, co-ordinating reading and singing/playing skills
2.203   perform a varied repertoire of music that reflects diverse images, thoughts, and feelings

Creating, Making, and Presenting: Music

▌ 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

1.301   sing or play, maintaining a part within a variety of textures and harmonies, using a range of musical structures and styles
1302   use the elements of music to express and communicate meaning
1.303   interpret non-verbal gestures, making connections to notation and musical expression
1.304   use a variety of notational systems to represent musical thoughts and ideas

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

1.401   actively participate, through individual or ensemble music making, in the selection, preparation, and presentation of music
1.402   use their knowledge of musical elements and technologies to shape creative expression through both composition and performance
1.403   interpret and represent a range of thoughts, images, and feelings, using and responding to non-verbal gestures
1.404   demonstrate an ability to decode musical notation and encode music as a means toward lifelong musical independence and enjoyment

Creating, Making, and Presenting: Music

▌ 2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

2.301   improvise and compose patterns and short pieces, using a variety of sound sources and technologies
2.302   present music, co-ordinating reading, listening, and playing/singing skills
2.303   perform, alone and with others, music expressing a broad range of thoughts, images, and feelings

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

2.401   improvise and compose, using vocal, instrumental, and electronic sound sources
2.402   demonstrate the intrinsic fusion of skills, concepts, and feelings through performing and creating for a range of audiences and purposes
2.403   create and perform a wide range of musical styles, forms, and genres, alone and collectively

Understanding and Connecting Contexts of Time, Place, and Community: Music

3. Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

By the end of grade 3, students will be expected to

3.101   describe ways they use music in school and at home
3.102   describe music they encounter in their communities
3.103   explore music from various cultural and historical contexts, including the music of Atlantic Canada

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

3.201   demonstrate an awareness of how music is used in their school and community
3.202   describe their personal musical experiences in the community
3.203   explore music from a broad range of cultural and historical contexts
3.204   use a variety of musical forms to give meaning to Canadian cultural and historical events and issues
3.205   investigate the roles of musicians in their community and potential careers available to those trained in music

Understanding and Connecting Contexts of Time, Place, and Community: Music

4. Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.

By the end of grade 3, students will be expected to

4.101   show respect for the music of a variety of cultures
4.102   perform the songs and games of a variety of cultures
4.103   demonstrate respect for the contributions of a variety of composers and musicians, past and present
4.104   explore ways in which music expresses and enhances their life experiences

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

4.201   perform and demonstrate respect for music representative of diverse cultures
4.202   explore the role music plays in diverse cultures
4.203   examine the work of various composers and musicians and their contribution to society, past and present

Understanding and Connecting Contexts of Time, Place, and Community: Music

> 3. Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

3.301 identify and describe uses of music in daily life, both local and global
3.302 identify opportunities to participate in music in school, community, and the world of work
3.303 compare music from a range of cultural and historical contexts
3.304 examine and describe ways in which music influences and is influenced by local and global culture

By then end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

3.401 analyse and evaluate the role of music in daily life
3.402 evaluate possibilities for ongoing involvement in music-related vocations and avocations
3.403 analyse and demonstrate an appreciation of music from a broad range of cultural and historical contexts
3.404 analyse, understand, and value the influence of music in creating and reflecting culture, both historical and present-day

Understanding and Connecting Contexts of Time, Place and Community: Music

> 4. Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

4.301 reflect on ways in which music expresses the history and the cultural diversity of local, national, and international communities
4.302 examine ways in which music enhances and expresses life's experiences

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

4.401 recognize the importance of the musical contributions of individuals to their communities
4.402 respect the contribution of cultural groups to music in the global community
4.403 demonstrate an understanding of the power of music to shape, express, and communicate ideas and feelings throughout history

Understanding and Connecting Contexts of Time, Place, and Community: Music

5. Students will be expected to examine the relationship among the arts, societies, and environments.

By the end of grade 3, students will be expected to

5.101   explore a variety of influences on music and musicians

5.102   explore connections between music and other arts

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

5.201   identify a variety of purposes for creating music in a variety of environments

5.202   describe and make connections between music and other arts

Perceiving and Responding: Music

6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

By the end of grade 3, students will be expected to

6.101   explore a variety of responses to music

6.102   describe, using appropriate terminology, features and elements of their own and others' music

6.103   explore challenges related to their music activities

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

6.201   identify problems related to creating and performing music and explore possible solutions

6.202   use appropriate terminology to describe, analyse, and interpret music, and discuss points of view, opinions, and interpretations

6.203   recognize that people respond to music in various ways

6.204   compare subjective and objective responses to music, and examine the relationship between them

Understanding and Connecting Contexts of Time, Place, and Community: Music

> 5. Students will be expected to examine the relationship among the arts, societies, and environments.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

5.301   define relationships among music, other arts, and other subjects
5.302   examine the roles that music plays in local and global communities

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

5.401   analyse and make decisions about the relationship between music and society and music and the natural environment
5.402   analyse and make decisions about the relationship between music and other arts

Perceiving and Responding: Music

> 6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

6.301   examine and explore a range of possible solutions to musical challenges
6.302   use processes of description, analysis, interpretation, and evaluation to make and support informed responses to their own and others' music and musical performances
6.303   critically reflect on ideas and feelings in works of music, and identify patterns, trends, and generalizations

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

6.401   analyse and apply the processes used to address challenges and make decisions while creating and performing music
6.402   analyse and respond personally to an extended variety of musical styles, forms, and genres
6.403   evaluate their own musical insights and aesthetic responses in the context of other critical commentary

Perceiving and Responding: Music

| 7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

By the end of grade 3, students will be expected to

7.101   recognize by sight and sound commonly used classroom instruments
7.102   explore and identify sound sources and their expressive effects
7.103   experiment with sound sources to communicate moods and feelings

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

7.201   recognize individual orchestral, band, and keyboard instruments and their families by sight and sound
7.202   describe the characteristic sound qualities of common sound sources, and demonstrate how they can be used for expressive effect
7.203   understand that changing technologies have produced new opportunities for musical expression
7.204   understand the role of sound reproduction technology in disseminating music

Perceiving and Responding: Music

| 8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

By the end of grade 3, students will be expected to

8.101   understand that there are many reasons for making music
8.102   share ideas and feelings with others about musical decisions they make
8.103   articulate their reasons for creating a particular piece of music

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

8.201   discover why specific musical works have been created
8.202   describe and communicate the source of ideas and reasons for musical decisions
8.203   compare and contrast, using appropriate terminology, interpretations of their own and others' music, examining the relationship of performance to musical intent
8.204   examine their own music making in light of what they intended, using available recording technologies

Perceiving and Responding: Music

> 7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

7.301   identify combinations of instruments and sound sources, including electronic sources

7.302   identify and describe instruments common to cultures and countries included in the social studies curriculum

7.303   explore a range of non-acoustic musical sound sources

7.304   describe the relationship of instruments and other technologies to the mood and feeling of their own and others' music

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

7.401   select among available technologies to create and perform music that reflects a variety of moods, thoughts, and feelings

7.402   demonstrate an understanding of the relationship between technical skill and the expressive qualities of sound sources

7.403   investigate the relationship between technologies of sound production and reproduction and personal response

Perceiving and Responding: Music

> 8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

8.301   discuss why a range of musical works has been created

8.302   analyse the source of ideas and reasons for musical decisions in light of original intent

8.303   use feedback from others to examine their own music work in light of their original intent

8.304   analyse performances and provide critical commentary on aspects of musical presentation in light of the performers' intent

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

8.401   reflect critically on meanings, ideas, and values associated with particular music compositions and performances

8.402   analyse how consideration of the intended audience affects the musical work

8.403   interpret the relationship between intention and outcome in their own and others' work

8.404   analyse and make decisions about their musical work, using available technology and feedback from others

Creating, Making and Presenting: Visual Arts

> 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

By the end of grade 3, students will be expected to

1.101   explore colour, shape, line, and texture and the principles of pattern and repetition in the visual environment
1.102   create images based on sensory experiences and imagination that express a mood, feeling, or emotional response and convey personal meaning
1.103   visually communicate stories, ideas, and experiences, using a variety of materials
1.104   explore basic art skills, techniques, and vocabulary
1.105   explore a range of materials, tools, equipment, and processes

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

1.201   create imagery that demonstrates an understanding of the expressive qualities of the elements and principles of design
1.202   demonstrate and apply knowledge of basic art skills, techniques, processes, and language
1.203   experiment with a variety of materials, tools, equipment, and processes
1.204   develop and create imagery that draws upon observation, imagination, memory, and the interpretation of sensory experiences

Creating, Making, and Presenting: Visual Arts

> 2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

By the end of grade 3, students will be expected to

2.101   create art for a variety of reasons and recognize that there are many kinds of visual arts
2.102   choose, display, and describe work from their own portfolio
2.103   develop skills in interaction, co-operation, and collaboration through working with others in making visual images

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

2.201   construct personal meaning and communicate it through their artwork
2.202   choose, display, and describe work from their own portfolio
2.203   acknowledge and respect individual approaches to and opinions of art
2.204   collaborate with others to examine a variety of art forms during the creative process

Creating, Making, and Presenting: Visual Arts

| 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

1.301   manipulate and organize design elements and principles to achieve planned compositions

1.302   assess and utilize the properties of various art media and their ability to convey messages and meaning

1.303   create artworks, integrating themes found through direct observation, personal experience, and imagination

1.304   respond verbally and visually to the use of art elements in personal works and the work of others

1.305   analyse and use a variety of image development techniques (e.g., distortion, metamorphosis, fragmentation)

1.306   demonstrate increasing complexity in art skills and techniques

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

1.401   assess and apply complex image development techniques

1.402   produce an original body of artwork that integrates information from a variety of sources to convey personal meaning

1.403   create artwork that communicates intentions

1.404   analyse and use complex visual relationships, processes, and content, making subtle discriminations

Creating, Making, and Presenting: Visual Arts

| 2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

2.301   invent and incorporate unique visual symbols to create personal meaning in their art

2.302   analyse and make use of visual, spatial, and temporal concepts in creating art images

2.303   select, critique, and organize a display of personally meaningful images from their own portfolio

2.304   acknowledge and respect individual approaches to and opinions of art

2.304   work interactively, co-operatively, and collaboratively

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

2.401   create art works to carry personal messages to a diverse range of audiences

2.402   analyse and create art objects where emotions, feelings, and experiences are used as a symbolic, non-verbal means of expression and communication of ideas

2.403   arrange and create an exhibition of works that considers types of works, presentation issues, location, lighting, and intended audience

2.404   demonstrate an open-minded approach to diversity of ideas and artistic style, and show empathy to other people's point of view

2.405   engage in artistic inquiry, exploration, and discovery in collaboration with others

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

3. Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

By the end of grade 3, students will be expected to

3.101 demonstrate an awareness of visual images and their daily effects on people
3.102 identify visual communication in daily life
3.103 make images that reflect their culture and community
3.104 explore images from a variety of historical and cultural contexts
3.105 draw upon experiences from their personal, social and physical environments as a basis for visual expression
3.106 describe ways they use the visual arts in school and at home

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

3.201 develop observation skills and sensitivity to the visual environment
3.202 investigate how visual communication systems are a part of everyday life
3.203 use experiences from their personal, social and physical environments as a basis for visual expression
3.204 understand that past events, the way people live, and the visual arts influence one another
3.205 demonstrate an awareness of how visual art is used in their school and community
3.206 investigate the roles of artists in their community and potential careers available to those trained in the visual arts

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

4. Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.

By the end of grade 3, students will be expected to

4.101 demonstrate respect for the work of self and others
4.102 examine art works from past and present cultures for various purposes (e.g., storytelling and documenting history and traditions)
4.103 recognize and investigate how art is a human activity that can emerge from personal experiences
4.104 demonstrate an understanding that visual art is a universal means of expression among people

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

4.201 demonstrate respect for the uniqueness of the works created by self and others
4.202 investigate art styles from a variety of social, historical, and cultural contexts
4.203 communicate an understanding that the visual arts have and show a history
4.204 develop awareness of the ethnic diversity, cultural uniqueness, and influence of the visual arts in our society
4.205 increase their understanding of the contributions of various artists, past and present, to the field of visual art
4.206 demonstrate an awareness that many works of art can be studied according to their context (design, function, and setting)

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

> 3. Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

3.301   examine the role and the influence of visual images in their daily lives, including mass media and popular culture

3.302   evaluate visual communication systems as a part of daily life

3.303   through their own art develop concepts and imagery based on personal ideas and experience

3.304   recognize and describe the role of the visual arts in challenging, sustaining, and reflecting society's beliefs and traditions

3.305   identify opportunities to participate in the visual arts in school, community, and the world of work

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

3.401   analyse and make informed judgments about the role that visual creations have in our everyday modes of expression

3.402   demonstrate an understanding of the complexities of art works

3.403   understand the influence of the visual arts, their impact on daily life, and their power to create, alter, and reflect culture

3.404   understand how ideas, perceptions, and feelings are embodied in art works of a culture

3.405   explore how the visual arts of their own culture are used as a vehicle of cultural production and transmission

3.406   use visual arts as a means of conveying concerns about social and ethical issues

3.407   evaluate possibilities for ongoing involvement in art-related vocations and avocations

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

> 4. Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

4.301   develop an appreciation of diversity among individuals as reflected in their art work

4.302   recognize the existence of a variety of visual languages that reflect cultural, socio-economic, and national origins

4.303   recognize that and investigate how art as a human activity emerges from human needs, values, beliefs, ideas, and experiences

4.304   demonstrate an understanding of how individual and societal values affect our response to visual art

4.305   create personally meaningful imagery that reflects influence from a variety of historical and contemporary artists

4.306   compare the characteristics of artwork from different cultures and periods in history

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

4.401   explore how ethnic and geographical communities visually celebrate themselves

4.402   derive images through the study of historical images from their own and others' cultures

4.403   create personal symbols for visual communication

4.404   explain the role of artists and the arts to inform, define, and cause us to question and reflect

4.405   develop knowledge, understanding, and appreciation of art and design in historical and contemporary cultures

4.406   trace influences of various cultures on contemporary artwork

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

5. Students will be expected to examine the relationship among the arts, societies, and environments.

By the end of grade 3, students will be expected to

5.101   understand that there are relationships and commonalities between the visual arts and other arts (e.g., repetition in music)

5.102   view and discuss objects and images in their community

5.103   demonstrate sensitivity to and respect for others and the works they create

5.104   investigate artwork from the past (e.g., portraits, landscapes, social documentary) and relate it to their art

5.105   explore the relationships between natural and built environments

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

5.201   investigate the relationship among the visual arts and the other arts disciplines

5.202   draw upon objects and images from their own community as a starting point for their own art works

5.203   recognize that our response to art is strongly influenced by our experiences

5.204   identify and discuss the visual effect of the elements and principles of design in the natural and built environment

5.205   consider the moral and ethical issues involved in copying work

Perceiving and Responding: Visual Arts

6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

By the end of grade 3, students will be expected to

6.101   suggest reasons for preferences in art works

6.102   apply simple criteria to identify main ideas in original art work of others

6.103   use descriptive language to talk about their own work and that of their peers

6.104   recognize that the elements of design can be organized according to the principles of design

6.105   explain how they make decisions during the art-making process

6.106   recognize that people can respond emotionally to what they see

By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to

6.201   analyse preferences for selected works of art

6.202   analyse others' artwork to form conclusions about formal properties, cultural contexts, and intent

6.203   use descriptive art language to analyse, interpret, and respond to their own and others' work

6.204   examine the works of artists to determine how they have used the elements and principles of design

6.205   recognize the relationship between seeing, feeling, and thinking by analysing and interpreting their own and others' work

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

> 5. Students will be expected to examine the relationship among the arts, societies, and environments.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

5.301 draw upon other arts disciplines as a resource in the creation of their own art works

5.302 use, with confidence, experiences from their personal, social, cultural, and physical environments as a basis for visual expression

5.303 demonstrate an understanding of how individual and societal values affect our response to visual art

5.304 interpret visual parallels between the structures of natural and built environments

5.305 recognize and respect the ethical and moral considerations involved in copying works

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

5.401 determine the relationship among the visual arts and the other arts disciplines through studio experiences, viewing, and investigation

5.402 use visual structures in art making to develop personal imagery and communicate a personal viewpoint on issues relating to society and/or environments

5.403 evaluate the context of images they produce

5.404 analyse the relationship between elements and principles of design in art and in the physical and built environments

5.405 examine and discuss the moral, ethical, and legal issues related to the creation of art works

Perceiving and Responding: Visual Arts

> 6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

6.301 develop independent thinking in interpreting and making judgments about subject matter

6.302 constructively critique the work of others

6.303 analyse the works of artists to determine how they have used the elements and principles of design to solve specific visual design problems

6.304 engage in critical reflective thinking as part of the decision-making and problem-solving process

6.305 investigate and analyse how meaning is embedded in works of art

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

6.401 describe, analyse, interpret, and evaluate art works

6.402 use appropriate art vocabulary in oral and written communication to articulate informed aesthetic responses

6.403 evaluate and justify content, subject matter, symbols, and images in their own and others' art

6.404 recognize that the principles of design can be used to show relationships in an image

6.405 evaluate, both formally and informally, their own art work

6.406 articulate informed aesthetic responses that demonstrate critical reflection

Perceiving and Responding: Visual Arts

> 7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

By the end of grade 3, students will be expected to	*By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to*
7.101 use safety considerations when handling art-making tools and materials	7.201 use common safety practices associated with the proper care of art materials and tools
7.102 solve simple design problems (e.g., show 3-D space on a flat surface), using available technologies	7.202 solve design problems by making use of the elements and principles of design, using a variety of technologies
7.103 make choices and decisions about tools and materials in the creation of art objects	7.203 select and use a variety of tools and technological processes in creating art objects, considering the sensory qualities of the materials

Perceiving and Responding: Visual Arts

> 8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

By the end of grade 3, students will be expected to	*By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to*
8.101 recognize that images are developed for a variety of purposes, and discuss their own intentions in creating art objects	8.201 recognize that art imagery is developed for a variety of purposes, and discuss their own intentions and intentions of others in creating art objects
8.102 discuss their own visual images to share their intentions	8.202 identify and discuss the source of ideas behind their own work
8.103 describe how people's experiences influence their art	8.203 discuss and describe artistic processes in the art work of others
8.104 view and discuss the works of others and consider the intentions of those who made them	8.204 consider the various sources of ideas and influences which affect their work

Perceiving and Responding: Visual Arts

> 7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

7.301 practise safety associated with proper care of art materials and tools

7.302 create images that solve complex problems that take into consideration form and function, and understand the value of looking for alternative solutions

7.303 evaluate and use various media and technological processes for their sensory qualities and ability to convey messages and meaning

7.304 realize the direct influence expanding technology has had and continues to have on the individual and society

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

7.401 show competence and responsibility in use and manipulation of required materials, tools, and techniques

7.402 assess the degree of knowledge, skills, and abilities necessary to carry out a project

7.403 demonstrate advanced abilities in and understanding of the technical aspects of art making

7.404 investigate how the sensory qualities of media affect an image and our response to it

7.405 predict the impact that new technologies might have on art and on society

Perceiving and Responding: Visual Arts

> 8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

By the end of grade 9, students will have achieved the outcomes for entry-grade 6 and will also be expected to

8.301 analyse artwork and determine the artist's intention

8.302 analyse why images were created by artists

8.303 identify and discuss the source of ideas behind their own work and the work of others

8.304 use feedback from others to examine their own art works in light of their original intent

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to

8.401 interpret the relationship between intention and outcome in their own work

8.402 analyse the work of others to assess the relationship between intention and outcome

8.403 develop an awareness of how consideration of the intended audience affects and impacts on an art work

Contexts for Learning and Teaching

Principles Underlying Arts Education

- Arts education is a fundamental component of a balanced educational program for all students.
- Arts education serves the educational goals of society by fostering the growth of creativity, the production of culture, and the advancement of knowledge and understanding of the world and ourselves. Arts education programs take into consideration and reflect values and concerns of society such as human rights, democratic principles, cultural identity, cultural integrity, peaceful co-existence, preservation of the environment, and the well-being of all individuals.
- Arts education, as an integral part of general education, is the responsibility of society and involves the community to achieve its goals.
- Arts education programs strive for excellence, equity, and relevance. The achievement of these three goals is the responsibility of all partners in education.
- Arts education programs build upon what is known through research about successful practice, and the developmental nature of children.

The Learning Environment

Introduction
The learning environment is for students. It is stimulating and rich in opportunities to develop the full capacities of the learner. Within this environment, the arts teacher provides learning experiences that bring together the intentions of the curriculum outcomes, the needs and experiences of the learner, and the resources of the learner's community.

Learning environments are structured to support individual learners and are dynamic and flexible to meet the breadth of teaching and learning needs. A stimulating arts learning environment draws upon the learner's aesthetic thoughts, feelings, emotions, beliefs, perceptions, and abilities to create, explore, and develop ideas. It values opportunities to discuss, express, and share those ideas.

An Active Learning Environment

Positive learning experiences emerge from environments where learners are stimulated through all of their senses and where a feeling of trust is present. Learning occurs where collaboration and co-operation, risk taking, a sense of ownership by learners, decision making, and problem solving are the norm.

The learning environment is defined by space, time, and resources. In it, students assume increasing levels of responsibility for their own learning. Students are expected to reach beyond the physical walls to link to other learning environments, in order to see themselves as members of a broader learning community.

Balance, Coherence, and Connectedness

Learning in the arts focusses on the development of technical, creative, and aesthetic skills and understandings that enable students to create, perform, present, and respond to their own and others' work.

Balance must be maintained between learning in the arts and learning through the arts. Arts educators play a key role in striking that balance.

Students must be provided a balance between the creation of and reflection about their own art work and the study and appreciation of the works of others. Creative and critical thinking combined with thoughtful reflection enables learners to make connections to prior learning. When learners see the relevancy and authenticity of their learning experiences, they value the experiences even more.

Successful linking of the arts with other curriculum areas depends upon the knowledge of both teachers and students. *Learning through the arts requires learning in the arts.* When arts learning experiences are planned, it is important that activities be provided that develop knowledge, skills, and attitudes appropriate to arts disciplines.

Connections must be made across the arts disciplines as well as with other subject areas in the curriculum. Students need to see connections between what they are learning in school and what they are learning in the world outside of school, between current tasks and previous knowledge, skills, and experiences. In a connected, sequential arts program, students become aware that expertise and knowledge from many sources and disciplines contribute to solving problems and to living successfully in society.

Connections across disciplines must be authentic, natural, and linked directly to the outcomes for all disciplines involved.

The Learning Process

While creating, making, presenting, and responding in the arts, students are expected to engage in a number of distinct but related processes. These include opportunities to

- explore and investigate ideas through experimentation with new materials, movements, colours, sounds, forms, and techniques
- draw upon ideas, perceptions, and responses as the source for creative works
- present art works to an audience with sensitivity to the intention of the artist and the ways in which the works can be interpreted

- articulate expressive responses to art works with awareness of the artistic style and aesthetic qualities of the works
- evaluate and make informed judgments about their own art products and the works of others
- learn about cultural sectors

Process and Product

Within the arts there are two distinct types of activity—process and product. In creating works of art, students are challenged to understand their work in relation to others, build on strengths, and consider new directions. Opportunities for reflection and self-assessment allow students time to examine the many steps of the process, and consider the choices and decisions they have made in the creation of their work. In this way, process is afforded equal, if not more, importance than product. Learning experiences in the arts disciplines must recognize that

- the creative process does not always result in a final product
- changes in understanding and direction can occur throughout the creative process
- students need opportunities to discuss and reflect upon their work
- making connections between their own work and other cultural forms around them is a vital part of the process

Informed Teaching

Effective teaching practice is grounded in sound theory about teaching and learning. Research has, in recent years, significantly increased what we know about how learning occurs. This research provides key information for curriculum development and delivery in the arts disciplines. Research indicates that there are many ways of processing information, many ways of knowing, understanding, and making sense of our environment.

The notion of "apprenticeship" in describing the teaching and delivery of an arts curriculum is an approach to teaching and learning that recognizes the importance of the process, as well as the product, of learning. It views the teacher's role as critical—a role of facilitator, guide, and nurturer of the learning process.

Recent developments in brain-based research and cognitive learning theories also provide important references for teaching in the arts.

Resource-based Learning

Arts education provides students with a diverse range of experiences, in order to address individual differences and to provide a foundation for life-long learning. In order to achieve these goals, access to many different learning resources is necessary. These include print materials, aural and visual stimulation materials, and materials relevant to each of the arts disciplines. These resources are found within the school, as well as within the larger community.

Artists in Schools

Members of the arts community can provide a valuable enrichment for arts education. Such projects as visiting artists programs, art presentations, and participatory workshops, held in the school and in the community, also heighten the awareness of the important role the arts play in community life. It is important that participating artists be valued and recognized as professionals. It is also important to affirm that the artists who work with schools in such programs do not replace qualified teachers, but work with them to enhance student learning.

Interactive Learning

Interactive learning is a process of advancing knowledge and understanding through dialogue. This can occur with individuals, with groups of learners working together, with learners engaged with someone or something else, and with groups of learners interacting with external persons.

Arts education curricula must consider the impact of new media on interactive learning. For example, web-based learning environments, self-directed tutorials, and interactive multimedia simulations and games all have potential application in arts learning environments.

Physical Learning Environments

In order to realize the outcomes of an arts curriculum and provide an appropriate learning environment, consideration must be given to the design and configuration of the physical space in which learning is expected to occur. Guidelines for facilities that can accommodate the instructional and learning needs of arts programs will be developed in future curriculum documents.

The Creative Process

All children have the ability to be creative. Education in the arts builds upon this capacity and deepens their abilities for artistic expression. Making art responds to those subtle inner processes which dwell on feelings, emotions, thoughts, and ideas. Inspiration and innovative thinking spring from these sources, and provide us with new answers and solutions. The creation and presentation of art works provides opportunities for the individual to communicate those creative thoughts as metaphor and symbol.

The creative person engages in assimilation and integration of new thinking with existing knowledge. Sometimes the process is more about asking the right questions than it is about finding the right answer. It is both spontaneous and deliberate, a paradox that leads to the arrival of something new.

Creativity does not occur in a vacuum. Art making is a process built on creativity and skill, and is cultivated through setting the conditions that encourage and promote its development. There are no rules or guidelines to define such an environment.

Openness of Thinking and Doing

Creative thinking requires an openness to new ideas and encouragement to step outside existing mind sets. New solutions are often not found until the old solutions are set aside.

An environment that fosters open-ended experimentation lends itself to innovative applications of existing materials and media. Students are encouraged to seek out new and different methods and materials.

Stimulating Surroundings

A stimulating learning environment is an ideal space to unleash a student's creative potential. An environment that provides interesting and challenging places for the senses, mind, and body to rest and reflect, and that presents many different pieces of information, is one that stimulates creative thinking.

Exploration of Ideas

When students are encouraged to generate new ideas, they are challenged to think beyond ideas and knowledge they have previously encountered. No idea should be rejected until students have explored its possibilities and made a decision as to its worth. Risk taking is an integral aspect of creating.

Opportunities to Express and Do

Ideas resulting from original and divergent thinking need means through which they can be tested. Whether the student is exploring how someone else arrived at a solution, or is attempting to see a cause and effect relationship in a particular process or technique, there must be the opportunity to attempt, express, and do.

Access to Technologies of Production

Arts programs are built upon access to diverse technologies. In order to try out new ideas and creative solutions, students need access to appropriate technologies. An idea may work in one medium but fail in another. This can only be determined through application, and application can only occur with the availability of tools and processes.

Application/Assessment/ Reflection

Inherent in the testing of any idea is a process of trying it out, evaluating its effectiveness, and reflecting on its appropriateness. This is the dialogue of making art. Once the process has begun, the artist is continuously assessing what is happening, making adjustments, and changing to accommodate the new directions. All students are expected to carry out this process.

Once an idea has been expressed in an art work, it can be perceived and responded to by an audience. Feedback from peers, teachers, and others becomes a valuable part of self-assessment for the learner, providing opportunity to revise, rework, abandon, or complete the piece.

The art-making process parallels the many models of creative thinking

that have been put forward over the years. This is not a coincidence since the very essence of art is a process of examining the world using many ways of perceiving and knowing. It is a process built upon creativity.

Equity and Diversity

The society of Atlantic Canada, like all of Canada, is linguistically, racially, culturally, and socially diverse. Our society includes differences in race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. The *Foundation for the Atlantic Canada Arts Education Curriculum* is designed to meet the needs, values, experiences, and interests of all students.

In a learning community characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to have their personal experiences and their racial and ethnocultural heritage valued within an environment that upholds the rights of each student and requires students to respect the rights of others. Teachers have a critical role in creating a supportive learning environment that reflects the particular needs of all students. Educators should ensure that classroom practices and resources

positively and accurately reflect diverse perspectives and reject prejudice attitudes and discriminatory behaviours.

To contribute to the achievement of equity and quality in education, curriculum must
- reflect students' abilities, needs, interests, and learning styles
- expect that all students will be successful regardless of gender, racial and ethnocultural background, socio-economic status, lifestyle, or ability
- enable students to value individual variation among members of their classroom community

To enhance students' ability to appreciate diversity, instructional practices need to
- foster a learning environment which is free from bias and unfair practices
- promote opportunities to develop positive self-images that will enable students to transcend stereotypes and develop as individuals
- promote communication and understanding among those who differ in attitude, knowledge, points of view, and dialect, as well as among those who are similar
- encourage and enable students to question their own assumptions, and imagine, understand, and appreciate realities other than their own

- promote the equitable sharing of resources, including teacher attention and support
- encourage students to examine and critique materials, resources, and experiences for bias and prejudice
- examine historical and current equity and bias issues
- promote opportunities in non-traditional careers and occupations
- encourage students to challenge prejudice and discrimination

The Atlantic provinces, through the APEF and their departments of Education, are committed to using accepted equity principles and practices in approving new curricula and resources.

Drama, music, and visual arts promote a commitment to equity by valuing, appreciating, and accepting the diverse multicultural and multiracial nature of society, as well as by fostering awareness and critical analysis of individual and systemic discrimination. Arts education encourages students to question their own assumptions, and imagine, understand, and appreciate realities other than their own.

Roles Within Arts Education

In order to enable and encourage learners to engage in the processes of the arts throughout their lives, all partners must assume responsibility for fulfilling their roles in arts education. In addition, partners must work collaboratively, in a climate of mutual respect and interdependence.

The Community

Learning in the arts is a process that begins naturally and informally with parents, other adults, and peers, and continues beyond the school after formal education starts. The wider community offers opportunities that allow students to construct meaning, communicate in public contexts, and access a wealth of knowledge. Arts classrooms enhance student learning by making connections to arts learning experiences in the community.

The school and community must work together to enhance student learning by
• creating opportunities for students to participate in the arts and cultural life of the community
• creating a variety of opportunities for the community to participate in the schools

• valuing and supporting the unique roles that both teachers and artists have in arts education
• encouraging arts projects, workshops, and performances, as well as being audiences for them
• sharing and exchanging resources
• providing facilities for public performances, exhibitions, and demonstrations

The Education System

The education system generally includes departments of education, universities and community colleges, school boards/districts, schools, and school councils/parent advisory committees. These organizations and institutions, collectively and individually, have various responsibilities and leadership functions that affect arts learning and teaching. These include decisions about
• the allocation of personnel, time, and resources to ensure that all students have maximum opportunity to learn through engagement in balanced, sequential arts programs, in preparation for lifelong involvement with the arts
• the professional growth of teachers, administrators, and curriculum personnel at school, district, and department levels in support of arts curricula
• ways to ensure all levels of arts programs are anti-discriminatory and reflect commitment to redress

educational inequities based on socio-economic status, race, gender, lifestyle, ability, or geography
• facilities and equipment that ensure a safe and healthy learning environment

Parents

Parents and other caregivers are important partners in education and have valuable contributions to make to arts programs. Parents can
• demonstrate that they value the arts as important to education and to life
• celebrate their children's participation in the arts
• assist their children to pursue interests in the arts and participate in community activities
• talk with their children about arts experiences
• communicate regularly with the arts teachers/school
• share expertise, information, and resources with their children's teachers/school
• volunteer in their children's school

School-based Administrators

Principals and other school administrators have the responsibility to support learning and teaching in the arts by
• working with teachers to ensure that learning experiences, instructional techniques, assessment strategies, the learning environment, and the

use of resources are consistent with those described in this document
- working with arts teachers to ensure that there is adequate time, and a variety of resources and experiences available, to meet the learners' needs
- working with others to ensure that arts teachers have appropriate training and support, and ongoing opportunities for professional growth
- working collaboratively with teachers to plan, facilitate, and support arts experiences and related events
- demonstrating personal support and participation in arts activities in the school community

Students

As they grow as learners, students need to take increasing responsibility and ownership for their own arts education by
- exploring and experiencing various activities in the arts disciplines
- being flexible and open to new ideas and risk taking
- developing self-discipline that encourages growth in the arts
- accepting responsibility as "team players" when working collaboratively
- making constructive decisions about organizing their time for arts experiences

- selecting from a range of materials and information resources to support their learning
- exploring areas of individual interest and independent learning
- selecting media and activities that demonstrate their learning
- identifying, expressing, and problem solving those issues and questions that arise from the learning process
- reflecting on and assessing their own learning

Teachers

Teachers demonstrate responsibilities as decision-makers, learners, and facilitators by
- structuring and organizing learning experiences that are based on current curriculum guidelines
- utilizing a wide range of teaching strategies
- providing knowledgeable guidance and support in arts activities
- ensuring student access to a range of learning resources and media
- ensuring that students have a wide range of learning opportunities which integrate and develop arts processes
- monitoring, assessing, evaluating, and reporting student learning

- providing appropriate modelling by demonstrating the importance of the arts in their own lives
- designing learning experiences that reflect students' motivations, interests, abilities, and learning styles
- reflecting upon their own learning needs and seeking opportunities for professional growth

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

Assessment and evaluation are essential components of teaching and learning in arts education. Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student

performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses, such as
- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting the needs of guidance and administration personnel

Assessment

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information, including, but not limited to,
- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- questioning
- performance assessment
- peer- and self-assessment

Evaluation

Evaluation involves teachers and others in analysing and reflecting upon information about student learning gathered in a variety of ways. This process requires
- developing clear criteria and guidelines for assigning marks or grades to student work
- synthesizing information from multiple sources
- using a high level of professional judgment in making decisions based upon that information

Reporting

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have a special responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning.

Narrative reports on progress and achievement can provide information on student learning which letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning, and identify ways in which teachers and parents can best provide support.

Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, and phone calls.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. *Principles for Fair Student Assessment Practices for Education in Canada* (1993) articulates five basic assessment principles as follows:

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment which ensures that
- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Assessing Student Learning in the Arts Education Classroom

Drama, music, and the visual arts each have unique characteristics and ones that are shared. Traditionally, each art form has been viewed exclusively as separate and distinct. This approach has led to writing research and terminology that is applicable to only one subject. The focus of this document is not only on identifying the essence of individual subjects but on describing the characteristics common to the arts disciplines.

In addition, there is a balance between students' creative work and their understanding of and response to the work of others within each discipline. This framework emphasizes that effective assessment must reflect the totality of the curriculum outcomes and the organizing strands.

One method of arts education delivery requires that arts teachers work with hundreds of students in any one year. When this is the case, assessment strategies must be both realistic for the teacher and valid for the learner. Thoughtful planning is required in order that evaluation of individual student

learning encompasses the range of learning outcomes, in the arts disciplines.

Using a Variety of Assessment Strategies

Assessment should reflect the full range of student learning in the arts and involve the use of a variety of information gathering strategies that allow teachers to address students' diverse backgrounds, learning styles, and needs, and allow students a variety of opportunities to demonstrate their learning.

The variety of assessment strategies should
- enable teachers to assess and describe student achievement across the curriculum
- provide information about how students learn, as well as what they learn
- take into consideration students' abilities both to learn and to apply their learning
- enable teachers to observe overall performance
- provide multiple indicators of student performance
- reflect curriculum balance and emphasis
- reflect that experimentation, risk taking, and creativity are valued
- enable students to discover their own interests, strengths, and weaknesses
- engage students in assessing, reflecting upon, and improving their own learning

- encourage students to take responsibility for their own growth
- engage students in assessing their own and others' skills in co-operative and collaborative projects
- allow for description of students' progress in terms of increased control, depth of understanding, and ability to work independently

External Assessment

Administration of externally prepared assessments is on a large scale in comparison to classroom assessments, and often involves hundreds, sometimes thousands of students, allowing for use of results at the provincial, district and/or school levels. Depending on the comprehensiveness of the assessment, information can be used for all of the same purposes as classroom-based assessment, but it can also serve additional administrative and accountability purposes, such as for admissions, placement, student certification, educational diagnosis, and program evaluation. External assessments offer common standards for assessment and for administration, scoring, and reporting that allow for comparison of results over time.

As part of the regional agenda, development of external assessments in specific curricular areas is being undertaken.

Generally, external assessment includes assessments prepared by departments of education, national and international assessment groups, publishers, and research groups. Each provincial department of education makes decisions on whether or not to administer external assessments.

Program and System Evaluation

The results from both external and internal assessments of student achievement can be used to varying degrees for program and system evaluation. External assessment results, however, are more comparable across various groups and are therefore more commonly the basis for these types of evaluations.

In essence, the main difference between student evaluation and program and system evaluation is in how the results are used. In program evaluation, marks or scores for individual students are not the primary focus of the assessment—it is the effectiveness of the program that is evaluated, and the results are used to show the extent to which the many outcomes of the program are achieved.

When results are used for system evaluation, the focus is on how the various levels and groups within the system, such as classrooms, schools, districts, and so on, are

achieving the intended outcomes. In many ways, student and program evaluation are very much the same in that both emphasize obtaining student information concerning their conceptual understanding, their ability to use knowledge and reason to solve problems, and their ability to communicate effectively.

Resources

Introduction

This document envisages a network of material and human resources extending throughout the school, into the community, and beyond to the province, the nation, and the world. These resources are accessible through information and communication technologies. No single resource can provide sufficient material to nurture the development of any one learner or group of learners for any extended period of time. The range of resources must
- reflect the diversity of the learners interests, needs, abilities, and experiences
- support the achievement of the curriculum outcomes
- be available to all learners
- include appropriate materials, equipment, and technology

Through the many resources of a comprehensive arts program, the student gains the skills and confidence necessary to bring learning alive not only in the arts but in all curricula.

Criteria for Selecting Resources

While not all resources will meet all the selection criteria, the range of resources used at any given level should be balanced to reflect the following guidelines. Resources should

- elicit personal, thoughtful, creative, and critical responses
- offer a variety of motivating and challenging experiences that value and reflect the diversity of learners' interests, needs, and abilities
- broaden students' understanding of social, historical, geographical, and cultural diversity
- develop a sensitivity to and an understanding of individual differences

The Range of Human Resources

The most important human resource for the student is the teacher who brings to the arts discipline skills, abilities, and interests that play significant roles in shaping the learning environment. A learning environment that allows students to explore possibilities and take risks to solve problems is crucial for the effective delivery of a curriculum in the arts. The teacher should, by example, demonstrate a keen interest in the arts and be able to apply practical knowledge in at least one arts form.

As a supplement to their classroom learning, students should have access to artists within the community. This can be achieved through
- visiting artist programs
- artist-in-residence programs
- music and drama presentations by community artists
- visual arts exhibits by community artists

Adding community resources often moves the arts "classroom" beyond the confines of the school building to locations within the community, resulting in program enhancement and a heightened awareness of the important role the arts play in community life.

Community resources include
- gallery visits, live theatre, and concerts
- participation in workshops in and out of school
- community facilities which may be used as part of an art program in schools
- members of arts organizations and people with arts related interests

The Range of Material Resources

Classrooms for drama, music, and visual arts, as well as school resource centres/libraries, need a wide array of learning resources for student and teacher choice and use. Such variety is essential for individualized and small-group learning at all grade levels. The range of available resources should permit the flexibility and choice necessitated by the range of instructional needs of students.

Appropriate resources include the following:
- multimedia materials, including film, video, software, sound recordings, CD ROM, digital sound, animation, image files, and Internet access
- texts at different levels of difficulty, of different genres, and from different cultural and social perspectives

- materials that reflect the Atlantic region
- texts for each arts discipline
- materials such as books, magazines, brochures, posters, and prints, sheet music, reproductions, original artworks, motivational and study materials, including objects, study prints, scripts, artifacts, charts, illustrations, and posters
- books, videos, and journals for the professional growth of teachers
- materials that promote hands-on creative/ productive learning experiences
- performance materials, including props, costumes, instruments, rostra blocks, risers, and music stands
- a range of production tools and processes such as cameras, printing press, lighting equipment, computers, sound equipment, musical instruments, visual art-making tools, and recording devices

Annotation

The section entitled *The Atlantic Canada Essential Graduation Learnings* (EGL) is the Generic standard for all **APEF** documents. The Essential Graduation Learnings for the Province of Newfoundland and Labrador include a seventh EGL toward Spiritual and Moral Development.

Spiritual and Moral Development

Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

For example, students will be expected to:

demonstrate a respect for minority communities (K-12) Social Studies)

building a sense of personal responsibility for their individual and social use of technology (K-12 Technology Education)

demonstrate an understanding of and sensitivity to cultural bias when creating and studying in the arts. (K-12 Arts Education)

Spiritual and Moral Development

Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Essential Graduation Learnings

EGL

Purpose

This document has been designed to illustrate the relationship between the Atlantic Canada essential graduation learnings and the regionally-developed public school curriculum in the four provinces.

Background

The Atlantic provinces departments of education and their partners have been collaborating on the development of curriculum since 1995. This collaboration has resulted in the production of high quality and timely materials, shared expertise and resources, strengthened professional contacts and networks, and consolidated purchasing power.

The common curriculum development process began with the identification and validation of statements of essential graduation learnings for all schools in Atlantic Canada.

The essential graduation learnings statements offer students clear goals and a powerful rationale for students' school work. Essential graduation learnings statements were developed from the mission statements of the four Atlantic provinces to provide a vision for the development of a relevant curriculum for students from school entry to grade 12. They help ensure that the provincial mission statements are met by design and intention.

Mission Statements

New Brunswick
… to have each student develop the attitudes needed to be a lifelong learner, to achieve personal fulfillment, and to contribute to a productive, just and democratic society.

Newfoundland and Labrador
… to enable and encourage every individual to acquire, through lifelong learning, the knowledge, skills and values necessary for personal growth and the development of society.

Nova Scotia
… to provide excellence in education and training for personal fulfillment and for a productive, prosperous society.

Prince Edward Island
… to provide for the development of children so that each may take a meaningful place in society.

Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students graduating from high school. Achievement of the essential graduation learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of the knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries. They also prepare students to be ready to meet the current and emerging opportunities, responsibilities, and demands of life after graduation. Provinces may add essential graduation learnings statements as required. The essential graduation learnings are as follows:

Aesthetic Expression
Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship
Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication
Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development
Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving
Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.
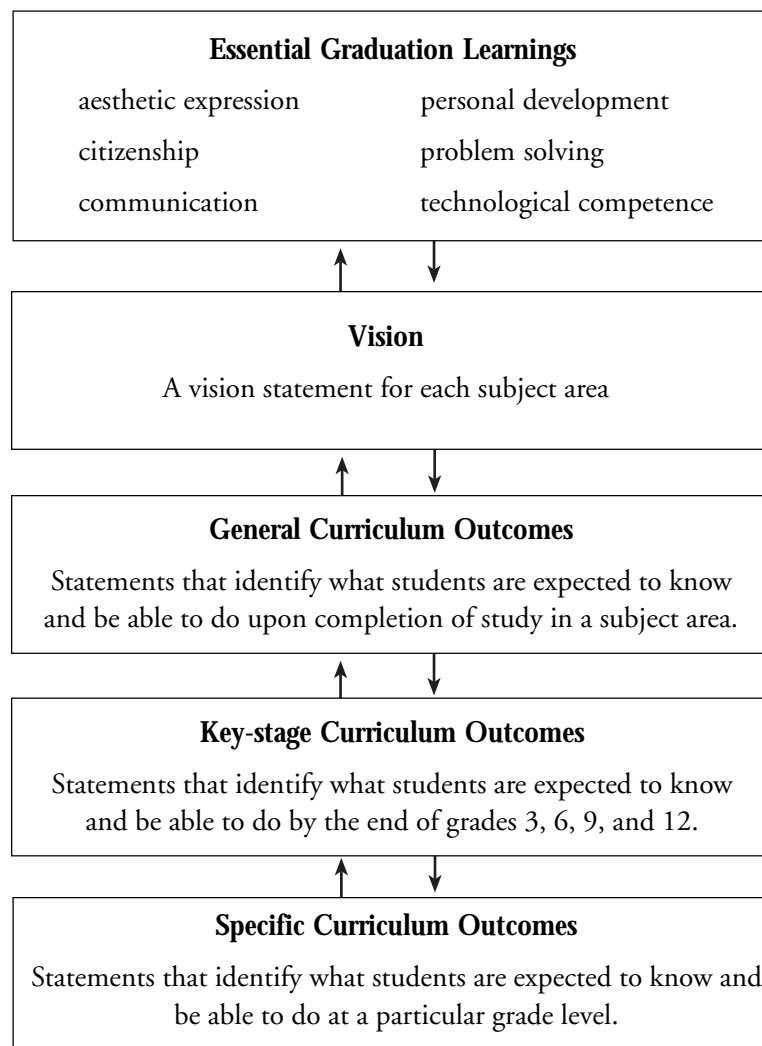
Technological Competence
Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Development Framework

For each curriculum area the process is the same, starting with the development of a foundation document. Foundation documents describe general and key-stage curriculum outcomes for a particular subject area. They also describe exemplary learning environments and act as the basis for grade-level specific curriculum development.

Foundation documents are now available for arts education, English language arts, French immersion, core French (orientation document), mathematics, science, social studies, and technology education. The outcomes on the following pages illustrate how key-stage curriculum outcomes, taken as examples from current foundation documents, relate to the essential graduation learnings. The outcomes of provincial subject areas also contribute to the achievement of the essential graduation learnings.

After general and key-stage curriculum outcomes are developed and validated, curriculum for each grade may be developed.

Essential Graduation Learnings

aesthetic expression	personal development
citizenship	problem solving
communication	technological competence

Vision

A vision statement for each subject area

General Curriculum Outcomes

Statements that identify what students are expected to know and be able to do upon completion of study in a subject area.

Key-stage Curriculum Outcomes

Statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12.

Specific Curriculum Outcomes

Statements that identify what students are expected to know and be able to do at a particular grade level.

Essential Graduation Learnings and Curricululm Outcomes

Essential Graduation Learnings	Sample Outcomes (from Foundation Documents)

Aesthetic Expression
Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

For example, students will be expected to:

use patterns to solve problems (grade 3 mathematics)

describe how culture is preserved, modified, and transmitted (grade 6 social studies)

demonstrate awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes (grade 9 English language arts)

interpret and represent a range of thoughts, images, and feelings using and responding to non-verbal gestures (grade 12 music)

Citizenship
Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

For example, students will be expected to:

demonstrate an awareness of visual images and their daily effects on people (grade 3 visual arts)

account for effects of cultural diversity on technological solutions (grade 9 technology education)

evaluate social issues related to the applications and limitations of science and technology, and explain decisions in terms of advantages and disadvantages for sustainability, considering a variety of perspectives (grade 12 science)

recognize and explain the interdependent nature of relationships among individuals, societies, and the environment (grade 6 social studies)

Communication
Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

For example, students will be expected to:

describe, extend, and create a wide variety of patterns and relationships to model and solve problems involving real-world situations (grade 6 mathematics)

communicate questions, ideas, intentions, plans, and results using lists, notes in point form, sentences, data tables, graphs, drawing, oral language, and other means (grade 9 science)

experiment with sound sources to communicate moods and feelings (grade 3 music)

articulate and justify a personal vision of a sustainable future (grade 12 social studies)

Sample Outcomes
(from Foundation Documents)

Personal Development
Graduates will be able to
continue to learn and to
pursue an active, healthy
lifestyle.

For example, students will be expected to:

demonstrate increasing awareness of healthy and safe practices when
engaging in technological activity (grade 6 technology education)

access, select, and research, in systematic ways, specific information to
meet personal and individual learning needs (grade 12 English language
arts)

show interest in and curiosity about objects and events within the
immediate environment (grade 3 science)

through their own art, develop concepts and imagery based on personal
ideas and experience (grade 9 visual arts)

Problem Solving
Graduates will be able to use
the strategies and processes
needed to solve a wide
variety of problems,
including those requiring
language, mathematical,
and scientific concepts.

For example, students will be expected to:

analyse and evaluate historical and contemporary developments in order
to make informed, creative decisions about issues (grade 9 social studies)

ask discriminating questions to acquire, interpret, analyse, and evaluate
ideas and information (grade 12 English language arts)

conduct design studies to identify a technological solution to a problem
(grade 6 technology education)

examine a range of possible solutions to problems encountered in their
drama work, and reflect on their decisions (grade 9 drama)

Technological Competence
Graduates will be able to use
a variety of technologies,
demonstrate an
understanding of
technological applications,
and apply appropriate
technologies for solving
problems.

For example, students will be expected to:

create written and media texts using a variety of forms (grade 3 English
language arts)

use maps, globes, pictures, models, and other technologies to represent
and describe physical and human systems (grade 6 social studies)

operate, monitor, and adjust a representative range of technological
systems (grade 9 technology education)

appreciate that the applications of science and technology can raise
ethical dilemmas (grade 12 science)