



Arts Education

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ISBN 978-1-926631-53-0

1. Arts education (Middle school) - Saskatchewan - Curricula. 2. Competency-based education - Saskatchewan.

Saskatchewan. Ministry of Education. Curriculum and E-Learning. Humanities Unit.

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Acknowledgements

The Ministry of Education wishes to acknowledge the professional contributions and advice given by previous Arts Education Curriculum Advisory Committees and the following members of the 2008-09 Arts Education Curriculum Renewal Groups:

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| Sarah Adair Good Spirit School Division | Linda Lang University of Regina | Angella Pinay St. Paul's Roman Catholic Separate School Division |
| Colette Bischoff St. Paul's School Division | Gerald Langner University of Saskatchewan | Hélène Préfontaine Prince Albert Roman Catholic Separate School Division |
| Dwayne Brenna University of Saskatchewan | Trudy Loftsgard Chinook School Division | Peter Purdue University of Saskatchewan |
| Sherron Burns Living Sky School Division | Mary Longman University of Saskatchewan | Michelle Richter Regina Roman Catholic Separate School Division |
| George Charpentier St. Paul's Roman Catholic Separate School Division | Heather Mazurak Regina School Division | Rae Short Living Sky School Division |
| Richard Dubé University of Saskatchewan | Tricia McEwen Prince Albert Roman Catholic Separate School Division | Don Speidel Saskatoon Public Schools |
| Wes Fineday Elder | Ryan Medforth Chinook School Division | Renee Torwalt-Lawrence Living Sky School Division |
| Janie Fries Holy Trinity Roman Catholic Separate School Division | Debra Melle Prairie Valley School Division | Dianne Warren Saskatchewan Arts Board |
| Brian Gislason Northwest School Division | Shelley Mooney Prairie Valley School Division | Norm Yakel University of Regina |
| Patricia Jamison Saskatoon Public Schools | Denise Morstad University of Regina | Linda Young University of Saskatchewan |
| Ann Kipling Brown University of Regina | Theresa Mudrik Saskatoon Public Schools | |
| Patrick Kelly University of Saskatchewan | Susan Pattison Saskatoon Public Schools | |
| Laura Kuz Regina School Division | Amy Perrey Regina Roman Catholic Separate School Division | |

The Ministry of Education also wishes to acknowledge the other educators and members of internal program teams and educational partner organizations who have contributed to the development and renewal of the arts education curriculum.

CP9.9 (continued)

- e. Generate musical ideas from both internal and external sources, developing these ideas to achieve meaning and expression.
- f. Use the Internet and other sources to research music styles associated with youth subcultures throughout different periods in history (e.g., rock, jazz, fusion, hip hop, punk, rave cultures).
- g. Investigate uses of new technologies in music (e.g., new electronic music).
- h. Incorporate technology in innovative ways for creating and/or documenting the creative process.
- i. Compose music using digital technologies where possible (e.g., electronic keyboards, online composing, mixing, and editing tools).

Visual Art

Outcomes

CP9.10 Create visual art works to express perspectives and raise awareness about a topic of concern to youth.

Indicators

- a. Propose topics for inquiry into issues of importance to students (e.g., select a topic of current concern to students and/or community).
- b. Design, with other students, a plan to guide the visual art inquiry and document the creative process.
- c. Collaborate on a youth-driven and teacher/community-supported plan to raise awareness through visual art about a topic of concern to youth:
 - Propose ways of including community members and artists who share the same concerns, and develop an action plan to share parts or entire visual art expressions with others.
- d. Generate ideas for art works through internal and external sources, developing these ideas to achieve meaning and expression.
- e. Expand upon an idea to achieve more depth of meaning and expression.

Outcomes

CP9.11 Select and use appropriate forms, technologies, images, and art-making processes to convey ideas about a topic of concern to youth.

Indicators

- a. Select visual art forms (e.g., mixed media installation, sculpture) to express ideas about a topic of concern to youth.
- b. Demonstrate effective use of visual art tools, materials, and techniques.
- c. Create portfolios (e.g., traditional and/or digital) of works in progress and completed work.
- d. Use digital photography or other means to document inquiry and the creative process.

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CP9.11 (continued)

- e. Analyze application of the elements of art, principles of design, images, and techniques in own and peers' art works.
- f. Demonstrate skills of observation and increased ability to include detailed information in own depictions.
- g. Demonstrate awareness of various health and safety hazards and procedures in visual art.

Outcomes

CP9.12 Solve visual art problems in new and unfamiliar ways.

Indicators

- a. Take risks by working in unfamiliar ways (e.g., new ideas, techniques, or media).
- b. Experiment with new ways of using symbols and manipulation of images.
- c. Solve visual art challenges or problems in innovative ways (e.g., imaginative use of point of view, perspective, colour theory, proportion, exaggeration, or distortion).
- d. Describe own decision-making and problem-solving processes, and reflect on the effectiveness of choices made.

Critical/Responsive (CR)

Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.

Dance, Drama, Music, Visual Art

Outcomes

CR9.1 Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.

Indicators

- a. Use individual or collaborative inquiry to develop questions and learn about a selected arts expression.
- b. Create an individual or collaborative plan to investigate the inquiry questions, document the inquiry process, and share findings with others.
- c. Create own work in response to a selected professional arts expression, and describe how the new work is inspired or influenced by the original.

Outcomes

CR9.2 Investigate and identify ways that today's arts expressions can inspire change.

Indicators

- a. Investigate how arts expressions can inspire change in different ways.
- b. Examine and describe how new technology has changed the arts and arts careers.

CR9.2 (continued)

- c. Investigate and describe ways in which various arts movements (e.g., impressionism, cubism, 1950s rock and roll, 1920s dance crazes, guerilla street theatre, site specific performances) often broke the rules of the establishment and reflected change during that time.
- d. Examine a variety of new and non-traditional art forms.
- e. Describe how arts expressions can initiate or support social change (e.g., raising awareness about environmental issues, raising money for African famine relief, commenting on social injustice or other controversial topics).

Outcomes

CR9.3 Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.

Indicators

- a. Describe how the arts can transmit or question values, ideas, and beliefs.
- b. Examine the intentions, development, and interpretations of own arts expressions in relation to own experience, values, and perspectives.
- c. Examine societal issues and their influence on current arts expressions (e.g., arts as social or political commentary).
- d. Collaborate with peers on development of criteria for assessing the expression of ideas in own arts expressions.
- e. Describe how art works are expressions of individual and collective viewpoints.
- f. Demonstrate interest in the ideas and work of today's artists, and appreciate original thought.
- g. Investigate and explain why some arts expressions were considered to be controversial at different times in history.

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Cultural/Historical (CH)

Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.

Dance, Drama, Music, Visual Art

Outcomes

CH9.1 Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.

Indicators

- a. Research and describe how artists often raise awareness about local or global issues.
- b. Examine how artists used popular culture to express unique ideas and to comment on society.
- c. Recognize and discuss the value of original thought as well as technical proficiency in arts expressions.
- d. Investigate arts expressions that raise awareness or inspire community action.

Outcomes

CH9.2 Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.

Indicators

- a. Use inquiry to investigate topics of concern to Indigenous peoples:
 - Generate key questions to guide inquiry (e.g., What are topics of concern to Indigenous artists?).
 - Create a plan to document the inquiry process.
 - Research topics addressed by artists (e.g., examine messages and lyrics of a variety of artists such as Buffy Ste. Marie, Floyd Crow Westerman, Eekwol, Reddnation, and Rezofficial).
 - Analyze topics presented by artists in relation to own understanding, value, and experiences.
 - Summarize research findings to identify central themes (e.g., colonization) and topics (e.g., residential schools).
 - Identify gaps in knowledge that may limit understanding.
 - Use the Internet and other sources (e.g., print, digital, community) to gather additional information.
 - Determine central focus and questions to explore independently and collaboratively (e.g., How could we use the arts to help people understand that we are all Treaty people?).
 - Reflect, analyze, and make connections between the original topic or inquiry question and subsequent arts expressions.

CH9.2 (continued)

- b. Create a plan of action to use the arts to increase understanding on this topic of concern (e.g., develop a collective creation/play about racism to increase knowledge and mutual understanding).
- c. Share arts expressions with younger and older students and community, where possible.

Outcomes

CH9.3 Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.

Indicators

- a. Demonstrate an awareness of key historical developments in relation to contemporary arts expressions (i.e., the term *contemporary* typically includes arts expressions of the late 20th and 21st centuries).
- b. Research and describe the work of contemporary Saskatchewan and Canadian artists.
- c. Extend knowledge of artistic styles across a range of cultural contexts.
- d. Investigate how function and purpose influence artistic decision making.
- e. Describe how environmental, historical, and social factors influence artists.
- f. Research various career avenues in the arts.

Outcomes

CH9.4 Create interdisciplinary arts expressions individually or through collaboration with peers, and examine the work of artists who create interdisciplinary expressions (e.g., sound and poetry, performance art, audio visual installations).

Indicators

- a. Identify ways that various arts expressions combine more than one arts discipline.
- b. Examine the impact of technology on interdisciplinary art works (e.g., audio visual installations, performance art).
- c. Examine a variety of new and non-traditional art forms that integrate disciplines.
- d. Investigate connections that exist among the arts, and incorporate more than one art form into own work or collaborative project.
- e. Demonstrate leadership and support peers during collaborative processes.
- f. Critically examine and assess individual work and contributions to collaborative work.