

2001-2002 School Year
Nomination Document



The 2002
ESSOR
AWARD CONTEST

Éducation

Québec  
 


Télé-Québec

 Hydro
Québec

 Banque Scotia

YAMAHA CANADA ***

Avec la participation de :
• Ministère de la Culture
et des Communications

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The 2002 Essor Award Contest

THE MINISTÈRE DE L'ÉDUCATION IS PLEASED TO BE ABLE TO COUNT ON THE COLLABORATION OF THE FOLLOWING PARTNERS FROM THE EDUCATION AND CULTURAL SECTORS:

- **the Fédération des associations de musiciens éducateurs du Québec**
 - **the Association québécoise des éducatrices et éducateurs spécialisés en arts plastiques**
 - **the Association Théâtre Éducation du Québec**
 - **the Regroupement québécois de la danse**
 - **the Provincial Association of Art Teachers**
 - **the Association québécoise des comités culturels scolaires**
- 

Background

There was a time when artistic activities in school were in a special category reserved for the more gifted students. Since the introduction of the Art curriculum in 1981, the publication of the Arpin report on the arts and culture in 1991 and the adoption of a cultural policy by the Québec government in 1992, much has changed. The arts, as now taught in many of Québec's elementary and secondary schools, are a reflection of the importance granted not only to the quality but also to the cultural dimension of arts education.

In recent years, educators and school authorities have taken an interest in the role of the arts and culture in education. The resulting experimentation with new approaches and the planning of common, specific policies and actions involving teachers, arts specialists, professional artists and school authorities have led to numerous innovative joint projects. These projects demonstrate that, by dint of imagination and teamwork, it is possible to ensure the development, the improvement and even the emancipation of arts and cultural education in the schools.

In 1996, the Ministère de l'Éducation du Québec (MEQ) created the Essor Award Contest¹ to mark the fifth anniversary of Arts and Culture Week in Québec Schools. The purpose of the contest, now in its seventh year, is to recognize and encourage the efforts and teamwork of educators and school authorities who believe that arts and cultural education should be offered in school and who have developed an educational project to promote arts and cultural education in their institutions.

Since 1996, the Essor Award Contest has highlighted the achievements of these people, who often work behind the scenes, and rewarded educational institutions by giving out more and more prizes each year, thanks to the generosity of an ever-increasing number of partners and sponsors.

More recently, the educational policy statement, *Québec Schools on Course*, the 1997 agreement on education and culture, and the Québec Education Program, first published in 2000, have clearly identified the basic ways in which the arts and culture contribute to the education of young people.

In 2001, arts education became one of five essential fields of learning at school.

In 2002, the Essor Award Contest will pursue the same objectives and once again challenge Québec's elementary and secondary schools to enhance the emphasis they place on arts and cultural education.

Dynamic partnership

As demonstrated by most of the entries submitted each year, any activity or project is the result of close collaboration among various partners. The Essor Award Contest is itself an example of partnership, as are the exciting projects carried out in the schools.

The MEQ produces the promotional materials for the contest, coordinates the distribution of regional prizes and organizes the Essor provincial gala in collaboration with its partners.

This year, the MEQ will be funding half of the amount awarded as the second prize in each region and all the amount awarded as the second prize at the provincial level.



Partners and sponsors

Partners

The **Ministère de la Culture et des Communications** (MCC) supports the MEQ in promoting arts education and direct involvement in the arts in school, encouraging schools to use the resources available in the artistic and cultural community, and building synergy between schools and municipal authorities.

More specifically, the MCC will be funding half of the amount awarded as the second prize in each region and will be awarding a special prize for outstanding achievement in fostering collaboration between the education community and the cultural community.

Associations of teachers in the arts and of school cultural committees

- The Fédération des associations de musiciens éducateurs du Québec
- The Association québécoise des éducatrices et éducateurs spécialisés en arts plastiques
- The Association Théâtre Éducation du Québec
- The Regroupement québécois de la danse
- The Provincial Association of Art Teachers
- The Association québécoise des comités culturels scolaires

The 2002 Essor Award Contest

Faithful partners of the Essor Award Contest since 1996, these associations are pleased to award the **Arts and Cultural Education Prize** for outstanding achievement in producing original, innovative artistic and cultural activities.

Télé-Québec, in keeping with its cultural and educational mission, is pleased to participate in this contest for the **fifth** consecutive year by awarding a cash prize and a work of art for outstanding achievement in promoting the arts and culture in school or in the community.

Another valuable contribution by Télé-Québec will take the form of a special broadcast on the 2002 Essor Award Contest.

Sponsors

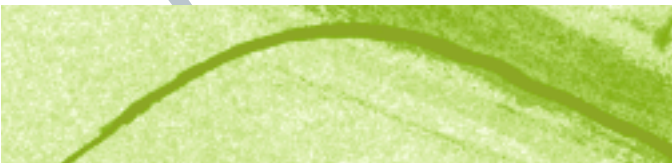
For the seventh consecutive year, **Hydro-Québec** will fund half of the total amount awarded as the first prize in each region and the provincial first prize awarded to the most outstanding project overall.

Yamaha Canada Music Ltd., which has sponsored the contest since its inception in 1996, will award a keyboard to each project that wins a regional first prize and a Yamaha piano for the project that wins the provincial first prize.

Scotiabank is pleased to offer its support for the fourth consecutive year. It will help fund the prizes awarded to winners at the regional level and is offering a prize for outstanding achievement in promoting active partnership or collaboration among various partners.

CONTEST Objectives

- To promote the five arts subjects taught in school: drama, visual arts, visual arts and communication, dance and music
- To foster active cooperation among members of the education, artistic, and cultural communities, the recreational sector and municipalities with an interest in the teaching, practice and promotion of the arts and in the integration of culture across the curriculum
- To stimulate interest in setting up projects that highlight the connection between arts education in school and culture in a broader context
- To encourage interdisciplinary projects and teamwork
- To promote innovative educational and artistic projects that are consistent with the educational policies and values promoted by the MEQ
- To encourage the development of arts and cultural education in school and within the community
- To foster cooperation and partnership among schools, their cultural community and their municipal partners



Regional and provincial prizes

Regional Prizes

THE 2002 ESSOR REGIONAL FIRST PRIZE

A \$2 000 cash prize and a Yamaha keyboard worth \$500 will be awarded in each of the MEQ's 11 administrative regions.

THE 2002 ESSOR REGIONAL SECOND PRIZE

A \$1 000 cash prize will be awarded jointly by the MCC and the MEQ in each of the MEQ's 11 administrative regions.

Note: In light of the objectives of the Essor Award Contest and of the requirements relating specifically to arts and cultural education in school, it is possible that no project or only one project will be awarded a prize in a region.

Provincial Prizes

THE 2002 ESSOR PROVINCIAL FIRST PRIZE

The provincial first prize will go to the most outstanding project overall from among the 11 that won a regional first prize. It consists of \$5 000 in cash from Hydro-Québec and a Yamaha piano worth \$7 000 from Yamaha Canada Music Ltd.

THE 2002 ESSOR PROVINCIAL SECOND PRIZE

The provincial second prize will go to one project among the 22 that won either a regional first prize or second prize. The provincial second prize consists of \$2 500 in cash from the MEQ. The winning project must meet all the eligibility requirements and, more particularly, stand out for the coherence, quality and diversity of the educational activities it comprised.

Special Provincial Prizes

THE 2002 CULTURE-EDUCATION PROVINCIAL PRIZE

This prize will go to an eligible project among those submitted to the selection committee. It consists of \$2 500 in cash and is awarded for outstanding achievement in fostering collaboration between the education community and the cultural community. The projects awarded the first provincial prize and the second provincial prize are not eligible for this prize.

THE 2002 TÉLÉ-QUÉBEC PROVINCIAL PRIZE

This prize will go to an eligible project among those submitted to the selection committee. It consists of \$1 500 in cash and a work of art, and is awarded for outstanding achievement in promoting the arts and culture in school or in the community. The projects awarded the first provincial prize and the second provincial prize are not eligible for this prize.

THE 2002 SCOTIABANK PROVINCIAL PRIZE

This prize will go to an eligible project among those submitted to the selection committee. It consists of \$2 000 in cash and is awarded for outstanding achievement in promoting active partnership or collaboration among various partners. The projects awarded the first provincial prize and the second provincial prize are not eligible for this prize.

THE 2002 ARTS AND CULTURAL EDUCATION PROVINCIAL PRIZE

This prize will go to an eligible project among those submitted to the selection committee. It consists of \$2 000 in cash from the professional associations of teachers of arts subjects and the Association québécoise des comités culturels scolaires and is awarded for outstanding achievement in staging original, innovative artistic and cultural activities. The projects awarded the first provincial prize and the second provincial prize are not eligible for this prize.

Description OF THE PRIZES

FIRST STEP Regional Prizes

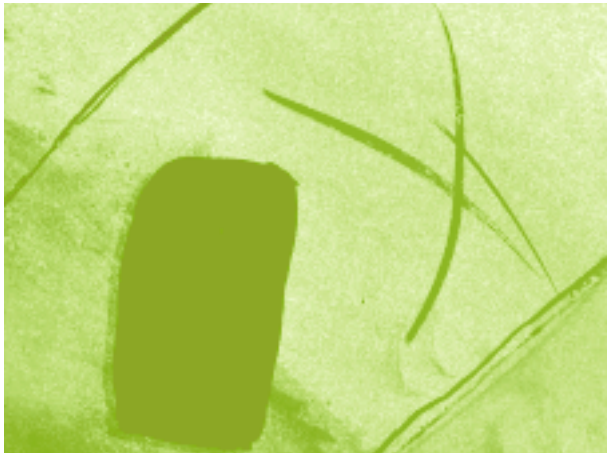
FIRST PRIZE

A total of \$2 000, including \$1 000 from Hydro-Québec, \$500 from the MEQ and \$500 from Scotiabank

A Yamaha keyboard worth \$500

SECOND PRIZE

A total of \$1 000, including \$500 from the MCC and \$500 from the MEQ



SECOND STEP Provincial Prizes

THE 2002 ESSOR PROVINCIAL FIRST PRIZE

This prize will be awarded to a project selected among the first place winners at the regional level as the most outstanding project overall.

**\$5 000 in cash
from Hydro-
Québec**

**A Yamaha piano
worth \$7 000
from Yamaha
Canada Music
Ltd.**

THE ESSOR 2002 PROVINCIAL SECOND PRIZE

This prize will be awarded to a project selected among the first and second place winners at the regional level for the quality of the educational activities and diversity of the learning situations it comprised.

**\$2 500 in cash
from the MEQ**

THE 2002 CULTURE- EDUCATION PROVINCIAL PRIZE

This prize will be awarded to an eligible project among those submitted to the selection committee for outstanding achievement in fostering collaboration between the education community and the cultural community.

**\$2 500 in cash
from the MCC**

THE 2002 TÉLÉ-QUÉBEC PROVINCIAL PRIZE

This prize will be awarded to an eligible project among those submitted to the selection committee for outstanding achievement in promoting the arts and culture in school or in the community.

**\$1 500 in cash
from Télé-
Québec**

**A work of art
offered by Télé-
Québec**

THE 2002 SCOTIABANK PROVINCIAL PRIZE

This prize will be awarded to an eligible project among those submitted to the selection committee for outstanding achievement in promoting active partnership or collaboration among various partners.

**\$2 000 in cash
from Scotiabank**

THE 2002 ARTS AND CULTURAL EDUCATION PROVINCIAL PRIZE

This prize will be awarded to an eligible project among those submitted to the selection committee for outstanding achievement in producing original, innovative artistic and cultural activities.

**\$2 000 in cash
from the arts
associations and
the Association
québécoise des
comités culturels
scolaires**

Note: In light of the contest objectives, the prizes awarded to a school or group of schools must be used for educational purposes in order to continue the projects concerned or help set up other projects aimed at developing arts and cultural education in school.

Two Awards ceremonies

REGIONAL AWARDS CEREMONY

The names of the schools involved in the 22 projects that won either a regional first prize or a regional second prize will be announced at a special ceremony to be held in each of the MEQ's 11 administrative regions with the media in attendance.

PROVINCIAL AWARDS CEREMONY

The names of the schools involved in the six projects that won a provincial prize will be revealed at the 2002 Essor provincial gala, which will be attended by representatives of the education, artistic and cultural communities, recreational sector, municipalities and the media. Télé-Québec will broadcast [a special feature on the Essor Award Contest](#).



Nomination procedure

(DEADLINE: MAY 31, 2002)

SUBMISSIONS

The following may submit a project and receive a prize:

- any team representing a school or group of elementary or secondary schools (private or public) that has developed an arts or cultural project in collaboration with a school cultural committee or partners in the artistic or cultural community or the recreational sector
- a school that, as part of its educational project, has taken initiatives to further students' arts education, give culture a more prominent place across the curriculum and facilitate contact among cultural venues, artists and students

Conditions **PROJECT ELIGIBILITY**

To be eligible, the project must:

1. feature at least one of the five arts subjects taught in school (visual arts, visual arts and communication, drama, dance and music) and be consistent with the educational orientations and values promoted in the arts education program
2. be comprised of activities held during school hours or be an extension of the arts courses offered in school; in the latter case, the activities must be carried out in collaboration with teachers of arts subjects, cultural committees or members of the Association québécoise des comités culturels scolaires
3. a) consist primarily of activities that took place during the 2001-2002 school year, even if the project has been under way for several years
b) consist of activities initiated at least three months before the deadline (May 31) if the project began during the current year, and be slated to conclude by the end of the 2001-2002 school year

Note: If a project is slated to conclude by the end of the 2001-2002 school year, it is possible that certain activities connected with it may not have taken place or be completed by May 31. The selection committee will evaluate such projects based on their pedagogical aspects and the process experienced by the students in carrying them out.

4. involve the school, a group of schools or a school board, partner organizations or the project originators, on both administrative and educational levels
5. if it is an offshoot of a project that has previously won a regional first or second prize, be substantially different from the original project with regard to how the theme is developed, the type of activities involved and the way in which they are implemented
6. not have already won a provincial first prize as part of the Essor Award Contest
7. be signed by one of the people in charge of the project
8. be approved and signed by the school board director general or by his or her designated representative
9. be entered in accordance with the application procedure and include complementary information or any relevant documents
10. include 15 copies of a nomination portfolio of no more than 10 pages

Note: Schools that entered projects slated to conclude during the 2001-2002 school year in the 2001 edition of the Essor Award Contest cannot enter the same project in the 2002 edition.

EVALUATION Criteria

The selection committee will evaluate each project based on the following criteria:

- the project's compliance with the eligibility requirements
- consistency with the various artistic languages and the educational values and orientations promoted in the arts education program
- emphasis on interdisciplinary links
- the involvement of the largest possible number of students, in particular, those enrolled in arts courses at school
- active collaboration with one of the following partners:
 - teachers of various subjects
 - partners in one or several schools
 - parents
 - organizations from the artistic and cultural communities
 - organizations from the recreational sector
 - municipalities
- the quality and diversity of the activities and initiatives
- the innovativeness and originality of the activities
- the ongoing expansion of the range of activities involved (in the case of long-term projects)
- the impact of the project on the school community and the community at large



Examination

OF THE NOMINATION PORTFOLIOS

The submission form and the nomination portfolio will be examined in order to make sure that they contain all the items and information the selection committee will need in order to verify the authenticity of the project and compliance with **the eligibility requirements, the nomination procedure, and the guidelines set out in the nomination portfolio development guide.**

If necessary, the examiner can communicate with the person in charge of the project or with a senior administrator of the school board in order to obtain certain additional information or to verify the authenticity of the project.

A TWO-STEP PROJECT EVALUATION AND SELECTION Process

FIRST STEP: SELECTION OF THE REGIONAL WINNERS

The [regional selection committee](#) has 11 members from the various regions of Québec representing the government departments, the cultural community, the recreational cultural sector, associations and schools. Its role consists in evaluating the nominations and in selecting two winning projects among the relevant projects in each region.

COMPOSITION OF THE REGIONAL PRIZE SELECTION COMMITTEE

The selection committee will be made up of the following individuals:

- a representative from each of the four associations of teachers of arts subjects
- a representative from the Association québécoise des comités culturels scolaires
- an education consultant in the arts
- a representative from the Québec associations of school principals
- two MEQ representatives
- two MCC representatives (from the cultural community and the recreational cultural sector)

SECOND STEP: SELECTION OF THE PROVINCIAL WINNERS

Three new members will be added to the regional prize selection committee to form the [provincial selection committee](#). This expanded committee, representing the government departments, the cultural community, the recreational cultural sector, the associations and the schools, will reevaluate the nomination portfolios for the projects that were awarded regional prizes.

The 14-member selection committee will choose the winners of the provincial first prize, the provincial second prize and the special provincial prizes (Culture-Education, Télé-Québec, Scotiabank, and Arts and Cultural Education). This second step will take place a few days before the 2002 Essor provincial gala.

The 2002 Essor Award Contest

COMPOSITION OF THE PROVINCIAL PRIZE SELECTION COMMITTEE

The following members will be added to the regional prize selection committee:

- a representative from the education community
- a representative from the cultural community
- a representative from Télé-Québec.

PRÉSENTATION

Make **15** copies of the portfolio as set out in the development guide enclosed at the end of this document. Each copy must be accompanied by a duly completed and signed submission and authentication form, also found at the end of this document.

Answer all the questions concisely and precisely in the order given.

The nomination portfolio must be typed double-spaced on letter-sized paper (8.5 in. by 11 in.) and not exceed 10 pages (in 12-point Arial or Times New Roman). Each copy must be stapled.

Do not make statements that will be impossible to substantiate.

To facilitate the evaluation process, when answering the questions, please do not exceed the space allotted for the answers.

Attach any complementary documents (administrative information, description of activities, photocopies, audio or videotapes, etc.) that are specifically related to the project. Please provide only one copy of these documents.

Send your nomination portfolio (**15 copies**) and the complementary documents (one copy) to the following address by **midnight May 31, 2002** (as certified by the postmark):

2002 Essor Award Contest
Direction des communications
Ministère de l'Éducation
Édifce Marie-Guyart
1035, rue De La Chevrotière, 28^e étage
Québec (Québec) G1R 5A5

ESSOR AWARD Contest

SUBMISSION form

SCHOOL

Full name of the school or schools involved in the project

Full name of the school that initiated the project

Address of the school

Municipality

Postal code

Telephone (work)

Fax

First and last names of the school principal

SCHOOL BOARD

Full name of the school board

Administrative region

Address

Municipality

Postal code

Telephone (work)

Fax

First and last name of the school board director general

PLEASE PRINT.

PERSON IN CHARGE

First and last name and title of the person in charge of the project

Address (work)

Municipality

Postal code

Telephone (work)

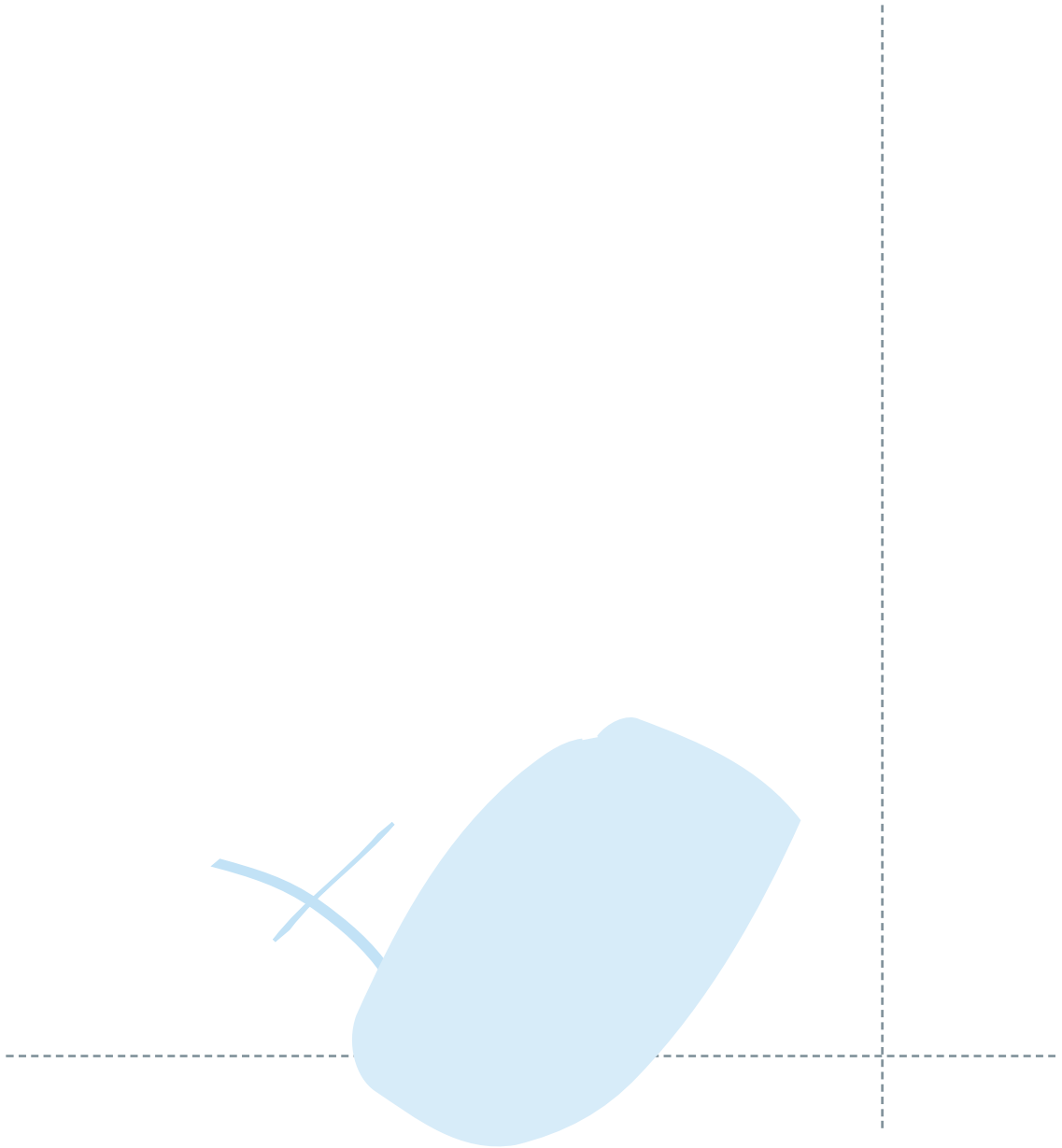
Fax

DESCRIPTION OF THE PROJET

Title of project:

Give a brief description of the project, specifying the target group.

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Authentication



Title of project

Start date of the project (specify the year)

Signature of the person in charge

Signature of the school board director general or his or her delegated representative

Attach the complementary document
and send your entry no later than **May 31, 2002** to the following address:

2002 Essor Award Contest
Direction des communications
Ministère de l'Éducation
Édifce Marie-Guyart
1035, rue De La Chevrotière, 28^e étage
Québec (Québec) G1R 5A5

NOMINATION PORTFOLIO

Development guide

This section provides details on the required format and content of the nomination portfolio. The information is presented according to the project eligibility requirements and the evaluation criteria.

The nomination portfolio must be no longer than 10 pages and must present the required information in the order given below. It must be typed double spaced on letter-sized paper (8.5 in. by 11 in.). All copies must be stapled.

Note: The information provided under points 1, 2 and 3 must be brief. Points 4 and 5 must be addressed in greater detail.

1 INTRODUCTION

Briefly describe your school with regard to arts education and the artistic and cultural context.

E.g.: interest in the arts and culture, the presence or absence of arts and cultural facilities, characteristics of the school (number of students, arts subjects taught, frequency of classes), preferred form of collaboration and actions taken in the past to promote the arts and culture, opportunities for students to meet artists, etc.

THE PROJECT

2 PROJECT OBJECTIVES AND ACCESSIBILITY TO THE GREATEST NUMBER OF STUDENTS POSSIBLE

20 points

- 2.1 **State** the objectives of the project.
- 2.2 **Indicate** the number of students participating in the project and, if applicable, **name** the arts subjects and other subjects involved.

If the project involves the participation of a limited number of students, outline the criteria used to select participants and explain why this specific group of students was chosen.
- 2.3 **Briefly** describe when and where the activities take place (e.g. during or after classes; at school, in a cultural centre, in an arts venue).

3 PARTICIPATION OF PARTNERS WITHIN AND OUTSIDE THE EDUCATION COMMUNITY

25 points

- 3.1 **Briefly describe** the various partners (individuals or organizations) who joined the project and explain why they decided to participate.
- 3.2 **Briefly describe** the participation of the education community and its various partners in terms of organization, administration and educational activities.

Note: Points 3.1 and 3.2 may be presented in table form.

4 QUALITY AND RELEVANCE OF ACTIVITIES, AND DIVERSITY AND ORIGINALITY OF THE PROJECT

35 points

- 4.1 **Explain** the importance or role of the arts subjects mentioned under point 2.1 in the project. If applicable, describe the interdisciplinary links and the forms of collaboration established between teachers and students in various arts subjects and other subject areas.
- 4.2 In connection with points 2.3 and 3, **describe** the main activities of the project and **highlight** the aspects that will allow the selection committee to assess the coherence, quality, diversity and originality of the project.

In addition, if extracurricular activities are involved, explain the complementary role of the project regarding arts courses at school and describe the form of collaboration established between the individuals in charge of the project and the teachers of arts subjects in the school or the school cultural committee.

- 4.3 Clearly describe the process experienced by the students as part of the project, as this is a key aspect in the selection committee's examination of the portfolios.
- 4.4 If the project is a spin-off of a project that has already won a prize as part of the Essor Award Contest, indicate how the new project is different from the original project.

Note: Provide a detailed description of the activities involved, the techniques and materials used, the role of students, teachers and partners, or any other aspect about the project that will allow the selection committee to better understand the scope of the project and more accurately assess its quality and originality.

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CONCLUSION

5 IMPACT ON THE COMMUNITY

— 20 points

Referring to aspects described earlier or specific experiences during or after the activities:

- 5.1 **Highlight** the positive effects of the project as regards the learning of various artistic languages and the personal development of students (give one or several examples).
- 5.2 **Explain** the positive effects observed in the school community and the community at large (give one or several examples).

INFORMATION

For more information, please call:

Georges Bouchard
Project Coordinator
The 2002 Essor Award Contest
Tel.: (418) 646-4594

1. The French word “essor” means growth, development or expansion.

Éducation
Québec 

I succeed. You succeed. We all succeed.