

Dramatic ARTS



ENGLISH PROGRAM

Visual ARTS



Why arts education?



Arts education engages the learner, contributes to emotional, social, and academic development, and develops essential skills that play an important role in learning and well-being. Arts education enables learners to perceive and interpret the world around them and provides them with unique ways to express themselves, to discover themselves as artistic learners as they journey towards becoming creative, artistically literate adults and citizens who will truly enrich their own lives and the lives of future communities.

"What would we be without the arts?"
(Roy, 114, translation)

The metaphor of the butterfly

The four learning areas in arts education are represented by the wings of the butterfly, highlighting important practices and skills in arts education learning. Just as the wings of a real butterfly work in synchronicity, these learning areas are designed to be interrelated. By integrating the recursive learnings from all four wings, the learner flourishes and takes flight.

Art education is important because it

- develops creative, critical, and ethical thinking
- contributes to the construction of identity and culture
- develops empathy, and collaboration, leadership, cross-cultural, and communication skills
- provides a solid foundation to support learning in other subjects
- diversifies literacy choices
- transforms, is essential to well-being, and helps flourishment

"We are all artists ... We are all creators, each creating in our own way, each following our own dream!"

Jeff Staflund, *Tous artistes*, © 2008

The implementation of arts education in schools is everyone's business: students, parents/guardians, generalists, specialists, artists, and the community!

Arts education in Manitoba schools is mandatory from Grades 1 to 8. The number and choice of arts subject areas offered in a school will depend upon local context. Recommended time allotments are 10 percent of instructional time in Grades 1 to 6 and 8 percent of instructional time in Grades 7 and 8.

Each arts framework is considered fully implemented only if all four essential learning areas for any arts discipline are explored in comprehensive, substantial, and interconnected ways. Educators are encouraged to integrate arts learnings with other subject areas where meaningful and appropriate, while maintaining focus on student achievement of the arts learning.

"The arts are a source of wonder and amazement. They awaken the imagination, creativity, and aesthetic and critical senses and nourish the intellect. By touching the emotions, they awaken others as well as oneself."

(De Koninck, translation)

References:
De Koninck, Thomas. *Éduquer pour le bonheur*. Conférence d'ouverture du 3^e colloque du mouvement Humanisation, Québec, May 2008.
Roy, Gabrielle. *La montagne secrète*. Les éditions du Boréal, 1994.



Dance



KINDERGARTEN TO GRADE 8

Music



This brochure and the second editions of the curriculum documents are available at www.edu.gov.mb.ca/k12/cur/arts/index.html.

Dance

Making

The learner develops language and practices for making dance.

- Dance Elements
- Dance Techniques
- Expressive Skills and Musicality

Creating

The learner generates, develops, and communicates ideas for creating dance.

- Idea Generation
- Experiment, Development, and Use
- Revision, Refinement, and Sharing

Connecting

The learner develops understandings about the significance of dance by making connections to various contexts of times, places, social groups, and cultures.

- People and Practices
- Genres, Styles, and Traditions
- Roles, Purposes, and Meanings

The Dance Learner

Kindergarten to Grade 8

Responding

The learner uses critical reflection to inform dance learning and to develop agency and identity.

- Initial Reaction
- Observation and Description
- Analysis and Interpretation
- Identity, Action, and Agency



For more information, visit: www.edu.gov.mb.ca/k12/cur/arts/dance/index.html

Manitoba landscape photo: Winnipeg Skyline, © Stan Milosevic

Dramatic ARTS

Making

The learner develops language and practices for making dramatic arts.

- Dramatic Forms
- Body, Mind, and Voice
- Elements of Drama

Creating

The learner generates, develops, and communicates ideas for creating dramatic arts.

- Idea Generation
- Experiment, Development, and Use
- Revision, Refinement, and Sharing

Connecting

The learner develops understandings about the significance of dramatic arts by making connections to various contexts of times, places, social groups, and cultures.

- People and Practices
- Forms, Styles, and Traditions
- Roles, Purposes, and Meanings

The Dramatic ARTS Learner

Kindergarten to Grade 8

Responding

The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.

- Initial Reaction
- Observation and Description
- Analysis and Interpretation
- Identity, Action, and Agency



For more information, visit: www.edu.gov.mb.ca/k12/cur/arts/drama/index.html

Manitoba landscape photo: Near Niverville, © Stan Milosevic

ARTS EDUCATION RECURSIVE LEARNINGS

Music

Making

The learner develops language and practices for making music.

- Voice, Instruments, Body, and Sound Sources
- Music Systems
- Elements of Music
- Listening Competencies

Creating

The learner generates, develops, and communicates ideas for creating music.

- Idea Generation
- Experiment, Development, and Use
- Revision, Refinement, and Sharing

Connecting

The learner develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures.

- People and Practices
- Genres, Styles, and Traditions
- Roles, Purposes, and Meanings

The Music Learner

Kindergarten to Grade 8

Responding

The learner uses critical reflection to inform music learning and to develop agency and identity.

- Initial Reaction
- Listening, Observation, and Description
- Analysis and Interpretation
- Identity, Action, and Agency



For more information, visit: www.edu.gov.mb.ca/k12/cur/arts/music/index.html

Manitoba landscape photo: Poplar Bay, © Stan Milosevic

Visual ARTS

Making

The learner develops language and practices for making visual arts.

- Art Elements and Principles
- Art Media, Tools, Techniques, and Processes
- Observation and Depiction

Creating

The learner generates, develops, and communicates ideas for creating visual arts.

- Idea Generation
- Experiment, Development, and Use
- Revision, Refinement, and Sharing

Connecting

The learner develops understandings about the significance of the visual arts by making connections to various contexts of times, places, social groups, and cultures.

- People and Practices
- Forms, Styles, and Traditions
- Roles, Purposes, and Meanings

The Visual ARTS Learner

Kindergarten to Grade 8

Responding

The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

- Initial Reaction
- Observation and Description
- Analysis and Interpretation
- Identity, Action, and Agency



For more information, visit: www.edu.gov.mb.ca/k12/cur/arts/visual/index.html

Manitoba landscape photo: Little Saskatchewan River Valley, © Stan Milosevic