

Chapter 8 Arts Education



Table of development for the competency *Creates personal images*

The following table gives an indication of the different contexts in which students are placed to create personal images. It presents an overview of the parameters of development of the competencies. These parameters should be taken into account for each year of the cycle in order to diversify instruction. Types of tasks are indicated for each type of program, in each year of the cycle. This does not preclude the introduction of other types of tasks, taking into account the teaching time allotted to the different programs.

Given the nature of personal creation, the learning should be planned to enrich, refine or increase the complexity of the same skills and concepts. In this table, teachers will find elements that will help them ensure the students' learning progress.

- Compulsory program
- Visual Arts optional program
- ▲ Visual Arts and Multimedia optional program

Parameters		Secondary III	Secondary IV	Secondary V
Mobilization of resources in a specific context	Types of tasks	<ul style="list-style-type: none"> ● ■ Transforming tangible matter ■ ▲ Transforming imagery and image content 	<ul style="list-style-type: none"> ● ■ Transforming tangible matter ■ ▲ Transforming imagery and image content 	<ul style="list-style-type: none"> ● ■ Transforming tangible matter ■ ▲ Transforming imagery and image content
	Types of productions	<ul style="list-style-type: none"> ● Two-dimensional and three-dimensional images ■ Two-dimensional images ■ Three-dimensional images ■ ▲ Still digital images ▲ Still analog images ▲ Spatiotemporal images 	<ul style="list-style-type: none"> ● Two-dimensional and three-dimensional images ■ Two-dimensional images ■ Three-dimensional images ■ ▲ Still digital images ▲ Still analog images ▲ Spatiotemporal images 	<ul style="list-style-type: none"> ● ■ Two-dimensional images ● ■ Three-dimensional images ■ ▲ Still digital images ▲ Still analog images ▲ Spatiotemporal images
	Ways of working	<ul style="list-style-type: none"> ● ■ ▲ Alone ■ ▲ In a team ▲ Interactively 	<ul style="list-style-type: none"> ● ■ ▲ Alone ■ ▲ In a team ▲ Interactively 	<ul style="list-style-type: none"> ● ■ ▲ Alone ■ ▲ In a team ▲ Interactively

Table of development for the competency *Creates personal images* (cont.)

Parameters		Secondary III	Secondary IV	Secondary V
Reflection on the process	Measures	<ul style="list-style-type: none"> ● ■ ▲ Activation of previous learning Recording of ideas and research Distancing and adjustment Identification of learning acquired (art-related attitudes and values, skills and knowledge) Identification of strengths and challenges 		
	Tools	<ul style="list-style-type: none"> ● ■ ▲ Student's recording tools (notebook, logbook, etc.) Regulation tools (checklists, observation checklists, etc.) Evaluation tools (self-evaluation checklists, coevaluation checklists, etc.) Record of student's learning and evaluation (student productions and summary of information related to development of the competency) 		

Table of development for the competency *Creates personal images* (cont.)

Parameters	Secondary III	Secondary IV	Secondary V
Resources	Content	<ul style="list-style-type: none"> ● ■ Transforming gestures, traditional tools and materials for visual arts, (drawing, painting, collage, modelling, assemblage, etc.) ■ Transforming gestures, artisans' tools and materials (wood, ceramics, leather, jewellery, metal, textiles and glass) ▲ Transforming gestures, analog and digital technological tools (photo, video, cinema) ● ■ Concepts (elements of visual arts language, organization of space and representation of space) ▲ Concepts (elements of multimedia language and organization of four-dimensional space) ● ■ ▲ Vocabulary Repertoire of works Documentation Visits to cultural venues (museums, galleries, maisons de la culture, artists' studios, etc.) Meetings with artists Artistic events Creative dynamic Strategies: centring, observing, visual and gestural memorizing, inventing, creating, planning the work, managing the time allotted to the work, taking advantage of the unexpected 	
		—	● ■ ▲ Symbolic function
	Attitudes	<ul style="list-style-type: none"> ● ■ ▲ Openness to stimuli for creation Receptiveness Respect for the creations of others Constructive attitude with respect to their own creative experiences Constructive attitude toward criticism Personal investment Risk taking Perseverance Rigorous creative work 	

Table of development for the competency *Creates media images*

The following table gives an indication of the different contexts in which students are placed to create media images. It presents an overview of the parameters for development of the competencies. These parameters should be taken into account for each year of the cycle in order to diversify instruction. Types of tasks are indicated for each type of program, in each year of the cycle. This does not preclude the introduction of other types of tasks, taking into account the teaching time allotted to the different programs.

Given the nature of media creation, the learning should be planned to enrich, refine or increase the complexity of the same skills and concepts. In this table, teachers will find elements that will help them ensure the students' learning progress.

- Compulsory program
- Visual Arts optional program
- ▲ Visual Arts and Multimedia optional program

Parameters		Secondary III	Secondary IV	Secondary V
Mobilization of resources in a specific context	Types of tasks	<ul style="list-style-type: none"> ● ■ Transforming tangible matter ■ ▲ Transforming imagery and image content 	<ul style="list-style-type: none"> ● ■ Transforming tangible matter ■ ▲ Transforming imagery and image content 	<ul style="list-style-type: none"> ● ■ Transforming tangible matter ■ ▲ Transforming imagery and image content
	Types of productions	<ul style="list-style-type: none"> ● ■ Two-dimensional images ■ ▲ Still digital images ▲ Spatiotemporal images 	<ul style="list-style-type: none"> ● ■ Two-dimensional images ■ ▲ Still digital images ▲ Spatiotemporal images 	<ul style="list-style-type: none"> ● ■ Two-dimensional images ■ ▲ Still digital images ▲ Spatiotemporal images
	Ways of working	<ul style="list-style-type: none"> ● ■ ▲ Alone ■ ▲ In a team ▲ Interactive 	<ul style="list-style-type: none"> ● ■ ▲ Alone ■ ▲ In a team ▲ Interactive 	<ul style="list-style-type: none"> ● ■ ▲ Alone ■ ▲ In a team ▲ Interactive
Reflection on the process	Measures	<ul style="list-style-type: none"> ● ■ ▲ Activation of previous learning Documentary research Recording of ideas and research Distancing and adjustment Identification of knowledge acquired (attitudes and values, skills and artistic skills) Identification of strengths and challenges 		

Table of development for the competency *Creates media images* (cont.)

Parameters		Secondary III	Secondary IV	Secondary V
Resources	Reflection on the process (cont.)	<ul style="list-style-type: none"> ● ■ ▲ Student's recording tools (notebook, logbook, etc.) Regulation tools (checklists, observation grids, etc.) Evaluation tools (self-evaluation grids, coevaluation grids, etc.) Record of student's learning and evaluation (student's appreciations and summary of information related to development of the competency) 		
	Tools			
	Content	<ul style="list-style-type: none"> ● ■ ■ Transforming gestures, traditional visual arts tools and materials ▲ Transforming gestures, analog and digital technological tools (photo, video, cinema) ● ■ ■ Concepts (elements of visual language, organization of space and representation of space) ▲ Concepts (elements of multimedia language and organization of four-dimensional space) ● ■ ▲ Vocabulary Repertoire of works Documentation Visits to cultural venues (museums, galleries, maisons de la culture, artist's studios, etc.) Meetings with creators Artistic events Creative dynamic Strategies: centring, observing, comparing, planning the work, managing the time allotted to the work 		
		—	● ■ ▲	Symbolic function
	Attitudes	<ul style="list-style-type: none"> ● ■ ▲ Receptiveness Respect for creations that are the subject of appreciation Constructive attitude with respect to the comments of others Personal investment Risk taking Perseverance Rigorous creative work 		

Table of development for the competency *Appreciates images*

The following table gives an indication of the different contexts in which students are placed to appreciate images. It presents an overview of the parameters of development of the competencies. These parameters should be taken into account for each year of the cycle in order to diversify instruction. Types of tasks are indicated for each type of program, in each year of the cycle. This does not preclude the introduction of other types of tasks, taking into account the teaching time allotted to the different programs.

Given the nature of appreciating images, the learning should be planned to enrich, refine or increase the complexity of the same skills and concepts. In this table, teachers will find elements that will help them ensure the students' learning progress.

- Compulsory program
- Visual Arts optional program
- ▲ Visual Arts and Multimedia optional program

Parameters		Secondary III	Secondary IV	Secondary V
Mobilization of resources in a specific context	Types of tasks	● ■ ▲ ● ■ ▲ ▲	Reading works of art, cultural objects and media images Reading the productions of classmates Reading multimedia productions	
	Types of productions	● ■ ▲	Oral communication Written communication	
	Ways of working	● ■ ▲	Alone Interactively	
Reflection on the process	Measures	● ■ ▲	Activation of previous learning Documentary research Recording of ideas and research Experimentation Distancing and adjustment Identification of strengths and challenges	
	Tools	● ■ ▲	Student's recording tools (notebook, logbook, etc.) Regulation tools (observation checklists, etc.) Evaluation tools (self-evaluation checklists, coevaluation checklists, etc.) Record of student's learning and evaluation (student's appreciations and summary of information related to the development of the competency)	

Table of development for the competency *Appreciates images* (cont.)

Parameters		Secondary III	Secondary IV	Secondary V
Resources	Content	<ul style="list-style-type: none"> ● ■ ▲ Recognition of the materials and tools used ● ■ Recognition of the concepts (elements of visual language, organization of space and representation of space) ▲ Recognition of the concepts (elements of multimedia language, organization of four-dimensional space and sound space) ▲ Recognition of analog and digital technological tools and methods (photo, video, cinema) ● ■ ▲ Subject-specific vocabulary 		
		<ul style="list-style-type: none"> Repertoire of works and artistic productions Art books Visits to exhibitions Meetings with artists Artistic events Strategies: centring, observing, comparing, managing the time allotted for the work 		
		—	● ■ ▲ Recognition of the symbolic function of the images appreciated	
	Attitudes	<ul style="list-style-type: none"> ● ■ ▲ Openness to the images appreciated Receptiveness Respect for creations Respect for the points of view of others Constructive attitude with respect to their appreciation experiences Constructive attitude with respect to the comments of others Personal investment Risk taking Perseverance Careful attention to the work involved in appreciation 		