

ARTS EDUCATION
Provisional Programs
Secondary III (50 hours)

INTRODUCTION

The *Regulation to amend the Basic school regulation for preschool, elementary and secondary education*, adopted July 4, 2001, specifies changes to the subject-time allocation for Secondary III. The Catholic Religious and Moral Instruction program, and the Protestant Moral and Religious Education program have been replaced by the compulsory Arts program, to be implemented no later than July 1, 2003.

In response to requests from different participants, provisional programs have been developed for each subject in the arts: drama, visual arts, dance and music. These are adaptations of current programs and remain in effect until the new arts programs, which reflect the orientations of the reform, are published. They suggest adjustments to help teachers adapt the objectives and related content to the duration of the programs, each of which comprises 50 hours of instruction.

These provisional programs will be available on the Internet site of the Ministère de L'Éducation: at

<[http ://www.meq.gouv.qc.ca/dfgj/program/programm.htm](http://www.meq.gouv.qc.ca/dfgj/program/programm.htm)>.

The programs currently in effect are also accessible through the links that appear on the introductory pages of the provisional programs.

Provisional Program: Drama

Secondary III (50 hours of instruction)

This document indicates modifications to the 1980 secondary-school drama program (Objectives and Content), which may be consulted on the Web site of the Ministère de l'Éducation at

<<http://www.meq.gouv.qc.ca/dfgj/program/programm.htm>>.

The document specifies the objectives and related content for the learnings targeted in the Secondary III Drama program, for a duration of 50 hours of instruction. It is intended for schools that wish to offer this program next year.

MODULE 1: PERCEPTION

General Objective: To develop their capacity to perceive sensations and emotions experienced through contact with their physical and human environment.

Terminal and Intermediate Objectives	Related Content
1.1 To increase their ability to relax and to be more attentive to environmental stimuli.	
1.1.1 To improve their powers of concentration by bringing their body to a state of readiness.	Awareness of the body in space through: - sensory perceptions - physical qualities of the environment (real or imaginary place) Output of energy: - continuous energy, discontinuous energy (fluid movements, staccato movements)
1.1.2 To increase their physical expressiveness through relaxation.	Total relaxation: - total body relaxation movements (stretching exercises) Relaxed actions: - continuous movements

1.2 To explore the relationships between sensations and emotions associated with sensory perceptions.	
1.2.1 To explore, on their own and with the group, the different modes of sensory perception.	Perception exercises: - hearing - sight - touch
	Variations in: - distance - intensity - frequency when presenting sensory clues
1.2.2 To improve their sensory memory and affective memory.	Evocation of memories, memory recall games (events in a given year)
1.2.3 To imagine moods or atmospheres from sensory clues.	Themes associated with perceptions (the scents of spring, colours associated with moods)
1.3 To describe how perceptions affect their relationships with their partners.	
1.3.1 To take the other person(s) into consideration in a sender-receiver relationship.	Games based on comparing different perceptions
1.3.2 To experiment with the attitudes involved in a sender-receiver relationship.	Movements carried out: - individually - in pairs - in a group in a group performance situation

1.3.3 To take on the roles of sender and receiver in communicating with one or more partners.	Changing roles during the action (e.g. agreeing to switch back and forth from sender to receiver)
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MODULE 2: EXPLORATION

General Objective: To refine their knowledge of dramatic language in order to develop more subtle means of expression and communication.

Terminal and Intermediate Objectives	Related Content
2.1 To acquire a greater mastery of expression through gestures.	
2.1.1 To explore potential movements of different parts of the body.	Activities involving balance, supports, pivots, thrusts, moves, etc.
2.1.2 To modify their gestures and movements in performing a variety of exercises.	Varied rhythms, series of individual movements, sequences
2.2 To develop their capacity for nonverbal communication with others.	
2.2.1 To experiment with different modes of expression through gesture.	- sequential - simultaneous - complementary - in opposition - parallel
2.2.2 To discover different ways in which gestures reflect expressive intent.	Spontaneous gestures (unconscious) Improvisation with gestures

2.3 To increase and refine their capacity for vocal expression.	
2.3.1 To explore different effects that can be achieved through variations in vocal intensity.	Exercises on different nuances, from cries to whispers
2.3.2 To experiment with the effects of alternating sound and silence.	Activities which show the importance of silences when producing sounds Activities in which a specific dramatic effect is sought
2.3.3 To explore different qualities of sound production.	Spontaneous sounds and movements associated with: - pitch of voice - volume of voice - speed of sound production - intonation
2.4 To try out their vocal abilities in different individual and group situations.	
2.4.1 To identify different contexts in which the voice can be used.	Solo, dialogue, choral speaking, individual rhythm, group rhythm
2.4.2 To know and to use certain basic techniques of vocal expression.	Projection, articulation, pronunciation

2.5 To increase their awareness of space and performance areas.	
2.5.1 To organize effective performance areas.	Solo performance, in pairs or in small groups Variations on typical performance areas
2.6 To demonstrate ways in which objects can be used as means of expression and communication.	
2.6.1 To use objects as supports to help them express themselves in their actions and interactions.	Fixed supports, mobile supports (puppets) Objects for a specific purpose, multi-purpose objects
2.6.2 To experiment with different ways of using objects.	Activities involving real use or imaginary use of objects
2.7 To use different types of supports to enrich their experience in communication.	
2.7.1 To try out different sound supports.	Sound effects, narration, musical accompaniment, recorded background sounds
2.7.2 To explore different uses of scripts and script reading.	Creation of atmosphere Exercises: - on different types of delivery - on different ways of reading - on intonations

MODULE 3: ACTUALIZATION

General Objective: To act out dramatic sequences, in the form of improvisations that express their emotions, ideas and opinions.

Terminal and Intermediate Objectives	Related Content
3.1 To work out what they want to communicate in defined dramatic situations. 3.1.1 To incorporate several dramatic elements into their expression and communication activities. 3.1.2 To focus on one specific dramatic element in their efforts to communicate. 3.1.3 To reach an acceptable consensus in a teamwork project. 3.2 To improvise using basic forms of dramatic communication.	Elements: space, time, rhythm, listening, voice, presence Focus on: - vocal production - verbal production - listening (receiving) - visual aspects - time-space relationships - etc. Brainstorming, implicit understanding, definition of roles, switching roles during the performance

3.2.1 To experiment with and to create their own different types of dialogues.	Dialogues: - gestural - verbal Variations and contrasts: - continuity/discontinuity - real/imaginary
3.2.2 To distinguish between different ways of setting up improvisations.	Cumulative improvisation (students enter the scene in turn) Improvisation involving the whole group (starting with a given situation and a set number of participants) Variations in the size of the groups: - 2 - 3 - small groups
3.2.3 To change an improvisation by modifying certain basic elements.	Modification of time, space, actors-characters, duration, theme

3.3 To incorporate a number of dramatic structures into their creations. 3.3.1 To identify the basic characteristics of a dramatic scene.	Functions of those involved (persons or characters) Elements of verbal and nonverbal communication (analysis of forms of dramatic discourse) Theme – story or event Dramatic conventions
3.4 To try out one or more ways of performing workshop productions. 3.4.1 To perform different types of improvisations for the persons in their group.	Spontaneous improvisations with different starting points Structured improvisations: - limited preparation - repeat performances, restructuring and changes

MODULE 4: ASSESSMENT

General Objective: To compare how they express themselves, how others express themselves, and the ways in which the language of drama is used in different personal and social contexts.

Terminal and Intermediate Objectives	Related Content
4.1 To experience sender-receiver interactions (listen-observe) in contexts of meaningful communication.	
4.1.1 To identify the conditions favourable to effective sender-receiver communication.	Participants' attitudes: - receptivity - responsibility - confidence - initiative - openmindedness Function of blocking, of support materials, of general conditions for performance
4.1.2 To identify their preferred modes of sending and receiving communications.	Using the senses Using the elements of dramatic language Choices and tastes of individuals, pairs and small groups Choices and consensus

4.2 To express, verbally or in some other way, the impressions, emotions, and feelings engendered by participation in an improvisation or creation.	
4.2.1 To assess their own experience in terms of the different elements of dramatic language.	Listening and observing in terms of: - space - time - objects - images - themes
4.3 To analyze an improvisation or creation in terms of their specific use of dramatic language.	
4.3.1 To name the different elements of dramatization used in improvisations or creations.	Dramatic components related to the performance Personal opinion, immediate or deferred
4.3.2 To evaluate the overall performance of the activity.	Comparison of students' subjective opinions Written evaluation

4.4 To find similarities between their own use of dramatic language and ways in which it is used in different cultural contexts. 4.4.1 To identify some of the elements common to improvisations, creations and certain other cultural phenomena.	Characters, story, musical accompaniment, scenery, costumes, etc. Degree of participation on the part of the performers and the public
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Provisional Program: Visual Arts

Secondary III (50 hours of instruction)

This document provides information on adapting the Secondary III Visual Arts program for 50 hours of instruction. This program, approved in 1982, is available on the Web site of the Ministère de l'Éducation at <http://www.meq.gouv.qc.ca/dfgj/program/programm.htm>.

HOW TO USE THE PROGRAM

The orientations, organization by objectives, learning content and evaluation methods for the program remain unchanged. This is also true of its general structure, divided into four modules (theme, gesture and technique, visual language, art and society), each of which contain objectives and related content. While the objectives in this structure are compulsory, the related content is chosen by the teacher according to students' fields of interest, needs and cultural experience. Students who complete a visual arts project work with the objectives in all four modules and assimilate the related content associated with them, as the modules are carried out simultaneously.

The methods of use recommended in the 1982 Visual Arts program allow it to be adapted to the required 50 hours of instruction through reducing the number of projects offered to students during the school year. The teacher must therefore make certain that, in each art project, the students attain the objectives related to each module by taking into account the steps of the learning process—perceiving, knowing, making and seeing. The students engage in this process through attaining the intermediate, terminal and general objectives, which guide them toward the global objective: to have aesthetic experiences through making and seeing images.

REVIEW OF OBJECTIVES

GLOBAL OBJECTIVE

To enable the students to have aesthetic experiences through making and seeing images.

THEME MODULE

GENERAL OBJECTIVE

To enable students to enrich their understanding of themselves and their world by developing their own themes, or appropriate ones suggested to them, with particular emphasis on representation and expression in their images.

TERMINAL OBJECTIVES (in relation to the steps of the learning process)

The students should be able:

- To perceive the characteristics of the elements of a given theme in nature and in their environment (perceiving).
- To put their own ideas into concrete form, concentrating primarily on representation and expression in their work, using their own or suggested themes (making images).
- To identify in their own images, in those of their classmates, and in the art of past and present cultures (comparative art), the way in which artists have represented and expressed their ideas through themes (seeing images).
- To recognize in their own images, in those of their classmates, and in the art of past and present cultures (comparative art), the artists' ideas (the way they conceived or imagined themes).

VISUAL LANGUAGE MODULE

GENERAL OBJECTIVE

To enable students to understand and to know how to use the elements of visual language as a means of representation and expression in images.

TERMINAL OBJECTIVES (in relation to the steps of the learning process)

The students should be able:

- To perceive the characteristics of the elements of visual language in nature and in their environment (perceiving).
- To demonstrate knowledge of elements of visual language (knowing).
- To use visual language in their images, concentrating primarily on representation and expression (making images).
- To identify in their images, in those of their classmates, and in the art of past and present cultures (comparative art), how artists have used the elements of visual language to represent and to express their world (seeing images).

GESTURE AND TECHNIQUE MODULE

GENERAL OBJECTIVE

To enable students to understand and to know how to use gestures, techniques, processes, materials, and tools as a means of representation and expression in images.

TERMINAL OBJECTIVES (in relation to the steps of the learning process)

The students should be able:

- To demonstrate knowledge of gestures and techniques (knowing).
- To transform material to produce images, concentrating primarily on representation and expression in their work (making images).

- To identify in their images, in those of their classmates, and in the art of past and present cultures, how artists have used techniques, processes and materials to represent and express their world (seeing images).

ART AND SOCIETY MODULE

GENERAL OBJECTIVE

To enable students to become familiar with some aspects of native cultures.

TERMINAL OBJECTIVES

The students should be able:

- To describe some aspects of native cultures.
- To recognize the factors which have determined the nature of the characteristic elements of native cultures.
- To know the means by which the public can learn about native cultures.

CHOICE OF RELATED CONTENT

Related content is selected according to the number of visual art projects carried out during the school year. Generally speaking, related content represents the four modules in any single project, and the students assimilate them simultaneously. The choice of related content is guided by students' focuses of interest, artistic development and educational needs. However, emphasis may be placed on the new related content for Secondary III. This content is briefly indicated below.

THEME MODULE

From time to time, related content from this module may be paired with content from the Art and Society module. For example, clothing and personal ornaments, body painting (masks, make-up, tattoos), etc.

VISUAL LANGUAGE MODULE

Elements:

- Pigment colours: warm and cool colours
- Invented textures
- Suggested volume

Pictorial and spatial organization:

- Convergence and divergence
- Movement
- Balance

GESTURE AND TECHNIQUE MODULE

Two-dimensional techniques and processes:

- Painting: coloured inks
- Drawing: dry pastels
- Linoleum engraving
- Print making: lino cut
- Collage: newspapers and magazines

Three-dimensional techniques and processes:

- Assembling: mobiles
- Clay modelling

ART AND SOCIETY MODULE

For this module, choose the native culture or cultures most meaningful for the students. It is preferable to deal with a culture in depth in order to ensure that the related content is assimilated by the students.

Provisional Program: Dance

Secondary III (50 hours of instruction)

This document indicates modifications to Chapter 4 (Objectives and Content) of the 1980 secondary-school Dance program, which may be consulted on the Web site of the Ministère de l'Éducation at <<http://www.meq.gouv.qc.ca/dfgj/program/programm.htm>>. The document specifies the objectives and related content for the learnings targeted in the Secondary III Dance program, for a duration of 50 hours of instruction. It is intended for schools that wish to offer this program next year.

GLOBAL OBJECTIVE

To enable students to experience dance as a means of artistic expression and communication adapted to their personalities.

GENERAL OBJECTIVE 1: Perception

To develop the students' ability to perceive (sensory and kinesthetic perception) the sensations and emotions they experience with respect to themselves and in contact with their surroundings. (p. 17-18)

- Eliminate terminal objective 1.1.3, as well as the intermediate objective and its related content.
- For all other objectives, identify and adapt the related content according to the learning contexts and the duration of instruction.

GENERAL OBJECTIVE 2: Exploration

To develop a diversified personal pattern of movement which makes possible a broader range of expression. (p. 19-21)

- For all objectives, identify and adapt the related content according to the learning contexts and the duration of instruction.

GENERAL OBJECTIVE 3: Creation

To perform a series of personal movements in the form of improvisation or choreographic arrangements which express with nuances their emotions, sensations and ideas. (p. 22-24)

- Eliminate the terminal objectives 3.1.1, 3.2.1, 3.2.7 and 3.2.10, as well as the intermediate objectives and their related content.
- For all other objectives, identify and adapt the related content according to the learning contexts and the duration of instruction.

GENERAL OBJECTIVE 4: Appreciation

To develop their ability to understand the expression of others through the language of dance. (p. 25-26)

- Eliminate the terminal objectives 4.1.3, 4.2.3 and 4.2.4, as well as the intermediate objectives and their related content.
- For all other objectives, identify and adapt the related content according to the learning contexts and the duration of instruction.

Provisional Program: Music

Secondary III (50 hours of instruction)

This document indicates modifications to Chapter 2 (Objectives and Content) of the 1999 Secondary III Music program, which may be consulted (in the French version only) on the Web site of the Ministère de l'Éducation at <http://www.meq.gouv.qc.ca/dfgj/program/programm.htm>. The document specifies the objectives and related content for the learnings targeted in the Secondary III Music program, for a duration of 50 hours of instruction. It is intended for schools that wish to offer this program next year.

GENERAL OBJECTIVE 1

To enable the students to demonstrate their knowledge of the main theoretical and technical components involved in communicating through music (p. 28-37)

- For each element of music related to general objective 1, see the prior learnings from the Secondary II program and add to these, along with those proposed for Secondary III, the related content that is relevant to the learning contexts.
- Eliminate intermediate objectives 1.1.4, 1.2.2 and 1.2.3, as well as their content related.

GENERAL OBJECTIVE 2

To enable students to demonstrate auditory discrimination by drawing on auditory acuity and auditory memory. (p. 38-39)

- Choose pertinent related content according to the learning contexts proposed on page 39.

GENERAL OBJECTIVE 3

To enable the students to understand and analyze different aspects of musical works considered as a means of cultural expression. (p. 40-43)

- Eliminate terminal objective 3.1 and its related content.
- Remove “nontraditional language” from the content of intermediate objective 3.2.2.
- Eliminate intermediate objectives 3.2.3, 3.2.4, 3.2.5, 3.2.6 and 3.2.7, as well as their related content.
- Determine the content of intermediate objective 3.3.1 according to the learning contexts.

GENERAL OBJECTIVE 4

To enable the students to demonstrate psychomotor skills as they implement instrumental or vocal technique. (p. 44-69)

- Adapt the proposed related content according to the instruction time, without eliminating any of the terminal or intermediate objectives.

GENERAL OBJECTIVE 5

To enable the students to interpret different musical works by applying the rules of musical language, structure, instrumental technique and interpretation. (p. 70-73)

- Adapt the proposed related content according to the instruction time, without eliminating any of the terminal or intermediate objectives.

GENERAL OBJECTIVE 6

To enable the students to synthesize their musical skills by creating personal works. (p. 74-77)

- Adapt the proposed related content according to the instruction time.
- Eliminate intermediate objective 6.2.3 and its related content.

GENERAL OBJECTIVE 7

To enable the students to critique their own musical works and those of others. (p. 78-83)

- Adapt the proposed related content according to the instruction time, without eliminating any of the terminal or intermediate objectives.

GENERAL OBJECTIVE 8

To enable the students to demonstrate affective skills in their musical experiences. (p. 84-88)

- Adapt the proposed related content according to the instruction time, without eliminating any of the terminal or intermediate objectives.