

# Planning for Successful Implementation of Arts Education

Planning for successful implementation of Senior Years arts education includes considering the availability of arts education staff, ways to support staff, ways to develop and collaborate with artistic and cultural partners, arts education resources and spaces, scheduling practices, and budget needs.

## Human Resources: Arts Educators and Coordinators

Certified educators with specialized, professional, discipline-specific arts knowledge are important for implementing Manitoba's Grades 9 to 12 arts education curricula. In circumstances where discipline-specific educators are not available, it is necessary to provide appropriate, ongoing professional learning opportunities and quality resources to support successful discipline-specific arts learning.

Arts educators, like all educators, need to be supported by their educational communities and have opportunities for regular meetings, planning, and professional learning. Mentorship programs to support new arts educators have proven highly valuable, and Manitoba school divisions have developed successful mentorship models.

It is important to have a divisional consultant/coordinator or an assigned teacher/leader for each school division to provide support and leadership for divisional and school planning of arts education. Development of divisional policies regarding arts education is vital to guide arts leadership and strategic divisional arts planning. Divisional policies can be created around overarching belief statements and a common vision for current and future arts education.

## Artistic and Cultural Partnerships

Artistic and cultural partnerships can support both curricular and extracurricular learning in arts education. The department values artistic and cultural partnerships and connections to the real world experiences of Manitoban and Canadian artistic communities and associations and includes them as part of curricular learnings.

### Example of Artistic and Cultural Connections

"The learner develops understandings about people and practices in music by engaging with local, Manitoban, and Canadian contributors and contributions to music (e.g., music artists, groups, events, community and cultural resources, innovations) to expand learning opportunities" (*Grades 9 to 12 Music: Manitoba Curriculum Framework* 38).

Artistic and cultural partnerships create many possibilities for teaching and learning. Community arts resources and partnerships support and contribute to professional learning, create new learning spaces outside the walls of the classroom, encourage inquiry in the arts, support mentorships for teachers and learners, and support artistic and cultural identity development. Such opportunities create strong links between schools and communities and authentic learning landscapes that benefit teachers, students, artists, and the community.

Schools can collaborate with artists and arts organizations from Manitoba's thriving arts communities in many different ways, such as

- educational programming and workshops offered by Manitoba's arts institutions
- mentorships and collaborations with artists and members of the professional arts community
- long- or short-term artist residencies
- interactive technological tools and web-based resources
- participation in arts festivals, performances, and cultural events
- arts and learning grant programs
- collaborative arts education exchanges and inquiry projects

## Arts Education Resources and Spaces

Successful arts education requires appropriately equipped and maintained spaces in which to teach and learn. Wherever possible, arts education spaces should be dedicated arts education rooms that are safe for and accessible to all learners. They should include sufficient material, structural, and technological resources for successful arts learning. Equipment and instruments should be appropriate, adequate, and in good condition. Each arts education subject area (dance, dramatic arts, music, and visual arts) has specific space needs that may differ greatly from those of classroom spaces required for other subject areas.

Quality arts education spaces might include the following:

- appropriate **infrastructure** for each arts education subject area (e.g., open dance floor with barres, open/break-out spaces and stage for dramatic arts, acoustically designed space for diverse music groups and instruments, well-ventilated, well-lit artmaking spaces with close access to water and sinks)
- adequate and secure **display and storage space** for all instruments, materials, artworks, props, costumes, scenery, and other discipline-specific needs
- spaces of **appropriate sizes** to meet the needs of different sizes of arts groups

- access to current and updated **technological resources** (e.g., computer, projector, screen, tablet, Internet, quality audio/video, lighting equipment, keyboard, microphones)
- appropriately **furnished spaces** (e.g., mirrors, black boxes, music stands, moveable chairs, risers, work tables, bulletin boards and whiteboards, bookcases)
- appropriate **renewable supplies, equipment, materials, and educational resources** for dance, dramatic arts, music, and visual arts

## Scheduling for Arts Education

The guidelines for scheduling courses in arts education are the same as those followed in other subject areas. Full-credit courses in arts education are allocated 110 hours of instructional time, and half-credit courses are allocated 55 hours. It is up to each local school context to determine how best to organize and schedule those credit hours.

Promising and creative scheduling practices, such as the following, help ensure successful and equitable arts education:

- Scheduling that ensures equitable access to arts education means that optional arts education courses and compulsory courses are not scheduled against each other during the same periods in the school timetable, so that students do not have to choose between them.
- Scheduling that ensures equitable access to arts education means that optional arts education courses are not scheduled against each other during the same periods in the school timetable. For example, if Visual Arts and Concert Band courses are scheduled in the same period, students are forced to choose between arts education disciplines, rather than have the opportunity to explore a range of arts learning experiences.
- Longer (year-long) periods of intensive time devoted to in-depth arts teaching and learning are more effective for arts education than short periods (e.g., 30 minutes).
- Longer blocks of regular time devoted to in-depth arts teaching and learning are more effective for arts education than arts teaching and learning that is isolated only in certain semesters.
- Creative scheduling might include extended day scheduling of arts education credit courses.

Important arts education learning is not limited to credit courses. To offer accessible and equitable opportunities for rich learning in arts education, it is important to consider extracurricular learning in the arts as part of school scheduling.

## Budget Considerations for Arts Education

Budget considerations for effective arts education include human resources and other resources identified in the discussion of [Arts Education Resources and Spaces](#) (see page 24). Arts budget planning should also consider that resources for arts education must be renewed. Some arts materials (e.g., visual art supplies, music scores, drama scripts, dance choreography) must be replaced or renewed yearly, and other materials and equipment can be part of longer-range budget considerations. If instrument purchase is part of divisional budget planning, the cost for ongoing maintenance, repair, and replacement of those instruments must also be considered.

Budget considerations can also include community and artist collaborations to enhance arts learning and cross-curricular connections.