



ESSOR
Awards
contest

2003-2004 School Year

NOMINATION DOCUMENT

DEADLINE
Wednesday
May 26, 2004

Québec 



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



Association Théâtre Éducation du Québec



REGROUPEMENT QUÉBÉCOIS DE LA DANSE



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



Fédération
des associations de
musiciens éducateurs
du Québec

BACKGROUND

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

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

The Essor Awards Contest recognizes and encourages the efforts and teamwork of educators and school authorities, and highlights the quality and excellence of the actions of all those who believe that arts and cultural education should be offered in school, and who have developed an educational project to promote arts and cultural education in their institutions.

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

More recently, the educational policy statement *Québec Schools on Course*, the 1997 agreement on education and culture, and the Québec Education Program, first published in 2000, have clearly identified the basic ways in which the arts and culture contribute to the education of young people. The Québec Education Program presents arts education as one of the five essential fields of learning and integrates culture across the curriculum.

Reinforced by the observations made with respect to the schools' interest and participation, the Essor Awards Contest will pursue the same objectives with unprecedented vigour and once again challenge Québec's schools to enhance the emphasis they place on arts and cultural education in 2004.

DYNAMIC PARTNERSHIP

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

The Ministère de l'Éducation du Québec (MEQ) produces the promotional materials for the contest, coordinates the distribution of regional prizes and organizes the Essor provincial gala in collaboration with its partners.

This year, the MEQ will partially fund the amount awarded as the second prize in each region. In addition to increasing the amount awarded as the second prize at the provincial level, it will award the Isabelle Aubin Provincial Prize for the second time.

PARTNERS

The Ministère de la Culture et des Communications (MCC) supports the MEQ in encouraging schools to use the resources available in the artistic and cultural community and building synergy between schools and municipal authorities.

More specifically, the MCC will partially fund the amount awarded as the second prize in each region and will award a cash prize to the winner of the Culture-Education Special Prize.

Associations of arts teachers and of school cultural committees

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

As faithful partners of the Essor Awards Contest since 1996, these associations help to promote the contest in the school community and take part in the evaluation of the projects submitted. They are also pleased to continue collaborating in the awarding of the **Arts and Cultural Education Provincial Prize**.

Télé-Québec, in keeping with its cultural and educational mission, is pleased to participate in this contest for the seventh consecutive year by awarding a cash prize and a work of art to the winner of the Télé-Québec Special Prize.

SPONSORS

For the ninth consecutive year, **Hydro-Québec** will contribute to funding the amount awarded as the first prize in each region and the provincial first prize.

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

Contest **OBJECTIVES**

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

REGIONAL AND PROVINCIAL PRIZES

REGIONAL PRIZES

THE 2004 ESSOR REGIONAL FIRST PRIZE

- a cash prize of \$1 000 awarded by Hydro-Québec
- a Yamaha keyboard worth \$500 awarded by Yamaha Canada Music Ltd.
- a cash prize of \$500 awarded by the Ministère de l'Éducation

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

THE 2004 ESSOR REGIONAL SECOND PRIZE

- a cash prize of \$500 awarded by the Ministère de la Culture et des Communications
- a cash prize of \$500 awarded by the Ministère de l'Éducation

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

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

PROVINCIAL PRIZES

THE 2004 ESSOR PROVINCIAL FIRST PRIZE

- a cash prize of \$5 000 awarded by Hydro-Québec
- a Yamaha piano worth \$7 000 awarded by Yamaha Canada Music Ltd.

The provincial first prize will go to the most outstanding project overall from among the 11 that won a regional first prize. This project will have met all the contest criteria in an exceptional manner.

THE 2004 ESSOR PROVINCIAL SECOND PRIZE

- a cash prize of \$3 500 awarded by the Ministère de l'Éducation

This prize will go to one project among those that won either a regional first or second prize. The winning project must meet all contest eligibility requirements and, more particularly, demonstrate the coherence, quality and diversity of the educational activities offered to students.



THE 2004 ISABELLE AUBIN PROVINCIAL PRIZE

- a cash prize of \$2 500 awarded by the Ministère de l'Éducation

This prize will go to one project among those that won either a regional first or second prize. Projects awarded the first or second provincial prize are not eligible. The winning project will demonstrate the dynamic role of the arts and the quality of artistic training offered to students.

THE 2004 CULTURE-EDUCATION PROVINCIAL PRIZE

- a cash prize of \$2 500 awarded by the Ministère de la Culture et des Communications

This prize will go to one project among those that won either a regional first or second prize. Projects awarded the first or second provincial prize are not eligible. The winning project will demonstrate outstanding achievement in fostering a dynamic partnership between the education community and resources in the cultural community.

THE 2004 TÉLÉ-QUÉBEC PROVINCIAL PRIZE

- a cash prize of \$1 500 and a work of art awarded by Télé-Québec

This prize will go to one project among those that won either a regional first or second prize. Projects awarded the first or second provincial prize are not eligible. The winning project will demonstrate outstanding achievement in actively promoting the arts and culture in school or in extending them into the community.

THE 2004 ARTS AND CULTURAL EDUCATION PROVINCIAL PRIZE

- cash prizes totalling \$2 000 from professional associations of art teachers and school cultural committees

This prize will go to one project among those that won either a regional first or second prize. Projects awarded the first or second provincial prize are not eligible. The winning project will stand out for its originality and innovative character with respect to various aspects: the approach to a specific subject; educational strategies; type of student participation; activities; partnerships; the contribution of the various subjects and the modes of expression involved.

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

TWO AWARDS CEREMONIES

PAGE 10
Le concours des prix Essor



REGIONAL AWARDS CEREMONY

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

PROVINCIAL AWARDS CEREMONY

The names of the schools involved in the six projects that won a provincial prize will be revealed at the 2004 Essor provincial gala, which will be attended by representatives from the educational, artistic and cultural communities, the recreational sector, municipalities and the media.

SUBMISSIONS

The following may submit a project and receive a prize:

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

NOMINATION PROCEDURE

(DEADLINE: MAY 26, 2004)

PROJECT ELIGIBILITY REQUIREMENTS

To be eligible, the project must:

- 1 feature at least one of the five arts subjects taught in school (visual arts, visual arts and communication, drama, dance and music) and be consistent with the educational orientations and values promoted in the arts education curriculum.
- 2 be comprised mainly of activities held during school hours or be an extension of the arts courses offered in school; in the latter case, the activities must be carried out in collaboration with the arts teacher.
- 3 consist primarily of activities that took place during the 2003-2004 school year, even if the project began the previous year.

Note : Projects submitted to the 2003 Essor Awards Contest and that were to be completed sometime in the 2003-2004 school year are not eligible for the 2004 Essor Awards Contest.

- 4 consist of activities initiated at least three months before the deadline (May 26), if the project began during the current school year, and be slated to conclude by the end of the 2003-2004 school year

Note: If the project is slated to conclude by the end of the 2003-2004 school year, it is possible that certain activities connected with it may not have taken place or be completed by May 26. The selection committee will evaluate such projects based on their pedagogical aspects and the process experienced by the students in carrying them out.



- 5 involve the school, a group of schools or a school board, partner organizations or the project originators, on both administrative and educational levels
- 6 if it is an offshoot of a project that has previously won a regional first or second prize, be substantially different from the original project with regard to how the theme is developed, the type of activities involved and the way in which they are carried out
- 7 may not, under any circumstances, be the offshoot of a project that has already won a provincial first prize in the Essor Awards Contest
- 8 be signed by one of the people who began and carried out the project. The MEQ will recognize this person as in charge of the project, and as representing the organizing team in the various awards activities
- 9 be approved and signed by the principal or the school board director general, or by his or her designated representative
- 10 be entered in accordance with the application procedure and, if necessary, include complementary information or any relevant documents
- 11 include 15 copies of the submission form and the nomination portfolio; the portfolio may not exceed 10 pages

EVALUATION CRITERIA

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

- the project’s compliance with the eligibility requirements
- the active role of the arts in the carrying out of the project
- adherence to the teaching approaches and techniques specific to each of the arts subjects involved, particularly as they relate to the educational values and orientations promoted in the arts education program
- the importance attributed to the selection of elements accompanying the various art works produced during the project: quality of soundtracks, music repertoires, images, sets, etc.
- the importance attributed to the essential role of generalist and specialist teachers who provided the students with guidance throughout the project
- active collaboration with one of the following partners:
 - teachers of other subjects
 - partners in one or several schools
 - parents
 - organizations from the artistic and cultural communities
 - organizations from the recreational sector
 - municipalities
- the involvement of the largest possible number of students, in particular, those enrolled in arts courses at school
- the quality and diversity of the range of activities involved in the project
- the innovativeness and originality of the various aspects of the project
- the impact of the project on the school community and the community at large

EXAMINATION OF THE NOMINATION PORTFOLIOS

The Submission Form and the Nomination Portfolio will be examined in order to make sure that they contain all the items and information the selection committee will need in order to verify the authenticity of the project and compliance with **the eligibility requirements, the nomination procedure, and the guidelines set out in the Nomination Portfolio Development Guide.**

If necessary, the examiner may communicate with the project leader, school administrators, or a senior school board administrator in order to obtain certain additional informations or to verify the authenticity of the project.

A TWO-STEP PROJECT EVALUATION AND SELECTION PROCESS

Decisions made by the Ministère de l'Éducation following recommendations from the selection committee are final.

FIRST STEP

SELECTION OF THE REGIONAL WINNERS

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

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

- a representative from each of the four associations of arts teachers
- a representative from the Association québécoise des comités culturels scolaires
- a representative from the Québec Federation of Parent Committees
- a representative from the cultural community
- an arts education consultant
- a representative from Québec associations of school principals
- a representative from the MEQ regional offices
- a representative from MCC regional offices

SECOND STEP

SELECTION OF THE PROVINCIAL WINNERS

During the period in which regional prizes are awarded, projects will be pre-evaluated by individuals mandated by the MEQ. These people will meet with project leaders to obtain information required during the sessions held to evaluate projects for provincial prizes. These sessions will take place several days before the 2004 Essor provincial gala.

The membership of the provincial prizes selection committee is almost the same as that of the regional prizes selection committee. On the provincial prizes committee, however:

- the MEQ representative will not be a regional office representative
- the representative from the MCC will not be a regional office representative
- there will be one Télé-Québec representative

The selection committee will choose the winners of the provincial first prize, the provincial second prize and the special provincial prizes (Isabelle Aubin, Culture-Education, Télé-Québec and Arts and Cultural Education).

PRESENTATION

Make 15 copies of the Nomination Portfolio as set out in the Development Guide enclosed at the end of this document. A duly completed and signed Submission and Authentication Form, also found at the end of this document, must accompany each copy.

Include complementary documentation presenting the various phases of project development (e.g. videocassette, a digital recording or a photograph album). The project leader would do well, at this stage, to explain the importance he/she attaches to the completion of the project.

Audio recordings and videotapes should present the most significant moments of the development process and the final product and should not exceed 5 minutes in length. Please provide only one copy of these documents. It will be returned on request (see submission form). **Do not include original works; copies or photos will suffice.**

Answer all questions concisely and precisely in the order given.

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

Do not make statements that will be impossible to substantiate.

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

Send your nomination portfolio (**15 copies**) and the complementary documents (one copy) to the following address by **midnight May 26, 2004** (as certified by the postmark):

2004 Essor Awards Contest
Direction des communications
Ministère de l'Éducation
Édifice Marie-Guyart
1035, rue De La Chevrotière, 28^e étage
Québec (Québec) G1R 5A5

SUBMISSION FORM

Please print.

SCHOOL

Full name of the school or schools involved in the project

Level of instruction

Full name of the school that initiated the project

Level of instruction

Address of the school

Municipality

Postal code

Last and first name of the school principal

Telephone (work)

Fax

E-mail

SCHOOL BOARD

Full name of the school board

Administrative region

Address

Municipality

Postal code

Last and first name of the school board director general

Telephone (work)

Fax

E-mail

PERSON IN CHARGE

Last and first name and title of the person who initiated and carried out the project (person in charge)

Address (work)

Municipality

Postal code

Telephone (work)

Fax

E-mail

PLEASE RETURN COMPLEMENTARY DOCUMENTS TO ME.

DESCRIPTION OF THE PROJECT

Summarize the project:

SUBJECTS INVOLVED

Art subjects of particular interest in this project

AUTHENTICATION

We authenticate the following project: _____
Title of project

Start date of the project (specify the year) _____

Signature of the person who initiated and carried out the project.

THE MEQ SHALL RECOGNIZE THIS PERSON AS THE PROJECT LEADER REPRESENTING THE ORGANIZING TEAM AT THE REGIONAL AND PROVINCIAL AWARDS CEREMONIES.

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

Attach the complementary document along with your videocassette or CD-ROM and send your entry no later than **May 26, 2004** to the following address:

2004 Essor Awards Contest
Direction des communications
Ministère de l'Éducation
Édifce Marie-Guyart
1035, rue De La Chevrotière, 28^e étage
Québec (Québec) G1R 5A5

NOMINATION PORTFOLIO DEVELOPMENT GUIDE

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

The Nomination Portfolio must be no longer than 10 pages and must present the required information in the order given below. It must be typed double-spaced on paginated letter-sized paper (8.5 in. by 11 in.) All 15 copies must be stapled.

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

1 DESCRIPTION OF THE COMMUNITY

- **Describe** your community's interest in culture and the arts and in the means and venues used to promote and publicize them
- **Specify** the number of students in your school
- **Specify** the art subjects taught in your school and the frequency of classes
- **Describe** the pedagogical organization of arts education in your school
- **Describe** your school's preferred forms of collaboration and the steps it has taken to promote culture and the arts

2 GENERAL PRESENTATION OF THE PROJECT

- **Specify** the project objectives
- **Indicate** the number of students involved in each stage of the project
- **Name** the art subjects and other subjects involved, if necessary
- **Briefly describe** when and where the activities take place (e.g. during or after classes, at school, in a cultural centre, in an arts venue).
- **Specify** the period in which the project took place

3 PARTICIPATION OF PARTNERS WITHIN AND OUTSIDE THE EDUCATION COMMUNITY

- Briefly describe the various partners (individuals or organizations) who joined the project, and the nature of their collaboration, and explain why they decided to participate
- Briefly describe the participation of the person who started and was responsible for the project
- Briefly describe the type of collaboration of the various partners in terms of relationships, organization, administration and educational activities.

Note : These points may be presented in table form.

4 SPECIFIC PRESENTATION OF THE PROJECT

- **Describe** the structure of the project as it developed.
- **Describe** the project's main activities
- **Explain** how the project attributed importance to the active role played by the arts in the student's education
- **Describe** the roles played by the teacher and by resource persons from the cultural community, and compare these with the student's role
- **Describe** the approach adopted toward the subject(s) in relation to the educational orientations and values promoted in the arts education curriculum
- **Describe**, if applicable, the cross-curricular links developed in the project
- If part of the project took place as part of extracurricular activities, **highlight** the complementary role of these activities in relation to the school's art courses.
- If the current project came from a school that won a first or second Essor regional prize, **describe** what distinguishes it from the winning project in terms of its theme, type of work and activity, and context of production

- **Present** all or any other aspects likely to demonstrate the quality, originality and innovative character of the project.

5 IMPACT ON THE COMMUNITY INSIDE AND OUTSIDE THE SCHOOL

Referring to aspects described earlier:

- **Highlight** elements indicative of change among the students, teachers, partners and the community
- **Highlight** other of the project's strong points.

INFORMATION

For more information, please call:

Carole Bellavance or
Georges Bouchard
Essor Awards Contest
Telephone: (418) 646-4594

Éducation
Québec



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



Télé-Québec



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