

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.

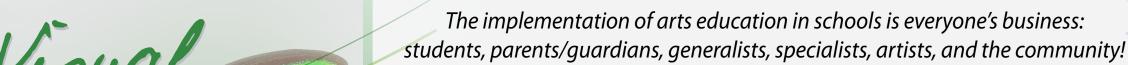
Art education is important because it

- · 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

ENGLISH PROGRAM



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° colloque du mouvement Humanisation, Québec, May 2008.

Roy, Gabrielle. La montagne secrète. Les éditions du Boréal, 1994.





KINDERGARTEN TO GRADE 8





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



Making

anguage and practices for

Dance Elements Dance Techniques

Expressive Skills and Musicality

Connecting

significance of dance by making of times, places, social groups

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

For more information, visit:





Idea Generation

Experiment, Development, and Use

Revision, Refinement, and Sharing

Kindergarten to Grade 8

Responding

Initial Reaction Observation and Description

Analysis and Interpretation Identity, Action, and Agency o inform dance learning and to develop agency and identity.



language and practices for making dramatic arts.

various contexts of times places, social groups, and

For more information, visit

Dramatic Forms

Body, Mind, and Voice

Elements of Drama

Connecting

People and Practices understandings about the significance of dramatic arts Forms, Styles, and Traditions by making connections to

Roles, Purposes, and Meanings

Initial Reaction

Observation and Description Analysis and Interpretation

Identity, Action, and Agency

The learner uses critical

arts learning and to develop agency and identity

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Idea Generation

Experiment, Development, and Use

Revision, Refinement, and Sharing



ARTS EDUCATION RECURSIVE LEARNINGS

Making

language and practices for

Voice, Instruments, Body, and Sound Sources

Music Systems

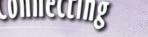
Elements of Music

Listening Competencies

Connecting

Idea Generation

Experiment, Development, and Use Revision, Refinement, and Sharing



understandings about the significance of music by making of times, places, social groups,

People and Practices

Genres, Styles, and Traditions Roles, Purposes, and Meanings Responding

Initial Reaction

Listening, Observation, and Description develop agency and identity

Analysis and Interpretation Identity, Action, and Agency



Making

The learner develops language and practices for making visual arts.

Art Elements and Principles

Art Media, Tools, Techniques, and Processes

Observation and Depiction



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

w.edu.gov.mb.ca/k12/cur/arts/visual/index.html

For more information, visit:

People and Practices Forms, Styles, and Traditions

Roles, Purposes, and Meanings

Initial Reaction

arts learning and to develop

Identity, Action, and Agency



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



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Idea Generation

Experiment, Development, and Use

Revision, Refinement, and Sharing

Responding

Observation and Description Analysis and Interpretation