



# Supporting Arts Education Renewal at the Elementary Level (K-5)

An Information Bulletin



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## Purpose of Bulletin

The effective renewal of an area of study requires the commitment and support of a number of people. This bulletin is designed to provide information and assistance to administrators, classroom teachers, and other school division personnel associated with the renewal of the Elementary Level arts education curriculum. Support for the renewal process is also available through a team of school-division based teacher leaders.

## K-5 Policy

200 minutes per week  
50 minutes per strand

In 1984, *Directions* identified arts education as one of the Required Areas of Study for all kindergarten to grade 12 students. *Core Curriculum: Principles, Time Allocations, and Credit Policy* (2000) ([http://www.sasklearning.gov.sk.ca/admin/pub\\_pdf/corecurr\\_pta.pdf](http://www.sasklearning.gov.sk.ca/admin/pub_pdf/corecurr_pta.pdf)) states that 200 minutes per week is the required time allocation for arts education at the Elementary Level (K-5). The arts education curriculum requires that 50 minutes per week be designated to each of four compulsory strands which are dance, drama, music, and visual art.

## Evaluation Report

In 1998, Saskatchewan Learning conducted an evaluation to determine the extent of implementation of the arts education curriculum that was introduced to schools in 1991. The *Arts Education Grades 1-9 Curriculum Evaluation Report* (1998) included eight major findings including the following:

- Most administrators, teachers, students, parents, and community members supported the aim, goals, and objectives of the curriculum; however, many administrators and teachers did not consider arts education equal in importance to other Required Areas of Study. The curriculum was not receiving the 200 minutes per week instruction time required by provincial policy.
- Many teachers stated that teacher education and professional development opportunities have not adequately prepared them to teach arts education. They felt the curriculum was not 'teacher-friendly' and requested a revised scope and sequence, and clarification of instructional strategies and evaluation methods.
- Teachers also stated that implementation supports (financial, material, and human) have not been sufficient. Implementation was uneven and appeared to be related to the presence of strong, positive administrative support.
- Parents and communities generally were unaware of the curriculum and its aim; communication activities between the school, the parents, and the local community were observed to be lacking.

## Curriculum Renewal

Saskatchewan Learning (in conjunction with teachers, educational administrators, trustees, parents, and others) has been reviewing the needs and procedures related to effective implementation and ongoing renewal of Core Curriculum. Refer to *Actualization of Core Curriculum* (1999) (<http://www.sasklearning.gov.sk.ca/docs/policy/corecurr/index.html>).

It has been determined that support is needed on a variety of fronts in order to ensure that areas of study and supporting initiatives advocated in Core Curriculum come to life (or are “actualized”) in the classroom.

The renewed *Arts Education: A Curriculum Guide for the Elementary Level (K-5)* (2006) reflects the input of the following groups:

- a provincial curriculum reference committee with representatives from the Saskatchewan Teachers’ Federation (STF) and universities
- a program team of Saskatchewan Learning personnel representing First Nations and Métis Education, Special Education, Regional Offices, Instructional Resources, Assessment and Evaluation, and French Education and Languages
- field test teachers and consultants from all regions of the province.

The resulting feedback from the above-mentioned groups was used to provide an effective, balanced, and renewed arts education curriculum for Elementary Level students. The renewed curriculum includes:

- foundational and specific learning objectives for each grade in each of the four strands (i.e., dance, drama, music, and visual art)
- detailed planning sections to assist teachers in designing lessons and units that make use of effective instructional approaches
- sample assessment and evaluation tools for classroom teachers to use in determining the extent to which students are able to achieve the learning objectives in each strand
- starter lists of activities for all units of instruction
- sample units (on a companion CD-ROM) containing detailed lesson plans and suggested resources for every grade in each of the four strands. Refer to Appendix A on pages 12-15 of this Information Bulletin for unit overviews and sample topics.

## Educational Value

*Arts Education: A Bibliography for the Elementary Level (K-5)* ([http://www.sasklearning.gov.sk.ca/curr\\_inst/iru/bibs/elemarts/index.html](http://www.sasklearning.gov.sk.ca/curr_inst/iru/bibs/elemarts/index.html)) was provided to schools in 2003, with updates provided regularly. The bibliography and regular updates include a range of resources to support the curriculum. In addition, a Selective Listing of Resources is posted on the Saskatchewan Learning website each year to provide school divisions with a starting point or short list of recommended resources.

### What are the benefits of studying arts education?

Arts education is a Required Area of Study in Saskatchewan's Core Curriculum. Research clearly demonstrates the benefits of arts education for all students, not only for those students who have a special interest in the arts.

Children studying the arts will have opportunities to:

- express ideas using the unique languages of the arts
- gain knowledge of the history of human creative achievements
- develop insights into community and global issues explored by contemporary artists
- become proficient with creative processes in a variety of media including technology
- learn about themselves and others through critical reflection on their own work and global arts expressions
- learn how societies and cultures construct and record their history, values, beliefs, and individual and collective visions
- communicate through the arts using their imaginations, ideas, observations, and feelings
- become aware and proud of Canada's rich cultural and artistic heritage.

### In what ways will study in the arts improve students' overall achievement in school?

There is a wealth of research that identifies a range of educational benefits that result through study in the arts:

Dr. Robin Wright and Dr. Lindsay John, from McGill University School of Social Work, conducted a three year national study and found, "There were statistically significant improvements in areas such as participation, social skills, and task completion. We also found that there was a reduction in what we defined as conduct problems with kids (e.g. getting into fights, bullying and vandalism, etc.), and there was also a huge finding with respect to a decrease in emotional problems." Although the study participants started off

*... there was a reduction in conduct problems (e.g. getting into fights, bullying and vandalism, etc.), and a decrease in emotional problems (Wright & John, 2006, pp. 186-205).*

*... students who studied the arts had higher grades, scored better on standardized tests, had better attendance records, and were more active in community affairs than other students (Catterall, 1999).*

*... arts programs designed to deter delinquent behavior of at-risk youth improved academic performance, reduced delinquency, and increased the skills of communication, conflict resolution, completion of challenging tasks, and teamwork (Clawson, 2001).*

*It is essential that educational administrators and teachers inform parents and others in the community about the many benefits students receive from an education in the arts.*

with a higher emotional problems score, their level of emotional problems decreased at a faster rate than that of the children in the National Longitudinal Survey on Children and Youth in Canada (NLSCY).

Aside from the researchers' findings, program participants reported other benefits, including: increased confidence, improved interpersonal skills, improved conflict resolution skills, improved problem solving skills, and skills acquisition in arts activities. Interestingly, there was also a positive increase in how parents perceived their neighbourhoods. Involvement of parents in family nights, witnessing their children's performances at the community-based centres, and constant contact with program staff inquiring about their children's well-being all contributed to the parents' feeling that they belonged to a community." *Journal of Early Adolescence*, May 2006.

The research report entitled *Champions of Change: The Impact of the Arts on Learning* ([http://aep-arts.org/PDF%20Files/Champs Report.pdf](http://aep-arts.org/PDF%20Files/Champs%20Report.pdf)) cites the following studies:

- Dr. James Catterall of the University of California, Los Angeles (UCLA) analyzed the school records of 25,000 students as they moved from grade 8 to grade 10. He found that students who studied the arts had higher grades, scored better on standardized tests, had better attendance records, and were more active in community affairs than other students.
- Dr. Shirley Brice Heath of Stanford University has shown that at-risk students who are actively engaged in arts learning and arts productions improve their self-esteem and confidence, assume leadership roles, and improve their overall school performance.
- Chicago Arts Partnerships in Education (CAPE) inspired turnaround within a large and deeply troubled school district is one of the important education stories of this decade. When compared to arts-poor schools in the same neighborhoods, the CAPE schools improved student performance more quickly and now boast a significant gap in achievement along many dimensions.

The U.S. Department of Justice YouthARTS study found that arts programs designed to deter delinquent behavior of at-risk youth improved academic performance, reduced delinquency, and increased the skills of communication, conflict resolution, completion of challenging tasks, and teamwork.

Dr. Howard Gardner of Harvard University has conducted groundbreaking brain research that has shown that involvement in the arts is essential for the young child to develop to the fullest potential ([www.pz.harvard.edu/PIs/HG.htm](http://www.pz.harvard.edu/PIs/HG.htm)).

## Curriculum Overview

There is a growing body of research that shows that children learn in many different ways. If their experiences are limited to one way of knowing, their learning will also be limited. The arts provide alternative ways of knowing. As distinct disciplines they uniquely engage the senses, stimulate the imagination, and broaden students' understanding of themselves, their connections with others, and the world in which they live. The arts provide opportunities for children to operate at the highest level of human cognition ([www.artsed.ca](http://www.artsed.ca)).

### **Aim and Philosophy**

The main aim of the arts education curriculum is to enable students to understand and value arts expressions throughout life (see page 2 in each of the K-5 curriculum guides). The curriculum contains four required strands including dance, drama, music, and visual art.

### **Three Components of Arts Education**

*Arts Education: A Curriculum Guide for the Elementary Level* is structured, through the inclusion of the following three components, to achieve a balance in focus (see page 3 in each of the K-5 curriculum guides).

#### The Creative/Productive Component

- Exploration of ideas
- Creative expression and reflection
- Development of skills and abilities

#### The Critical/Responsive Component

- Thoughtful, guided responses to arts expressions
- Critical and creative thinking about art works
- Development of language and vocabulary

#### The Cultural/Historical Component

- Role and history of the arts in cultures and societies
- Factors that influence the arts and artists
- Knowledge of Saskatchewan and Canadian artists

*Students learn that artists deal with personal, cultural, regional, and global concerns, and that the artistic accomplishments in this province are cause for celebration.*

*... assessment and evaluation of student progress is as essential in arts education as it is in other school subjects.*

*Assessment of students' critical responses and creative processes are of equal importance to the resulting products.*

## **Saskatchewan and Canadian Content**

The curriculum encourages students to explore the rich and exciting arts community that exists in this province. It is important that students become familiar with their own artistic heritage and surroundings. As students study Saskatchewan and Canadian arts, students recognize themselves, their environment, their concerns, and their feelings expressed in a diverse range of materials, styles, and art forms.

## **Foundational and Specific Learning Objectives**

There are seven to eight broad foundational objectives for the Elementary Level in each of the four arts strands. These objectives are to be developed throughout the Elementary Level, and can be achieved through the specific learning objectives.

The foundational objectives cover the scope of the arts education program and embody the three previously mentioned components of arts education. Each of the dance, drama, music, and visual art strands contains a continuum of specific learning objectives that encompass the required content for kindergarten to grade 5.

## **Assessment and Evaluation**

A range of strategies and techniques for assessing and evaluating students' development and competence are provided on page 22 in each of the K-5 curriculum guides.

To emphasize to students, parents, administrators, and the general public the importance of arts education in Saskatchewan's Core Curriculum, the program must include ongoing assessment of student learning based on the foundational and related specific learning objectives. It is important to reinforce the fact that assessment and evaluation of student progress is as essential in arts education as it is in other school subjects.

Evaluation in arts education includes assessment of the students' creative and responsive processes, as well as assessment of any culminating products that may result from their arts experiences.

## **Arts Education and Special Events**

Often teachers are expected to use the arts education program as an opportunity for providing entertainment or decorations for school events. This might result in a conflict for the teacher, as artistic

*Artistic products should be an outgrowth of supporting student achievement of objectives.*

## Partnerships

*“The benefits to the community included community members having their stories validated through the medium of theatre. For all the older community members who attended the performance, it brought back memories. It created some greater understandings of each other amongst community members. It lowered the bar that separated cultures in our community. Being invited out to (the neighbouring reserve from which some of the school’s student population is drawn) perform was unexpected. We don’t visit in their community very often. That was wonderful” (ArtsSmarts Project Teacher).*

products and presentations are not always the focus of arts lessons. Educators and administrators can help to ensure that time required for the planning or presentation of special events such as the Christmas/seasonal concert is taken from across the curriculum, not just from arts education. In addition, activities can be designed to support student achievement of particular objectives in arts education while also contributing to the school event.

Much of the daily work in arts education is process oriented and of a problem-solving nature. While students must be encouraged to take pride in their artistic products, the creative process is of equal importance to the resulting product. It should not be expected that the aim of all students’ work be for public presentation, although presentation can provide opportunities to demonstrate acquired learning to parents, administrators, and the public at large. Artistic products should be an outgrowth of supporting student achievement of objectives.

## Arts, Culture, and Education

In 2002, Saskatchewan Learning, the Saskatchewan Arts Board, and SaskCulture formed an *Arts, Culture, and Education Partnership* to increase knowledge of and participation in arts and culture activity in the province. The purpose of the partnership is to co-ordinate efforts to achieve this. A Resident Artists-in-Schools pilot project and a provincial ArtsSmarts grant program resulted from the above-mentioned partnership.

Through programs such as ArtsSmarts and artists-in-schools residencies, schools and communities move towards achieving the School<sup>Plus</sup> vision of working in collaboration to enhance the learning program for all students.

Artists involved in long-term and short-term projects or residencies are not to be seen as arts teachers, but rather as resources for teachers and students in fulfilling the goals and objectives of arts education. In these projects, artists bring their understanding of the creative problem-solving processes in the arts while teachers bring their understanding of the pedagogy related to arts education. Such partnerships provide opportunities for artists to enrich their practice by connecting to their communities while inspiring teachers to take risks and increase their comfort level in the teaching of arts education. Students learn that artists are not only the Van Gogh or Beethoven of the past, but are men and women working in their own communities to express important ideas and create challenging works of art.

*Teachers may apply for grants of up to \$7,500 to develop collaborative arts projects.*

*Educators can take steps to involve the community in the school's arts education program.*

## **Roles within Curriculum Renewal**

### **ArtsSmarts Projects**

Each fall, teachers may apply, via the Saskatchewan Arts Board website ([www.artsboard.sk.ca](http://www.artsboard.sk.ca)), for grants of up to \$7,500 to develop collaborative arts projects involving schools, professional artists or arts organizations, and community groups. These projects are excellent examples of how schools and communities can work together to support the arts and the learning program.

### **School Community Councils**

It is anticipated that school division administrators will encourage School Community Councils to plan for and form partnerships with local arts and culture organizations. Councils and parent groups can work with community organizations and the school to support the students, the teachers, and the arts education program.

Through collaborative processes among schools and arts organizations, the arts become meaningful to students by making connections to their communities, cultures, and daily lives. In the long term, this results in young people becoming knowledgeable supporters and consumers of the arts, and young artists choosing to stay in the province because of the vibrant cultural climate.

Discussion and reflection about the roles within curriculum renewal assume that schools and school divisions are committed to actualizing the renewed Elementary Level arts education curriculum in their classrooms.

### **Role of Administrators**

As educational leaders, administrators are the key to successful curriculum renewal. Administrators facilitate the curriculum renewal process by having knowledge of the curriculum, recommended resources, and the change process. In general, it is helpful if administrators:

- understand the general intent and principles that underlie the renewed Elementary Level arts education curriculum
- ensure that sufficient time is dedicated to arts education in the school timetable
- allocate space for activities related to dance, drama, and the other strands of arts education, as required
- talk to teachers about their arts education program and support team teaching, peer coaching and action research projects
- understand that renewal requires time, commitment, and resources
- develop a plan for supporting renewal

*Teachers will be at different stages in their understanding and comfort with the four strands of arts education.*

- ensure that teachers have an opportunity to participate in a variety of professional development opportunities (see Appendix B: Professional Development Suggestions on page 16 of this bulletin)
- engage educators and community members in a ‘cultural mapping’ activity to identify arts and cultural resources in the community.

Refer to Appendix C: Administrators’ Checklist for Supporting Arts Education on page 18, Discussion Guide for Supporting Dialogue on page 20, and Indicators of Implementation on page 22.

## **Role of Classroom Teachers**

The renewed curriculum encourages teachers to plan for and practise effective arts education instruction and evaluation.

Teachers who are new to arts education, as well as experienced arts educators, will need time and opportunities to develop an awareness, to explore, and to become knowledgeable about and adopt classroom practices that reflect the philosophy and expectations outlined in the renewed curriculum guide for each of grades K-1, 2, 3, 4, and 5. Refer to Appendix D: A Sample Self-reflection Guide for Arts Education Teachers on page 23 to encourage teacher reflection on her/his strengths and needs in developing plans for action.

## **Role of Teacher-Leaders**

Saskatchewan Learning provides professional development for school division teacher-leader teams. These teams have made a commitment to support the renewal of arts education at the Elementary Level.

The teams of school division based K-5 arts education teacher-leaders are provided with inservice, along with binders of workshop materials and boxes of resources for their use as they assume various leadership roles in their respective school divisions. Contact the superintendent or consultant responsible for arts education in your school division to find out more about the teacher-leader team(s) closest to your school.

*The curriculum implementation process includes awareness, exploration, synthesis, and refinement.*

The K-5 leadership teams were selected by school divisions to act as workshop presenters over the next few years based on needs identified by their respective school divisions. The role of these teams is to support other arts educators in the school division through the four-stage process of curriculum implementation identified in *Classroom Curriculum Connections: A Teacher’s Handbook for Personal-Professional Growth*, 2001 (<http://www.>

*Parents can be encouraged to advocate for high quality arts education programming and resources.*

## Professional Development

*“We all, as teachers, gained confidence to teach the arts. We experienced fostering and nurturing of our arts program” (ArtsSmarts Project Principal).*

*“I learned that it is okay to work outside the school, for example, in the community” (Teacher).*

*“I’ve become more comfortable with the process. It’s built self confidence. I might take some chances I wouldn’t have taken before” (Teacher).*

sasked.gov.sk.ca/docs/policy/curr\_connections/index.html). The four-stage curriculum implementation process includes awareness, exploration, synthesis, and refinement.

The role of the teacher-leaders is to:

- understand the philosophy and practices advocated in the renewed curriculum in order to be a school division resource person
- facilitate a range of professional development opportunities designed to meet the needs of teachers, schools, and school divisions in actualizing the renewed arts education curriculum at the Elementary Level
- promote the curriculum in their respective schools, school divisions, and professional development sessions
- become a mentor for arts education teachers
- provide feedback to Saskatchewan Learning on future professional development needs identified in their respective school division.

## Role of Parents and Caregivers

Administrators and teachers need to acquaint parents with the renewed arts education curriculum guide for each of grades K-1, 2, 3, 4, and 5, including its aim, goals, and objectives and its philosophy, content, and approaches. Parents and caregivers can be encouraged to advocate for high quality arts education programming and resources by serving on School Community Councils and other local and provincial organizations.

In order to facilitate awareness and understanding of the arts education curriculum, information such as the sample parent newsletter found in Appendix E on page 27 of this bulletin may guide discussions or presentations during parent awareness sessions or may be included as a component in a parent information package.

Beginning in 2005, school division administrators, responsible for arts education, and teachers had the opportunity to attend professional development sessions to learn about each of the K-5 renewed arts education curriculum guides. It is anticipated that professional development opportunities will continue to be provided annually to support the effective implementation and ongoing renewal of arts education for kindergarten and grades 1–5. See Appendix B: Professional Development Suggestions on page 16 for ideas related to local professional development opportunities.

Actualization of Core Curriculum, and specifically arts education, will happen only through the participation and involvement of many different people: students, teachers, parents, caregivers, Elders, administrators, trustees, and other community members. These people make the difference in the success of any educational undertaking. All actualization activity should be based on the recognition that curriculum documents and initiatives become meaningful only when they become part of a school community. It is the people in each school community who are in the best position to plan and take responsibility for the continuous renewal of Core Curriculum, including arts education programming.

## Appendices

### Appendix A-1: Dance Unit Overviews and Sample Topics for Grades 1 to 5

	<b>Unit 1: Learning About Motion</b>	<b>Unit 2: Ideas and Inspirations</b>	<b>Unit 3: Making Sense of Things</b>	<b>Unit 4: The World of Dance</b>
<b>Grade 1</b>	Mini-unit: Our Bodies in Motion Sample Topic: On the Spot and Through the Air	<b>Mini-unit: Points of Inspiration</b> <b>Sample Topic: Music and Motion</b>	Mini-unit: A Sense of Order Sample Topic: Beginning, Middle, and End	Mini-unit: Dance and Daily Life Sample Topic: Dance in Different Neighbourhoods
	Mini-unit: Motion and Expression Sample Topic: Gesture – Hello, Goodbye	<b>Mini-unit: Using Student Ideas as Inspiration</b> <b>Sample Topic: My World</b>	Mini-unit: A Sense of Purpose Sample Topic: The Fair	Mini-unit: Dance Study Sample Topic: Cultural Celebrations
<b>Grade 2</b>	<b>Mini-unit: Our Bodies in Motion</b> <b>Sample Topic: One + One = a Duet</b>	Mini-unit: Points of Inspiration Sample Topic: Literature – Fables and Tales	Mini-unit: A Sense of Order Sample Topic: Connecting Movements and Phrases	Mini-unit: Dance Events Sample Topic: Home, School, Community
	<b>Mini-unit: Motion and Expression</b> <b>Sample Topic: Songs for Work or Play</b>	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Street Games	Mini-unit: A Sense of Purpose Sample Topic: Friends	Mini-unit: Dance Artist Study Sample Topic: Canadian Dancer
<b>Grade 3</b>	Mini-unit: Our Bodies in Motion Sample Topic: Leapin' Lizards and Things That Fly	Mini-unit: Points of Inspiration Sample Topic: Music and Motion	<b>Mini-unit: A Sense of Order</b> <b>Sample Topic: Phrasing</b>	Mini-unit: Dancers and Choreographers Sample Topic: Dance in the Media
	Mini-unit: Motion and Expression Sample Topic: Metamorphosis	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Wishes and Dreams	<b>Mini-unit: A Sense of Purpose</b> <b>Sample Topic: Chance</b>	Mini-unit: Dance Artist Study Sample Topic: Canadian Dance Artist Margie Gillis
<b>Grade 4</b>	Mini-unit: Our Bodies in Motion Sample Topic: Balance, Tumble, and Fall	Mini-unit: Points of Inspiration Sample Topic: Powwow	Mini-unit: A Sense of Order Sample Topic: Canon	<b>Mini-unit: The Life and Work of a Dancer</b> <b>Sample Topic: A Dancer's Life</b>
	Mini-unit: Motion and Expression Sample Topic: Feelings	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Cartoon Characters	Mini-unit: A Sense of Purpose Sample Topic: Narrative	<b>Mini-unit: Dance Artist Study</b> <b>Sample Topic: Dancer/Choreographer Peggy Baker</b>
<b>Grade 5</b>	Mini-unit: Our Bodies in Motion Sample Topic: Amazing Feet – Amazing Feet	Mini-unit: Points of Inspiration Sample Topic: Dances We Have Seen	<b>Mini-unit: A Sense of Order</b> <b>Sample Topic: Surprise Endings</b>	Mini-unit: Dance and Daily Life Sample Topic: Dance History
	Mini-unit: Motion and Expression Sample Topic: In and Outer Space	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Humour	<b>Mini-unit: A Sense of Purpose</b> <b>Sample Topic: My Story</b>	Mini-unit: Dance Artist Study Sample Topic: Dancer/Choreographer Christopher House

**Note:** The mini-unit themes are required. The topics are examples only. Mini-units in **bold-faced** type are available as sample units on CD-ROM and on Saskatchewan Learning website.

## Appendix A-2: Drama Unit Overviews and Sample Topics for Grades 1 to 5

	Unit 1: Learning To Create	Unit 2: Ideas and Inspirations	Unit 3: Making Sense of Things	Unit 4: The World of Drama
<b>Grade 1</b>	<b>Mini-unit: Our Environment</b> <b>Sample Topic: Home is Where the Heart is</b>	Mini-unit: Sources of Inspiration Sample Topic: Starting From Favourite Books	Mini-unit: A Sense of Order Sample Topic: Telling Our Stories	Mini-unit: Drama and Daily Life Sample Topic: Drama in Our Neighbourhoods
	<b>Mini-unit: ... And Beyond</b> <b>Sample Topic: Superheroes Everywhere</b>	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Playground Mysteries	Mini-unit: A Sense of Purpose Sample Topic: Astounding Puppets	Mini-unit: Drama Study Sample Topic: Cultural Celebrations and Holidays
<b>Grade 2</b>	Mini-unit: Our Environment Sample Topic: The Natural World – Canada Geese	<b>Mini-unit: Sources of Inspiration</b> <b>Sample Topic: Indian and Métis Stories</b>	Mini-unit: A Sense of Order Sample Topic: A Treasure Hunt	Mini-unit: Drama Events Sample Topic: Plays We Have Seen
	Mini-unit: ... And Beyond Sample Topic: Dinosaur Mysteries	<b>Mini-unit: Using Student Ideas as Inspiration</b> <b>Sample Topic: Creative Creatures</b>	Mini-unit: A Sense of Purpose Sample Topic: Growing Up	Mini-unit: Dramatic Artist Study Sample Topic: Actors in Our Community
<b>Grade 3</b>	Mini-unit: Our Environment Sample Topic: Friends and Foes	Mini-unit: Sources of Inspiration Sample Topic: Wishes and Dreams	<b>Mini-unit: A Sense of Order</b> <b>Sample Topic: Dragons Galore</b>	Mini-unit: Drama and Society Sample Topic: Drama in the Media – Our Favourite Shows
	Mini-unit: ... And Beyond Sample Topic: Machine Worlds	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Turtles - Imaginary and Otherwise	<b>Mini-unit: A Sense of Purpose</b> <b>Sample Topic: Lost in Space</b>	Mini-unit: Dramatic Artist Study Sample Topic: Canadian Actors
<b>Grade 4</b>	Mini-unit: Our Environment Sample Topic: School Life	Mini-unit: Sources of Inspiration Sample Topic: Stories from Music	Mini-unit: A Sense of Order Sample Topic: Chance and Circumstance	<b>Mini-unit: The Life and Work of a Dramatic Artist</b> <b>Sample Topic: Travelling Players</b>
	Mini-unit: ... And Beyond Sample Topic: Local Issues	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Comic Book Adventures	<b>Mini-unit: A Sense of Purpose</b> <b>Sample Topic: Metamorphosis</b>	Mini-unit: Dramatic Study Sample Topic: All the World's a Stage
<b>Grade 5</b>	Mini-unit: Our Environment Sample Topic: Events Around Us	Mini-unit: Sources of Inspiration Sample Topic: Making a Difference	Mini-unit: A Sense of Order Sample Topic: Surprise Endings	<b>Mini-unit: Drama and World Cultures</b> <b>Sample Topic: Clowns Around the World</b>
	Mini-unit: ... And Beyond Sample Topic: Street Kids	<b>Mini-unit: Using Student Ideas as Inspiration</b> <b>Sample Topic: Responding to Literature</b>	Mini-unit: A Sense of Purpose Sample Topic: Exploring Conflict	Mini-unit: Dramatic Style Sample Topic: Street Performers

**Note:** The mini-unit themes listed in this overview are required. The topics listed, however, are samples or examples. Teachers may choose other topics to express the required mini-unit themes. Mini-units in **bold-faced** type have been developed in the curriculum as sample units with lesson plans using the sample topics listed (available on CD-ROM and on Saskatchewan Learning website).

## Appendix A-3: Music Unit Overviews and Sample Topics for Grades 1 to 5

	<b>Unit 1: Learning to Hear</b>	<b>Unit 2: Ideas and Inspirations</b>	<b>Unit 3: Making Sense of Things</b>	<b>Unit 4: The World of Music</b>
<b>Grade 1</b>	<b>Mini-unit: Sound Qualities</b> <b>Sample Topic: Describing Sounds</b>	Mini-unit: Feelings as Inspiration Sample Topic: Sounds that Express Feelings	Mini-unit: Beat Sample Topic: Tap, Clap, and Stomp!	Mini-unit: Music in Daily Life Sample Topic: Music, Music Everywhere
	<b>Mini-unit: The Environment</b> <b>Sample Topic: Natural and Human-made Sounds</b>	Mini-unit: Movement as Inspiration Sample Topic: Moving to Sounds and Music	Mini-unit: Organizing Sounds Sample Topic: Finding Patterns	Mini-unit: Musical Artist Study Sample Topic: Brenda Baker
<b>Grade 2</b>	Mini-unit: The Voice Sample Topic: Sounds with Our Voices	<b>Mini-unit: Feelings as Inspiration</b> <b>Sample Topic: Friends</b>	Mini-unit: Form Sample Topic: Same and Different Patterns	Mini-unit: Music in Our Lives Sample Topic: Home, School, and Community
	Mini-unit: The Environment Sample Topic: Sounds All Around Us	<b>Mini-unit: Imitation as Inspiration</b> <b>Sample Topic: Animal Sounds</b>	Mini-unit: Organizing Sounds Sample Topic: Creating Patterns	Mini-unit: Musical Artist Study Sample Topic: Buffy Sainte-Marie
<b>Grade 3</b>	Mini-unit: The Voice Sample Topic: The Joy of Singing	Mini-unit: Inspiration from Life Around Us Sample Topic: Folk Songs	<b>Mini-unit: Form</b> <b>Sample Topic: Repetition and Contrast</b>	Mini-unit: Musicians and their Music Sample Topic: Musicians in Your Own Community
	Mini-unit: The Environment Sample Topic: Electronic and Mechanical Sounds	Mini-unit: Ideas from Nature Sample Topic: Endangered Species	<b>Mini-unit: Style</b> <b>Sample Topic: Cultural Styles</b>	Mini-unit: Musical Artist Study Sample Topic: Beethoven
<b>Grade 4</b>	Mini-unit: The Natural Environment Sample Topic: Sounds in Nature	Mini-unit: Humour as Inspiration Sample Topic: What's So Funny?	<b>Mini-unit: Form</b> <b>Sample Topic: Pattern</b>	Mini-unit: Music in Our Lives Sample Topic: Celebrations
	Mini-unit: The Constructed Environment Sample Topic: Machines	Mini-unit: Literature as Inspiration Sample Topic: Sound Poems	<b>Mini-unit: Style</b> <b>Sample Topic: Lost in Space</b>	Mini-unit: Musical Artist Study Sample Topic: Canadian Fiddlers – John Arcand and Natalie MacMaster
<b>Grade 5</b>	Mini-unit: The Natural Environment Sample Topic: Weather	Mini-unit: Imagination as Inspiration Sample Topic: Fantasy	Mini-unit: Form Sample Topic: Parts of a Whole	<b>Mini-unit: Musicians and Their Music</b> <b>Sample Topic: Musical Events</b>
	Mini-unit: The Constructed Environment Sample Topic: Electronic Sounds	Mini-unit: The Arts as Inspiration Sample Topic: Responding with Music to Stories	Mini-unit: Style Sample Topic: Choose an Era	<b>Mini-unit: Musical Artist Study</b> <b>Sample Topic: The Canadian Brass</b>

**Note:** The mini-unit themes listed in this overview are required. The topics listed, however, are samples or examples. Teachers may choose other topics to express the required mini-unit themes. Mini-units in bold-faced type have been developed in the curriculum as sample units with lesson plans using the sample topics listed (available on CD-ROM and on Saskatchewan Learning website).

## Appendix A-4: Visual Art Unit Overviews and Sample Topics for Grades 1 to 5

	Unit 1: Learning to See	Unit 2: Ideas and Inspirations	Unit 3: Making Sense of Things	Unit 4: The World of Art
<b>Grade 1</b>	<b>Mini-unit: The Natural Environment</b> <b>Sample Topic: Trees</b>	Mini-unit: Feelings Sample Topic: Colours and Feelings	Mini-unit: A Sense of Order Sample Topic: Pattern	Mini-unit: Visual Images and Daily Life Sample Topic: Farm Animals
	<b>Mini-unit: Signs and Symbols</b> <b>Sample Topic: Communicating with Signs</b>	Mini-unit: Observation Sample Topic: Vehicles	Mini-unit: A Sense of Purpose Sample Topic: Playgrounds	Mini-unit: Artist Study Sample Topic: Mary Pratt
<b>Grade 2</b>	Mini-unit: The Constructed Environment Sample Topic: Your School	Mini-unit: Imagination Sample Topic: Dinosaurs	<b>Mini-unit: A Sense of Order</b> <b>Sample Topic: Decorated Objects</b>	Mini-unit: Visual Images and Daily Life Sample Topic: Life in the Community
	Mini-unit: Signs and Symbols Sample Topic: Signals in Nature	Mini-unit: Observation Sample Topic: Homes	<b>Mini-unit: A Sense of Purpose</b> <b>Sample Topic: Cats</b>	Mini-unit: Artist Study Sample Topic: Joe Fafard
<b>Grade 3</b>	Mini-unit: The Natural Environment Sample Topic: Turtles	Mini-unit: Memory Sample Topic: Dreams	Mini-unit: A Sense of Order Sample Topic: Designs in Clothing	<b>Mini-unit: Visual Images and Daily Life</b> <b>Sample Topic: Art in Public Places</b>
	Mini-unit: Signs and Symbols Sample Topic: Giving Directions with Symbols	Mini-unit: Observation Sample Topic: Spacecrafts	Mini-unit: A Sense of Purpose Sample Topic: Houses	<b>Mini-unit: Artist Study</b> <b>Sample Topic: Craftsman in the Community</b>
<b>Grade 4</b>	Mini-unit: The Constructed Environment Sample Topic: Buildings	<b>Mini-unit: Nature</b> <b>Sample Topic: Insects and Spiders</b>	Mini-unit: A Sense of Order Sample Topic: Designs from Nature	Mini-unit: Visual Images and Daily Life Sample Topic: Advertising
	Mini-unit: Signs and Symbols Sample Topic: Sign Language and Codes	<b>Mini-unit: Observation</b> <b>Sample Topic: Animal Portraits</b>	Mini-unit: A Sense of Purpose Sample Topic: Visual Storytelling	Mini-unit: Artist Study Sample Topic: Bob Boyer
<b>Grade 5</b>	Mini-unit: The Natural Environment Sample Topic: Bones	Mini-unit: Fantasy Sample Topic: Other Worlds	Mini-unit: A Sense of Order Sample Topic: Bridges	<b>Mini-unit: Visual Images and Daily Life</b> <b>Sample Topic: Cultural Values</b>
	Mini-unit: Signs and Symbols Sample Topic: Personal Symbols	Mini-unit: Observation Sample Topic: Bicycles	Mini-unit: A Sense of Purpose Sample Topic: Visual Storytelling	<b>Mini-unit: Artist Study</b> <b>Sample Topic: Victor Cicansky</b>

**Note:** The mini-unit themes listed in this overview are required. The topics listed, however, are samples or examples. Teachers may choose other topics to express the required mini-unit themes. Mini-units in **bold-faced** type have been developed in the curriculum as sample units with lesson plans using the sample topics listed (available on CD-ROM and on Saskatchewan Learning website).

## Appendix B: Professional Development Suggestions

Allow time for change to take place and plan opportunities for dialogue and action planning.

- 1. Self-reflect.** Teachers are encouraged to reflect upon their philosophy of arts education, instruction, and learning. They might use a checklist or self-reflection guides (samples provided in the curriculum and in Appendix D on page 23 of this bulletin) or jot down thoughts and reflections in a journal, log, or daybook. What aspects of arts education instruction do they feel comfortable with and what aspects would they like to learn or change? *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (Saskatchewan Education, 2001) also provides guidelines and practical tools for curriculum reflection activities.
- 2. Focus on specific areas for change and set specific goals.** As individuals or as a staff, teachers can avoid the feeling of being overwhelmed because there are so many things to do or try. Deciding on a focus for the year and concentrating energies and attention on specific aspects of arts education instruction can result in concrete change and move individuals or staffs to refine and improve their use of the renewed curriculum. *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* ([http://www.sasked.gov.sk.ca/docs/policy/curr\\_connections/index.html](http://www.sasked.gov.sk.ca/docs/policy/curr_connections/index.html)) provides guidelines and practical tools for curriculum inquiry activities.
- 3. Plan specific workshops.** Plan hands-on workshops for half or whole days, focusing on one or more strands, required learning objectives, assessment, or instructional strategies; on planning effective units or lessons; or on exchanging ideas or resources. After a new unit, lesson, or resource has been tried and put into practice, plan follow-up workshops to address refinement and evolving needs. Contact the teacher-leaders for arts education at the Elementary Level in your school division for support and additional ideas.
- 4. Network with other teachers.** Being part of a teacher network can be one of the most rewarding activities that individuals can engage in to further their professional development. Identify colleagues in the school or neighbouring schools who might be interested in discussing the renewed curriculum, its challenges, their successes, and their concerns about instruction or assessments, for example. Find the time to meet (e.g., once a month) to discuss these areas. *Classroom Curriculum Connections* (Saskatchewan Education, 2001) provides guidelines and practical tools for curriculum networking activities.
- 5. Jointly plan and exchange instructional units.** Jointly plan or exchange units of study that address the renewed arts education objectives and planning processes. Keep the focus on objectives and on specific elements of unit planning such as instruction, assessment and evaluation, or resources.
- 6. Prepare resource moments or resource boxes.** Set aside five or ten minutes of each staff meeting for a brief resource moment or talk about a new professional or student resource. Add the new resource to a box that includes additional resources about a similar topic. Ensure a range of resources to address the needs of both beginning and experienced teachers. Circulate these among colleagues in the school or among several

schools. Including an evaluation or comment sheet for each resource allows teachers to give their responses and for others to decide whether this resource would be useful for them.

- 7. Plan for lunch hour or staff meeting videos.** Set aside time for teachers to view and discuss arts education videos that might be used with students. Viewing guides for students could also be developed at these meetings. Alternatively, videos that feature Saskatchewan artists or model instructional strategies could be used as a starting point for collaboratively designed lesson plans.
  
- 8. Involve parents and other members of the community.** Plan an orientation session for parents and other members of the community who are interested in arts education. Discuss the goals and philosophy of the curriculum. Give participants some hands-on experience with the strategies advocated by the curriculum. Encourage participants to look through some of the resources that are used with students.

## Appendix C-1: Administrators' Checklist for Supporting Arts Education

As educational leaders, administrators are key to successful implementation and ongoing renewal of arts education. As an in-school administrator, I do the following:

Ensure that all students in our school receive adequate instruction time in arts education. (i.e. 200 minutes/week for K-5)	Yes____	No____
Ensure adequate space for teaching dance, drama, and other arts education strands where additional space or materials are required.	Yes____	No____
Inform students/teachers/parents/board/community about the program, its philosophy and three components, and promote its educational value.	Yes____	No____
Consider teacher background and interest in arts education when staffing including dance, drama, music, and visual art.	Yes____	No____
Ensure that teachers have a copy of the renewed arts education curriculum guide (2006) and CD-ROM for their respective grade level(s).	Yes____	No____
Ensure that sufficient financial resources are allocated to support the teaching of arts education.	Yes____	No____
Encourage teachers to access community resources (i.e., artists, dancers) to support arts education.	Yes____	No____
Distribute information to all staff members regarding opportunities for professional development and further learning in arts education.	Yes____	No____
Encourage teachers to set up a support and resource network for arts education.	Yes____	No____
Support the development of a strong collection of library print and electronic resource materials for arts education.	Yes____	No____
Ensure that the school division's resource selection policy is followed when selecting arts education resources.	Yes____	No____

I understand the program philosophy, three components, objectives, instructional strategies, and assessment techniques.			
Not at all	Aware	Familiar	Fluent

I discuss with teachers the extent to which they are familiar with the curriculum, its philosophy, objectives, activities, and methods.			
Never	On Hiring	Once a year	As needed

**Appendix C -1: continued ...**

I support teachers in their plans to learn more about the arts and further their professional development plans by ...

I support teachers who wish to work together to plan units and coach each other in their arts teaching by ...

I support teachers in integrating First Nations and Métis content and perspectives authentically throughout the curriculum by ...

I support teachers in integrating the CELs, Gender Equity, and other Core Curriculum initiatives into the curriculum, and utilizing the Adaptive Dimension to achieve curriculum objectives by ...

I support arts education in our school by ...

## **Appendix C-2: Discussion Guide for Supporting Dialogue**

Following are statements and questions to guide discussion about teaching and learning in K-5 Arts Education. This guide may be used by administrators and teachers, or by teachers planning together.

### **Learning Objectives**

- In what ways have you used the one-page listing of learning objectives for each strand?
- Which learning objectives are you most confident in addressing with your students (i.e., in dance, drama, music, and visual art)?
- Which objectives are you having the most difficulty addressing?
- How can we support you in gaining confidence with the objectives that you or your students find most difficult?

### **Assessment**

- Please describe the various assessment techniques you use to determine what students know and are able to do (i.e., in dance, drama, music, and visual art).
- How have you used or adapted the sample assessment forms and rubrics included in the curriculum and on the CD-ROM? Please discuss the feasibility of working with two or three colleagues over the next few months to design additional assessment templates or rubrics.
- How are you communicating with parents/caregivers regarding students' progress and the place of arts education in the overall program?

### **Resources**

- Considering the objectives and sample unit topics for all four strands, have you noticed any gaps in our resource collection for your grade level?
- In what ways have you been incorporating arts expressions from First Nations and Métis artists? How could we work together to identify resources in our community to help students learn about the work of First Nations and Métis artists?
- As you work through the sample units and lesson plans on the CD-ROM that accompanies the curriculum, it is important to assess the gaps in our school's resource collection. How can we work together to ensure a comprehensive resource collection?

### **Arts and Education Partnerships**

- Some Saskatchewan communities have engaged in 'cultural mapping' activities to identify the professional artists, arts organizations, and resource people within their communities. How could we engage our students and community members in a 'cultural mapping' activity?
- It is important that community arts programs and visiting artists understand how their school programs or presentations can help teachers address the required learning objectives for arts education. What community-based arts programs have you accessed recently, and how have these collaborations supported students' achievement of the arts education objectives?

### **Professional Development**

- Our school division has trained K-5 teacher leaders for arts education. How do you think we could best make use of their expertise in our school?

- In what ways could we share the strengths in teaching arts education that we have on our staff and in our community?
- In what ways do you think the Blackboard web-based communication tools could support you in meeting professional development goals for arts education?

### **Curriculum Components**

- The curriculum requires that teachers guide students to express their own ideas through the creation of arts expressions. Could you share some examples of student-created work in dance or drama?
- The curriculum requires that students respond to the work of Saskatchewan artists in dance, drama, music, and visual art. Could you share ways that you have used the *Saskatchewan...Our Place* visual art poster kit or other arts examples?
- The curriculum requires that students learn about the history and role of the arts in world cultures and in their own lives. In what ways, for example, have your students been actively engaged in learning about music history and world cultures? In what ways have you incorporated examples from pop culture to achieve specific learning objectives?

## Appendix C-3: Indicators of Implementation

		<b>K-5 Arts Education</b>		
<p><b>Dance</b></p> <p><b>Creative/Productive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> student-created dances</li> <li><input type="checkbox"/> compositions reflecting ability to use language and processes of dance</li> </ul> <p><b>Cultural/Historical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge of contemporary dance</li> <li><input type="checkbox"/> understanding of cultural and historical contexts of dance</li> </ul> <p><b>Critical/Responsive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> interpretations of dance</li> <li><input type="checkbox"/> knowledge of Saskatchewan and Canadian dancers and choreographers</li> </ul>		<p><b>Drama</b></p> <p><b>Creative/Productive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> drama in context in the classroom</li> </ul> <p><b>Cultural/Historical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge of contemporary drama</li> <li><input type="checkbox"/> understanding of cultural and historical contexts of drama</li> </ul> <p><b>Critical/Responsive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> interpretations of drama</li> <li><input type="checkbox"/> knowledge of Saskatchewan and Canadian dramatic artists</li> </ul>		
<p><b>Music</b></p> <p><b>Creative/Productive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> student-created compositions reflecting ability to use language and processes of music</li> <li><input type="checkbox"/> development of skills and abilities</li> </ul> <p><b>Cultural/Historical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge of contemporary music</li> <li><input type="checkbox"/> understanding of contexts of world music and music history</li> </ul> <p><b>Critical/Responsive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> interpretations of music</li> <li><input type="checkbox"/> knowledge of Saskatchewan and Canadian musicians and composers</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate confidence and enthusiasm in the creation of their own unique arts expressions</li> <li><input type="checkbox"/> reflect an awareness and support of Canadian artists and their work</li> <li><input type="checkbox"/> focus on the expression of their own ideas as well as develop knowledge and skills in each art form</li> <li><input type="checkbox"/> reflect no gender bias in dance, drama, music, or visual art and feel secure and comfortable when engaging in each area</li> <li><input type="checkbox"/> engage in arts activities involving the community.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> gain enthusiasm and knowledge of Canadian and global arts expressions, and share this with the students</li> <li><input type="checkbox"/> take risks by trying unfamiliar or innovative instructional methods recommended in the curriculum</li> <li><input type="checkbox"/> build a range of resources for teaching each of the three required components (creative/productive, cultural/historical, critical/responsive) of arts education, and make optimum use of new technologies</li> <li><input type="checkbox"/> develop a support network with other arts education advocates in the school and community.</li> </ul> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> allocate the required time of 200 minutes per week</li> <li><input type="checkbox"/> ensure facilities are adequate for arts education</li> <li><input type="checkbox"/> support teachers who are new to teaching arts education or teachers who are taking risks by trying instructional methods recommended in the curriculum</li> <li><input type="checkbox"/> provide a range of instructional resources that enrich the curriculum and are relevant to student interests in the arts</li> <li><input type="checkbox"/> provide adequate Internet access to the Evergreen Curriculum and other on-line resources</li> <li><input type="checkbox"/> encourage a vibrant and evolving arts and cultural environment, utilizing expertise in the school division and community</li> <li><input type="checkbox"/> support full implementation of the curriculum at every level within the school division.</li> </ul>	<p><b>Visual Art</b></p> <p><b>Creative/Productive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> art projects reflecting students' ideas and experiences</li> <li><input type="checkbox"/> art works reflecting ability to use language and processes of visual art</li> </ul> <p><b>Cultural/Historical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge of contemporary visual art</li> <li><input type="checkbox"/> understanding of cultural and historical contexts of art</li> </ul> <p><b>Critical/Responsive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> interpretations of visual art</li> <li><input type="checkbox"/> knowledge of Saskatchewan and Canadian visual artists</li> </ul>		

## Appendix D: A Sample Self-reflection Guide for Arts Education Teachers

The following continuum was designed to help you reflect upon the teaching of arts education. The awareness, exploration, synthesis, and refinement categories suggest that curriculum implementation is a process that occurs over time. Movement across these categories is not a linear process but a recursive one. As you explore a particular aspect of art education you may achieve a new awareness that will move you into other areas of exploration. Similarly, when synthesizing understandings, a new area may come to your awareness. It is anticipated that as you work with this self-reflection guide, specific professional development processes will be initiated at the local level to support your implementation of arts education.

### To achieve implementation of the Arts Education Curriculum, I plan to ...

The Arts Education Curriculum	Awareness	Exploration	Synthesis	Refinement
	Understand the curriculum and have knowledge to implement	Use the curriculum and experiment in some area of teaching	Adapt teaching to help students achieve curriculum objectives	Use the curriculum to strengthen my teaching and improve student learning
<b>Curriculum Philosophy, Aim, and Goals</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> attend a workshop and read the curriculum guide(s).</li> <li><input type="checkbox"/> understand the curriculum philosophy, aim, and goals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop a unit of instruction that reflects the curriculum philosophy.</li> <li><input type="checkbox"/> develop a unit of instruction using some aspects of the planning information contained in each of the K-5 curriculum guides or companion CD-ROM.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop several units of instruction that reflect the curriculum philosophy.</li> <li><input type="checkbox"/> involve the students in decision making.</li> <li><input type="checkbox"/> develop units of instruction that allows groups and individual students to focus on specific interests.</li> <li><input type="checkbox"/> be flexible and change plans effectively to address current issues, news, or events in the arts (local or global community).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ensure that all units of instruction reflect the curriculum philosophy.</li> <li><input type="checkbox"/> consistently involve students in designing their own learning.</li> <li><input type="checkbox"/> ensure that units of instruction allow groups and individual students to focus on their own learning needs and specific interests.</li> <li><input type="checkbox"/> ensure that units are based on contexts that bring meaning and relevance to students' lives.</li> </ul>
<b>Four Strands Objectives</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> attend an introductory arts education workshop.</li> <li><input type="checkbox"/> become familiar with the foundational objectives for each strand and understand their intent.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop and teach a unit from each strand.</li> <li><input type="checkbox"/> develop units to address foundational and related specific learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> apply knowledge of the developmental nature of the objectives to address students strengths and needs.</li> <li><input type="checkbox"/> adapt environment, methods, and resources to meet students' needs and to help students achieve curriculum objectives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ensure that students achieve the objectives in all four strands.</li> <li><input type="checkbox"/> analyze annually how particular foundational objectives are emphasized in my classroom practice and work toward a balanced program.</li> </ul>

The Arts Education Curriculum	<b>Awareness</b> Understand the curriculum and have knowledge to implement	<b>Exploration</b> Use the curriculum and experiment in some area of teaching	<b>Synthesis</b> Adapt teaching to help students achieve curriculum objectives	<b>Refinement</b> Use the curriculum to strengthen my teaching and improve student learning
<b>Objectives</b> (continued)	<ul style="list-style-type: none"> <li><input type="checkbox"/> become familiar with the specific learning objectives related to each foundational objective.</li> <li><input type="checkbox"/> teach the sample mini-units for each strand.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> become familiar with the developmental continuum of objectives for the Elementary Level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> become aware of ways that arts education may be interrelated with other subjects and to daily life.</li> <li><input type="checkbox"/> collaborate with other teachers, when appropriate, in planning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> collaborate with other teachers as appropriate to ensure students' needs are met and provide opportunities for relating students' learning to other areas of study and to students' daily lives.</li> <li><input type="checkbox"/> ensure that the Common Essential Learnings and other Core Curriculum initiatives are integrated in learning experiences.</li> </ul>
<b>Three Components</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> become aware that there are three components in arts education, and understand each component.</li> <li><input type="checkbox"/> teach some sample mini-units from the curriculum to become familiar with ways of incorporating the three components.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop and teach a mini-unit that incorporates the creative/productive component.</li> <li><input type="checkbox"/> develop and teach a mini-unit that incorporates the cultural/historical component.</li> <li><input type="checkbox"/> develop and teach a mini-unit that incorporates the critical/responsive component.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop and incorporate all three components into several units.</li> <li><input type="checkbox"/> make connections among the arts strands where appropriate.</li> <li><input type="checkbox"/> work with other teachers, as appropriate, to plan and incorporate all three components.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ensure that all units incorporate the three components.</li> <li><input type="checkbox"/> work with teachers and others in the community, as appropriate, to ensure the three components are addressed.</li> <li><input type="checkbox"/> ensure that students understand the relevance of the three components.</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> become familiar with some of the instructional methods recommended in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> incorporate some of the recommended instructional methods in the sample units related to:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> dance</li> <li><input type="checkbox"/> drama</li> <li><input type="checkbox"/> music</li> <li><input type="checkbox"/> visual art.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> incorporate a variety of instructional methods into units that I plan.</li> <li><input type="checkbox"/> adapt instructional methods to meet the needs and learning styles of individual students in order to help them achieve arts education objectives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ensure that instructional methods foster independent learning.</li> <li><input type="checkbox"/> use instructional methods in ways that integrate learning experiences that are meaningful and relevant for students.</li> <li><input type="checkbox"/> incorporate instructional methods that may be unfamiliar such as the use of technologies.</li> </ul>

The Arts Education Curriculum	<b>Awareness</b> Understand the curriculum and have knowledge to implement	<b>Exploration</b> Use the curriculum and experiment in some area of teaching	<b>Synthesis</b> Adapt teaching to help students achieve curriculum objectives	<b>Refinement</b> Use the curriculum to strengthen my teaching and improve student learning
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand that both process and product are assessed and evaluated in arts education.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss objectives for the unit or assignment with students.</li> <li><input type="checkbox"/> use sample observation checklists and other record-keeping forms contained in each of the K-5 curriculum guides to record student achievement in relation to the objectives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ensure students are aware of the objectives for the unit or activity.</li> <li><input type="checkbox"/> involve students in the design of observation checklists and other assessment forms.</li> <li><input type="checkbox"/> develop a composite profile of each student's progress in:               <ul style="list-style-type: none"> <li><input type="checkbox"/> dance</li> <li><input type="checkbox"/> drama</li> <li><input type="checkbox"/> music</li> <li><input type="checkbox"/> visual art.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> encourage student involvement in assessment and evaluation through student-designed contracts and other techniques.</li> <li><input type="checkbox"/> ensure that portfolios of student work are maintained, including examples of learning processes as well as final products.</li> <li><input type="checkbox"/> ensure that evaluation and reporting procedures are consistent with the curriculum philosophy, goals, and objectives.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> become aware of the arts education bibliography and updates of learning resources, and obtain access to them.</li> <li><input type="checkbox"/> become aware of the resources suggested for use within sample units of the curriculum.</li> <li><input type="checkbox"/> become aware of the curriculum, bibliography, and updates of learning resources that are available on-line.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> seek out resources that support the sample units that are in the curriculum.</li> <li><input type="checkbox"/> study ways that various resources have been used to support instruction and learning within the curriculum.</li> <li><input type="checkbox"/> browse through the on-line bibliography and other resources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> seek out community resource people to support student achievement of curriculum objectives.</li> <li><input type="checkbox"/> collaborate with the teacher librarian, if available, so that resources are available.</li> <li><input type="checkbox"/> involve students in finding resources that are relevant to their areas of interest in arts education.</li> <li><input type="checkbox"/> encourage students to use technologies such as the Internet to locate arts education resources.</li> <li><input type="checkbox"/> encourage students to use resources available in the community to enhance their arts education experiences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> access the services of the teacher librarian, if available, to obtain a wide range of resources that support the curriculum.</li> <li><input type="checkbox"/> involve community resource people in the delivery of the curriculum, through collaborative planning.</li> <li><input type="checkbox"/> use the Internet as a support in planning units.</li> <li><input type="checkbox"/> ensure that students have access to a wide range of resources including computer technologies and Internet access.</li> <li><input type="checkbox"/> promote independent or applied study opportunities for students when appropriate.</li> <li><input type="checkbox"/> review resources regularly with colleagues to update the learning resource collection in the school/school division.</li> </ul>

The Arts Education Curriculum	<b>Awareness</b> Understand the Curriculum and have knowledge to implement	<b>Exploration</b> Use the curriculum and experiment in some area of teaching	<b>Synthesis</b> Adapt teaching to help students achieve curriculum objectives	<b>Refinement</b> Use the curriculum to strengthen my teaching and improve student learning
<b>Reflective Practice and Professional Development</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> attend arts education workshops whenever they are provided.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> assess personal professional needs, using processes such as Curriculum Reflection in <i>Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth</i> (2001).</li> <li><input type="checkbox"/> seek out opportunities to further knowledge and experience in:               <ul style="list-style-type: none"> <li><input type="checkbox"/> dance</li> <li><input type="checkbox"/> drama</li> <li><input type="checkbox"/> music</li> <li><input type="checkbox"/> visual art.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create a personal professional development plan.</li> <li><input type="checkbox"/> enhance specific areas of interest and focus on areas that require further professional development.</li> <li><input type="checkbox"/> participate in processes such as Curriculum Inquiry [described in <i>Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth</i> (2001)] to deepen understanding and practice related to arts education.</li> <li><input type="checkbox"/> seek out peer-coaching or mentorship opportunities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> continue to assess professional needs and carry out a personal professional growth plan.</li> <li><input type="checkbox"/> work with other teachers and administrators to enhance the professional growth of arts educators in the school and larger community using processes such as Curriculum Networking [described in <i>Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth</i> (2001)].</li> </ul>

## **Appendix E: Parents/Caregivers as Partners**

Administrators and teachers need to acquaint parents and caregivers with the renewed Elementary Level arts education curriculum guide for each of K-1 and grades 2-5, including its aim, goals, and objectives and its philosophy, content, and approaches. In order to facilitate awareness and understanding of the curriculum, information such as the following may guide discussions or presentations during awareness sessions or could be included as a component in an information newsletter.

### **Information for Newsletter**

#### **A Renewed Arts Education Curriculum**

Saskatchewan Learning has recently provided a renewed K-5 arts education curriculum for Saskatchewan schools (February 2006). Arts education is compulsory for all K-9 students in Saskatchewan and includes the four strands of dance, drama, music, and visual art.

To nurture and maximize every student's development, the renewed arts education curriculum advocates that teachers plan units and lessons that include the following three components, to achieve a comprehensive and balanced program. These three components are not to be segregated but are intended to be interwoven throughout our students' arts education experiences.

#### The Creative/Productive Component

- Exploration of ideas
- Creative expression and reflection
- Development of skills and abilities

#### The Critical/Responsive Component

- Thoughtful, guided responses to arts expressions
- Critical and creative thinking about art works
- Development of language and vocabulary

#### The Cultural/Historical Component

- Role and history of the arts in cultures and societies
- Factors that influence the arts and artists
- Knowledge of Saskatchewan and Canadian artists

Through the renewed curriculum, therefore, our K-5 students will be:

- creating in the arts
- learning about local, Canadian, and international artists and their work in dance, drama, music, and visual art
- studying the role of the arts in history, cultures, and in contemporary daily life.

Participating in arts education benefits students in many ways including:

- The arts offer unique ways of knowing and learning about the world and human experience. Our students will develop a range of skills and abilities for self-expression.
- From earliest times, people have expressed their ideas, thoughts, and feelings through the arts. The arts provide a record of human experience in all times and cultures. Our students will benefit greatly from understanding these artistic and historical records.
- Critical thinking and creative problem solving is valued in education and in all professions. In today's world, the skills learned in arts education apply to all walks of life. Our students will gain valuable knowledge, skills, and abilities that can be applied in all subject areas and future endeavours.

Because of its emphasis on the role of the arts in daily life, the arts education program relies on the community as a resource. We welcome your questions and participation as we engage our students with the renewed curriculum. If you would like to become involved as a resource person or volunteer, please contact us at the school. Parents, caregivers, and School Community Councils are our key partners in promoting and ensuring high quality arts education experiences for all our students.

### **How Can You Support Your Child in Arts Education?**

School is only one of the many influences in a child's development. Parents, caregivers, and communities contribute greatly to children's achievement. Parents, caregivers, and communities can and do make a major difference in helping children to be successful at school.

When children explore and create in the arts, their development is enhanced. Encourage your child as he or she learns about the arts including the fine arts, traditional arts, and popular arts. Demonstrate daily the importance of the arts in your home and community and help your child develop his or her arts education skills and strategies through practice and encouragement in a variety of situations. Some examples follow:

- Talk with and listen to your child about daily events and topics of interest related to the arts.
- Encourage your child's ability to imagine and tell stories as well as to play make-believe or create puppet shows with friends and family.
- Play rhyming games, dance together, sing songs, and play music.
- Talk about visual and multimedia elements used in communication including signs, labels, logos, advertisements, billboards, television, and the Internet.
- Provide a variety of arts and cultural experiences for your child and stimulate thought and discussion about these experiences.
- Talk to your child about his/her artworks (i.e., what your child was attempting to express) and about the creative problem-solving approaches that he/she is using.
- Display your child's drawings and other creations in your home.

Whatever the activity, the important idea is that parents, caregivers, and children enjoy learning in, through, and about the arts together.