



February 10-17, 2002



ACTIVITIES GUIDE

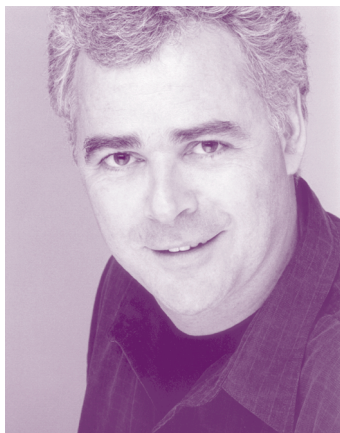


**Arts and Culture Week in Québec Schools
February 10-17, 2002**

The theme “The Spark That Lights a Lifetime of Learning” invites students to rediscover school as a place of action where they belong and have a key role to play. It also invites teachers to work together to organize interdisciplinary activities and projects that highlight the interconnections among the arts and other subject areas, while leaving ample room for student initiatives.

A C T I V I T I E S G U I D E

A message from Jacques L'Heureux, spokesperson for arts and culture week in Québec schools 2002



Jacques L'Heureux
*Spokesperson for Arts and Culture
Week in Québec Schools 2002*

It was with enthusiasm that I accepted the invitation to act as spokesperson for Arts and Culture Week in Québec Schools 2002. Since the beginning of my career, I have had roles in a number of shows for young people on Québec's French television networks. The spontaneity, honesty and openmindedness of this young audience as well as their evident interest in the arts and culture in all shapes and forms have always been a great source of inspiration for me. It therefore seemed perfectly natural to endorse an event which promotes arts education in school and the integration of culture across the curriculum as one of its main goals.

I have played a teacher in a television series for several years now. This role has made me aware of the energy teachers must invest in their work with students every day and so I wish to congratulate teachers on their professionalism. I would also like to call attention to the excellent work of the artists and organizations in the cultural and cultural recreational sectors that are partners with the schools in organizing workshops or putting on original activities.

As this year's spokesperson, I will be touring schools across the province during Arts and Culture Week and will have the pleasure of meeting with students to share my passion for the arts with them. I will also take the opportunity to thank all those in the schools and in the community who help make this very special event such a resounding success.

My best wishes to all for an exciting, stimulating Week!

A handwritten signature in dark ink, reading 'J. L'Heureux'. The signature is stylized with a large 'J' and a long, sweeping underline.

Jacques L'Heureux

A message from the Minister of Education



François Legault

I wish to congratulate all those involved in planning this year's very special Arts and Culture Week in Québec Schools. A true annual celebration of the imagination, of sensitivity and of creativity, this event provides all those who teach or promote arts and culture in our schools with a unique opportunity to forge closer ties and to work together in order to give culture a more prominent place in school activities.

The theme "The Spark That Lights a Lifetime of Learning," used last year in a media campaign to promote education, offers students a truly stimulating source of inspiration this year. It encourages them to participate fully in the various subject-specific and interdisciplinary activities that will be held during Arts and Culture Week.

This theme is remarkably rendered in the works that won awards in the 2002 edition of the *Talent Quest (Recherchons artistes-vedettes)* contest. The support and promotional materials for this year's Arts and Culture Week are based on these award-winning works by students.

In closing, I also wish to congratulate all stakeholders and partners in the school and cultural communities and in the cultural recreational sector for their professionalism and determination in bringing together education, art and culture.

My best wishes for a great Arts and Culture Week in Québec Schools 2002!

Minister of State for Education,

A handwritten signature in black ink, appearing to read "F. Legault".

François Legault

A message from the Minister of Culture and Communications



Diane Lemieux

On the occasion of Arts and Culture Week in Québec Schools, I would like to salute the work of teachers, who every day communicate their passion for learning and who open the minds and stimulate the imagination and creativity of our youth.

With the integration of culture into teaching and learning, the education reform confirms the major contribution of the arts and culture to students' education and development. My ministry supports this new approach with enthusiasm and conviction.

The words of Québec playwright and actor Marie Laberge illustrate the importance of arts and culture in our lives. She once said that, sometimes, by some kind of alchemy or small miracle, a work of art touches our very soul. It seems to speak to us, to comfort us, to say our name. It could be a poem, a book, a piece of music, a painting, a sketch, a sculpture, a symphony, a ballet, a solo, a film, the way a set combines with characters and music... There is something about art that can make all the difference between just living and finding joy in life.

This year's Arts and Culture Week in Québec Schools will provide a great many students with the opportunity to experience culture and perhaps even a small miracle: the spark that will light a lifetime of learning!

I wish you all an excellent week and thank you for your commitment.

Minister of State for Culture and Communications,

A handwritten signature in dark blue ink, reading "Diane Lemieux". The signature is fluid and cursive, with a large, stylized "D" and "L".

Diane Lemieux

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Introduction

HISTORY OF ARTS AND CULTURE WEEK IN QUÉBEC SCHOOLS

Created in 1992, Arts and Culture Week in Québec Schools is an annual celebration of creativity and imagination in the school system. It offers an opportunity to show students the importance of developing proficiency in the artistic languages, an interest in expressing themselves through these languages, and the necessary skills to do so.

The objectives of Arts and Culture Week are as follows:

- To promote the arts subjects taught in school: drama, visual arts, visual arts and communication, dance and music
- To promote the integration of cultural activities into school life
- To increase awareness, among parents and people outside the school system, of the importance of arts education that is accessible to the greatest number of students and based on the development of various competencies, and of the contribution of cultural activities to students' development
- To promote cooperation and teamwork among partners in the education, arts and cultural communities as well as the recreational sector with an interest in the teaching, practice and promotion of the arts and in providing students with access to works of art and venues where arts events are presented
- To instill in arts teachers and in teachers of other subjects a spirit of partnership and an interest in the organization and implementation of disciplinary and interdisciplinary activities where the emphasis is on discovery, spontaneity, originality and diversity, rather than performance or achievement
- To encourage student participation in a week devoted to arts and culture featuring diverse, original activities where the emphasis is on the creative process rather than the finished work
- To instill in students an interest in activities related to arts and culture
- To instill in students an interest in careers related to arts and culture

A SPECIAL YEAR

The goal of this year's Arts and Culture Week in Québec Schools is to promote the organizational, pedagogical and cultural renewal about to take place in our schools as part of the education reform. Culture is an integral part of all the new programs introduced since the beginning of the reform. This year's Arts and Culture Week aims to strengthen ties within schools and among subject areas in order to give culture a more prominent place across the curriculum. Teachers are therefore encouraged to invent multiple variations on this year's theme and, above all, to work together in order to share their interests with and communicate their passion to students while leaving ample room for student initiatives. Teachers will have an opportunity to draw on the subject areas that serve as natural vehicles for culture, such as the arts, languages, history, and even science and technology. Teachers and subject specialists for each cycle at the elementary level can work together to plan and organize activities involving the different subject areas and components of the Québec Education Program. Teachers at the secondary level can use the week to get better acquainted with the reform.

A purple five-pointed star graphic is positioned to the left of the section header.

THE ACTIVITY GUIDE

Organizing Arts and Culture Week represents quite a challenge. It is precisely for this reason that we have designed materials to help you promote the week and put on special events.

The purpose of this Activity Guide is to help you select and plan activities.

- It suggests various ways in which you can use the official double-sided poster, song, choreography, dramatization and poem presented in the appendixes.
- It outlines a number of activities taken from the Idea Bank, which was compiled from the forms submitted by schools and school boards.
- It gives a brief description of the *Talent Quest* (*Recherchons artistes-vedettes*) contest to be held once again this year. Last but not least, it includes an idea submission form that you can use to contribute to the Idea Bank and an evaluation form that will help us prepare Arts and Culture Week 2003.

In other words, this guide is intended as a working tool for all those who wish to play an active role in making Arts and Culture Week an annual celebration where creativity, imagination, expression, representation, communication, collaboration, objectivity and authenticity are in the limelight.

An invitation to rediscover school as a place of action and to work together to organize interdisciplinary activities and projects

The Spark That Lights a Lifetime of Learning is the theme proposed this year to help you organize activities in your school to mark Arts and Culture Week.

This theme invites students to rediscover school as a place of action where they belong and have a key role to play. It also invites teachers to work together to organize interdisciplinary activities and projects that highlight the interconnections among the arts and other subject areas, while leaving ample room for student initiatives.

Featured last year in a media campaign to promote education, the theme stresses the importance of finding the spark that will motivate students to learn, of using what is meaningful to them in order to make school more meaningful too. It also suggests that teachers can help students find this spark by gradually involving them in the planning and organization of group activities and projects that place special emphasis on the interconnections among the arts and other subject areas. The theme also offers students an opportunity to get actively involved in interdisciplinary activities and projects by taking on responsibilities, making choices and following through on them. In the process, they come to realize how much fun it can be to work with other students and with teachers.

Interdisciplinary activities and projects will allow students to rub shoulders with professional artists. They will allow teachers in the arts and in other subject areas to work together more closely, and will help build stronger ties between the school and artistic and cultural organizations.

The theme also reminds us that direct involvement in the arts and attendance at cultural events are

ways to “keep the fire burning” for both artists and those visiting exhibits or attending performances. Contact with the arts stimulates the imagination and opens up new dimensions that are often absent from everyday life.

It is hoped this theme will encourage projects that will allow participants to find the spark that will fire their hearts and minds, to work together, and to become aware of what they feel when, buoyed by a spirit of cooperation, the power of their imagination and the rewards of a group effort, they proudly see an artistic endeavour through to completion. This new awareness will open their eyes to the fabulous world of culture, and ensure their commitment to cultural values.

Support and promotional materials

To help you plan activities to celebrate Arts and Culture Week, the following materials are included with this *Activity Guide*:

- a compact disk of the song written and composed for Arts and Culture Week 2002 (including an instrumental version) and of the poem (in French only)
- a videocassette of the choreography and the dramatization created for Arts and Culture Week 2002 (in French only)
- a double-sided poster featuring the two illustrations chosen and the poem written for Arts and Culture Week 2002

The support materials for Arts and Culture Week are based on the prize-winning creations of students who participated in the *Talent Quest* contest.

SONG 2002

All Québec schools and school boards will receive a compact disk featuring the French song in two versions: instrumental and instrumental with vocals. The English lyrics and the score are found in Appendix 1 and may be photocopied as needed.

The English lyrics are based on those of the original French, written by Caroline Beauchamp, Jade Bédard-Couture, Émilie Briand-Mercier, Stéphanie Champagne, Yanick D'Aoust, Annick Campeau-Jetté, Laura Girard, Christine Magnan and Érika Trépanier-Beaudry, students in grades 4, 5 and 6 at École de la Seigneurie in the Commission scolaire de la Seigneurie-des-Mille-Îles. Music and drama teacher Barbara Bédard supervised the song-writing process. The Ministère

de l'Éducation presented the winners with a personal copy of the final result of their work and a group award of \$1 000.

The song can be used to help students understand the meaning of the theme **The Spark That Lights a Lifetime of Learning** and the subtheme, "Rediscovering school as a place of action and working together on interdisciplinary activities and projects." The following are some suggestions:

- After playing the song, have students discuss the theme, **The Spark That Lights a Lifetime of Learning**, and the invitation to *rediscover school as a place of action where they belong and have a key role to play, and to work together to organize interdisciplinary activities and projects that highlight the interconnections among the arts and other subject areas* so that they can understand the meaning of the subtheme.

This invitation encourages students to find what they love, enjoy or find meaningful, and develop it at school. The idea is for students to get actively involved in interdisciplinary activities and projects by taking on responsibilities, making choices and following through on them and, in the process, to realize how much fun it can be to work with other students and with teachers.

- Have students spontaneously describe the ideas, message or values conveyed in specific parts of the song that move them and are related to the theme **The Spark That Lights a Lifetime of Learning**.
- Have students write a new verse based on the theme **The Spark That Lights a Lifetime of Learning** and perform it to the instrumental version of the song.

- Have students write a new verse about a special activity put on by the school or school board, and perform it to the instrumental version of the song.
- Have students write new lyrics based on the theme, and perform them to the instrumental version of the song. Consider having them write an official school song for Arts and Culture Week 2002.
- Have students study the illustrations on the poster, read the poem or watch the choreography and dramatization video then discuss several interpretations of the meaning of these works, write new lyrics inspired by the key features of these interpretations and perform them to the instrumental version of the song.
- Ask students to compose an accompaniment for the song on pitched and unpitched percussion instruments or on instruments of their own invention.
- Ask students to perform the song in another musical style or in a style of their own invention.
- Have small groups of students, the whole class or a choir made up of students from different classes give a rendition of the song that highlights specific aspects of the theme, e.g. that conveys the enthusiasm, energy or passion implicit in the image of a spark.
- Develop an interdisciplinary activity based on the lyrics of the song, the theme **The Spark That Lights a Lifetime of Learning** or a common idea or message that highlights the idea of enthusiasm, energy or passion by combining music activities with activities in another arts subject or field of knowledge.
- Organize an interdisciplinary activity using input from subjects such as English language arts or English as a second language, and encourage students, individually, in pairs or in small groups, to write a short text expressing ideas, emotions or opinions and to set it to music in the form of a song, a sound environment or a short instrumental piece.
- Organize a musical activity or project based on the subtheme, by inviting a professional artist participating in the *Artists in the Schools* program or any other professional artist.
- Develop a musical activity or project based on the subtheme in collaboration with the recreation department of your municipality.
- Take students to a music venue (if possible, during a rehearsal) and allow them to experience the unique atmosphere of a venue for artistic creation, where artists and the people behind the scenes will talk more freely about their desire to express themselves through music. Ask the artists and the people behind the scenes to talk about the “spark” or passion that can inspire a composition or even a career, about the importance of taking on responsibilities, making choices and following through on them in a project, and about how they feel when they see the results of their work.
- Take students to a musical performance and help them become aware of how they feel, what moves or surprises them, and how the composer, regardless of his or her era, succeeds in expressing his or her passion.
- Take students to a concert in order to introduce them to the rich artistic and cultural legacy left to us by composers from Québec and elsewhere.

Encourage them to talk about the ways in which artists express their passion through their art.

- Develop an activity involving recording studios and the various stages involved in producing and recording a piece of music. Then take students to a recording studio in order to allow them to experience the unique atmosphere of the studio and introduce them to the techniques used to create the mood or qualities, or convey the ideas, emotions, feelings or values intended by the composer or songwriter. Highlight how artists must take responsibility for their choices and decisions in their work, all the while respecting the person or team they must work with in order to successfully bring the work to completion.
- Organize an activity or have students carry out a project that is inspired by the soundtrack of a film and that features a composer, an artist or a film company, in order to familiarize students with the history of film and film scores, the different stages in the production of a film featuring music, and the power of the new technologies used in film to transport us to a realm of passion.
- Ask individual students to talk about their personal “spark,” i.e. the thing, activity or idea they have a passion for, and to imagine how they might go about expressing that passion.
- Have students identify, through discussion, a passion they all share and on the basis of which they can do something together as a class (e.g. go on a field trip, stage a show, take part in a community activity). The project developed by the students could also involve the school as a whole.
- Encourage students to team up with one or more friends, to identify a passion they share and to carry out, either at school or outside of school, a project they feel strongly about. Focus on the process, i.e. on the steps to be taken in order to carry out the project, be it simple or complex. Help students become aware of the importance of taking on responsibilities, making choices and following through on them and of respecting the person or persons working with them on the project. How do these aspects influence their being able to attain their goals or accomplish what they feel strongly about? Encourage students who are carrying out their project at school to widen its scope beyond the school walls and to involve their family or perhaps their community.
- Develop a project in the arts and have students extend its scope to include other school subjects.

The Fédération des associations des musiciens éducateurs du Québec (FAMEQ)

The FAMEQ represents music teachers at all levels of education in both the public and private sectors. The year 2002 marks the 35th anniversary of this organization, which plays such an important role in bringing arts education into Québec's schools and shows ongoing commitment to educating young people through music.

The FAMEQ acts as the official representative of music educators vis-à-vis various government departments as well as professional and union organizations, and is active in promoting and defending music education in Québec schools.

Every year, in cooperation with one of its regional associations, the FAMEQ organizes a province-wide professional development session in the form of a conference. The 2001-2002 conference, *Airs d'automne en Charlevoix*, was held October 25 to 27, 2001. Music students from across Québec were invited to create original works and perform them at the Domaine Forget. The associations that are part of the FAMEQ offer training sessions for their members and activities for young music lovers at all levels of education. The FAMEQ publishes the quarterly magazine *FAMEQ à la une*. Visit its Web site at <fameq.csp.qc.ca>.

Arts and Culture Week in Québec Schools provides an exceptional opportunity for bringing teachers and students together to explore a specific theme, for participating in workshops, for exchanging cultural resources with the community and for indulging in the sheer enjoyment of artistic experiences.

The FAMEQ is proud to be associated with this event which celebrates music education and which has always had the full support of its members.

Monique Gallant
President



Fédération
des Associations de
Musiciens Éducateurs
du Québec

**Fédération des associations de musiciens
éducateurs du Québec (FAMEQ)**

10512, avenue Saint-Charles
Montréal (Québec) H2C 2L8

Telephone: (514) 383-4510
Fax: (514) 881-7152
E-mail: mogfameq@colba.net

CHOREOGRAPHY AND DRAMATIZATION 2002

All Québec school boards will receive a video of the official choreography and dramatization created for Arts and Culture Week 2002. The video also features the winning illustrations, song and poem.

The choreography and dramatization are presented in appendixes 2 and 3 respectively of this guide. Feel free to copy the videocassette or photocopy the description of the choreography and dramatization.

CHOREOGRAPHY 2002

The choreography was created and performed by Gabrielle Bruneau, Jessica Brunelle, Marina Dumont-Gauthier and Sylvia Poulin, Secondary I students at Collège Charles-Lemoyne. Their work was supervised by dance teacher Hélène Duval. The Ministère de l'Éducation presented the winners with a personal copy of the final result of their work and a group award of \$1 000.

The choreography can be used to help students understand the meaning of the theme **The Spark That Lights a Lifetime of Learning** and the subtheme, "Rediscovering school as a place of action and working together on interdisciplinary activities and projects." The following are some suggestions:

- Have students watch the choreography video or read the description and then discuss the theme **The Spark That Lights a Lifetime of Learning** and the invitation to *rediscover school as a place of action where they belong and have a key role to play, and to work together to organize interdisciplinary activities and projects that highlight the interconnections among the arts and other subject areas* so that they can understand the meaning of the subtheme.
- This invitation encourages students to find what they love, enjoy or find meaningful, and develop it at school. The idea is for students to get actively involved in interdisciplinary activities and projects by taking on responsibilities, making choices and following through on them and, in the process, to realize how much fun it can be to work with other students and with teachers.
- Have students try out or watch the choreography or parts of it, and discuss the theme and subtheme cited above.
- Have students discuss the various elements of the choreography.
- Have students discuss the elements of the choreography that suggest enthusiasm, energy or passion, cooperation and teamwork.
- Have students spontaneously describe the ideas, elements, message or emotions conveyed in specific sequences of the choreography that move them and that relate to the theme **The Spark That Lights a Lifetime of Learning**.
- Have students work in small groups or as a class to give their own interpretation of the choreography with an emphasis on enthusiasm, energy or passion and cooperation and teamwork, or on interconnections with other subject areas.
- Have students create their own gestural language to express the theme of Arts and Culture Week.
- Have students transpose elements of the choreography into a new creation based on imagination, observation and the invention of movements that evoke the "spark" or passion of a student or group of students in the class, or that represent areas of interest related to what they particularly like at school.

- Have students work in groups to create a dance that evokes the “spark” or passion of a student or group of students in the class, or that represent areas of interest related to what they particularly like at school.
- Develop an interdisciplinary activity based on the theme of Arts and Culture Week, or on a common idea or message, combining dance activities with activities in another arts subject or field of knowledge.
- Have students work individually, in pairs or in small groups to create a short text expressing ideas, emotions or opinions and translate it into movement in the form of a creative dance conveying the strong feelings or passion that can animate a person.
- Have students listen to the song, study the illustrations, read the poem or watch the video or dramatization on video then discuss several possible interpretations of the meaning of these works and, individually or in small groups, create a dance that expresses ideas, emotions or opinions based on these interpretations.
- Develop a dance activity or project based on the subtheme “Rediscovering school as a place of action and working together on interdisciplinary activities and projects” in cooperation with an artist involved in the *Artists in the Schools* program or any other professional artist.
- Develop a dance activity or project based on the subtheme, in cooperation with the recreation department of your municipality.
- Have students visit a dance school or dance venue, particularly during preparations for a dance show (if possible, during a rehearsal), so they can experience the unique atmosphere of a venue for artistic creation. Help them to understand the close, essential connections between the various trades related to dance, in a context where the artists and the people behind the scenes will talk more freely about their desire to express themselves through dance. Ask the dancers to talk about the “spark” or passion that can inspire a work or even a career, about the importance of taking on responsibilities, making choices and following through on them in a project, and about how they feel when they see the results of their work.
- Take students to a dance performance, in order to introduce them to the rich artistic and cultural legacy left to us by choreographers from Québec and elsewhere. Encourage them to talk about the ways in which artists express their passion through their art.
- Develop a film-related dance activity or project and ask an artist, a craftsperson or a film company to participate, in order to familiarize students with the history of film and allow them to experience the stages involved in producing a dance film that uses new technologies to transport us into the realm of passion. Highlight how the artist must take on responsibilities, make choices and follow through on them in his or her work, all the while respecting the person or team he or she must work with in order to successfully bring the work to completion.
- Ask individual students to talk about their personal “spark,” i.e. the thing, activity or idea they have a passion for, and to imagine how they might go about expressing that passion.
- Have students identify, through discussion, a passion they all share and on the basis of which they can do something together as a class (e.g.

go on a field trip, stage a show, take part in a community activity). The project developed by the students could also involve the school as a whole.

- Encourage students to team up with one or more friends, to identify a passion they share and to carry out, either at school or outside of school, a project they feel strongly about. Focus on the process, i.e. on the steps to be taken in order to carry out the project, be it simple or complex. Help students become aware of the importance of taking on responsibilities, making choices and following through on them and of respecting the person or persons working with them on the project. How do these aspects influence their being able to attain their goals or accomplish what they feel strongly about? Encourage students who are carrying out their project at school to widen its scope beyond the school walls and to involve their family or perhaps their community.
- Develop a project in the arts and have students extend its scope to include other school subjects.

Regroupement québécois de la danse

A Key Player in the Development of Dance in Québec

Since the creation of the Regroupement québécois de la danse (RQD) in 1984, professional dance in Québec has established an efficient structure and an unparalleled means of representing its interests. Uniting all the different partners involved in professional dance, the RQD owes its vitality and success to the personal commitment of each of its members. Through the RQD, the various elements of the dance milieu have an ongoing forum for expression.

Dance companies, choreographers, production organizations, dancers, professional dance schools and teachers make up the ranks of the RQD, which has over 450 members. RQD activities fall into five main areas:

- promotion and production
- representation and consultation
- research and development
- human resources development (training and upgrading)
- association life

The RQD is convinced of the importance of teaching the arts in Québec schools and thus has an interest in the place accorded to dance education. The association looks with great favour at Arts and Culture Week in Québec Schools and congratulates all partners in the event, which we hope will provide yet another opportunity for increasing young people's awareness and appreciation of dance.

For further information on the RQD or to become a member, please contact us at the following address:



Regroupement québécois de la danse (RQD)

3575, boulevard Saint-Laurent, bureau 418
Montréal (Québec) H2X 2T7

Telephone: (514) 849-4003

Fax: (514) 849-3288

E-mail: danse@rqd.qc.ca

DRAMATIZATION 2002

The English dramatization is an adaptation of the original French version by Simon Adans, Junior Bruneau, Angélique Chartrand, Yannick Chasles, Joannie Chénier, Vivianne David-Gaudreau, Yannick Desautels, Francis Di Tomasso, Maxime Dubé, Frédérique Jalbert, Vincent Juteau, Vanessa Kemer, Sébastien Lafrenière, Patricia Latour, Marie-Ève Lauzon-Rivest, Sonya-Maude Lefebvre, Vanessa Létourneau, Catherine Mallette, Kevin Martineau-Murdock, Jacob Mayer-Picard, Louis-Dominic Pelletier, Francis Pronovost, Shanie R. Guilbault, Maxime Robert, Cynthia Royer and Jonathan Valois, grade 3 students at École de l'Aubier in the Commission scolaire des Affluents. They were supervised by drama teacher Maude Dion with the help of homeroom teacher Stéphanie Lord. The Ministère de l'Éducation presented the winners with a personal copy of the final result of their work and a group award of \$1 000.

Note: The character of Mademoiselle Charlotte is from a novel by Dominique Demers published by Québec/Amérique.

The dramatization can be used to help students understand the meaning of the theme, **The Spark That Lights a Lifetime of Learning**, and the sub-theme, "Rediscovering school as a place of action and working together on interdisciplinary activities and projects." The following are some suggestions:

- Have students watch or read the dramatization and discuss the theme, **The Spark That Lights a Lifetime of Learning**, and the invitation to *rediscover school as a place of action where they belong and have a key role to play, and to work together to organize interdisciplinary activities and projects that*

highlight the interconnections among the arts and other subject areas so that they can understand the meaning of the subtheme.

This invitation encourages students to find what they love, enjoy or find meaningful, and develop it at school. The idea is for students to get actively involved in interdisciplinary activities and projects by taking on responsibilities, making choices and following through on them and, in the process, to realize how much fun it can be to work with other students and with teachers.

- Have students watch, read or perform the dramatization or parts of it, and discuss the theme and subtheme cited above.
- Have students discuss the various elements of the dramatization.
- Have students discuss the elements of the dramatization that suggest enthusiasm, energy or passion, cooperation and teamwork.
- Have students spontaneously describe the ideas, message or emotions conveyed in specific segments of the dramatization that move them and that relate to the theme **The Spark That Lights a Lifetime of Learning**.
- Have students develop personal attitudes, gestures and movements to re-create or express the mood or other elements of the dramatization based on the theme **The Spark That Lights a Lifetime of Learning**.
- Have students direct or improvise a performance with the characters from the dramatization in order to create a new version.
- Have students invent three or four characters and perform a scene with them, improvising

their words, attitudes, gestures, movements or ways of walking, based on the theme **The Spark That Lights a Lifetime of Learning**.

- Have students create a short improvisation using non-verbal language to convey ideas, emotions, feelings and opinions based on the theme **The Spark That Lights a Lifetime of Learning**.
- Have students work in pairs or small groups to transpose elements from the dramatization into a continuous improvisation, using their imagination, memory and ability to observe, and inventing situations that are similar to or different from the situation featured in the dramatization.
- Have students work in groups to improvise a piece that evokes the passion of a student or group of students in the class, or that represents areas of interest related to what they particularly like at school.
- Have students work in pairs or small groups to create one or more variations based on an individual or joint interpretation of elements of the dramatization, drawing on the theme **The Spark That Lights a Lifetime of Learning**.
- Have students listen to the song, study the illustrations, read the poem, watch the video-cassette or read the description of the choreography for Arts and Culture Week then discuss several possible interpretations of the meaning of these works and, individually or in small groups, create a dramatic sequence (improvised or not) that expresses ideas, emotions or opinions based on these interpretations.
- Have students work individually, in pairs or in small groups to write a short text expressing ideas, emotions or opinions, and transform it into a spontaneous improvisation or another form of dramatic expression of their invention.
- Develop an interdisciplinary activity based on the theme **The Spark That Lights a Lifetime of Learning** or a collective idea or message that focuses on the realization of common wishes, dreams or ambitions and that combines drama with another arts subject or field of knowledge.
- Develop a drama activity or project based on the subtheme “Rediscovering school as a place of action and working together on interdisciplinary activities and projects” in cooperation with an artist participating in the *Artists in the Schools* program or any other professional artist.
- Develop a drama activity or project based on the subtheme in cooperation with the recreation department of your municipality.
- Take students to a theatre, particularly during the production of a play, in order to allow them to experience the unique atmosphere of a venue for artistic creation. Help them understand the close, essential connections between the various trades related to the theatre, in a context where the artists and the people behind the scenes will talk more freely about their desire to express themselves through drama. Ask the actors and the people behind the scenes to talk about the “spark” or passion that can inspire a work or even a career, about the importance of taking on responsibilities, making choices and following through on them in a project, and about how they feel when they see the results of their work.
- Take students to a play and help them become aware of what they perceive, what moves them

and how, in their view, the creator (playwright or director) succeeds in expressing his or her passion.

- Take students to a play in order to introduce them to the rich artistic and cultural legacy left to us by playwrights from Québec and elsewhere. Encourage them to talk about the ways in which artists express their passion through their art.
- Develop a film-related drama activity or project and ask an artist, a craftsperson or a film company to participate, in order to familiarize students with the history of film and allow them to experience the stages involved in producing a film that uses new technologies to transport us into the realm of passion. Highlight how the artist must take responsibility for his or her choices and decisions in his or her work, all the while respecting the person or team he or she must work with in order to successfully bring the work to completion.
- Ask individual students to talk about their personal “spark,” i.e. the thing, activity or idea they have a passion for, and to imagine how they might go about expressing that passion.
- Have students identify, through discussion, a passion they all share and on the basis of which they can do something together as a class (e.g. go on a field trip, stage a show, take part in a community activity). The project developed by the students could also involve the school as a whole.
- Encourage students to team up with one or more friends, to identify a passion they share and to carry out, either at school or outside of school, a project they feel strongly about. Focus on the process, i.e. on the steps to be taken in

order to carry out the project, be it simple or complex. Help students become aware of the importance of taking on responsibilities, making choices and following through on them and of respecting the person or persons working with them on the project. How do these aspects influence their being able to attain their goals or accomplish what they feel strongly about? Encourage students who are carrying out their project at school to widen its scope beyond the school walls and to involve their family or perhaps their community.

- Develop a project in the arts and have students extend its scope to include other school subjects.

Association Théâtre Éducation du Québec

What is the Association Théâtre Éducation du Québec (ATEQ)?

The ATEQ is a dynamic organization that has represented the interests of drama teachers and resource persons since 1987.

Its mandate is to respond to members' needs and concerns by taking appropriate action.

It provides a forum for its members in Québec and elsewhere.

The ATEQ

- builds professional unity
- is a recognized organization
- speaks on behalf of its members

What does the ATEQ do?

It promotes the teaching of drama in the schools.

It represents its members and defends their interests before various bodies on the educational, professional and political levels.

It brings its members together by organizing events to promote discussion and raise awareness.

It maintains contacts with the theatre community.

Who are its members?

Drama teachers and professors at all levels, i.e. elementary school, secondary school, college and university; organizers of drama activities; education consultants in the arts; representatives of the cultural milieu; university drama students; individuals interested in the teaching and promotion of drama in Québec schools; theatre companies; publishers

The association owes its strength and influence to its membership and their ever-increasing involvement.

Association Théâtre Éducation du Québec (ATEQ)

12447, avenue Bourgogne
Chambly (Québec) J3L 2A5

Telephone: (514) 998-8634

E-mail: paquin.michel@sympatico.ca

POSTER 2002

The poster for Arts and Culture Week is double-sided and features two illustrations by students, one for the preschool and elementary levels and the other for the secondary level.

All Québec schools and school boards receive several copies of the poster. The two illustrations chosen for this year's poster appear in Appendix 4 and may be photocopied as needed.

The illustration for the preschool and elementary levels is by Maxime Bolduc, Anne-Sophie Boivin and Roxane Vandal, grade 5 and 6 students at École Notre-Dame-de-Grâce in the Commission scolaire des Premières-Seigneuries. Their work was supervised by teacher Caroline Fleury. The winners each received a personal copy of the final result of their work, and will share a \$1 000 award.

The illustration for the secondary level is by Dave Moyen, Secondary V student at École Cité étudiante in the Commission scolaire du Pays-des-Bleuets. His work was supervised by visual arts teacher Réjean Routhier. Dave Moyen received a personal copy of the final result of his work along with a \$600 award.

Studying one or both of the illustrations on the poster can help students understand or redefine the meaning of the theme, **The Spark That Lights a Lifetime of Learning**, and of the subtheme, "Rediscovering school as a place of action and working together on interdisciplinary activities and projects." The following are a few suggestions:

- Have students study one or both of the illustrations and discuss the theme **The Spark That Lights a Lifetime of Learning** and the invitation the invitation to *rediscover school as a place of action*

where they belong and have a key role to play, and to work together to organize interdisciplinary activities and projects that highlight the interconnections among the arts and other subject areas so that they can understand the meaning of the subtheme.

This invitation encourages students to find what they love, enjoy or find meaningful, and develop it at school. The idea is for students to get actively involved in interdisciplinary activities and projects by taking on responsibilities, making choices and following through on them and, in the process, to realize how much fun it can be to work with other students and with teachers.

- Have students spontaneously describe the idea, value or message conveyed by specific elements of the illustration that move them and that relate to the theme **The Spark That Lights a Lifetime of Learning**.
- Have students study one of the two illustrations and discuss what it expresses, and what aspects convey the idea of passion, cooperation and teamwork.
- Have students describe one of the illustrations.
- Have students discuss the way in which the elements have been used to represent the theme **The Spark That Lights a Lifetime of Learning**.
- Have students create a personal and imaginative image based on the theme **The Spark That Lights a Lifetime of Learning** and illustrating the wishes, dreams or ambitions of a student or group of students in the class.
- Have students work in pairs or small groups to create an image based on the theme **The Spark That Lights a Lifetime of Learning**.

- Have students work in small groups to create a three-dimensional work based on the theme **The Spark That Lights a Lifetime of Learning**.
- Have students read the poem, listen to the song, watch the video or read the description of the choreography and the dramatization then discuss several possible interpretations of the meaning of these works and, individually or in small groups, create an image that expresses ideas, emotions or opinions based on these interpretations.
- Develop an interdisciplinary activity based on the theme **The Spark That Lights a Lifetime of Learning** or on a common idea or message that highlights the idea of enthusiasm, energy or passion by combining visual arts activities with activities in another arts subject or field of knowledge.
- Create a visual arts activity or develop a visual arts project based on the subtheme “Rediscovering school as a place of action and working together on interdisciplinary activities and projects” in cooperation with an artist involved in the *Artists in the Schools* program or any other professional artist.
- Create a visual arts activity or develop a visual arts project based on the subtheme in cooperation with the recreation department of your municipality.
- Take students to an artist’s studio so they can experience the unique atmosphere of a venue for artistic creation, where the artist will more freely share his or her desire to create through the visual arts. Ask the artist to talk about the “spark” or passion that can inspire a work or even a career, about the importance of taking on responsibilities, making choices and following through on them in a project, and about how he or she feels upon seeing the results of his or her work.
- Take students to a museum and help them become more aware of what they perceive and what moves them. Encourage the students to talk about how, in their view, the artist succeeds in expressing his or her passion.
- Take students to a museum in order to introduce them to the rich artistic and cultural legacy left to us by artists from Québec and elsewhere, and to give them the opportunity to discover what these artists intended to express. Encourage them to talk about the ways in which artists express their passion through their art.
- Take students to a cultural or artistic event that allows them to understand the close essential connections between the various trades or crafts, especially those usually associated with the design and development of an arts project in order to obtain the desired result. Encourage the students to imagine other types of cooperation among various trades.
- Take students to the studio of a graphic designer to allow them to experience the unique atmosphere of a traditional or computerized graphic design studio. Also, help the students to understand how computer technology can help traditional graphic designers to represent their strongest passions.
- Develop a film-related activity or project, and ask an artist, a filmmaking professional or a representative of the film industry to participate, in order to familiarize students with the history

of film or the power of the new technologies used in film to transport us into the realm of the imagination. Highlight how the artist must take on responsibilities, make choices and follow through on them in his or her work, all the while respecting the person or team he or she must work with in order to successfully bring the work to completion.

- Take students to a film so that they can evaluate individually the evocative power of the work.
- Ask individual students to talk about their personal "spark," i.e. the thing, activity or idea they have a passion for, and to imagine how they might go about expressing that passion.
- Have students identify, through discussion, a passion they all share and on the basis of which they can do something together as a class (e.g. go on a field trip, stage a show, take part in a community activity). The project developed by the students could also involve the school as a whole.
- Encourage students to team up with one or more friends, to identify a passion they share and to carry out, either at school or outside of school, a project they feel strongly about. Focus on the process, i.e. on the steps to be taken in order to carry out the project, be it simple or complex. Help students become aware of the importance of taking on responsibilities, making choices and following through on them and of respecting the person or persons working with them on the project. How do these aspects influence their being able to attain their goals or accomplish what they feel strongly about? Encourage students who are carrying out their project at school to widen its scope beyond the

school walls and to involve their family or perhaps their community.

- Develop a project in the arts and have students extend its scope to include other school subjects.

The Association québécoise des éducatrices et éducateurs spécialisés en arts plastiques (AQESAP)

The members of the Association québécoise des éducatrices et éducateurs spécialisés en arts plastiques (AQESAP), a non-profit organization, are involved in arts education at the preschool, elementary, secondary, college and university levels. In addition, some members work in the cultural field, e.g. in museums and community cultural centres, while others work in the social affairs system in childcare centres and other organizations.

AQESAP has a board of directors made up of seven members elected at its general assembly and a steering committee made up of 11 representatives elected by the administrative regions of Québec, plus representatives of the anglophone sector, retired individuals and students. All these people work as volunteers to promote and develop visual arts education at the regional, provincial, national and international levels. Although AQESAP represents educators specialized in visual arts in Québec, it maintains close ties with other associations and cooperates with these associations at national and international conferences.

AQESAP's mandate is to bring together individuals involved in the organization and teaching of visual arts in Québec. Its activities aim to promote the teaching of visual arts in and outside the school and to stimulate pedagogical research in this field. The Association's annual conference and yearly publication, *Vision*, serve to disseminate arts education research findings, report the latest information, inspire reflection, and promote both individual and collective commitment and action.



**Association québécoise des éducatrices et éducateurs
spécialisés en arts plastiques (AQESAP)**

675, Samuel de Champlain
Boucherville (Québec) J4B 6C4

Telephone: (514) 655-2435

Fax: (514) 655-4379

E-mail: louise.filion@enter-net.com

POEM 2002

The English version of the poem is based on the original French version written by Andréanne Fillion, Marc-Étienne Gagné, Antony Labrecque, Jacquelin Labrecque, Pascal Labrecque, Émilie Larivière, Patricia Page, Benoît Petit, Carl Roussin ainsi que Daisy Côté, Annie Couture, Jessika Deschêrne, Pierre-Luc Fortin, Bernard Goulet, Josée Goulet, Nancy Grenier, Jérôme Labrecque, Marie-Pier Labrecque, Stéphane Leclair, Éric Lefebvre, Keven Lessard, Karine Morin, Simon Nadeau, Josianne Parent, Dominic Poulin, grade 4 and 6 students at École L'Aquarelle in the Commission scolaire de la Beauce-Etchemin. Teacher Linda Gagné supervised their work. The Ministère de l'Éducation presented the winners with a personal copy of the final result of their work and a group award of \$1 000.

The poem can be used to help students understand the meaning of the theme, **The Spark That Lights a Lifetime of Learning**, and of the subtheme, "Rediscovering school as a place of action and working together on interdisciplinary activities and projects." The following are a few suggestions:

- Have students read the poem and discuss the theme, **The Spark That Lights a Lifetime of Learning**, and the invitation to *rediscover school as a place of action where they belong and have a key role to play, and to work together to organize interdisciplinary activities and projects that highlight the interconnections among the arts and other subject areas* so that they can understand the meaning of the subtheme.

This invitation encourages students to find what they love, enjoy or find meaningful, and develop it at school. The idea is for students to get actively involved in interdisciplinary activities and projects by taking on responsibilities, making choices and following through on them and, in the process, to realize how much fun it can be to work with other students and with teachers.

- Have students spontaneously describe the idea, value or message conveyed in specific passages of the poem that move them and are related to the theme **The Spark That Lights a Lifetime of Learning**.
- Have students write one or more new verses based on the theme **The Spark That Lights a Lifetime of Learning**.
- Have students write a poem or short story featuring an activity organized by the school or school board.
- Have students write a poem based on the theme.
- Develop an interdisciplinary activity based on the poem, the theme of Arts and Culture Week, or a common idea or message that highlights the idea of enthusiasm, energy or passion by combining poetry with activities in another arts subject or field of knowledge.
- Have students listen to the song, study the poster, watch the videocassette or read the description of the choreography or dramatization and then discuss several possible interpretations of the meaning of these works and, individually or in small groups, write a short text, poem or

short story that expresses ideas, emotions or opinions based on the main features of these interpretations.

- Have students work individually, in pairs or in small groups to write a short text expressing ideas, emotions or opinions in connection with the “spark” or passion of one student or a group of students.
- Develop a literary activity or project based on the subtheme, “Rediscovering school as a place of action and working together on interdisciplinary activities and projects,” in cooperation with a writer involved in the *Writers in Schools* program or any other professional writer.
- Develop a literary activity or project based on the subtheme, in cooperation with the recreation department of your municipality.
- Take students to a presentation of a literary work and encourage them to pay particular attention to what they are feeling, what touches them, and how the writer, in their view, succeeds in expressing his or her passion.
- Take students to a presentation of a literary work in order to introduce them to the rich artistic and cultural legacy left to us by writers from Québec and elsewhere. Encourage them to talk about the ways in which artists express their passion through their art.
- Develop an activity dealing with publishing and the various stages leading to the publication of a book to allow students to experience the

unique atmosphere of a publishing house and make them aware of the close, essential connections between the various trades normally involved in publishing.

- Develop an activity with the cooperation of a writer, in a context that allows him or her to talk more freely about the desire to create through literature. Ask the writer to talk about the “spark” or passion that can inspire a work or even a career, about the importance of taking on responsibilities, making choices and following through on them in a project, and about how they feel when they see the results of their work.
- Ask individual students to talk about their personal “spark,” i.e. the thing, activity or idea they have a passion for, and to imagine how they might go about expressing that passion.
- Have students identify, through discussion, a passion they all share and on the basis of which they can do something together as a class (e.g. go on a field trip, stage a show, take part in a community activity). The project developed by the students could also involve the school as a whole.
- Encourage students to team up with one or more friends, to identify a passion they share and to carry out, either at school or outside of school, a project they feel strongly about. Focus on the process, i.e. on the steps to be taken in order to carry out the project, be it simple or complex. Help students become aware of the importance of taking on responsibilities, making

choices and following through on them and of respecting the person or persons working with them on the project. How do these aspects influence their being able to attain their goals or accomplish what they feel strongly about? Encourage students who are carrying out their project at school to widen its scope beyond school walls and to involve their family or perhaps their community.

- Develop a project in the arts and have students extend its scope to include other school subjects.

The Association québécoise des comités culturels scolaires

The Association québécoise des comités culturels scolaires is pleased to participate in Arts and Culture Week in Québec Schools.

Arts and Culture Week reminds schools, governing boards, school boards, and the general public that arts and culture are an essential part of educating students.

School cultural committees have a common objective: to expose students to the arts and culture as part of the school's educational project and throughout the school year. The cultural committees enable elementary schools to work together to organize cultural outings, and thus to provide a cultural season. They may take students to age-appropriate theatre, music or dance presentations; visit art museums and local history museums; take part in cultural projects and local cultural activities; and work in cooperation with municipal cultural and recreation departments.

The Association québécoise des comités culturels scolaires consists of about 30 cultural committees that are currently active in the province. It organizes "Contact +" seminars, meetings between educators involved in cultural committees and between these educators and representatives of the cultural community who produce activities for young audiences.

In June 2001, the Ministère de l'Éducation began granting funding to cultural committees in order to support them in their activities. It also provides people who would like to start their own school cultural committee with resources at no cost. For further information on school cultural committees or on the resources available, please contact:

René Gibeault,
Secretary



Association québécoise des comités culturels scolaires

1071, avenue de Coulonge
Sillery (Québec) G1S 3Z2

Tel.: (418) 527-3736

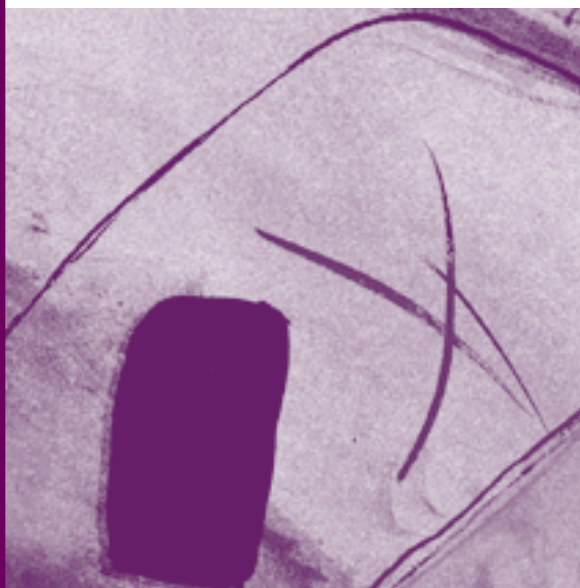
Fax: (418) 527-3736

E-mail: renegib@videotron.ca

Essor Award Contest

AWARD
Contest
ESSOR
2002

2001-2002 SCHOOL YEAR



Have you organized an educational project in your school that showcases culture and one or more subjects in arts education?

Do you think it is important to publicize the efforts, energy and cooperation that mark the arts and culture in your school?

Do you want to promote the importance of the arts on both the regional and provincial levels?

If so, get a copy of the brochure and registration form for the Eссор Award Contest as soon as possible.

FOR FURTHER INFORMATION ON THIS CONTEST

PLEASE CONTACT:
GEORGES BOUCHARD
COORDINATOR, ESSOR AWARD CONTEST
TEL.: (418) 646-4594
FAX: (418) 643-0056
E-MAIL: georges.bouchard@meq.gouv.ca

CULTURE IN
EDUCATION PARTNERSHIP
A program and a cultural directory
for schools

A MEETING
IS WORTH

A THOUSAND
WORDS!

Photo: Francisco Cruz

Organize meetings to enrich the cultural content
of your teaching activities:

Welcome an artist or a writer to your class,

Go to the theater, a concert or a dance performance,

Take part in a educational activity at a museum,

Carry out an unusual project with a cultural organization.

Visit our Web site, which is updated regularly, at the following address:

<http://www.mcc.gouv.qc.ca> or consult the **Répertoire de ressources culture-éducation**.

The 2000-2001 edition is available in all Québec schools.

Québec 

Une réalisation de :
• Ministère de la Culture et des Communications
• Ministère de l'Éducation

Culture in education

A FINANCIAL ASSISTANCE PROGRAM FOR SCHOOLS

A CULTURAL DIRECTORY: THE 2000-2001 EDITION IS AVAILABLE IN ALL QUÉBEC SCHOOLS

A WEB SITE UPDATED REGULARLY

The Culture in Education Partnership program and the Répertoire de ressources culture-éducation of the Ministère de la Culture et des Communications are available to help schools make the most of high-quality educational resources that exist in all regions of Québec: artists, writers, organizations that promote the performing arts, literature and visual arts, performances intended for young people, heritage and history conservation and promotion institutions, film, festivals, libraries, and community media. In addition to forging ties between schools and their cultural partners, these tools offer educators numerous possibilities for enriching their educational projects in all fields of learning.

Obtain all the relevant information and forms from your school board or on our Web site:

<http://www.mcc.gouv.qc.ca>

Québec 

Une réalisation de :
• Ministère de la Culture et des Communications
• Ministère de l'Éducation

Choir watching movies music
literary workshops dance sing
**For cultural
and scientific recreation...**
It's your move!



Educators,

Many dynamic cultural and scientific recreation
organizations are waiting to team up with you.

Bridge the gap! Forge ties!

It's a win-win situation!

Québec

Avec la participation de :
• Ministère de la Culture et des Communications
• Ministère de l'Éducation

Information

THE TALENT QUEST CONTEST

The *Talent Quest* (*Recherchons artistes-vedettes*) contest will be held again this year. Contest rules will be announced during Arts and Culture Week, and entries must be submitted to the jury before the end of the current school year.

A brochure providing details about the contest will be distributed in Québec schools in December 2001.

IDEA BANK

Have you organized or do you plan to organize activities for Arts and Culture Week? Can students take part as spectators, observers or artists? Would you like others to benefit from your efforts? If you fill out the Idea Bank Submission Form in Appendix 6, your activities may be included in the next edition of the *Activity Guide*.

The purpose of the Idea Bank section of the Activity Guide is to highlight and encourage the contribution of schools and, more specifically, of the people in schools who plan and put on activities that enable students to participate in Arts and Culture Week.

HOW TO SUBMIT IDEAS

All you have to do is send a description of your two best ideas, using the Idea Bank Submission Form found in Appendix 6, to the MEQ at the address indicated. The activities must be based on the theme **The Spark That Lights a Lifetime of Learning**.

You have until June 10, 2002, to send in your form. The ideas submitted by this deadline will be used to compile an idea bank for Arts and Culture Week for the year 2003.

EVALUATION AND SURVEY FORM

By completing and submitting the Evaluation and Survey Form in Appendix 7, you will help us assess the means of communication we have used to date and determine the best way of promoting next year's event. Your opinions and suggestions are invaluable in helping us gain a realistic picture of Arts and Culture Week. We therefore encourage you to fill out this form. The following features will be evaluated:

- the relevance of the objectives and of the support and promotional materials
- the effectiveness of the distribution and communication network with regard to information, support and promotional materials
- the extent of the school system's participation in Arts and Culture Week

Your evaluation must also take account of the objectives of Arts and Culture Week as stated in the introduction to this *Activity Guide*.

INFORMATION

To obtain further information, please contact:

Georges Bouchard

Coordinator, Arts and Culture Week in Québec Schools

Tel.: (418) 646-4594

Fax: (418) 643-0056

E-mail: georges.bouchard@meq.gouv.qc.ca

Activities

Are you getting ready to plan activities for Arts and Culture Week 2002? We encourage you to consult our Idea Bank for short descriptions of activities put on last year in schools and school boards throughout Québec.

To make the idea bank reader-friendly, the activities are presented as follows: the first part of the bank lists the contributing schools by region. The name of each school is followed by a reference to the arts discipline and the activity suggested (D: Drama; DAN: Dance; GC: General Culture; MUL: Multidisciplinary Activities; MUS: Music; P: Poetry; VA: Visual Arts).

The second part of the Idea Bank presents the activities by discipline and type. Each activity is followed by a reference to the school or group of schools that sent in the idea(s).

Schools that submitted ideas for Activities, by regional office

DIRECTION RÉGIONALE DU BAS-SAINT-LAURENT, DE LA GASPÉSIE ET DES ÎLES-DE-LA-MADELEINE

1. Collège de Sainte-Anne-De-La-Pocatière

(VA – Production and Exhibit 6)

DIRECTION RÉGIONALE DU SAGUENAY—LAC-SAINT-JEAN

2. École Mont-Valin, Commission scolaire des Rives-du-Saguenay

(VA – Production and Exhibit; GC – Workshop; GC – Competition; GC – Quiz; MUL – Various Activities; P – Production and Presentation; P – Presentation)

3. École Saint-Léon, Commission scolaire du Lac-Saint-Jean

(VA – Production and Exhibit; VA – Production and Presentation)

4. École Médéric-Gravel, Commission scolaire des Rives-du-Saguenay

(MUL – Various Activities)

DIRECTION RÉGIONALE DE LA CAPITALE-NATIONALE ET DE LA CHAUDIÈRE-APPALACHES

5. Écoles Notre-Dame-d'Etchemin, Maria-Dominique and du Méandre, Commission scolaire des Navigateurs

(VA – Exhibit; VA – Production and Exhibit; MUL – Various Activities; MUL – Workshop; MUS – Presentation)

DIRECTION RÉGIONALE DE LA MAURICIE ET DU CENTRE-DU-QUÉBEC

6. Écoles Dollard and Sainte-Madeleine, Commission scolaire du Chemin-du-Roy

(VA – Production and Exhibit)

7. École Le Tandem, Commission scolaire des Bois-Francis

(VA – Workshop and Production)

8. École secondaire Mont-Bénilde

(VA – Production and Exhibit)

DIRECTION RÉGIONALE DE L'ESTRIE

9. École du Jardin-des-Frontières, Commission scolaire des Sommets

(VA – Production; VA – Production and Exhibit; GC – Production; GC – Production and Presentation; DAN – Production and Presentation; MUL – Various Activities; MUL – Presentation; MUL – Production; MUL – Production and Exhibit; MUL – Production and Presentation; MUS – Presentation; P – Production)

DIRECTION RÉGIONALE DE LA MONTÉRÉGIE

10. École Laflamme, Commission scolaire des Hautes-Rivières

(MUL – Workshop; MUL – Exhibit)

DIRECTION RÉGIONALE DE L'ABITIBI-TÉMISCAMINGUE ET DU NORD-DU-QUÉBEC

11. École Notre-Dame-du-Rosaire, Commission scolaire de l'Or-et-des-Bois

(MUL – Various Activities)

Idea bank presented by arts subject

Many of the activities presented in the Idea Bank were inspired by the theme of Arts and Culture Week in Québec Schools 2001, **Making Your Dreams Come True**. However, because of the broad scope of this year's theme, **The Spark That Lights a Lifetime of Learning**, these activities could easily be adapted. We therefore encourage you to consult this inventory of bright ideas that were successfully carried out by students. We wish you success in your activities for Arts and Culture Week 2002.

DRAMA (D)

Note: See MUL—Various Activities 2, 4 and 5; Presentation 1; Production and Presentation 2.

VISUAL ARTS (VA)

WORKSHOP AND PRODUCTION

1. "I Am an Artist." During Arts and Culture Week, 128 Secondary I students met with artist Lynda Baril at Galerie Grave, an art gallery in Victoriaville. After visiting the gallery and talking with the artist about her work, the students made one of their dreams come true and became sculptors. The students tried their hand at sculpting using apple cores as their medium after first smelling the fruit and eating its peel and flesh (to avoid waste). The students then reflected on what lies inside, what comes from inside and what lies outside. (School 7)

EXHIBIT

1. "Artist and Student Collective"; "A Short Walk: Time for Reflection"; "Open to the Public." As part of the activity called "Let's Discover Local

Artists," (see MUL—Various Activities 1), the multipurpose room of the city library was turned into a gallery and hosted a visual arts and applied arts and crafts exhibit. Most of the works featured were by professional artists, a few were by students. The exhibit was open to students from local schools who came on foot. The exhibit was also open to the public during the library's business hours. (School 5)

PRODUCTION

1. "Art à la Picasso." The children in kindergarten for five-year-olds familiarized themselves with Picasso's work and style. They started by looking at works by Picasso. They then experienced the artistic process and explored, through specific exercises, the steps involved in planning and developing a project. This activity gave them an interesting introduction to the masters and allowed them to try different techniques. (School 9)

PRODUCTION AND EXHIBIT

1. "Sharing My Dream." After listening to the official song for Arts and Culture Week, *Making Your Dreams Come True*, the students wrote down a dream they felt strongly about, e.g. "that all children be happy." They thought about their dream and about how they could illustrate it. Using felt pens on cardboard, they drew their dream. A jigsaw puzzle pattern was printed on the back of the board. Once they had finished their drawings, the students wrote down their dream (after checking their text for mistakes) and wrote their names on the back of their drawing, i.e. on the jigsaw puzzle side. They then cut up their drawings into jigsaw puzzle

pieces and put the pieces into an envelope. A group of students at the same grade level in another school also did this activity. The two groups traded envelopes to share their dreams. The students' work was put on display in both schools so that parents could come in and admire their childrens' art and dreams. (School 6)

2. "Paintbrushes, Crayons, Ideas and Imagination" and "My School: An Art Gallery." As part of the activity called "Discovering Local Artists" (see MUL—Various Activities), the students were asked to produce a masterpiece of their own based on a set theme and using a given medium. The participating schools then turned into art galleries and held exhibits of students' work. (School 5)

3. "Snow Geese on the Lake." A large-scale mural on the theme "Making Your Dreams Come True" depicted the snow geese that stop to rest at Baie-du-Febvre. The students worked on the mural during workshop hours during Arts and Culture Week. They painted birds of various species on a wall of the school (3 metres by 10 metres). The project was spearheaded by a painter from the region who specializes in animal portraits. He gave the students tips on painting birds. The students consulted an encyclopedia on migratory birds to become familiar with the different species in their region. In April, all the Cycle Two students in visual arts who participated in the project went on an outing to visit the Baieville interpretation centre. (School 8)

4. "My Dream School." Using felt pens, the students drew a mural representing the school of their dreams. (School 3)

5. "Origami for All." This activity combined dexterity, geometry and math vocabulary. The students made eight figures: a boat, a dragon, a bird, a plane, a helicopter, a flower, a frog and a balloon. An exhibit of their work was held in the school halls in May. This activity also led students to work together and help each other. (School 9)

6. "Do You Know What You Are Eating?" As part of a research assignment in art class, a Secondary V student presented a very special Bulgarian artist, named Christo Javacheff, who creates ephemeral art. The student's teacher suggested that the student create an ephemeral piece of art in the student cafeteria for Arts and Culture Week. The student set up an installation: a "blind" person sitting at a table with place settings and food. The person was, in actual fact, a mannequin wrapped in white cloth and blindfolded. Each of the objects featured had a meaning. The red-and-white checkered tablecloth stood for picnics and good meals. All the items on the table were wrapped in cloth and tied with a red string, symbolizing danger. The blindfold over the mannequin's eyes was black. The fact that the person could not see was meaningful: he or she could not know what he or she was eating and was therefore vulnerable.

The student started setting up his installation at 12:15 p.m. As the student worked, the teacher briefly explained the concept. The piece was dismantled at 1:45 p.m. the same day. (School 1)

7. "A mural." Students from kindergarten to grade 3 went to the gym at a given hour, one or two classes at a time, in order to draw one of their dreams. The students' drawings were then used to create a mural. (School 2)

PRODUCTION AND PRESENTATION

1. "Hats of the Future." Students took an old hat (a tuque, headband, baseball cap, etc.) and, using old buttons, scraps of material, small pieces of wood, feathers and so on, transformed it into something new. The students then wore their hats of the future in a fashion show. (School 3)

Note: See MUL—Various Activities 1, 2, 3 and 4; Workshop 2; Exhibit 1; Production and Exhibit 1; Production and Presentation 1 and 2.

GENERAL CULTURE (GC)

WORKSHOP

1. "Thermoreading" Fifteen minutes were set aside for silent reading every morning in each class. The minutes spent reading were then tallied per class as part of a project called "Thermoreading." Students could increase the class total by reading at home. A letter was sent to the children's parents so that they could count the minutes their child spent reading at home. The four- and five-year-olds in kindergarten were paired with students in grade 5 or 6. Together, each pair read a book picked by the kindergartner. The kindergartner would give the book to his or her partner the day before they were to read it so that the older student could prepare for the next day's reading and make it more interesting for the child. The children would then either draw a character or illustrate a scene from the book. (School 2)

COMPETITION

1. "The Art of Dictation." During Arts and Culture Week, the teacher had the students learn five new words per day in connection with the week's

theme. At the end of the week, the students did a dictation and the student who made the fewest mistakes was proclaimed the class spelling ace. (School 2)

PRODUCTION

1. "A Newspaper for Students by Students." The activity consisted in putting together an abridged version of the *Stanstead Journal*. Students in grades 4 and 6 learned all about producing a newspaper. They wrote articles with the help of their teacher and learned new things in many areas: terminology (new words), methodology (using a computer to write a text), the media (the history of the local newspaper), and graphic design (the design work necessary to create the layout of a newspaper). The students took part in all the steps involved in putting out a newspaper. (School 9)

PRODUCTION AND PRESENTATION

1. "School Park Conservation Project." For this project involving all of Cycle Two, the students made posters and wrote short scenarios, slogans and persuasive texts with a focus on keeping the school park clean and safe. Students in grades 3 and 4 worked on the same theme, but gave it a different twist based on their group's personality. The students designed their projects within their own groups but then presented them to all their peers in Cycle Two. This activity combined an area of lifelong learning (the environment), various cross-curricular competencies (cooperation and harmonious relations), some subject-specific competencies (reading and writing diverse texts) through two subjects in arts education, i.e. visual arts and drama. This relevant activity promoted the development of

students' sense of responsibility and student participation in a larger-scale cooperative undertaking. (School 9)

Quiz

1. "Mural." The students made a mural featuring Québec artists. The mural was to be put up in the school gym. Each student found a picture of an artist they liked, numbered it then wrote a question about the artist. The other students had to find the artist that went with the question. (School 2)

Note: See MUL—Various Activities 1, 2, 3 and 4; Workshop 2; Exhibit 1; Production 1; Production and Exhibit 1; Production and Presentation 1.

DANCE (DAN)

PRODUCTION AND PRESENTATION

1. "Let's Dance." As a group, the grade 5 students performed a dance of their own invention. Based on a popular piece of music, they created a colourful choreography that held lots of surprises. The whole school was enthused by the performance. At the end of it, the entire school staff and the students danced along with the grade 5 students. This project was a success: it generated lots of enthusiasm and let everyone experience the joy of dancing. (School 9)

Note: See MUL—Various Activities 1; Presentation 1.

MULTIDISCIPLINARY ACTIVITIES (MUL)

VARIOUS ACTIVITIES

1. "Discovering Local Artists." This project consisted in organizing a series of activities for Arts and Culture Week. The main goal was to give students at three elementary schools in Saint-Romuald an opportunity to get acquainted with local artists, which included musicians, a dancer, visual arts specialists (a portraitist, a stained glass worker, a painter, a carpenter, a sculptor and an illustrator), a folklorist and a fashion designer. (School 5)
2. "Arts and Culture Week at École Notre-Dame-du-Rosaire."
 - 2.1. The school administration made the following suggestions:
 - Have the students learn the official Arts and Culture Week song.
 - Develop activities based on the official poem.
 - Invite an artist to come into the class to speak to students.
 - Have the students discuss the theme "Making Your Dreams Come True."
 - Hold an exhibit of students' work based on the Week's theme.
 - Take the students on an outing to the city or town library.
 - Introduce students to Beethoven using specially designed instructional materials.
 - Visit various culture-related Web sites.
 - Discuss the cultural aspects of Valentine's Day with the students.

- 2.2. All teachers in the school received a copy of *Pour les jeunes, l'école et la culture* and were encouraged to use this important declaration on culture in education as a source of inspiration.
- 2.2. Each day, a program of selected music was played over the PA system throughout the school and in the schoolyard.
- 2.4. Students and staff were asked to mark Valentine's Day by dressing in red.
- 2.5. Groups of students met with director and actor Caroline Binet in the school library. As part of this workshop, the students developed a drama project. The goal of the activity was for students to discover their own talent, to develop initiative and to learn to work together as a group. The workshop involved reading a text providing a glimpse into the world of a playwright, having the participants get to know each other and having them pool their talents and ideas. Caroline Binet gave her vision of the piece and suggested a work method. The participants did writing and improvisation exercises, worked on a particular character and shared the result of their work with the rest of the group in order to contribute to a common vision. It was important that students feel free to say what they thought and to create what they wanted so that they would see the workshop as time reserved for them and, ultimately, as an opportunity to know themselves better and to reach out to others.
- 2.6. The classes in the school were invited to visit an exhibit of Cree arts and crafts at the school library.
- 2.7. An assembly was held in the school hall to mark the end of Arts and Culture Week by singing the official Arts and Culture Week song. (School 11)
3. "Flakey Flake Fest." All the teachers (including the subject specialists), five-year-old kindergartners and grade 1 and 2 students came together for this activity, which took the form of a multidisciplinary project. They first gathered in the gym to find out about the theme of the activity. Each class brainstormed, wrote down ideas and organized them. The participants then broke up into multiage workshops according to their interests: model making, mural making, writing (the participants made a book together), cooperative circuits and food. The project integrated several subjects—language arts, the arts, physical education. It was stimulating for the students as each of them had to get involved and take responsibility for his or her part of it. (School 9)
4. "Pick a Dream and Read and Write." This activity was presented to students in five stages. The first stage consisted in introducing the students to Arts and Culture Week by showing them the poster and having them listen to the official song. Each student was given a copy of the lyrics. The students sang the song at each drama or music class. This helped them gradually gain a better understanding of the lyrics and of the illustrations featured on the poster.

During the second stage, students were asked to think about their own dreams and, in teams of two, to discuss their wishes, dreams and ambitions.

During the third stage, students answered the following question: "Who or what do you dream

of becoming?" Students were asked to talk about their dream then to describe it in a composition. Once their compositions were corrected, the students transcribed them onto a sheet of paper with a big cloud on it to represent the idea of dreams. The requirements for the activity varied according to the grade level. First graders were asked to write a sentence and make a drawing and second graders were asked to write a short text, while third graders wrote a longer text.

During the fourth stage, students were asked to read their text to the class. In doing so, they had to pay attention to their posture, to make eye contact with the audience and to speak clearly and audibly. They rehearsed several times until they gave a satisfactory reading.

The fifth stage involved presenting the results of their work. The students performed the official song as a group; two students from each class recited poems and each student read his or her dream. The school administrators and all the teachers attended the performance. (School 4)

5. "Workshops and Visits." To launch Arts and Culture Week, a group of third graders sang the official song and read the poem under the supervision of their music and homeroom teachers. A cassette recording of the official song was given to each teacher, who was asked to teach the chorus to his or her class so that all the classes could sing it together at end of the week. Various workshops were to be held during the week. Each class could sign up for them. A registration board was posted in the staff room and each teacher registered his or her class after consulting with the students.

In addition to these workshops, the school received visitors, i.e. local and regional artists (a potter, a sculptor, a painter and an actor).

At the end of the week, students from different classes in Cycle Three (grades 5 and 6) performed a play for the rest of the school and for the parents. The play was called *Si seulement elles avaient su...* (If only they'd known). The students worked on the play for two weeks (adapting the text, casting the parts, learning lines, designing sets, etc.). (School 2)

WORKSHOP

1. "Discovering Artists." As part of the activity called "Discovering Local Artists" (see MUL—Various Activities 1), artists came to the school to tell students about their art and talk with them. (School 5)
2. "Workshops." The theme of Arts and Culture Week 2000 ("The Future: Yours to Imagine!") was combined with the theme for 2001 ("Making Your Dreams Come True") for a half-day of workshops. The first step consisted in recruiting workshop leaders from among teachers, parents, secondary students and people in the community. They were asked to come up with an arts- or culture-related workshop. The school administration put together a guide containing a description of the workshops, the related costs and the required materials. The guide was then distributed to students. They chose three workshops and had their parents sign the guide. The workshops were planned according to the students' choices. Workshops for which no one signed up were dropped. Each teacher was given a sheet listing his or her students by workshop, the related costs (if any) and the room where the workshop was to be held. Here

are examples of the workshops that were offered: wood painting, cooking and comics. (School 10)

EXHIBIT

1. "Exhibit." An exhibit was prepared as a follow-up to a half-day of workshops (see MUL—Workshop 2). The idea was again to combine the theme for Arts and Culture Week 2000 ("The Future: Yours to Imagine!") with the theme for 2001 ("Making Your Dreams Come True"). The exhibit coincided with a book fair held by a publishing company. The exhibit featured pieces made by students during the half-day workshops and objects from the year 3000 made by students in class and at home as well as other creations produced in class (stories, poems, etc.) based on the two themes. The exhibit was open in the evenings so parents could come. (School 10)

PRESENTATION

1. "Christmas Pageant." Students from grades 1 to 6 put on a Christmas pageant. A total of 220 students participated. Some sang, others danced and yet others performed short plays. Parents and school staff were invited to the pageant, which was held in the school gym. The art teacher succeeded in instilling in students a spirit of cooperation as well as a desire to see the project through to completion. (School 9)

PRODUCTION

1. "Valentine's Day Cards." This Valentine's Day project was initiated by fifth graders who regularly met with the remedial teacher. The remedial teacher presented the project to the whole school. Each student in the school was asked to

write a short "love letter" to another student. Various tools or models were offered to each class. A big mailbox was set up so that students could "mail" their letters. The fifth graders sorted the mail and wrote a letter to those students who would not otherwise have received one. On February 14, the fifth graders dressed up as Cupid and delivered the letters to all of the classes. Small hearts were put up throughout the school to add a touch of colour. (School 9)

PRODUCTION AND EXHIBIT

1. "Batteries and Light Bulbs." The project consisted in designing miniature houses with built-in lighting. Students in grade 5 made their model houses in science class as part of their work on "Batteries, Light Bulbs and Circuits." The project led students to explain electrical circuits, light intensity and switches to their classmates. It thus integrated visual arts, science and language arts. The students held a science fair to show the results of their work, which reinforced their self-esteem. (School 9)

PRODUCTION AND PRESENTATION

1. "A Visit from the Janitor." The grade 6 students received a visit from the janitor, who explained her role in the school. The teacher suggested that the class set up an environmental protection program. The students read various texts in class and, in teams, developed a visual presentation aimed at raising awareness about the environment. They first gave their presentation to their own class then to other classes in the school. An exhibit of students' productions such as promotional materials (models, posters and texts) and other items was also held. (School 9.)

1. "An Old-Fashioned Christmas." Students in grades 3 and 4 invented a Christmas story with the goal of presenting it in the form of a puppet play. The background, props and puppets were made by the students, who put together a varied program of songs, poems and puppetry and staged an evening performance for their parents. This project, which integrated visual arts, drama, music and language arts, gave students the opportunity to work together with a common purpose. (School 9)

MUSIC (MUS)

PRESENTATION

1. "For the Love of Music, a Magical Experience" and "An Evening Concert." As part of the activity "Discovering Local Artists" (see MUL—Various Activities 1), musicians gave concerts at three schools and also performed for the general public at the town hall. (School 5)
2. "The Year in Song." The kindergartners performed songs for their parents at a year-end concert. Songs in different languages were chosen from among those learned in class throughout the school year. The children were stars for a night and entertained a mixed audience of parents and members of the community. They were very proud of what they had accomplished. (School 9)

Note: See MUL—Various Activities 1, 2, 4 and 5; Presentation 1; Production and Presentation 2.

POETRY

PRODUCTION

1. "A Book of Poetry." This project involved students in grade 4 putting together a book of poetry. The students started by reading poems written by famous poets. They reflected on what makes a poem a poem and how poems are written. They then wrote poems as a group and individually. They read the poems they had written and selected the ones they wanted to include in the book. Designing the book called on students' skills in visual arts and in the use of new technologies. All the students were given a copy of the book (spiral-bound with a plasticized cover) for their contribution to the project. (School 9)

PRODUCTION AND PRESENTATION

1. "Poems to Share." The students wrote one or more poems, visited other classes and recited them for the students. (School 2)

PRESENTATION

1. "Readings." Students read poems every day on the school radio. The students picked a name for their show, recorded the poems with background music and broadcast their show on the school radio. (School 2)

Note: See MUL—Various Activities 2 and 5; Production and Presentation 2.

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[RETURN TO PART 1](#)

Official Song for Arts and Culture Week in Québec Schools 2002



Let's use imagination
As the spark that will light our lives
Let's use imagination
To discover the attraction of the world

Broaden your horizons
Surf the Web, a virtual space
Computers are for all
A road to a bold, new place

You can go on a trip
Travelling to the world of books
Pleasure you're sure to find
There's a whole world of adventure

Let's use imagination
As the spark that will light our lives
Let's use imagination
To discover the attraction of the world

Singing and instruments
Can express your emotions
Your music leads the dance
Create, modify, enhance !

Take the time, look around
Explore all your options
Each subject has its tricks
Try them all, see how they mix

Let's use imagination
As the spark that will light our lives
Let's use imagination
To discover the attraction of the world

Go and discover
Go and discover
Go and discover
Discovery

The original French song was composed by Caroline Beauchamp, Jade Bédard-Couture, Émilie Briand-Mercier, Stéphanie Champagne, Yanick D'Aoust, Annick Campeau-Jetté, Laura Girard, Christine Magnan and Érika Trépanier-Beaudry, grade 4, 5, and 6 students at École de la Seigneurie in the Commission scolaire de la Seigneurie-des-Mille-Îles. Their work was supervised by music and drama teacher Barbara Bédard. The English adaptation is by the Direction de la production en langue anglaise, of the Ministère de l'Éducation.

Score of the official song for arts and culture week in Québec schools 2002

The Spark That Lights a Lifetime of Learning

Lyrics and music: The students from the Musi-midi group of École De la Seigneurie.
Commission scolaire de la Seigneurie-des-Mille-Îles
Arrangement: Claude Vallières

Hip Hop feel ♩ = 88

A **Chorus**

Let's use i - ma - gi - na - tion as the spark that will light our lives.

Let's use i - ma - gi - na - tion to dis - co - ver the at - trac - tion of the world.

B

1. Broa - den your ho - ri - zons. Surf the Web, a vir - tual space.
2. Sin - ging and ins - tru - ments can ex - press your e - mo - tions.

Com - pu - ters are for all, a road to a bold, new place.
Your mu - sic leads the dance, Cre - ate, mo - di - fy, en - hance!

You can go on a trip, tra - vel - ling to the world of books,
Take the time, look a - round. Ex - plore all your op - tions.

Plea - sure you're sure to find. There's a whole world of ad - ven - ture...
Each sub - ject has its tricks. Try them all, see how they mix...

Coda

Go and dis - co - ver dis - co - ve - ry.

Official Choreography for Arts and Culture Week in Québec Schools 2002

A PASSION FOR PEACE

CREATED AND ORIGINALLY PERFORMED BY

Gabrielle Bruneau, Jessica Brunelle, Marina Dumont-Gauthier and Sylvia Poulin, Secondary I students at Collège Charles-Lemoyne

SUPERVISED AND NOTATED BY

Hélène Duval, dance teacher at Collège Charles-Lemoyne

MUSIC

"Sandstorm," by Darude on a compact disc entitled MC Mario Mixdown 2001

Reference: Sony Music TVK 24094

SUMMARY OF THE CHOREOGRAPHIC INTENT

After reading the French version of the theme suggested for Arts and Culture Week in Québec Schools 2002, **Pour qu'éclatent les passions** (literally, "so that passions can explode"), four Secondary I students decided to think about the things they are passionate about and use them as the basis for a choreography. They chose to concentrate on the things that trouble them in their everyday lives and made this line of thought the expressive thread for their project. They focused on injustice and discrimination and chose to condemn these problems in their choreography. The message they wanted to convey was that justice and peace come through self-affirmation. This was the basic concept of their choreography, called **A Passion for Peace**.

The students created four characters who energetically fight social injustice. Because their characters are fighters, they chose army pants as their costume. In their choreography, the students

face situations in which they must fight hard to get through tough times like the ones experienced by those who are ridiculed, rejected or driven away.

To convey this idea, the composition features lots of work in pairs consisting mainly in running and low movements (i.e. movements performed close to the floor). The different sections of the piece include movements borrowed from everyday life and from the language of dance. There are frequent portés and falls as well as many instances where the dancers travel across the floor. The movements are very energetic and abrupt to emphasize the rhythmic and dynamic aspects of the music. Different dance structures are used (canon, succession, accumulation, unison, action-reaction and repetition). The expressive fabric is based on a feeling of urgency, i.e. an urgent need to do something in order to achieve inner peace. Each performer struggles in her own way and expresses her struggle using personal gestures and movements that reflect her own individuality.

The following example illustrates the kinds of impressions the dancers wanted to make on their audience. In one section of the piece, the dancers crawl across the floor to show that they are struggling to get through a long, obstacle-filled tunnel in order to reach the light. The fact that they use movements from their personal dance vocabulary to portray coming out of the tunnel is a way of speaking out through movement and of showing individual determination to make it through the tough times.

Each performer takes the lead in turn to show the importance of self-affirmation in achieving solidarity, in working toward a common cause. At the end of the piece, the dancers fall in unison to

convey the exhaustion that follows a struggle and the victory of peace. To achieve peace, we must surpass our limits. We must look for partners who believe in peace and stand together for the cause of peace.

SUGGESTIONS FOR THE COMPOSITION OF A CHOREOGRAPHY

Background

Help the students define their choreographic intent by asking them questions. What does the theme of Arts and Culture Week, **The Spark That Lights a Lifetime of Learning**, mean to them? The idea is for students to share their “spark” or passion in order to define the message they wish to convey through their composition. The goal of this particular step in the creative process is to determine a personal theme.

Have the students survey all the techniques and movements they have already tried in dance class and see how they could adapt them to their own composition by putting what they have already learned in context.

To music of their own choosing, have the students try different actions or movements to express the atmosphere, the images or the impressions that the theme inspires in them. The students may then present the results of their exploration to their classmates and discuss the effectiveness of the elements they have selected in order to translate their intent and theme.

PRODUCTION

Have the students compose a dance piece in teams (determine the number of performers). The goal of the composition is to give form and structure to their choreographic intent, taking

into account their classmates’ comments. The students may look at different elements and integrate them into their composition (various processes, scenic design, body, time, space and energy elements, interrelationships, dance styles). The students will then be ready to fine-tune their performance of dance movements and actions (performance of varied, more complex movements, refinement of the dynamic qualities of the movements, technical or emotional risk-taking or both, self-awareness and awareness of others, combination of the different elements needed to clearly convey the choreographic intent and give an apt performance).

PERFORMANCE

Have the students perform their finished composition for the whole class. The order in which the students perform their compositions may be determined by grouping them by main themes. After each performance, have the students comment on the way in which the theme was addressed, draw comparisons between the piece and everyday life, express the feelings and impressions the piece created in them as spectators, and give their appreciation of the evocative power of the choreographic and scenic choices made by the team to achieve the desired effect.

Official Dramatization for Arts and Culture Week in Québec Schools 2002

CREATED AND ORIGINALLY PERFORMED BY

Simon Adans, Junior Bruneau, Angélique Chartrand, Yannick Chasles, Joannie Chénier, Patricia Latour, Vivianne David-Gaudreau, Yannick Desautels, Francis Di Tomasso, Maxime Dubé, Frédérique Jalbert, Vincent Juteau, Vanessa Kemer, Sébastien Lafrenière, Marie-Ève Lauzon-Rivest, Sonya-Maude Lefebvre, Vanessa Létourneau, Catherine Mallette, Kevin Martineau-Murdock, Jacob Mayer-Picard, Louis-Dominic Pelletier, Francis Pronovost, Shanie R. Guilbault, Maxime Robert, Cynthia Royer and Jonathan Valois, grade 3 students at École de l'Aubier in the Commission scolaire des Affluents.

SUPERVISED BY

Maude Dion, drama teacher, with assistance from Stéphanie Lord, teacher.

Note : One of the characters featured in the dramatization, *Mademoiselle Charlotte*, or Miss Charlotte, is based on a novel by Dominique Demers published by Québec/Amérique.

GOALS

- To introduce students to different information technologies used in writing novels and designing sets
- To familiarize students with the structure of a novel and teach them how to identify its main elements in order to adapt it for the stage
- To make students aware of the different stages involved in producing a dramatization: writing the novel, developing a script, designing sets and costumes, rehearsing and filming

ENRICHMENT

There are six chapters or tableaux in the dramatization. Teachers may choose to use the script as is, to focus on particular chapters or tableaux only or to add new ones, depending on the number of students participating in the activity.

Depending on the students' age, another possible activity consists in developing a sequel based on the work of another author and performing a dramatization of it. The students may also do a research assignment on the author and get in touch with him or her.

DRAMATIZATION

Chapter 1: "A New Job"

Miss Charlotte finds a new job as a bus driver.

Characters: Miss Charlotte, Mrs. Sleepyhead

Chapter 2: "What a Welcome !"

Miss Charlotte meets the students she will be driving to the beach in Little Corner.

Characters: Miss Charlotte and seven students

Chapter 3: "Help Me: I'm Lost!"

Miss Charlotte tells a story to the students and Justin's imagination takes him there.

Characters: Miss Charlotte, Justin, two students on the bus and one child with a gorilla on his shoulders

Chapter 4: "It Wants to Gobble Me Up"

Miss Charlotte tells another story and, this time, Martin's imagination carries him into the story.

Characters: Miss Charlotte, Martin, Jessica on the bus, the father, the mother, another student on the bus, two clowns and a lion

Chapter 5: “Help! Our Boat Is Sinking!”

Miss Charlotte tells yet another story and, this time, it is Matilda’s turn to be transported. The children arrive at the beach in Little Corner.

Characters: Miss Charlotte, Matilda, two students on the bus, four pirates, including Tommy the Fainthearted, four dolphins and William

Chapter 6: “Unexpected News”

Jerome, who’s always in a rush, finds a letter from Miss Charlotte announcing her disappearance. Two weeks later, Mrs. Sleepyhead has a bit of unexpected news for the students.

Characters: Jerome, Mrs. Sleepyhead and the 24 students in the class.

SET DESIGN

BACKDROP

Two images are projected on a backdrop of white canvas (using a projector and a portable). These images represent all the places in which the story is set and combine children’s drawings, pictures from software programs and photos. For each tableau, different props are placed in front of the backdrop (e.g. a table, the front and side of a cardboard bus, a lion’s cage, a palm tree, a side view of a cardboard boat). The last scene is written in class. Backdrops and props can also be made by students on large pieces of cardboard.

Official Illustrations for Arts and Culture Week in Québec Schools 2002



The illustration for the preschool and elementary levels is by Maxime Bolduc, Anne-Sophie Boivin and Roxane Vandal, grade 5 and 6 students at École Notre-Dame-de-Grâce in the Commission scolaire des Premières-Seigneuries. Their work was supervised by teacher Caroline Fleury.



The illustration for the secondary level is by Dave Moyen, Secondary V student at École Cité étudiante in the Commission scolaire du Pays-des-Bleuets. His work was supervised by Réjean Routhier, visual arts teacher.

Official Poem for Arts and Culture Week in Québec Schools 2002



A SINGLE SPARK CAN LIGHT A FIRE

Like a glowing spark from my heart

The passions smouldering inside me ignite

Releasing all my dreams and hopes for freedom

Like a cloud of butterflies boldly taking to the skies

Like an eternal flame that warms the seasons of my life

My passions rise from the embers into a swirling dance

Whispering in my ear the intoxicating music of a tumbling stream

Like the sweet singsong of a melody of promises

Like a bright explosion over my dark rivers

My burning passions flow to the ocean of the future

Leaving behind a golden trail of hope and voluptuous pleasure

Like a majestic shaft of sunlight over my stormy waters

The original French poem was written by Andréanne Fillion, Marc-Étienne Gagné, Antony Labrecque, Jacquelin Labrecque, Pascal Labrecque, Émilie Larivière, Patricia Page, Benoît Petit, Carl Roussin, Daisy Côté, Annie Couture, Jessika Deschêrne, Pierre-Luc Fortin, Bernard Goulet, Josée Goulet, Nancy Grenier, Jérôme Labrecque, Marie-Pier Labrecque, Stéphane Leclair, Éric Lefebvre, Keven Lessard, Karine Morin, Simon Nadeau, Josianne Parent and Dominic Poulin, grade 5 and 6 students at École L'Aquarelle, Saint-Bernard in the Commission scolaire de la Beauce-Etchemin. The English adaptation is by the Direction de la production en langue anglaise of the Ministère de l'Éducation.



Idea Bank Submission Form

PLEASE PRINT

Full name of school board

Administrative region

First activity:

Full name of school

Name of person responsible for activity

Telephone number
at work

Title of activity

Date of activity

Detailed description of activity (not in point form)

[illegible]

Evaluation and Survey Form

PLEASE PRINT

Full name of school board

Administrative region

Indicate whether you agree or disagree with each of the statements below by making an X in the appropriate box.

- A: I totally agree
 B: I somewhat agree
 C: I somewhat disagree
 D: I totally disagree

A B C D

1. The objectives of Arts and Culture Week in Québec Schools generally meet my expectations.

☐ ☐ ☐ ☐

Suggestions:

2. The purpose of the *Talent Quest* contest is to select student creations to be used as support and promotional materials. I intend to have students participate in this contest.

☐ ☐ ☐ ☐

Suggestions:

3. I received the brochure for the *Talent Quest* contest within a reasonable time.

☐ ☐ ☐ ☐

Suggestions:

4. The support and promotional materials (poster, song, choreography, dramatization, poem and *Activity Guide*) are appropriate and of general interest.

☐ ☐ ☐ ☐

Suggestions:

5. I received all support and promotional materials within a reasonable time.

☐ ☐ ☐ ☐

Suggestions:

A B C D

6. We took part in Arts and Culture Week in Québec Schools by organizing activities that gave the students opportunities to experience, perform or create works of art. ☐ ☐ ☐ ☐

Suggestions: _____

7. We took part in Arts and Culture Week in Québec Schools by organizing activities that gave the students opportunities to meet professional artists and to participate in the creation of works of art at school. ☐ ☐ ☐ ☐

Suggestions: _____

8. We supported Arts and Culture Week in Québec Schools by organizing activities that gave the students opportunities to view works of art in arts venues in the region. ☐ ☐ ☐ ☐

Suggestions: _____

9. We took part in Arts and Culture Week in Québec Schools by organizing activities to increase parents' and the school community's awareness of the importance of education in the arts and culture. ☐ ☐ ☐ ☐

Suggestions: _____

10. We took part in Arts and Culture Week in Québec Schools by organizing a special activity or launching the week with the participation of classes from another school or other schools in our school board, art schools, art organizations or professional artists. ☐ ☐ ☐ ☐

Suggestions: _____

11. Arts and Culture Week in Québec Schools is a very important event in the school year and should be continued. ☐ ☐ ☐ ☐

Suggestions: _____

Please send the duly completed form by June 10, 2002, to the following address:

Activity guide
Arts and Culture Week in Québec Schools
Ministère de l'Éducation
1035, rue De La Chevrotière, 17^e étage
Québec (Québec) G1R 5A5

Regional Offices of the Ministère de la Culture et des Communications

If you are interested in developing innovative projects with cultural organizations in your region, contact the nearest regional office for further information.

Direction du Bas-Saint-Laurent (01)

337, rue Moreault, rez-de-chaussée, bureau 12
Rimouski (Québec) G5L 1P4
Tel.: (418) 727-3650

Direction du Saguenay–Lac-Saint-Jean (02)

202, rue Jacques-Cartier Est
Chicoutimi (Québec) G7H 6R8
Tel.: (418) 698-3500

Direction de la Capitale-Nationale (03)

225, Grande Allée Est, rez-de-chaussée, bloc C
Québec (Québec) G1R 5G5
Tel.: (418) 380-2346

Direction de la Mauricie et du Centre-du-Québec (04-17)

100, rue Laviolette, 3^e étage, bureau 315
Trois-Rivières (Québec) G9A 5S9
Tel.: (819) 371-6001

Direction de l'Estrie (05)

740, rue Galt Ouest, rez-de-chaussée, bureau 10
Sherbrooke (Québec) J1H 1Z3
Tel.: (819) 820-3007

Direction de Montréal (06)

480, boul. Saint-Laurent, 6^e étage
Montréal (Québec) H2Y 3Y7
Tel.: (514) 873-2255

Direction de l'Outaouais (07)

170, rue de l'Hôtel-de-Ville, 4^e étage, bureau 4.140
Édifice Jos-Montferrand
Hull (Québec) J8X 4C2
Tel.: (819) 772-3002

Direction de l'Abitibi-Témiscamingue et du Nord-du-Québec (08-10)

19, rue Perreault Ouest, bureau 450
Rouyn-Noranda (Québec) J9X 6N5
Tel.: (819) 763-3517

Direction de la Côte-Nord (09)

625, boul. Laflèche, bureau 1.806
Baie-Comeau (Québec) G5C 1C5
Tel.: (418) 295-4979

Direction de la Gaspésie—Îles-de-la-Madeleine (11)

146, avenue de Grand-Pré, C.P. 370
Bonaventure (Québec) G0C 1E0
Tel.: (418) 534-4431

Direction de Chaudière-Appalaches (12)

6210, rue Saint-Laurent
Lévis (Québec) G6V 3P4
Tel.: (418) 838-9886

Direction de Laval, de Lanaudière et des Laurentides (13-14-15)

300, rue Sicard, 2^e étage
Sainte-Thérèse (Québec) J7E 3X5
Tel.: (450) 430-3737

Direction de la Montérégie (16)

100, rue Richelieu, bureau 230
Saint-Jean-sur-Richelieu (Québec) J3B 6X3
Tel.: (450) 346-1468

Provincial Cultural Recreation Organizations and Youth Organizations

Provincial recreation organizations

CULTURAL SECTOR

ALLIANCE DES CHORALES DU QUÉBEC

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Ginette Forest
Tel.: (514) 252-3020
Web site: www.chorale.qc.ca

The mission of Alliance des chorales du Québec is to develop choral music in Québec, to promote music education and encourage the creation of new repertoire. It provides training for choristers, section leaders and choral directors.

ASSOCIATION DES CINÉMAS PARALLÈLES DU QUÉBEC

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Martine Mauroy
Tel.: (514) 252-3021
E-mail: acpq@mlink.net

In addition to operating its network of repertory theatres, the Association des cinémas parallèles du Québec promotes general cinematographic culture in Québec and offers Quebecers a variety of interesting activities in this entertainment area.

ASSOCIATION QUÉBÉCOISE DES LOISIRS FOLKLORIQUES

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Alain Billette
Tél.: (514) 336-3022
Web site: www.quebecfolklore.qc.ca

The mission of the Association québécoise des loisirs folkloriques is to preserve, promote and disseminate traditional music, dance and song in Québec.

CRÉATIONS ETC.

7378, rue Lajeunesse, app. 308
Montréal (Québec) H2R 2H8

Directrice: Marie-Andrée Thollon
Tel.: (514) 278-3941
E-mail: creatc@cam.org

Créations etc. gives young people an opportunity to display their acting talents on stage.



ENVOL ET MACADAM

1051, 3^e Avenue
Québec (Québec) G1L 2X3

President: Nathalie Marcoux
Responsable: Yves Bergeron
Tel.: (418) 522-1611
Web site: www.envoletmacadam.com

Envol et Macadam offers young people activities and services for the promotion and development of alternative music.

FÉDÉRATION DES ASSOCIATIONS MUSICALES DU QUÉBEC

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director administrative: Suzie Proulx
Tel.: (514) 252-3025
E-mail: famq-dir@famq.qc.ca

In addition to bringing together drum and bugle corps, the Fédération des associations musicales du Québec offers music training activities for young people.

FÉDÉRATION DES HARMONIES ET DES ORCHESTRES SYMPHONIQUES DU QUÉBEC

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Chantal Isabelle
Tel.: (514) 252-3026
Web site: www.festivaldesharmonies.com

In addition to organizing the largest music festival in Canada each year, the Fédération des harmonies et des orchestres symphoniques du Québec contributes to the development of musical activities and makes this pastime more accessible.

FÉDÉRATION QUÉBÉCOISE DES ÉCHECS

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Richard Bérubé
Tel.: (514) 252-3034
Web site: www.fqechecs.qc.ca

The mission of the Fédération québécoise des échecs is to promote the study, teaching and practice of chess in Québec.

FÉDÉRATION QUÉBÉCOISE DU LOISIR LITTÉRAIRE

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

President: Thérèse Duvieusart
Tel.: (514) 252-3033

The mission of the Fédération québécoise du loisir littéraire is to promote reading and writing as a leisure activity. It also organizes literary workshops, among other activities.

FÉDÉRATION QUÉBÉCOISE DE PHILATÉLIE

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

President: Pierre Lavigne
Tel.: (514) 252-3035
Web site: www.philatellie.qc.ca

The mission of the Fédération québécoise de philatélie is to promote stamp collecting. Introducing young people to this hobby is one of its many activities.

FÉDÉRATION QUÉBÉCOISE DES JEUX RÉCRÉATIFS

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: André Leclerc
Tel.: (514) 252-3032
Web site: www.fqjr.qc.ca

The Fédération québécoise des jeux récréatifs is made up of 14 provincial organizations that promote the practice of skill and intellectual games.

FÉDÉRATION QUÉBÉCOISE DU THÉÂTRE AMATEUR

181, boulevard des Bois-Francis Sud
Victoriaville (Québec) G6P 4S5

Vice-president: Gilles Duguay
Tel.: (819) 752-2501
Fax: (819) 758-4466

The Fédération québécoise du théâtre amateur is made up of amateur Québec theatre companies. Its mission is to promote, guide and support the development of theatre and, in so doing, to cultivate an appreciation of the arts.

OXY-JEUNES INC.

1700, rue Amherst
Montréal (Québec) H2L 3L5

Director: Annie Gauvin
Tel.: (514) 524-6756
E-mail: oxy_adm@cam.org

Oxy-Jeunes inc. is a forum for young people that allows them to express themselves through the arts and culture.

SCIENTIFIC SECTOR

ASSOCIATION QUÉBÉCOISE DES GROUPES D'ORNITHOLOGUES

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Normand David
Tel.: (514) 252-3190
E-mail: ndavid@netrover.com

The Association québécoise des groupes d'ornithologues is devoted to promoting ornithology as a pastime, encouraging the study of birds and birdwatching in Québec and ensuring their protection.

ENJEU ET ENVIRONNEMENT JEUNESSE

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Sylvain Lippé
Tel.: (514) 252-3016
Web site: www.enjeu.qc.ca

The mission of Enjeu et environnement jeunesse is to encourage and support young people's initiatives in the area of environmental education.

CONSEIL DE DÉVELOPPEMENT DU LOISIR SCIENTIFIQUE

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Carole Charlebois
Tel.: (514) 252-3027
Web site: www.cdls.qc.ca

The mission of the Conseil de développement du loisir scientifique is to develop young people's interest in science.

FÉDÉRATION DES SOCIÉTÉS D'HISTOIRE DU QUÉBEC

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Nathalie Dion
Tel.: (514) 252-3031
Web site: www.histoirequebec.qc.ca

Through its activities and services, the Fédération des sociétés d'histoire du Québec aims to preserve, promote and highlight our history and heritage.

FÉDÉRATION DES SOCIÉTÉS D'HORTICULTURE ET D'ÉCOLOGIE DU QUÉBEC

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Thérèse Tourigny
Tel.: (514) 252-3010
Web site: www.fsheq.com

The principal mission of the Fédération des sociétés d'horticulture et d'écologie du Québec is to develop young people's interest in horticulture. Through its activities, it encourages science-related recreation by promoting ecological and horticultural activities.

LES CERCLES DES JEUNES NATURALISTES

4101, rue Sherbrooke Est, bureau 262
Montréal (Québec) H1X 2B2

Director: Julien Patenaude
Tel.: (514) 252-3023
Web site: [www.vitrine-sur-montreal.qc.ca/
carrefour/cjn](http://www.vitrine-sur-montreal.qc.ca/carrefour/cjn)

Les Cercles des jeunes naturalistes encourages young people to study the natural sciences by developing their observation and critical thinking skills.

LES CLUBS 4-H DU QUÉBEC INC.

1040, rue Belvédère, bureau 224
Sillery (Québec) G1S 3G3

Director: Andrée Gignac
Tel.: (418) 529-4705
Web site: www.clubs4h.qc.ca

The mission of Les Clubs 4-H du Québec inc. is to organize observation, educational and conservation activities connected with the environment in general and the forest environment in particular. It aims to develop an active concern in young people for the preservation of natural resources, a sense of responsibility, initiative and creativity.

RADIO-AMATEUR DU-OF QUÉBEC INC.

4545, avenue Pierre-De Coubertin
C.P. 1000, succursale M
Montréal (Québec) H1V 3R2

Director: Guy Lamoureux
Tel.: (514) 252-3012
Web site: www.raqi.qc.ca

The mission of Radio-Amateur du Québec inc, is to promote and develop amateur radio and electronics as leisure activities.

[RETURN TO PART 1](#)

the Spark that lights a lifetime of learning

February 10-17, 2002



A Single Spark Can Light a Fire

*Like a glowing spark
from my heart
The passions smouldering
inside me ignite
Releasing all my dreams
and hopes for freedom
Like a cloud of butterflies boldly
taking to the skies*

*Like an eternal flame
that warms the seasons of my life
My passions rise from the embers
into a swirling dance
Whispering in my ear the intoxicating
music of a tumbling stream
Like the sweet singsong
of a melody of promises*

*Like a bright explosion
over my dark rivers
My burning passions flow
to the ocean of the future
Leaving behind a golden trail of hope
and voluptuous pleasure
Like a majestic shaft of sunlight
over my stormy waters*

I succeed. You succeed. We all succeed.

Éducation
Québec

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

