

# Introduction

## Purpose

Manitoba Education and Training has developed this *Administration and Implementation Guide for Grades 9 to 12 Arts Education* to support school administrators and educators in planning, administering, and implementing Grades 9 to 12 arts education courses and programming.

This guide includes information about

- the Grades 9 to 12 dance, dramatic arts, music, and visual arts curriculum frameworks and the arts education context in Manitoba
- the optional arts education course credits available as part of the Manitoba high school graduation requirements and the identification of arts education credits and course codes, based on the *Subject Table Handbook: Student Records System and Professional School Personnel System* (Manitoba Education and Training)
- the factors to consider in planning for successful implementation of arts education, including human resources, artistic and cultural partnerships, arts education resources and spaces, scheduling practices, and budget needs
- the factors to consider in implementing the arts education curricula and the departmental resources available to educators for arts education course and learning design and for assessment of learning growth
- the importance of equity and inclusion in arts education
- the importance of complying with copyright legislation and fair dealing guidelines in arts education

## Background

In 2015, the department published four Grades 9 to 12 arts education curriculum frameworks as part of a commitment to renew Kindergarten to Grade 12 arts education in Manitoba:

- *Grades 9 to 12 Dance: Manitoba Curriculum Framework*
- *Grades 9 to 12 Dramatic Arts: Manitoba Curriculum Framework*
- *Grades 9 to 12 Music: Manitoba Curriculum Framework*
- *Grades 9 to 12 Visual Arts: Manitoba Curriculum Framework*

The Grades 9 to 12 arts education curriculum frameworks extend the philosophy and features of the Kindergarten to Grade 8 arts education curriculum frameworks published in 2011:

- *Kindergarten to Grade 8 Dance: Manitoba Curriculum Framework of Outcomes*
- *Kindergarten to Grade 8 Drama: Manitoba Curriculum Framework of Outcomes*
- *Kindergarten to Grade 8 Music: Manitoba Curriculum Framework of Outcomes*
- *Kindergarten to Grade 8 Visual Arts: Manitoba Curriculum Framework of Outcomes*

Key features common to the Kindergarten to Grade 8 and Grades 9 to 12 arts education curricula include the four interconnected essential learning areas, recursive learning, and a socio-cultural learner-centred philosophy. The curriculum frameworks were developed to support distinct disciplinary learnings and were written to align with current understandings about learning.

Voluntary implementation and piloting of the Grades 9 to 12 arts education curricula in the English, *Français*, and French Immersion Programs occurred in schools across Manitoba during the 2013/2014 and 2014/2015 school years. System-wide implementation of the arts education curricula began in September 2015 using the final versions of the curriculum frameworks found on the department's *Arts Education* website at [www.edu.gov.mb.ca/k12/cur/arts/index.html](http://www.edu.gov.mb.ca/k12/cur/arts/index.html).

The following research, resources, and consultations have guided the development of the Grades 9 to 12 arts education curriculum frameworks:

- Manitoba's Kindergarten to Grade 8 dance, drama, music, and visual arts curriculum frameworks
- review of existing arts education programming in Manitoba and in jurisdictions around the world
- review of current and classic arts education and education research and literature
- consultation with the arts education steering committee, arts education stakeholders, Manitoba Teachers' Society arts groups, and Manitoba universities
- Grades 9 to 12 arts education development and pilot school teams
- feedback from focus groups and surveys

## Why Is Arts Education Important?

Arts education helps students develop important disciplinary and cross-curricular competencies for learning and living well together in an interconnected world. Research indicates that well-designed arts education contributes to learning engagement, self-efficacy, and a wide range of positive academic, social, and emotional effects. Arts education offers learners diverse, unique, and powerful ways of perceiving and making meaning about the world.

The following excerpts from the Overviews (pages 3 to 6) in the Grades 9 to 12 dance, dramatic arts, music, and visual arts curriculum frameworks highlight why arts education is important for learning.

Arts education is important because . . .

1. **The arts have intrinsic value.**

The arts are a vital, integral part of all human experience, culture, and history, and have expressed and enriched life since the beginning of time.

2. **Arts education develops creative, critical, and ethical thinking.**

Creative processes, imagination, and innovation developed through arts education are important for both artistic and everyday creativity.

3. **Arts education expands literacy choices for meaning making.**

In today's multifaceted world, literacy is defined as much more than the ability to read and write print text. The texts that fill the world of today's learners are multi-modal and combine print, digital, kinesthetic, aural/oral, gestural, spatial, and visual texts, along with many more.

4. **Arts education contributes to identity construction.**

Through arts education, learners have profound ways to define themselves and to construct personal and artistic identities.

"The ability to define oneself rather than allowing others to do it for us is one of the advantages offered by the arts" (Canada Council for the Arts).

5. **Arts education develops communication and collaboration competencies.**

Socialization and interaction are central features of arts experiences. The arts provide unique and powerful tools and processes for communication and collaboration that transcend time, place, language, and culture.

6. **Arts education develops intercultural competencies.**

Through arts education, learners develop intercultural understandings as they engage with and learn to value others' cultures, languages, and beliefs.

7. **Arts education is essential for well-being.**

Arts education can improve and enhance social, emotional, physical, and spiritual well-being and resilience. Well-being and resilience are vital for positive interpersonal relationships and learning engagement.

8. **Arts education supports sustainable development.**

Arts education offers opportunities for learners to engage in issues of cultural, social, political, environmental, and economic forms of sustainability.

9. **Arts education is transformative learning.**

Learning in the arts has the potential to foster transformative learning (Mezirow 19) and change the ways people view the world.

10. **Arts education fosters human flourishing.**

Arts education brings joy to self and others; it illuminates, deepens, and enriches learning and life.

## What Is Quality Arts Education?

Quality arts education is defined by understandings and beliefs about education informed by current research, theory, and practice. These understandings and beliefs are brought into focus through the lenses of learning, curriculum, learning environment, and assessment.

The Overviews (pages 6 to 9) in the Grades 9 to 12 dance, dramatic arts, music, and visual arts curriculum frameworks provide details about the learning, curriculum, learning environment (physical, pedagogical, and social/cultural spaces), and assessment lenses that inform quality learning in arts education.

## Recursive Learning in Arts Education

Arts education learnings are recursive across Grades 9 to 12, are interconnected, and promote authentic, transformative, and lifelong learning. Arts learnings focus on artistic and creative processes, critical reflection, the significance and purpose of the arts for individuals and groups, and disciplinary skills, knowledge, and competencies.

Because of the recursive nature of arts learning and because arts education is implemented in various ways in Manitoba, a flexible conceptual framework is offered to describe learning growth from Grades 9 to 12. The Conceptual Framework for Learning Growth in arts education (which appears as an Appendix on pages 57 to 68 of each arts education curriculum 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 essential learning areas.



## Implementation of Grades 9 to 12 Arts Education

Arts education is valued as important learning in Manitoba schools and is implemented through diverse approaches to meet the needs of local contexts and learners.

Manitoba offers a distinct curriculum framework for each of the four arts education subject areas: dance, dramatic arts, music, and visual arts. Each framework draws from a broad field of creative and critical language and practices and is based on interconnected learnings from four essential learning areas: Making, Connecting, Creating, and Responding. Grades 9 to 12 arts education learning is understood to be recursive, and builds on and extends Kindergarten to Grade 8 curricular learnings.

Arts credits in Grades 9 to 12 arts education are optional, and schools have the flexibility to offer the number and combination of arts courses appropriate for their local context, resources, and needs. The number of arts education subject areas and courses offered in a school will depend on available resources, scheduling, staffing, and the arts implementation approach used in the school. The arts education curriculum frameworks provide flexibility for implementation of a rich variety of arts courses and approaches. Schools may offer arts disciplines individually, in combination with each other, and/or integrated with other subject areas.

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## Notes