Creating Arts Curriculum for the 21st Century

Leading Music Education International Conference – London, Canada

John Phillips
Instructor, University of Western Ontario
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Image Interpretation Activity

[Images of abstract art]
Decide which image is PING and which is PONG.

Define your own criteria for these two nonsensical words. Explain your rationale.
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
<table>
<thead>
<tr>
<th>Fundamental Skills</th>
<th>Personal Management Skills</th>
<th>Teamwork Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The skills needed as a base for further development</td>
<td>The personal skills, attitudes and behaviours that drive one’s potential for growth</td>
<td>The skills and attributes needed to contribute productively</td>
</tr>
<tr>
<td>You will be better prepared to progress in the world of work when you can:</td>
<td>You will be able to offer yourself greater possibilities for achievement when you can:</td>
<td>You will be better prepared to add value to the outcomes of a task, project or team when you can:</td>
</tr>
<tr>
<td><strong>Communicate</strong></td>
<td><strong>Demonstrate Positive Attitudes &amp; Behaviours</strong></td>
<td><strong>Work with Others</strong></td>
</tr>
<tr>
<td>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</td>
<td>• feel good about yourself and be confident</td>
<td>• understand and work within the dynamics of a group</td>
</tr>
<tr>
<td>• write and speak so others pay attention and understand</td>
<td>• deal with people, problems and situations with honesty, integrity and personal ethics</td>
<td>• ensure that a team’s purpose and objectives are clear</td>
</tr>
<tr>
<td>• listen and ask questions to understand and appreciate the points of view of others</td>
<td>• recognize your own and other people’s good efforts</td>
<td>• be flexible; respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</td>
</tr>
<tr>
<td>• share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</td>
<td>• take care of your personal health</td>
<td>• recognize and respect people’s diversity, individual differences and perspectives</td>
</tr>
<tr>
<td>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</td>
<td>• show interest, initiative and effort</td>
<td>• accept and provide feedback in a constructive and considerate manner</td>
</tr>
<tr>
<td><strong>Manage Information</strong></td>
<td><strong>Be Responsible</strong></td>
<td><strong>contribute to a team by sharing information and expertise</strong></td>
</tr>
<tr>
<td>• locate, gather and organize information using appropriate technology and information systems</td>
<td>• set goals and priorities balancing work and personal life</td>
<td>• lead or support when appropriate, motivating a group for high performance</td>
</tr>
<tr>
<td>• access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)</td>
<td>• plan and manage time, money and other resources to achieve goals</td>
<td>• understand the role of conflict in a group to reach solutions</td>
</tr>
<tr>
<td><strong>Use Numbers</strong></td>
<td>• assess, weigh and manage risk</td>
<td>• manage and resolve conflict when appropriate</td>
</tr>
<tr>
<td>• decide what needs to be measured or calculated</td>
<td>• be accountable for your actions and the actions of your group</td>
<td><strong>Participate in Projects &amp; Tasks</strong></td>
</tr>
<tr>
<td>• observe and record data using appropriate methods, tools and technology</td>
<td>• be socially responsible and contribute to your community</td>
<td>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</td>
</tr>
<tr>
<td>• make estimates and verify calculations</td>
<td><strong>Be Adaptable</strong></td>
<td>• develop a plan, seek feedback, test, revise and implement</td>
</tr>
<tr>
<td><strong>Think &amp; Solve Problems</strong></td>
<td>• work independently or as a part of a team</td>
<td>• work to agreed quality standards and specifications</td>
</tr>
<tr>
<td>• assess situations and identify problems</td>
<td>• carry out multiple tasks or projects</td>
<td>• select and use appropriate tools and technology for a task or project</td>
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<tr>
<td>• seek different points of view and evaluate them based on facts</td>
<td>• be innovative and resourceful: Identify and suggest alternative ways to achieve goals and get the job done</td>
<td>• adapt to changing requirements and information</td>
</tr>
<tr>
<td>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</td>
<td>• be open and respond constructively to change</td>
<td>• continuously monitor the success of a project or task and identify ways to improve</td>
</tr>
<tr>
<td>• identify the root cause of a problem</td>
<td>• learn from your mistakes and accept feedback</td>
<td><strong>Learn Continuously</strong></td>
</tr>
<tr>
<td>• be creative and innovative in exploring possible solutions</td>
<td>• cope with uncertainty</td>
<td>• be willing to continuously learn and grow</td>
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<tr>
<td>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</td>
<td></td>
<td>• assess personal strengths and areas for development</td>
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<tr>
<td>• evaluate solutions to make recommendations or decisions</td>
<td></td>
<td>• set your own learning goals</td>
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<tr>
<td>• implement solutions</td>
<td></td>
<td>• identify and access learning sources and opportunities</td>
</tr>
<tr>
<td>• check to see if a solution works, and act on opportunities for improvement</td>
<td></td>
<td>• plan for and achieve your learning goals</td>
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<tr>
<td></td>
<td><strong>Work Safely</strong></td>
<td><strong>The Conference Board of Canada</strong></td>
</tr>
<tr>
<td></td>
<td>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</td>
<td>255 Smyth Road, Ottawa ON K1H 8M7 Canada</td>
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<tr>
<td></td>
<td></td>
<td>Tel. (613) 526-3280</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fax (613) 526-4857</td>
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<tr>
<td></td>
<td></td>
<td>Internet: <a href="http://www.conferenceboard.ca/education">www.conferenceboard.ca/education</a></td>
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</tbody>
</table>
Adolescent Brain

ANATOMY OF A TEENAGER'S BRAIN

THE BIRDS AND THE BEES LOBE

REBELLION CENTER

MEMORY FOR MUSIC

MEMORY FOR CHORES, HOMEWORK, ETC.

PEER PRESSURE RESISTANCE

INDESTRUCTIBILITY CORTEX

CAR KEYS GRABBING

SLAM DOOR REFLEX

SLAM DECIDER

SLANG DECIDER

CENTER OF UNIVERSE CENTER

COOL GAUGE

PERSONALITY

ROLES

SINTAXIS

NIVÜSIS

MEMORY FOR PARENTS

LOVE FOR PARENTS

FAMILY TREE

SHEEPISHNESS

INTEGRITY

FEAR OF CRIMINALS

PEER PRESSURE RESISTANCE

ABILITĐ TO BE SEEN IN PUBLIC WITH PARENTS

SELF IMAGE

FITTING IN GLAND

INTERNET ADDICATIONS

PEER PRESSURE RESISTANCE

PRONE TO BRUISING

www.ofthemark.com

MarkParisi@aol.com

reach every student
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
<table>
<thead>
<tr>
<th>Ideas Underlying the Arts Curriculum</th>
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<tbody>
<tr>
<td><strong>Developing Creativity</strong></td>
</tr>
<tr>
<td>• developing aesthetic awareness</td>
</tr>
<tr>
<td>• using the creative process</td>
</tr>
<tr>
<td>• using problem-solving skills</td>
</tr>
<tr>
<td>• taking an innovative approach to a challenge</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
</tr>
<tr>
<td>• manipulating elements and forms to convey or express thoughts, feelings, messages, or ideas through the arts</td>
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<tr>
<td>• using the critical analysis process</td>
</tr>
<tr>
<td>• constructing and analysing art works, with a focus on analysing and communicating the meaning of the work</td>
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<tr>
<td>• using new media and technology to produce art works and to convey thoughts, feelings, and ideas about art</td>
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<tr>
<td><strong>Understanding Culture</strong></td>
</tr>
<tr>
<td>• understanding cultural traditions and innovations</td>
</tr>
<tr>
<td>• 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)</td>
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<td>• making a commitment to equity and social justice and dealing with environmental issues</td>
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<tr>
<td><strong>Making Connections</strong></td>
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<tr>
<td>• making connections between the cognitive and affective domains (expressing thoughts and feelings when creating and responding to art works)</td>
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<tr>
<td>• creating and interpreting art works on their own and with others, and performing independently and in groups</td>
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<tr>
<td>• making connections between the arts and other disciplines (e.g., transferring knowledge, skills, and understanding to other disciplines)</td>
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</table>
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

- Dependence
- Independence
- Interdependence
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

<table>
<thead>
<tr>
<th>NEW</th>
<th>OLD</th>
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<tbody>
<tr>
<td>Creating and Performing</td>
<td>Creating (2)</td>
</tr>
<tr>
<td>Reflecting, Responding and</td>
<td>Analysis (3)</td>
</tr>
<tr>
<td>Analysing</td>
<td>Theory (1)</td>
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<tr>
<td>Foundations</td>
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*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
Reach Every Student

Energizing Ontario Education
“All children have the ability to be creative.”
Consider…

• What is creativity?

• Why is it important to be creative in today’s society?

• Share with a partner
The Creative Process

Challenging and Inspiring

Reflecting and Evaluating

Imagining and Generating

Planning and Focusing

Feedback (from Peers and Teacher) and Reflection

Exploring and Experimenting

Producing Preliminary Work

Revising and Refining

Presenting and Performing

reach every student

Ontario
<table>
<thead>
<tr>
<th>Stage of the Process</th>
<th>Possible Activities of the Student</th>
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<tbody>
<tr>
<td>Challenging and inspiring</td>
<td>- responding to a creative challenge from the teacher or another student</td>
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<td></td>
<td>- using creative ideas inspired by a stimulus</td>
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<tr>
<td>Imagining and generating</td>
<td>- generating possible solutions to the creative challenge by using brainstorming, thumbnail</td>
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<td></td>
<td>sketches, choreographic sketches, musical sketches, mind mapping</td>
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<tr>
<td>Planning and focusing</td>
<td>- creating a plan for an art work by choosing ideas, determining and articulating a focus, and</td>
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<td></td>
<td>choosing an appropriate art form</td>
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<tr>
<td>Exploring and experimenting</td>
<td>- exploring a range of elements and techniques and making artistic choices for a work</td>
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<tr>
<td>Producing preliminary work</td>
<td>- producing a preliminary version of the work</td>
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<td></td>
<td>- sharing the preliminary work with peers and teacher, and seeking their opinions and responses</td>
</tr>
<tr>
<td>Revising and refining</td>
<td>- refining the initial work on the basis of their own reflection and others’ feedback</td>
</tr>
<tr>
<td>Presenting and performing</td>
<td>- completing the art work and presenting it to or performing it for an audience (e.g., their</td>
</tr>
<tr>
<td></td>
<td>peers, a teacher, the public</td>
</tr>
<tr>
<td>Reflecting and evaluating</td>
<td>- reflecting on the degree of success of the work with reference to specific aspects that went</td>
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<td>well or that could be improved</td>
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<td>- using the results of this reflection as a basis for starting another arts project</td>
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</tbody>
</table>
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
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
Contact

John Phillips

phillips9593@rogers.com