

This draft response has been created by the Alberta Band Association using the K-12 Arts Education Curriculum Framework June 2009 Draft created by Alberta Education. We have amended the draft document to reflect the changes we believe crucial to create a successful Fine Arts framework for the students of the K-12 education system in Alberta.

We have been in contact with music educators from all over the province and we are confident that these concerns are echoed by a strong majority of our teaching colleagues representing all arts disciplines.

We are concerned about the apparent disconnection between the philosophy and rationale behind this draft and the consultation document.

Here is a summary of six main issues we have the June 2009 draft proposal:

- 1. The absence of explicit support for the many existing successful programs*
- 2. The use of the ambiguous term "arts" to define a specific set of visual and performing arts courses*
- 3. The many problems associated with the 25 hour one credit modules especially given the reality of the current situation in CTS. (A survey of current practices will show many schools are creating ways to return to a form of five credit courses as the average number of credits earned is in decline.)*
- 4. The emphasis on creativity without parallel skills development*
- 5. The probability of a reduction in expectations of high levels of achievement and demonstrable skills especially in music.*
- 6. The absence of reference to the spiral nature of curriculum in fine arts.*

Our goal is to provide Alberta Education with an alternative framework which supports the best educational practices and philosophy to ensure our students are equipped to meet the challenges of their future.

We have incorporated the document "Alternate Fine Arts Framework" created by Kevin Willms . We thank him for his dedication to music education in Alberta and for all of his time and effort on this issue.

We would welcome the chance to discuss this with the author(s) of future drafts to clarify our concerns and to make sure we fully understand the intent of each part of any proposal.

*Mark Ward
President
Alberta Band Association
January 29, 2010*

Introduction

A Curriculum Framework serves as a foundation for curriculum development. A K–12 **Fine Arts** Education Curriculum Framework will provide vision and direction for new programs of study.

The Fine Arts (Dance, Drama, Music and Visual Art)

While the fine arts share many commonalities, each art form has its distinctive elements. Art disciplines evolve across cultures and change over time. New technologies, new artistic tools and new forms of expression continue to emerge. At this time, for the purpose of curriculum development, learning outcomes are proposed to be developed for K–12 dance, drama, music and visual art.

Fine Arts Education

Fine Arts Education provides opportunities for students to learn *in* the fine arts, *through* the fine arts and *about* the fine arts:

Learning *in* the fine arts involves:

- igniting individual imagination, intuition and emotion
- understanding and applying the skills, techniques, processes, vocabulary and technologies of the fine arts
- creating and presenting individual and collaborative artistic work.

Learning *through* the fine arts involves:

- honouring the fine arts as a way of knowing and communicating
- sharing traditions, perspectives and stories
- infusing other subject areas into the fine arts and infusing the fine arts into other subject areas.

Learning *about* the fine arts involves:

- interpreting and responding to artistic work and artistic choices
- examining the fine arts in personal, historical, cultural and global contexts.

“The arts both express and engage the human spirit in profound and powerful ways. They give our children and youth a sense of the world outside themselves, uniquely touching the timelessness of history and the limitlessness of the universe while helping them celebrate community. The arts are an integral part of Canadian society.” (National Symposium on Arts Education 2004, p. 1)

Rationale for Fine Arts Education

Why is Fine Arts Education important for students in the 21st century?

Research, promising pedagogical practices and the current context of learning and living in the 21st century indicate numerous benefits of Fine Arts Education for all students.

Why is the term fine arts important? Education in any of the disciplines of fine art is not about serving other subject areas. It is a visceral, critical part of every person's core education. It needs to be separate from industrial arts, liberal arts, language arts and martial arts. It is a specific subset of culture; distinct from the study of language, customs, food and the many other aspects of culture. The Fine Arts (music, drama, visual arts and dance) deserve to be studied as separate entities not as adjunct to any other course of studies. One does not study artistic expression because it will improve math scores; one studies artistic expression to help understand that part of the human condition which may not be expressed in any other way.

"If I could explain in words why I dance, I wouldn't have to dance." Isadora Duncan

Creativity and Imagination

Social, economic and technological innovations are driven by creativity and imagination. Creativity is the application of imagination, which is a distinctive feature of human intelligence. All students have the capacity to create, and are capable of further developing their creativity through engagement in the fine arts. Unique learning experiences within Fine Arts Education nurtures the imagination and develops the student's ability to be flexible, original and to imagine multiple solutions.

"As creativity is a key driver in a positive and thriving society, we must continue to nurture an environment that supports the development of creative ideas, work and products and where innovation can continue to pioneer our province's growth and prosperity. Our artists and creators need to have access to local, national and international markets." (Alberta Culture and Community Spirit 2008)

"Artistic literacy is essential for students to 'read' the speed, quantity and complexity of information in an increasingly visual and virtual world." (Focus group participant 2008)

Artistic Literacy

Literacy in the 21st century demands the inclusion of artistic elements. The artistic languages of image, movement and sound, transcend the limitations of words and numbers to express the whole of human experience. In a global and digital age, individuals must understand deliberate artistic choices in order to read and create increasingly complex forms of communication. Fine Arts Education prepares students to create, share, understand, enjoy and critically respond to artistic and aesthetic experiences.

"Artistic literacy is essential for students to 'read' the speed, quantity and complexity of information in an increasingly visual and virtual world." (Focus group participant 2008)

Transferable Skills

Individuals require a broad range of skills and experiences to compete and contribute in the 21st century. Artistic processes prepare individuals to seek out and solve problems from a variety of perspectives; e.g., critical, innovative, aesthetic, practical. Fine Arts Education develops personal discipline, flexibility and the confidence to take risks and see opportunity in errors. Fine Arts experiences require individuals to show empathy and respect for others. Students participating in Fine Arts Education learn to communicate effectively, contribute as part of a team and demonstrate leadership. Fine Arts

Education contributes to the building of transferable skills necessary for students to actively engage in local, provincial and global society.

“The Fine Arts are a major force in the growth and development of our global business world. Through the Fine Arts, people learn creativity and innovation. The partnership between the Fine Arts and business improves not only economic development but also the social fabric and enlightenment of society.” Nasher (n.d.)

Cultural Diversity

All cultures contribute unique ways of knowing and transmitting knowledge, history and values. In many First Nations languages, there is no word for “art”—it is a state of being. For First Nations, Métis and Inuit communities, the arts are active expressions of family, tradition and culture. Furthermore, the arts nurture the Francophone identity and are a significant factor in transmitting the French language and ensuring cultural vitality in a minority situation. Historical and recent immigration of individuals from across Canada and around the world builds upon the existing richness of Alberta’s diverse communities. The arts provide a means for individuals to connect to their own culture(s) and to the culture(s) of others. By transcending language and cultural barriers, the arts support global citizenship and the development of intercultural competence. Experiences in arts Education bring individuals together to share knowledge and perspectives, to understand and respect differences, and to celebrate what is universal.

Balanced Development of the Whole Person

Research indicates that artistic experiences enhance one’s understanding of the essence of being human and positively affect brain and physical development. Social scientists have put forward that individuals who participate in the Fine Arts are less likely to have social, emotional and behavioural problems. The fine arts promote emotional wellness in an uncertain and complex world by providing a safe place to explore and express powerful ideas and emotions. Artistic experiences provide a unique way for individuals to explore beauty, mystery and meaning in their lives. They allow for both healing and celebration of the human spirit. Fine Arts Education contributes to the intellectual, physical, social, emotional and spiritual development of students.

Student Success

The Fine Arts connect students to school communities and offer a wide range of strategies to both teachers and students for improving student learning across the curriculum, resulting in greater academic success. Research indicates that, for many students, the fine arts are a reason to come to school and stay in school. Many students feel “plugged in” to school through opportunities to experience fine arts courses, meaningful teacher mentorship and peer support. Research also suggests that when students feel connected to their schools, they show an increase in attendance, academic performance and motivation toward high school completion. Fine Arts learning and learning through the fine arts engages student interest, embraces learning preferences and encourages students to demonstrate their learning in a variety of ways.

The artistic process offers meaningful modes of learning and self-expression for students from diverse cultural backgrounds. Students are more likely to engage and succeed in schools where their ways of knowing and ways of being are honoured.

“Fine arts are an expression of the spirit, of who we are. When you awaken the artist in a person, you awaken the spirit.” (FNMI Elder focus group participant 2008)

“Fine arts are the cornerstone of the Francophone cultural identity.” (Francophone focus group participant 2008)

The fine arts honour a variety of learning preferences and a broad view of intelligence.

“The fine arts engage the whole child ... for many students, the fine arts are the reason they come to school.” (CASS focus group participant 2008)

Vision

Being & Becoming

Fine Arts Education nurtures the development of the whole student, allowing each individual to value his or her unique identity (**Being**) and to realize his or her full potential (**Becoming**) through participation in a variety of fine arts experiences.

The Fine Arts encompass a variety of unique disciplines each with its own language. As such, the special skills required to effectively teach performance, sequential skill development, knowledge acquisition and literacy must be taught by Fine Arts specialists. Every effort must be made by school divisions to hire qualified specialists and utilize them effectively within their specialty. In the event that circumstances dictate that no specialist is available (remote location, teacher shortage, etc.), alternate forms of program delivery may be considered.

In elementary school it is important that all teachers teach fine arts. It is essential that Fine Arts be taught as a subject and be incorporated into all subject areas. Fine Arts are not just learning outcomes that students do during specific times with a specialist teacher. School communities need to work together to promote the arts. Students need to see that fine art is a natural part of one's daily life and enriches the quality of all our lives. All schools should promote multiple role models for the arts.

Many educators have developed fine arts skills and share them with students in their classes through their instruction (eg. Métis Dancing, teaching music through the use of the recorder/guitar, choral music, fabric arts, visual arts, etc.). This should be encouraged and expected but should not replace specific instruction in the core disciplines by specialists.

"The development through Fine Arts Education, of an aesthetic sense, creativity and the faculties of critical thinking and reflection, inherent to the human condition, is the right of every child and young person." (UNESCO 2006, p. 15)

Guiding Principles

What are the Essential Elements of Fine Arts Education?

The intention of K–12 Fine Arts Education is to create an engaging experience that supports the balanced development of the whole student; e.g., intellectual, physical, social, emotional, spiritual. The following five guiding principles are the essential elements of the Fine Arts Education program.

Student-Centred Learning

- Considers students as whole persons, with a need to engage their intellectual, physical, social, emotional and spiritual selves.
- Honours student life experiences, cultural and family contexts, personal strengths and prior experiences with the fine arts.
- Allows all students to recognize, develop and value their unique identity through the fine arts.

"We are what we envision ourselves to be and art is simply the possibility of who we are and who we are capable of being." (Jane Alexander, as quoted in Slotkin 2002, p. 51)

Broad Artistic and Cultural Perspectives

- Values the unique cultural identities of students.
- Recognizes the value of First Nations, Métis, Inuit, Francophone, western and international cultural perspectives as communicated through the fine arts.
- Offers students a range of experiences in traditional and contemporary fine arts, from a variety of cultural and individual perspectives.

“Art is a continuum or transfer of knowledge, wisdom and storytelling ... It is a journey of discovery ... It’s like holding hands and ... connecting with grandparents.” (FNMI focus group participant 2008)

Connections and Community

- Creates opportunities to establish and deepen respectful relationships with peers, artists and other individuals through shared experiences in the fine arts.
- Encourages connections among individuals and groups in schools and in local, regional and global communities.
- Supports a sense of belonging, responsibility and acceptance that comes with being a member of a group.

“Work in the fine arts is not only a way of creating performances and products; it is a way of creating our lives by expanding our consciousness, shaping our dispositions, satisfying our quest for meaning, establishing contact with others and sharing a culture.” (Eisner 2002, p. 3)

Artistic competence

- Builds and expands students’ repertoire of artistic vocabulary, concepts, tools and skills in order to understand, participate and achieve excellence in the fine arts throughout their lives.
- Applies different artistic conventions, techniques and technologies.
- Empowers students to use movement, sound, image and form to convey meaning.
- Develops student confidence to create and share artistic work.
- Explores how artistic competence applies to a variety of careers and leisure activities.
- **Develops a set of fundamental skills which are crucial for creativity.**

“Art produces joy; one could argue that the creation of art validates our existence as human beings. What are we here for, if not to create beauty, if not to explore the connections between people and nature between men and women, between philosophy and day-to-day life?”
(Hole 2008, pp. 126–127)

Creativity and Design

- Enables students of all ages and levels of artistic skill to create original work and develop their creative selves.
- Engages students in the process of design; e.g., generating ideas, experimenting and giving ideas form, reflecting on the process and the product.
- Guides students toward sources of inspiration.
- Encourages collaboration and sharing of ideas.
- Provides adequate time to develop and synthesize ideas.
- Welcomes exploration of emerging and evolving art forms **within a specific discipline.**

“Hard as it is to define, we know that the fine arts open our eyes, ears, bodies and minds to understandings that are only communicated through movement, sound and imagery. Students engaged in artistic expression communicate on a whole new level and think in very different ways than they do in other subject areas. Even if they never again create works of art, they can’t ‘unlearn’ those different ways of thinking.” (Harris 2003, p.

Creativity

What Does Creativity Mean?

Creativity is the application of human imagination and the capacity to imagine and make something new, novel or original.

"Finding and developing our creative strengths is an essential part of becoming who we really are. We don't know who we can be until we know what we can do." (Robinson 2009, p. 23)

How Does the Creative Process Fit Into Fine Arts Education?

Creativity is the **highest level** of artistic expression. Artistic concepts, skills and techniques are the tools of the creative process. **Without them the creative process stalls**

The highest levels of creativity are associated with the highest levels of the craft of ones art.

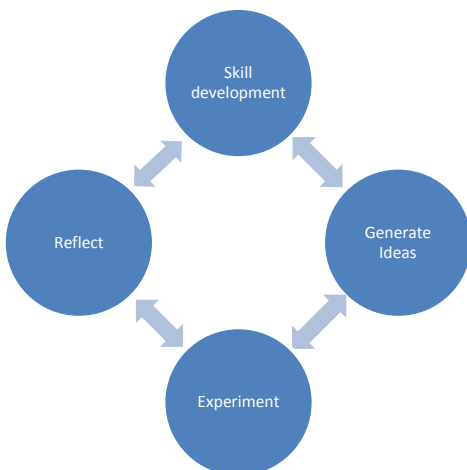
"Making a new work is not an act of magically conjuring something new into existence, but rather of turning, adapting and combining pre-existing ideas, images and other elements to reveal something new." (Wells 2008, p. 60)

Can Anyone Be Creative?

Imagination is a distinctive feature of human intelligence. Some individuals may feel less inhibited or have more experience in applying their imagination than others. Some individuals may have developed higher levels of artistic knowledge and skill to apply to the creative process than others. **Given fundamental skills**, everyone is capable of demonstrating creativity.

What Does the Creative Process Look Like?

- The creative process is dynamic—by allowing us to continually create new possibilities.
- The creative process is recursive—by allowing us to revisit previous activities and stages.
- Individuals and groups can ignite and develop creativity when they:



- **generate ideas** and continually create possibilities
- **experiment** with ideas and give their ideas form
- **reflect** on the process and initial product and decide whether to revisit previous activities and stages
- **develop sufficient skill to bring their ideas and possibilities to reality**
- are supported in environments of **inspiration, time and collaboration**.

The arrows represent **inspiration, time and collaboration**.

How Is the Creative Process Supported?

Environment

Inspiration

The creative process requires creative fuel: inspiration! Inspiration does not mean waiting for an idea to appear. Inspire comes from the Latin *spirare*, meaning to breathe. Inspiring or becoming inspired means *breathing in* or *taking in stimuli* from a variety of sources. Take in the world that surrounds us, using the five senses. View and experience the work of other artists. Seek out a variety of artistic forms and techniques. Call upon personal experiences.

Time

The creative process requires adequate time to incubate ideas. The incubation of ideas is an active state that allows intuition and the subconscious to work. Ideas continue to be generated, developed and synthesized. Let the ideas bounce around before the real work begins. Allow questions and problems to be resolved. Allow “eureka” moments and promising ideas to emerge.

Collaboration

Creative inquiry and exploration requires a meeting of minds. The exchange of ideas allows individuals to inspire one another. Discuss different sources of inspiration. Generate ideas together. Share problems and possible solutions. Ask for feedback. Listen.

Activity-Skill Development/Practice

As individuals engage in the creative process and produce original work, they discover a need to further develop their artistic competence. In order to move to higher levels of creativity, one must develop the craft of their art. This will enable them to express a broader spectrum with increasingly subtle nuances of the elements of their artistic expression. Creativity can be developed in a range of open-ended artistic activities such as adaptation, improvisation, design, composition, choreography and playwriting. It must follow in the same path using fundamental skills and technical development.

Generate Ideas

Creativity relies upon ideas—and one is never enough. The key is to generate as many ideas as possible, suspending judgement as to the quality or the practicality of the ideas. Decide what questions, statements, observations, stories or emotions are to be expressed in an artistic way. Imagine how these ideas might look, sound and move if they were put into form. Generate more questions. Consider unconventional and unknown outcomes.

Experiment

Creativity requires putting ideas into form. Existing, hybrid or completely new forms may be used to represent a promising idea as an artistic work. Imagine the opportunities and challenges that various decisions might present. Try out several possibilities. Be prepared to make errors and feel uncertain.

Reflect

Creativity calls for reflection on the process and initial form. Consider both the details and the work as a whole. Decide which elements add to or detract from the quality of the work and the power of its message. Revisit previous environments and activities to develop new alternatives and refine the work.

General Learning Outcomes

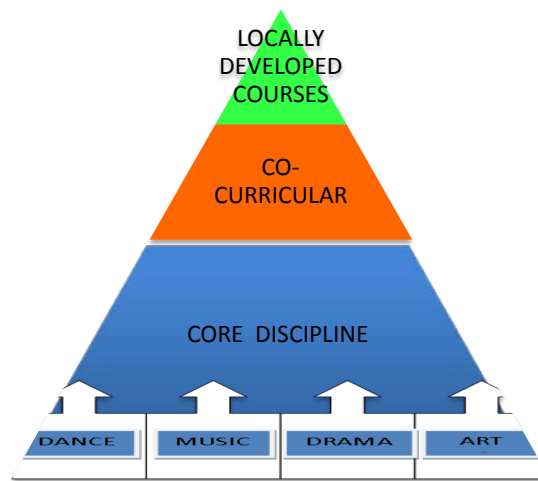
What Will Students be Doing in Fine Arts Education?

These general learning outcomes reflect the commonalities that exist across fine arts disciplines. The general learning outcomes complement and support one another. Many outcomes can be achieved simultaneously when students are immersed in engaging fine arts experiences.

The student is central to the Fine Arts Education program. As students participate in artistic experiences they are "Being and Becoming," or growing in awareness of their individual capabilities, and developing to their full potential.

Core Discipline should represent the study, through active participation, in one or more of the Fine Arts – Music (vocal, instrumental, general), Visual Art, Drama, and Dance. These would be offered in some form from K – 12.

The focus of each Core Discipline will include the following four general learning outcomes. These occupy four equal quadrants, each of which is essential to a balanced Fine Arts Education experience that contributes positively to the well-being of the student.



Being and Becoming

Connecting and Belonging

Students will build relationships within a variety of communities and make connections to others through participation in the fine arts.

Valuing and Appreciating

Students will demonstrate an understanding of the integral place of the fine arts in society and history and will recognize multiple perspectives by interpreting and responding to artistic work.

Acquiring and Practicing

Students will demonstrate an understanding of specialized concepts and apply techniques, technologies and related vocabulary in fine arts disciplines

Creating and Expressing

Students will engage in inquiry, experimentation, design and sharing of their own artistic work

Program Organization

How Will Programs be Organized?

Vision: Fine Arts Education nurtures the development of the whole student, allowing each individual to value his or her unique identity (**Being**) and to realize his or her full potential (**Becoming**) through participation and skill development in their chosen fine arts discipline.

Elementary Fine Arts Education Program

(Fine Arts Education is a required program of studies for students in Kindergarten through Grade 6)

School divisions/schools would be required to apply for access to a "Fine Arts Exploration" program of studies if they can demonstrate that there is no valid way of delivering the prescribed curriculum.

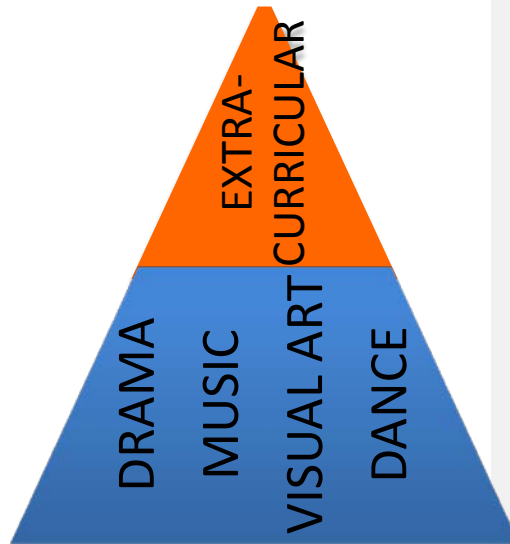
At the elementary level, Fine Arts education should not include locally developed courses. It might be represented as two levels of a pyramid.)

Current research and promising practices in Fine Arts Education indicate that, from a young age, children benefit from a variety of fine arts experiences. The fine arts support brain development, physical wellness, language acquisition, literacy and cultural identity. Focus groups recommended that students in K-6 have a range of artistic experiences.

A single program of studies allows students to discover what is common and transferable to the fine arts experience, as well as what is unique and special about distinct fine arts disciplines.

This structure supports a pedagogy that is conducive to learning in the 21st century, and is accessible to both generalists and fine arts specialists in meeting the needs and interests of students. This structure facilitates flexibility in fine arts programming, including instruction in individual fine arts disciplines and integrating the fine arts and other subjects.

The general learning outcomes were developed to achieve the vision of Fine Arts Education. Creating and Expressing, Valuing and Appreciating, Connecting and Belonging, and Acquiring and Practising will be achieved through a variety of fine arts experiences, including dance, drama, music and visual art.



Middle School/Junior High School Fine Arts Education Program

(Fine Arts Education courses are optional for students in Grades 7–12)

Vision: Fine arts Education nurtures the development of the whole student, allowing each individual to value his or her unique identity (**Being**) and to realize his or her full potential (**Becoming**) through participation and skill development in their chosen fine arts discipline.

Adolescence is a critical period of change and self-discovery. The dual program structure of Fine Arts Education in middle school/junior high school offers students increased flexibility and choice in fine arts learning.

The Fine Arts Education Exploration option engages students in problem seeking and problem solving experiences within a variety of art forms.

The Fine Arts Core Discipline provides students with in-depth experiences in a particular fine arts discipline: dance, drama, music and visual art.

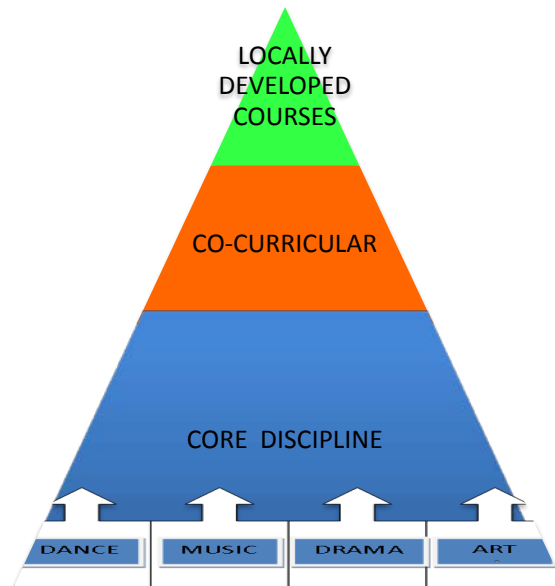
All middle school/junior high school Fine Arts Education courses will allow students to focus on a specific area of interest. Fine arts experiences as their interests evolve over time and/or to focus on an area of interest in the fine arts.

The focus within each subject area (Core Discipline) would reflect the general learning outcomes which include:

- skill development,
- knowledge acquisition
- development of essential attitudes and understanding
- literacy with an emphasis on creativity and performance.

The program of studies must ensure that this occurs sequentially and in a spiral manner.

A variety of “crossover points” would be required to accommodate different types of schools and their needs as well as the skills of their Fine Arts teachers (K-6; K-4; 7-9; 5-8; 10-12; 9-12 etc.). For example – a middle school that is connected to an elementary school may feel it is in the best interest of their students to continue with an elementary general music or choral approach. They may also elect to begin a band and or choral program in grade 5.



Co-Curricular offerings include those courses which enhance the Core Disciplines. These would include courses such as Concert Choir, Combined Grade Concert Band, Orchestra, Instrumental Jazz, Vocal Jazz, Chamber Music, Guitar, Musical Theatre, Advanced Acting, Technical Theatre, Advanced Art Media (Sculpture, Ceramics, Painting etc.), Commercial Art, Graphic Art, Advanced Dance Studies (ballet, modern, jazz, etc.).

These courses MUST be clearly defined as co-curricular and can only be offered/taken in conjunction with the Core Discipline. Such a stipulation/requirement ensures both the integrity of the core program and provides for enhanced personalized learning opportunities for students.

Senior High School Fine Arts Education Program

(Fine Arts Education courses are optional for students in Grades 7–12)

Variety in Fine Arts Education courses supports students in achieving personal fulfillment, finding and pursuing passions and interests, transitioning to post-secondary and preparing for the world of work.

Students in grades 10–12 may wish to:

- pursue a new area of interest in the Fine Arts
- continue to develop a broad range of artistic skills
- develop highly specialized artistic skills, leading to careers in areas such as dance, fine arts therapy or multimedia design
- add variety and balance to a busy school schedule
- combine Fine Arts Education courses with Career and Technology Studies courses.

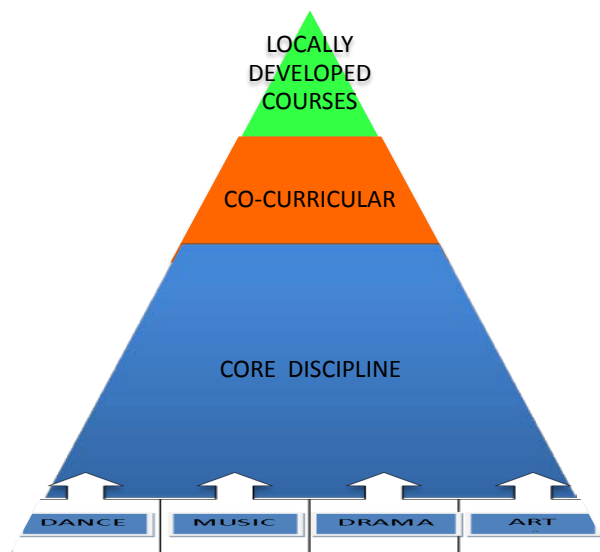
The grades 10–12 Fine Arts Education program will offer opportunities for specialized learning through a variety of 1-credit (25-hour) courses in dance, drama, music and visual art. This will take place as a combination of core, co-curricular and Locally Developed Courses. NOTE: A

number of current LDC's which are duplicated in several districts should be implemented as province wide co-curricular courses to minimize redundant planning time, paperwork and expense.

Students or groups of students may choose Fine Arts Education Project courses to extend their learning in an individual fine arts discipline or to explore the possibilities of combining two or more fine arts disciplines.

To maximize participation in the Fine Arts at the senior high school level, there are no prerequisites for courses at the 10 level.

The general learning outcomes were developed to achieve the vision of Fine Arts Education. Creating and Expressing, Valuing and Appreciating, Connecting and Belonging, and Acquiring and Practicing will be achieved through a variety of fine arts experiences, including dance, drama, music and visual art.



Comment [m1]: Reflects middle school need to recognize multi grade ensembles meeting outside of class time.

Comment [m2]: This addresses the redundancy in approval necessary for courses such as Jazz Band Jazz Choir and Musical Theater which have been validated for many years in several districts.

K–12 Fine Arts Education Scope and Sequence

K–5 or 6 Fine Arts Education (depending on school grade configuration)

Dance + Drama + Music + Visual Art

Required program of studies focused on the holistic development of the students and the actualization of their human potential through experiences in four fine arts disciplines

6 or 7–9 Fine Arts Education Focus (depending on school grade configuration)

Optional programs of study in dance, drama, instrumental and choral music and visual art are focused on the holistic development of students and the actualization of their human potential through in-depth experiences within individual fine arts disciplines.

Dance
Drama
Music
Visual Art

7–9 Fine Arts Education Exploration

Optional programs of study focused on the holistic development of students and the actualization of their human potential through project-based problem seeking and problem-solving experiences within a variety of art forms.

Fine Arts Ed Project 7
Fine Arts Ed Project 8
Fine Arts Ed Project 9

9 or 10–12 Fine Arts Education Courses (depending on school grade configuration)

Optional ~~25-hour~~ 4.5 credit courses within the scope of dance, drama, music and visual art, focused on the holistic development of students and the actualization of their human potential through specialized learning in areas of interest.

(Course sequences and co-requisite courses to be determined.)

Prerequisites, corequisites and course sequences for 10–20–30 courses will be determined through further consultation with a variety of stakeholders.

Co-Curricular offerings include those courses which enhance the Core Disciplines. Many of these are currently offered as locally developed courses in a significant number of school districts. These also include the addition of co-curricular offerings to meet the needs of performance based elementary, middle school and junior high programs. These would include courses such as Concert Choir, Concert Band, Orchestra, Instrumental Jazz, Vocal Jazz, Chamber Music, Guitar, Musical Theatre, Advanced Acting, Technical Theatre, Advanced Art Media (Sculpture, Ceramics, Painting), AP Art, Commercial Art, Graphic Art, Advanced Dance Studies (ballet, modern, jazz). These courses MUST be clearly defined as co-curricular and can only be offered/taken in conjunction with the Core Discipline. Such a stipulation/requirement ensures both the integrity of the core program and provides for enhanced personalized learning opportunities for students. Locally Developed Courses that are more regionally or culturally specific, are needed to meet the needs of local students – these could include courses such as Advanced Musicianship, Recording Engineering, Cultural Dance (First Nations, Metis, ethnic minority), Cultural Music Studies (First Nations, Metis, ethnic minority), Cultural Art Studies (First Nations, Metis, ethnic minority). By their very nature, further examples are not needed – these should be locally developed to meet local needs. In most cases, these should be co-curricular with the Core Discipline.

Comment [m3]: There should be some flexibility in the grade configuration allowing schools to adapt to their existing configuration. Serious consideration should be given to changing these three levels to recognize the current trend to K-5 elementary schools, 6-8 middle schools and 9-12 Senior secondary schools. For example a grade six student at a 6-8 school should expect to fit into the middle school model not the elementary model.