



Creating Arts Curriculum for the 21st Century

Leading Music Education
International Conference – London, Canada

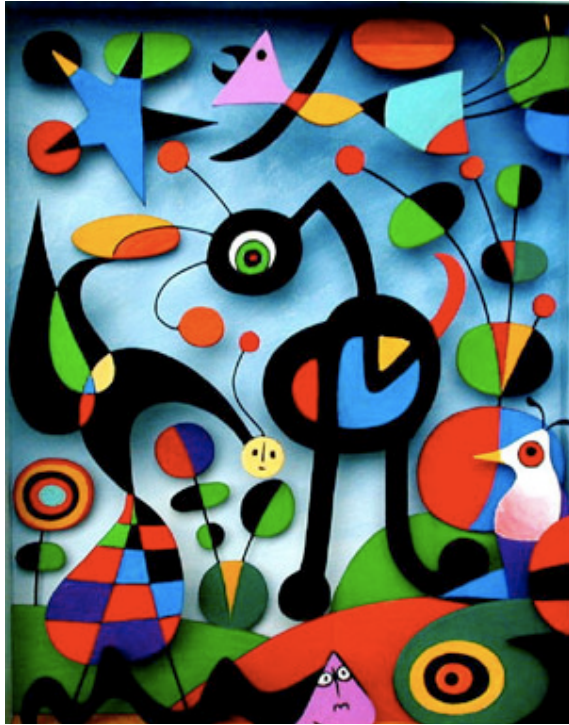
John Phillips

*Instructor, University of
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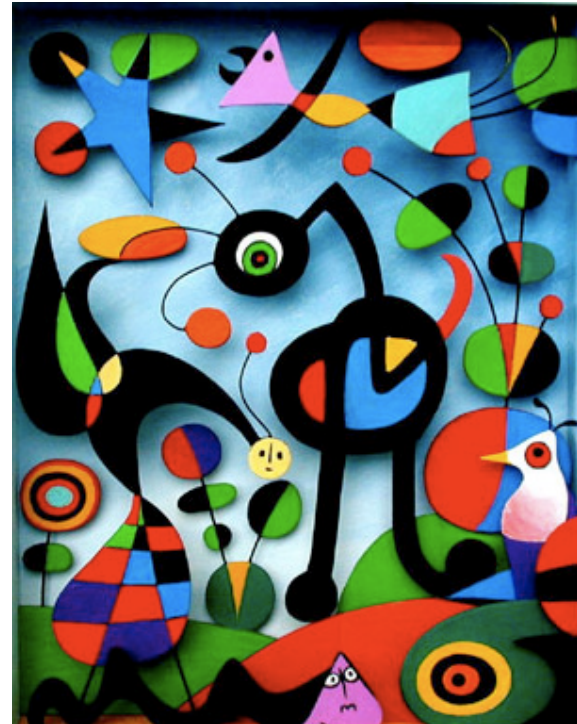
May 29, 2011



Image Interpretation Activity



Decide which image is PING and which is PONG.



Define your own criteria for these two nonsensical words.
Explain your rationale.

...from the Ontario Elementary Curriculum

image interpretation (nonsense words)

A cooperative image analysis strategy in which the teacher present students with a paired images (e.g., postcards, reproductions) in a variety of art forms (e.g., paintings, sculpture, photographs). Students are provided with two nonsense words that are not related to visual arts (e.g., flip, flop) and students decide which image, according to their own criteria and direct observation, suit each category. Each person can have a different interpretation and everyone will be right, as long as visual support comes from the images before them.





Overview

Ontario Arts Curriculum

Introduction Activity

Curriculum Review Process

Students in the 21st Century

Creative Process

Critical Analysis Process

Questions



Learning Goals

I can:

- describe some of the revisions to the arts curriculum document
- identify some of the core practices in the arts document
- describe key characteristics of the Creative and Critical Analysis processes

How Did we Get Here?

Curriculum review – 3 year staged process

- analysis and focus groups – yr 1
- research – yr 1
- writing – yr 1
- feedback – yr 1 & 2
- revision – yr 2
- checks and approvals – yr 2 & 3
- final edits, publication and training

Adobe Connect

This link will take you to a broadcast that will familiarize you with the background leading to the revisions of the Ontario arts curriculum

<http://curriculum.na5.acrobat.com/artsrcd>





Key Points



- This was a “universal” revision.
- Emphasis has been placed on continuity from 1 – 12.
- Revisions provide flexibility to allow for diversity across the province.



2010 Arts Curriculum

What is



- Expanded front matter
- Artistic processes
- Revised strand names
- Fewer expectations
- Connection between overall and specific expectations
- Examples and prompts
- Cultural context

Begin with the end in mind

- Curriculum reform for a reason.
- Students in the 21st century have different experiences, background and needs.
- How can the revised curriculum best serve them?



Students in the New Millennium

At the end of the year 2000, Conference Board of Canada asked:

- What are the **skills, attitudes and behaviours** that students need to participate and progress in today's dynamic world of work?

Link: www.conferenceboard.ca/education



- **Fundamental Skills** - The skills needed as a base for further development
- **Personal Management Skills** - The personal skills, attitudes and behaviours that drive one's potential for growth
- **Teamwork Skills** - The skills and attributes needed to contribute productively

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

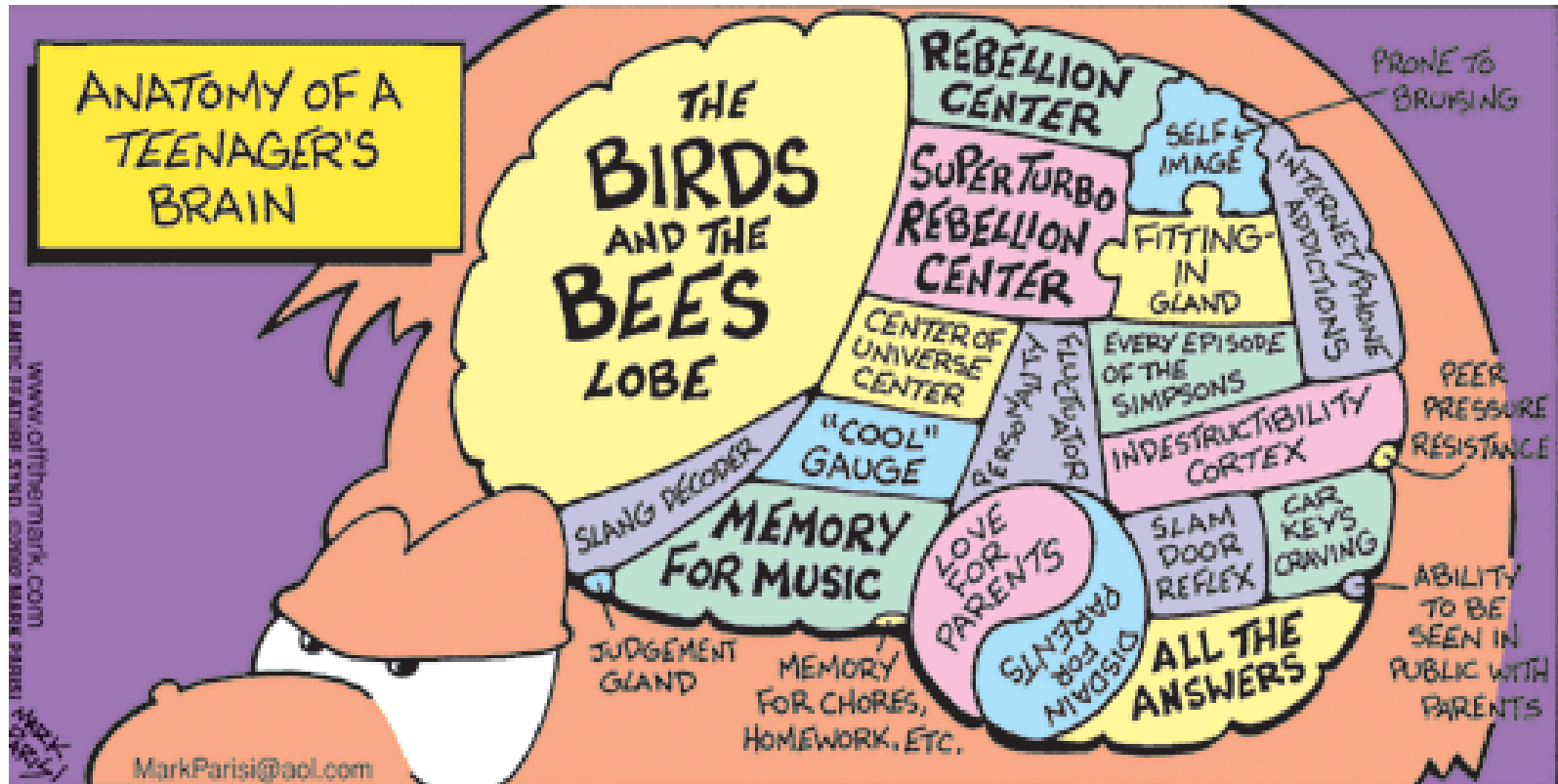


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Adolescent Brain



Since arts experiences offer other modes and ways of experiencing and learning, children will have opportunities to think and feel as they explore, problem solve, express, interpret, and evaluate the process and the results.

To watch a child completely engaged in an arts experience is to recognize that the brain is on, driven by the aesthetic and emotional imperative to make meaning, to say something, to represent what matters.

The Arts Go to School, David Booth and Masayuki Hachiya, eds.
(Markham, Ontario: Pembroke Publishers, 2004), p.15



Who said it?

- "Music is about communication, creativity, and cooperation, and by studying music in school, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective."

Former president Bill Clinton



Ideas Underlying the Arts Curriculum

Developing Creativity	<ul style="list-style-type: none">• developing aesthetic awareness• using the creative process• using problem-solving skills• taking an innovative approach to a challenge
Communicating	<ul style="list-style-type: none">• manipulating elements and forms to convey or express thoughts, feelings, messages, or ideas through the arts• using the critical analysis process• constructing and analysing art works, with a focus on analysing and communicating the meaning of the work• using new media and technology to produce art works and to convey thoughts, feelings, and ideas about art
Understanding Culture	<ul style="list-style-type: none">• understanding cultural traditions and innovations• constructing personal and cultural identity (developing a sense of self and a sense of the relationship between the self and others locally, nationally, and globally)• making a commitment to equity and social justice and dealing with environmental issues
Making Connections	<ul style="list-style-type: none">• making connections between the cognitive and affective domains (expressing thoughts and feelings when creating and responding to art works)• creating and interpreting art works on their own and with others, and performing independently and in groups• making connections between the arts and other disciplines (e.g., transferring knowledge, skills, and understanding to other disciplines)

Revised Arts Curriculum

What it is

- Policy
- Principles of arts education
- Guidelines
- Examples and prompts
- Flexible and adaptable

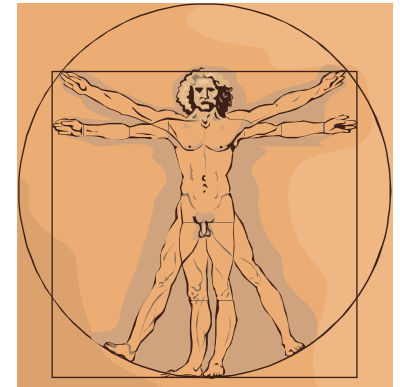
What it is not

- Teaching manual
- List of technical skills
- Strict set of standards
- Examples are not expectations



Focus of 2009/10 revisions

- Arts as meaning making
- Arts for exploration of feelings and ideas
- Arts for communication



Back to Bloom

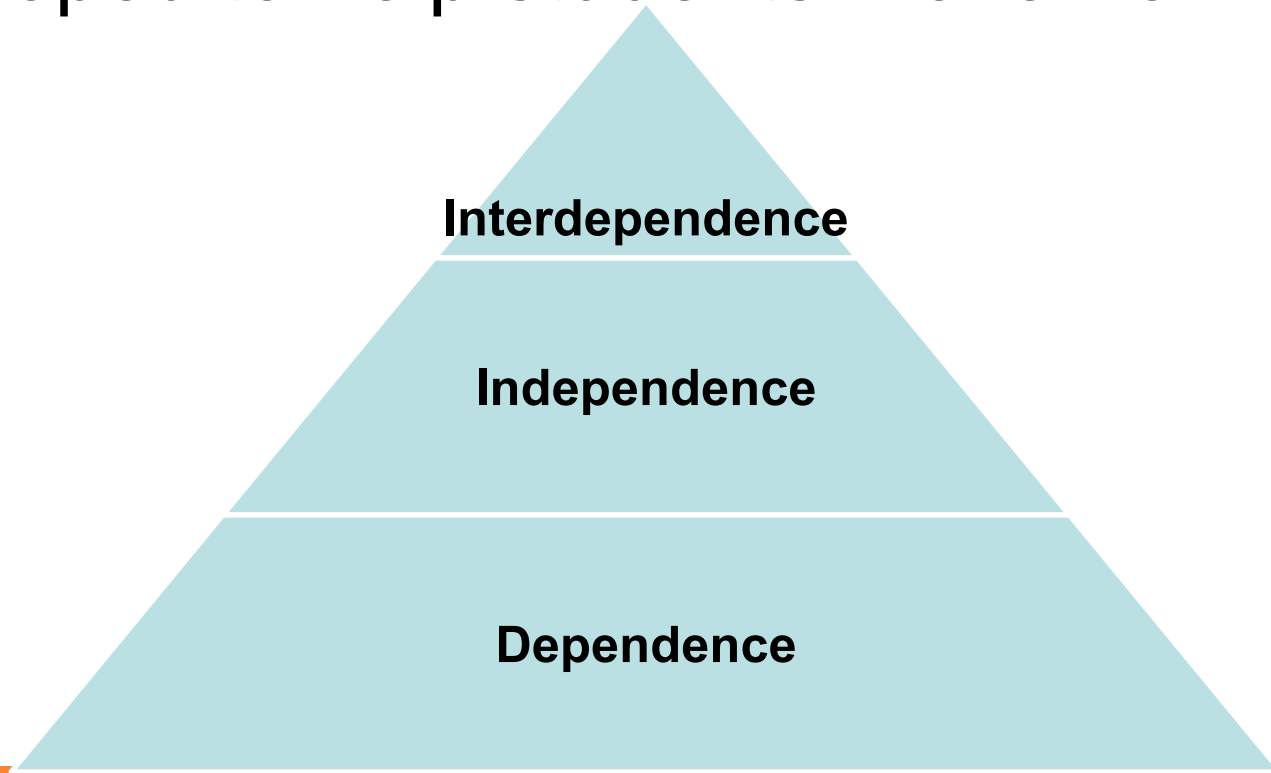
- **Cognitive:** thinking skills (*Knowledge*)
- **Affective:** growth in feelings or emotional areas (*Attitude*)
- **Psychomotor:** manual or physical skills (*Skills*)



Begin with the end in mind

Habit number 2 from Covey

Revisions to the Ontario Arts curriculum were developed to help students move from



2009

REVISED

The Ontario Curriculum
Grades 1-8

The Arts



reach every student



2010

REVISED

The Ontario Curriculum
Grades 9 and 10

The Arts



reach every student



2010

REVISED

The Ontario Curriculum
Grades 11 and 12

The Arts



reach every student



reach every student



Ontario Curriculum

- To access, visit:

www.edu.gov.on.ca/eng/curriculum/elementary/arts.html

www.edu.gov.on.ca/eng/curriculum/secondary/arts.html

You can search each document by keyword or download the entire curriculum in PDF format.



Revised Strands – Secondary

correspond to subheadings in Elementary

NEW	OLD
Creating and Performing	Creating (2)
Reflecting, Responding and Analysing	Analysis (3)
Foundations	Theory (1)

*Arts programs can connect with students in ways that other studies don't. For some students, the opportunity for this form of **creative expression** keeps them coming back to school.

Arts education also fosters important skills, such as **creativity and innovation**. There is evidence to demonstrate a link between mathematical reasoning and expression, and music.

Kathleen Wynne, Education Minister for Ontario



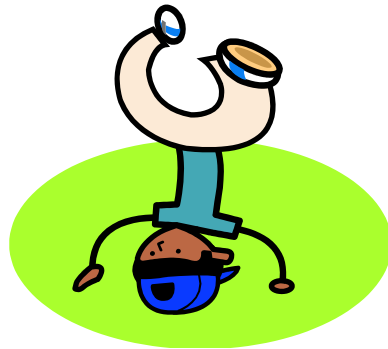
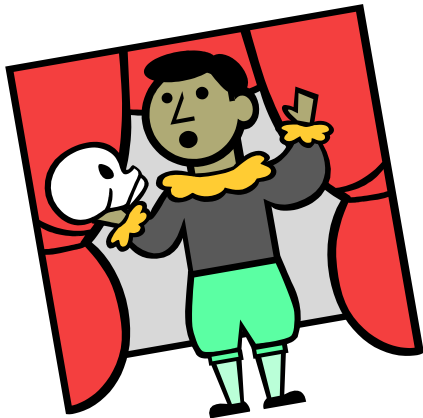
WINTER 2008

Reach Every Student

Energizing Ontario Education

“All children have the ability to be creative.”

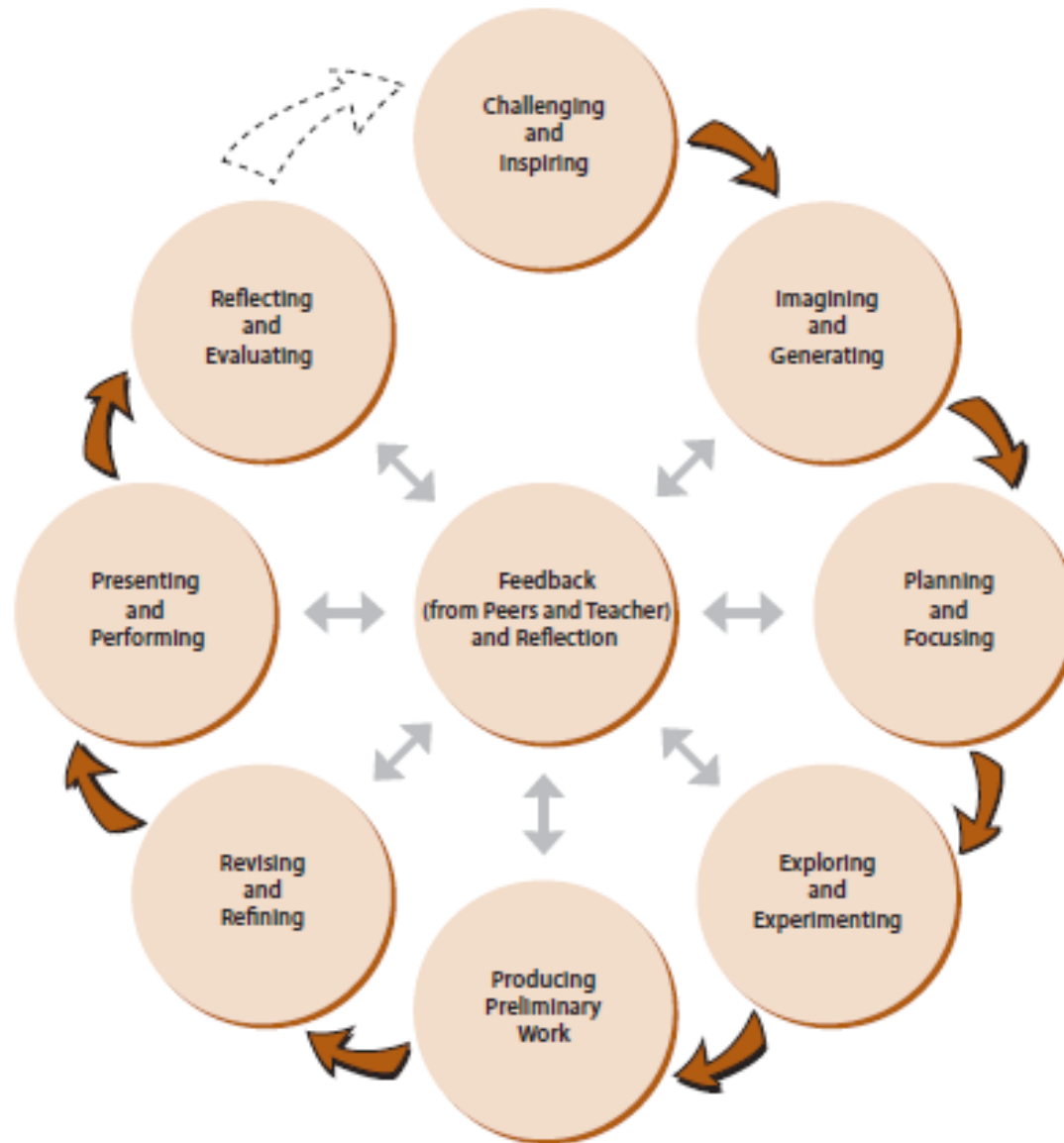
Page 6 - Chapter Two (Creative Process)



Consider...



- What is creativity?
- Why is it important to be creative in today's society?
- Share with a partner



THE CREATIVE PROCESS

Stage of the Process	Possible Activities of the Student
<i>Challenging and inspiring</i>	<ul style="list-style-type: none">– responding to a creative challenge from the teacher or another student– using creative ideas inspired by a stimulus
<i>Imagining and generating</i>	<ul style="list-style-type: none">– generating possible solutions to the creative challenge by using brainstorming, thumbnail sketches, choreographic sketches, musical sketches, mind mapping
<i>Planning and focusing</i>	<ul style="list-style-type: none">– creating a plan for an art work by choosing ideas, determining and articulating a focus, and choosing an appropriate art form
<i>Exploring and experimenting</i>	<ul style="list-style-type: none">– exploring a range of elements and techniques and making artistic choices for a work
<i>Producing preliminary work</i>	<ul style="list-style-type: none">– producing a preliminary version of the work– sharing the preliminary work with peers and teacher, and seeking their opinions and responses
<i>Revising and refining</i>	<ul style="list-style-type: none">– refining the initial work on the basis of their own reflection and others' feedback
<i>Presenting and performing</i>	<ul style="list-style-type: none">– completing the art work and presenting it to or performing it for an audience (e.g., their peers, a teacher, the public)
<i>Reflecting and evaluating</i>	<ul style="list-style-type: none">– reflecting on the degree of success of the work with reference to specific aspects that went well or that could be improved– using the results of this reflection as a basis for starting another arts project

Creativity does not occur in a vacuum. Art making is a process requiring both creativity and skill, and it can be cultivated by establishing conditions that encourage and promote its development.

Teachers need to be aware that the atmosphere we create for learning affects the nature of the learning itself.

(Chapter 2, page 5)



It is critical to create **a setting that is conducive to creativity is one in which students are not afraid to suggest alternative ideas and take risks.**

(Chapter 2, page 5)



Critical Analysis

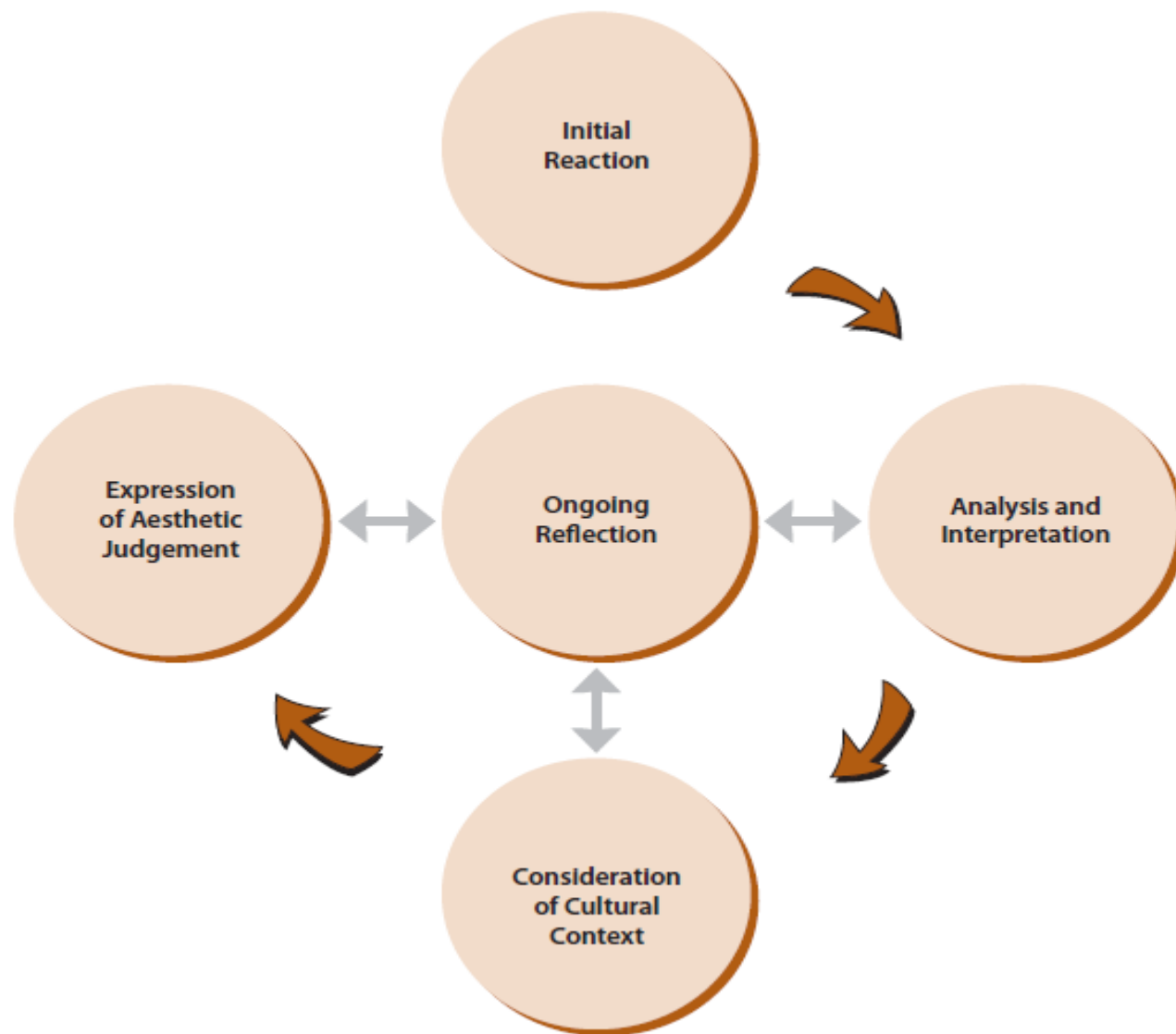
- In the arts it involves thinking critically, which is applying rational and logical thinking to learning in, about and through the arts.
- When we think critically, we are being active; we are not passively accepting everything we experience, but questioning, evaluating, making judgements, finding connections and categorising.
- It means *being open to other points of view, expression and creation and not being blinded by our own biases.*

Critical Analysis

- The specific stages involve:
 - **Initial reaction**
 - **Analysis and interpretation**
 - **Consideration of cultural context**
 - **Expression of aesthetic judgment**
 - **Ongoing reflection**



The Critical Analysis Process



Making Connections

- In order to effectively prepare for the next generation of students, consider...
- Are my lessons engaging?
- Do the students interact?
- Do I promote independence and interdependence rather than dependence?
- Do I promote opportunities for creative learning?

Final Thoughts

from R. Murray Schafer *Rhinoceros in the Classroom*

- The first practical step in any educational reform is to take it.
- There are no more teachers. There is just a community of learners.
- Old approach: Teacher has information; student has empty head. Objective: push information into student's empty head.
- On the contrary – music class should be an hour of a thousand discoveries

The effect of schools

- For the 5-year-old, art is life and life is art.
- For the 6-year-old, life is life and art is art.
- This first school-year is a watershed in the child's history; a trauma.

Resources to Support Implementation

- Units of study and lesson plans from the Ontario Music Educators' Association – www.omea.on.ca
- Video webcasts of exemplary teaching – www.curriculum.org
- Units of study and lesson plans illustrating literacy and assessment practices (posted soon) - www.edugains.ca/newsite/literacy2/subjectspecific/subjectspecific.html



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