

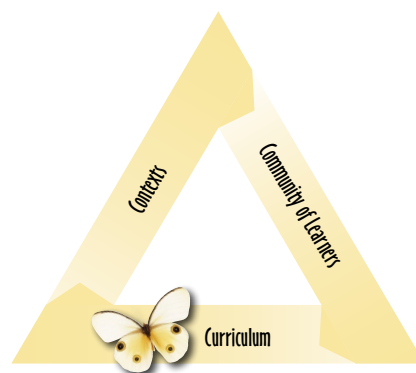
Grades 9 to 12 Arts Education Course and Learning Design

The Grades 9 to 12 arts education curriculum frameworks allow teachers the flexibility to design arts courses and learning with diverse communities of learners and contexts in mind. Arts education course and learning design in Manitoba includes varying approaches to curriculum implementation. Courses may be unique to each school or school division, but they are always based on the four essential learning areas and the 13 recursive learnings common to all arts education curricula.

The 3C Model for Arts Education

A complex interplay of factors affects student learning. The 3C Model (Community of Learners, Contexts, and Curriculum) outlines essential components to consider for course and learning design in arts education:

- **Community of learners:** Characteristics of classroom learners (e.g., student identity, interests, strengths, prior knowledge, prior experience, needs, challenges)
- **Contexts:**
 - **Learning context** (e.g., big idea, inquiry question, complex task or problem, theme of interest to student or group, universal theme, artistic text, artist, style) and **learning connections** (e.g., other arts curricula, other subject areas, intercultural competencies, Indigenous perspectives, information and communication technology, sustainable development, social justice)
 - **School, divisional, and community contexts** (e.g., school and divisional priorities, physical environment, social environment, available technology, available scheduling, resources, artists)
- **Curriculum:** The dance, dramatic arts, music, or visual arts curriculum framework



Applying an in-depth understanding of the interrelated elements of the 3C Model informs teaching and assessment in many ways. Knowing the learners, their contexts, and the curriculum is important for engaging and motivating learners and for ensuring quality arts education, as described in the Overviews in the dance, dramatic arts, music, and visual arts curriculum frameworks.

Teachers conceptualize learning and assessment that is meaningful, appropriate, and authentic for their particular learners and contexts using the Grades 9 to 12 dance, dramatic arts, music, or visual arts curriculum framework as the foundation for course and learning design.

Arts Education Frameworks as the Foundation for Course and Learning Design

The four essential learning areas and the associated 13 recursive learnings in each arts education curriculum framework are used as the foundation and organizing structure for course and learning design. The essential learning areas (wings of the arts education butterfly) and the recursive learnings are not intended to be addressed in the order they are presented in the curriculum frameworks; instead, the four wings act as flexible entry points and offer diverse pathways to dance, dramatic arts, music, and visual arts learning.

Although each essential learning area is distinct, the essential learning areas are not experienced in isolation. Just as real wings work together, so the essential learning areas function by simultaneously drawing from learnings in all wings to create meaningful, significant learning.

The Recursive Nature of Learning in Arts Education

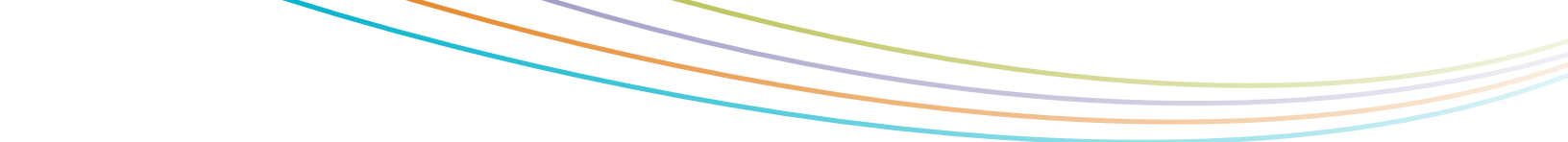
Understanding the recursive nature of arts learning is fundamental in implementing the arts education curriculum frameworks.

Learning in arts education is an ongoing, recursive process. Such learning cannot always be defined in advance or replicated. It may not always grow incrementally from simple to complex understandings. This means that the 13 recursive learnings are developed, recombined, elaborated, and transformed through diverse contexts and in new ways across grades so that learning changes by use and becomes more sophisticated, more complex, deeper, and broader with time and new experiences.

Because learning in arts education is recursive, the same 13 recursive learnings are used across all grades from Grades 9 to 12. Ways to distinguish learning growth related to the 13 recursive learnings across grades are described in the Conceptual Framework for Learning Growth (see Appendix in each arts education curriculum framework).

Interdependence of the Four Wings

A recursive curriculum based on the four essential learnings (four wings)—Making, Connecting, Creating, and Responding—moves beyond linear skill- and content-based curriculum frameworks of the past. The learner is at the centre of the arts education curriculum butterfly and draws upon, mobilizes, and integrates learnings from each wing to create personal and collective meaning making in the arts.



Each wing is important; however, not all wings are drawn upon equally at all times. Teachers design course, learning, and assessment experiences so that learners move fluidly in and throughout the different wings of the arts education butterfly, depending on context and needs.

All four wings work in interdependent ways to give meaning and purpose to arts learning. For example, arts language and practices (Making) are necessary to create art (Creating); creating art gives meaning and purpose (Making). Arts language and practices and processes for creating art are all important for understanding why the arts are significant to human life (Connecting). Critical reflection (Responding) in the arts is necessary to inform and transform arts learning in all essential learning areas.

Because all four essential learning areas or wings are important and interdependent, courses and learning in arts education are designed with a balance of all four wings in mind. The balance and weighting of the four essential learning areas are flexible and depend on the focus and situated context of each arts education course.

Resources for Course and Learning Design and Implementation

A variety of online resources are offered to support administrators and educators in designing, implementing, and assessing learning in arts education using the four essential learning areas or wings of the dance, dramatic arts, music, and visual arts curriculum frameworks.

The resources can be adapted for a variety of purposes to meet different needs when designing for arts education. They could be used to design new courses, revise existing courses, or transform SICs into Specialized (S) designated curriculum-based arts education courses. It is anticipated that schools will be able to transform existing arts education SICs into S-designated department-developed course codes by aligning SIC learning outcomes with the recursive learnings from the four essential learning areas in each of the four arts education curriculum frameworks.

Students can use the resources to plan inquiry projects and for self-assessment purposes. Educators may use them as part of discussions with parents/guardians to explain and elaborate arts learning.

For ease of use, the online resources are produced in a variety of formats, including interactive (fillable) PDF formats for each arts education subject area. The screencasts (explanation videos) that accompany the resources provide an overview of each resource and an explanation of how it can be used.

The following table identifies and describes the online resources that are available for course and learning design and implementation. The online resources (PDFs and screencasts) are available on the department's *Arts Education* website.

Resources for Course and Learning Design and Implementation

Resources and Their Purpose	Content
Curriculum Frameworks	
<p>The curriculum frameworks provide</p> <ul style="list-style-type: none"> the underlying philosophy of arts education in Manitoba the four essential learning areas, the 13 recursive learnings, and the enacted learnings that direct arts education in Manitoba 	<p>The curriculum frameworks provide</p> <ul style="list-style-type: none"> an Overview the four essential learning areas, with the associated set of 13 recursive learnings, enacted learnings, and inquiry questions the Conceptual Framework for Learning Growth (Appendix) to support course design and assessment other related appendices a Glossary of terms used in the framework a Bibliography
Curriculum Posters	
<p>The posters provide</p> <ul style="list-style-type: none"> quick and easy access to the four essential learning areas and key words from the 13 recursive learnings in the arts education curricula for arts education design and implementation 	<p>The posters provide</p> <ul style="list-style-type: none"> a curriculum framework overview
The Dance Curriculum Framework (PDF), poster (PDF), and screencast (MP4) are available at www.edu.gov.mb.ca/k12/cur/arts/dance/framework_9-12.html .	
The Dramatic Arts Curriculum Framework (PDF), poster (PDF), and screencast (MP4) are available at www.edu.gov.mb.ca/k12/cur/arts/drama/framework_9-12.html .	
The Music Curriculum Framework (PDF), poster (PDF), and screencast (MP4) are available at www.edu.gov.mb.ca/k12/cur/arts/music/framework_9-12.html .	
The Visual Arts Curriculum Framework (PDF), poster (PDF), and screencast (MP4) are available at www.edu.gov.mb.ca/k12/cur/arts/visual/framework_9-12.html .	
Curriculum Planners	
<p>The planners</p> <ul style="list-style-type: none"> support planning with the four arts education curriculum frameworks 	<p>The planners provide</p> <ul style="list-style-type: none"> the learning and assessment design cycle the four essential learning areas with the associated 13 recursive learnings key information about assessment practices, tools, and strategies guiding questions
Course Design Tools	
<p>The tools are used to</p> <ul style="list-style-type: none"> adapt existing arts courses to reflect the arts education curricula create new arts courses based on the arts education curricula transform arts education SICs into S-designated arts education courses using the arts education curricula 	<p>The tools provide</p> <ul style="list-style-type: none"> fillable fields (for course title, code, and description, customized recursive learnings, course organization and resources, and assessment tools and strategies) links to curriculum frameworks (recursive learnings, enacted learnings, and inquiry questions)
Learning Design Tools	
<p>The tools are used to</p> <ul style="list-style-type: none"> design long- and short-term learning experiences in arts education (modules, units, themes, inquiry questions, big ideas) using the arts education curriculum frameworks 	<p>The tools provide</p> <ul style="list-style-type: none"> fillable fields (for learner profiles, learning contexts and connections, school, divisional, and community contexts, curriculum entry points, customized recursive learnings, learning pathways, guiding questions, resources, and assessment tools and strategies for each essential learning area) links to curriculum frameworks (recursive learnings, enacted learnings, and inquiry questions)
The dance implementation resources (PDF) and screencasts (MP4) are available at www.edu.gov.mb.ca/k12/cur/arts/dance/implementation_9-12.html .	
The dramatic arts implementation resources (PDF) and screencasts (MP4) are available at www.edu.gov.mb.ca/k12/cur/arts/drama/implementation_9-12.html .	
The music implementation resources (PDF) and screencasts (MP4) are available at www.edu.gov.mb.ca/k12/cur/arts/music/implementation_9-12.html .	
The visual arts implementation resources (PDF) and screencasts (MP4) are available at www.edu.gov.mb.ca/k12/cur/arts/visual/implementation_9-12.html .	

Assessment in Arts Education

The resources found in the preceding table support quality assessment practices in arts education. They address assessment *for, as, and of* learning, as discussed in *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning* (Manitoba Education, Citizenship and Youth), available online at www.edu.gov.mb.ca/k12/assess/wncp/full_doc.pdf.

In Manitoba, assessment in arts education focuses on the four essential learning areas and the associated 13 recursive learnings. The enacted learnings serve as the evidence for targeted recursive learning growth and achievement.

While rich arts education learning experiences simultaneously address multiple recursive learnings from all four essential learning areas (wings), certain learnings are targeted for focused observation at different times for assessment purposes. Criteria for targeted recursive learnings include a range of teacher constructed and/or teacher-student co-constructed criteria for successful learning.

Teachers use the same range of tools for assessment in arts education as they use in other subject areas. These tools include observations, conversations, and products. Arts educators may draw evidence of learning from focused questions, observations, learning conversations or interviews, demonstrations, presentations, performances (written, visual, or oral), student work/products/compositions, learning logs (listening, observation, exploration, reflection) projects, rubrics, reflective journals, self-assessment, peer assessment, multimedia (applications, software, videos, audio, pictures), portfolios, anecdotal records, surveys, entry and exit slips, quizzes, tests, checklists, and other assessment tools.

Assessment in arts education, as in all subject areas, should be based on students' best, most recent efforts and on consistent patterns of authentic learning over time. The teacher considers the body of student evidence of learning (enacted learnings) and selects the most appropriate and pertinent evidence for grading purposes: "Students should receive the highest, most consistent mark, not an average mark for multiple opportunities" (*Rethinking Classroom Assessment with Purpose in Mind* 59).

Conceptual Framework for Learning Growth in Arts Education

The Conceptual Framework for Learning Growth in arts education (which appears as an Appendix in each arts education curriculum framework) can be used for arts education assessment of recursive learning growth and for course design:

- **Assessment:** The conceptual framework is based on three complementary and interrelated learning dimensions: breadth, depth, and transformation. Each dimension is further described by three signposts that outline qualities and characteristics of increasing breadth, depth, and transformation of learning across and within the essential learning areas. Descriptive language used for the dimensions and signposts can be used to describe individual formative and summative assessment of learning related to the 13 recursive learnings both within and across grades.
- **Course design:** The signposts included in the conceptual framework also provide direction for designing courses at different grades using the recursive learnings.

For further information, see the Grades 9 to 12 arts education curriculum frameworks on the department's *Arts Education* website at www.edu.gov.mb.ca/k12/cur/arts/index.html.