

# Overview of the Grades 9 to 12 Arts Education Curriculum Frameworks

The arts education curriculum frameworks address the purpose, nature, and importance of quality arts education in Manitoba schools from Grades 9 to 12. They explain the use of the butterfly as a metaphor for learning within the learning landscape and for representing the interconnected parts of the arts education curriculum. The curriculum consists of four essential learning areas, which are further elaborated by 13 recursive learnings, and realized through enacted learnings. Ideas for inquiry questions are also included to support the enacted learnings. The Appendix, Glossary, and Bibliography in each curriculum framework provide further support for the arts learnings.

## The Arts Education Butterfly

The Manitoba arts education curriculum philosophy, essential learning areas, and recursive learnings are represented graphically and metaphorically by the image of a butterfly.

### The Butterfly as Graphic Organizer

The arts education curriculum butterfly image is a graphic organizer comprising five interconnected parts: four wings and a main body in the centre of the butterfly to which each of the four wings is connected. Each wing represents one of four essential learning areas into which the recursive learnings of Grades 9 to 12 arts education are classified. The central area or body of the butterfly represents the developing arts learner.

### The Butterfly as Metaphor

The butterfly also functions as a metaphor for arts education, alluding to transformation, self-actualization, beauty, and resilience. The butterfly image may stimulate many other associations by those who encounter the arts education curriculum frameworks; such generative thinking is fitting for a framework intended as an impetus to creative, critical, and artistic learning.

### The Centre of the Butterfly

The centre of the butterfly represents the arts learner in an active, participatory space where learnings from the four wings interact to stimulate and sustain the learner's growth. In this relational space, the learner draws on all wings of the butterfly to take flight through the wider learning landscape. As learners grow as artists, they journey toward becoming creative and artistically literate adults and citizens who will enrich and transform their own lives and the lives of their future communities.

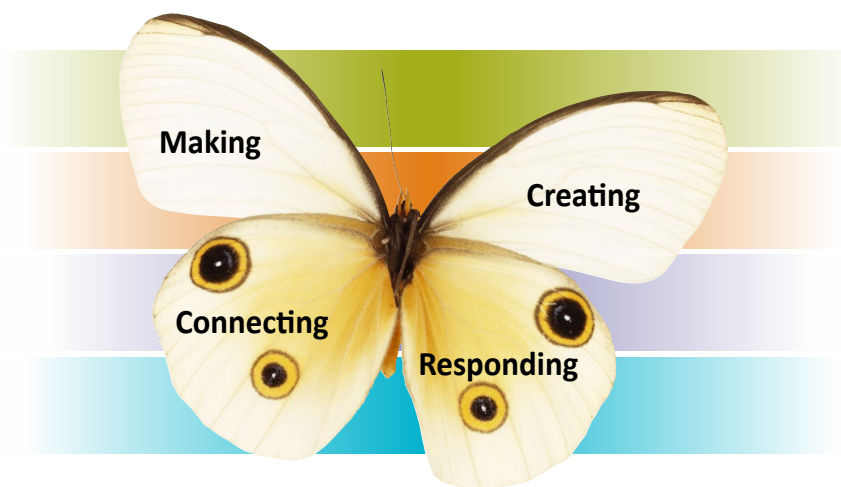
## The Wings of the Butterfly

Each wing of the butterfly represents an essential learning area that highlights disciplinary practices and competencies important for dance, dramatic arts, music, and visual arts education.

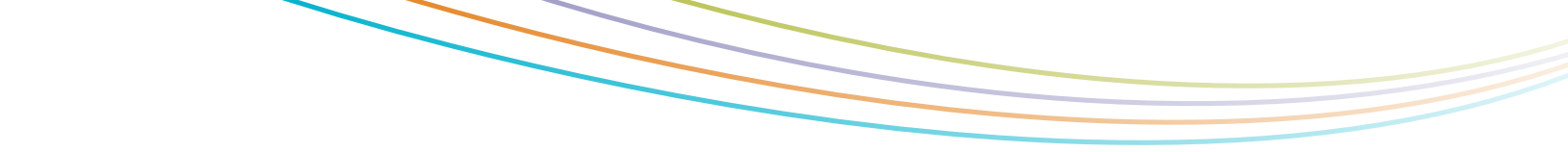
### Essential Learning Areas

The arts education curriculum frameworks identify the following four essential learning areas, along with a statement summarizing the overall learning intent of each area:

- **Making:** The learner develops language and practices for making dance, dramatic arts, music, or visual arts.
- **Creating:** The learner generates, develops, and communicates ideas for creating dance, dramatic arts, music, or visual arts.
- **Connecting:** The learner develops understandings about the significance of dance, dramatic arts, music, or visual arts by making connections to various times, places, social groups, and cultures.
- **Responding:** The learner uses critical reflection to inform dance, dramatic arts, music, or visual arts learning and to develop agency and identity.



Although each essential learning area presents a distinct set of recursive learnings, the areas are not intended to be realized in isolation. Just as real wings work synchronously with each other, so the essential learning areas are intended to function together by integrating the recursive learnings.



Arts education language and practices (Making) are connected to how they may be used to create (Creating), what understandings and significance the language and practices can communicate through diverse contexts (Connecting), and how critical reflection about arts education transforms learning and develops identity and agency (Responding).

Each of the four essential learning areas or wings contains the following components identified in the Grades 9 to 12 arts education curriculum frameworks: recursive learnings, enacted learnings, and inquiry questions.

### Recursive Learnings

Recursive learnings further elaborate the essential learning areas across Grades 9 to 12. They are developed, recombined, elaborated, and transformed across novel and varied contexts so that learning across grades becomes more sophisticated, more complex, deeper, and broader with time and new experiences and applications.

### Enacted Learnings

Enacted learnings represent multiple and diverse ways to enact the recursive learnings. They inform instructional design, teaching, and assessment. They are possible sources of evidence for recursive learnings in arts education.

### Inquiry Questions

The inquiry questions, presented from the learner’s point of view, are intended to provide learners and teachers with ideas for possible entry points and pathways into arts education. Questions are intended “to stimulate thought, to provoke inquiry, and to spark more questions—including thoughtful student questions” (Wiggins and McTighe 106).

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## Notes