



**ESSOR**  
Award  
contest

**NOMINATION DOCUMENT**

(2002-2003 SCHOOL YEAR)

One **Upgraded** Prize    One **New** Prize

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

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**BACKGROUND.** There was a time when artistic activities in school were in a special category reserved for the more gifted students. Since the introduction of the Art curriculum in 1981, the publication of the Arpin report on the arts and culture in 1991 and the adoption of a cultural policy by the 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.

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

Since 1996, the Essor Award Contest has highlighted the achievements of these people, who often work behind the scenes, and rewarded educational institutions by 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. In 2003, the Essor Award Contest will pursue the same objectives and once again challenge Québec's schools to enhance the emphasis they place on arts and cultural education.

DYNAMIC

## PARTNERSHIP

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

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

This year, the MEQ will 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 a new special prize, the Isabelle Aubin Provincial Prize.

# PARTNERS AND SPONSORS

## 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 special prize for outstanding achievement in fostering collaboration between the education community and the cultural community.

Associations of art 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

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

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

Another valuable contribution by Télé-Québec will consist in a special broadcast on arts and culture in school in 2003.

## SPONSORS

For the eighth consecutive year, Hydro-Québec will contribute to funding the amount awarded as the first prize in each region and the provincial first prize awarded to the most outstanding project overall.

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

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



CONTEST

# OBJECTIVES

- To promote the five arts subjects taught in school: drama, visual arts, visual arts and communication, dance and music
- To foster active cooperation among members of the education, artistic, and cultural communities, the recreational sector and municipalities with an interest in the teaching, practice and promotion of the arts and in the integration of culture across the curriculum
- To stimulate interest in setting up projects that highlight the connection between arts education in school and culture in a broader context
- To encourage interdisciplinary projects and teamwork
- To promote innovative educational and artistic projects that are consistent with the educational policies and values 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 2003 ESSOR REGIONAL FIRST PRIZE

- a cash prize of \$1 000 awarded by Hydro-Québec
- a cash prize of \$500 awarded by Scotiabank
- 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 2003 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 Eссор Award Contest and of the requirements relating specifically to arts and cultural education in school, it is possible that no project or only one project will be awarded a prize in a region.

## PROVINCIAL PRIZES

### THE 2003 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.

### An upgraded prize: 2003 ESSOR PROVINCIAL SECOND PRIZE

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

The provincial second prize will go to one project among the 22 that won either a regional first prize or second prize. The winning project must meet all contest eligibility requirements and, more particularly, stand out for the coherence, quality and diversity of the educational activities it comprised. It should be noted that this prize has been increased by \$1 000.

## SPECIAL PROVINCIAL PRIZES

### A new prize: THE 2003 ISABELLE AUBIN PROVINCIAL PRIZE

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

This prize will go to an eligible project among those submitted to the selection committee. The 2003 Isabelle Aubin Provincial Prize is awarded for outstanding achievement in promoting the dynamic role of the arts in the education of students. The projects awarded the first provincial prize and the second provincial prize are not eligible for this prize.

### THE 2003 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 an eligible project among those submitted to the selection committee. The 2003 Culture-Education Provincial Prize is awarded for outstanding achievement in fostering collaboration between the education community and the cultural community. The projects awarded the first provincial prize and the second provincial prize are not eligible for this prize.

### THE 2003 TÉLÉ-QUÉBEC PROVINCIAL PRIZE

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

This prize will go to an eligible project among those submitted to the selection committee. The 2003 Télé-Québec Provincial Prize is awarded for outstanding achievement in promoting the arts and culture in school or in the community. The projects awarded the first provincial prize and the second provincial prize are not eligible for this prize.

### THE 2003 SCOTIABANK PROVINCIAL PRIZE

- a cash prize of \$2 500 awarded by Scotiabank

This prize will go to an eligible project among those submitted to the selection committee. The 2003 Scotiabank Provincial Prize is awarded for outstanding achievement in promoting active partnership and collaboration among various partners. The projects awarded the first provincial prize and the second provincial prize are not eligible for this prize.

### THE 2003 ARTS AND CULTURAL EDUCATION PROVINCIAL PRIZE

This prize will go to an eligible project among those submitted to the selection committee. The 2003 Arts and Cultural Education Provincial Prize consists in \$2 000 in cash from the professional associations of art teachers and the Association québécoise des comités culturels scolaires and is awarded for outstanding achievement in staging original, innovative, artistic and cultural activities. The projects awarded the first provincial prize and the second provincial prize are not eligible for this prize.

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



## TWO AWARDS CEREMONIES

### REGIONAL AWARDS CEREMONY

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

### PROVINCIAL AWARDS CEREMONY

The names of the schools involved in the six projects that won a provincial prize will be revealed at the 2003 Essor provincial gala, which will be attended by representatives of the education, artistic and cultural communities, recreational sector, municipalities and the media. Télé-Québec will broadcast a special feature on this gala.





# NOMINATION PROCEDURE

(DEADLINE: MAY 28, 2003)

## 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

## 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 arts teachers, cultural committees or members of the Association québécoise des comités culturels scolaires
- 3 a) consist primarily of activities that took place during the 2002-2003 school year, even if the project has been under way for several years  
b) consist of activities initiated at least three months before the deadline (May 28) if the project began during the current school year, and be slated to conclude by the end of the 2002-2003 school year

Note : If the project is slated to conclude by the end of the 2002-2003 school year, it is possible that certain activities connected with it may not have taken place or be completed by May 28. The selection committee will evaluate such projects based on their pedagogical aspects and the process experienced by the students in carrying them out.



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

Note: Schools that entered projects slated to conclude during the 2002-2003 school year in the 2002 edition of the Essor Award Contest cannot enter the same project in the 2003 edition.

## EVALUATION CRITERIA

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

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

## EXAMINATION OF THE NOMINATION PORTFOLIOS

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

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

## A TWO-STEP PROJECT EVALUATION AND SELECTION PROCESS

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

### 1 First Step:

#### SELECTION OF THE REGIONAL WINNERS

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

#### COMPOSITION OF THE REGIONAL PRIZE SELECTION COMMITTEE

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

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

### 2 Second Step:

#### SELECTION OF THE PROVINCIAL WINNERS

Three new members will be added to the regional prize selection committee to form the provincial selection committee. This expanded committee, mainly representing the government departments, the cultural community, the recreational cultural sector, the associations and the schools, will reevaluate the nomination portfolios for the projects submitted. 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, Scotiabank, and Arts and Cultural Education). This second step will take place a few days before the 2003 Essor provincial gala.

#### COMPOSITION OF THE PROVINCIAL PRIZE SELECTION COMMITTEE

The following members will join the regional prize selection committee to form the provincial prize selection committee:

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

## **PRESENTATION**

Make 15 copies of the 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.

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.

Attach any complementary documents (administrative information, description of activities, photocopies, etc.) that are specifically related to 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.

Send your nomination portfolio (15 copies) and the complementary documents (one copy) to the following address by midnight May 28, 2003 (as certified by the postmark):

**2003 Essor Award Contest**  
Direction des communications  
Ministère de l'Éducation  
Édifice Marie-Guyart  
1035, rue De La Chevrotière, 28<sup>e</sup> 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

Telephone (work)

Fax

Last and first name of the school principal

### SCHOOL BOARD

Full name of the school board

Administrative region

Address

Municipality

Postal code

Telephone (work)

Fax

Last and first name of the school board director general

### 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:

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## 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 AWARD CEREMONIES.

\_\_\_\_\_  
Signature of the school principal

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

Attach the complementary document and send your entry no later than **May 28, 2003** to the following address:

**2003 Essor Award Contest**  
Direction des communications  
Ministère de l'Éducation  
Édifce Marie-Guyart  
1035, rue De La Chevrotière, 28<sup>e</sup> 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. For further information, consult the MEQ Web site.

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

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

- interest in the arts and culture, presence or absence of arts and cultural facilities
- characteristics of the school, such as number of students, arts subjects taught, frequency of classes and the presence of these subjects in the curriculum throughout elementary or secondary school
- preferred form of collaboration and actions taken in the past to promote the arts and culture

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

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

If the project involves the participation of a limited number of students, outline the criteria used to select participants and explain why this specific group of students was chosen.

- 2.3 Briefly describe when and where the activities take place (e.g. during or after classes, at school, in a cultural centre, in an arts venue).

### 3 PARTICIPATION OF PARTNERS WITHIN AND OUTSIDE THE EDUCATION COMMUNITY

- 3.1 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.
- 3.2 Briefly describe the participation of the education community and its various partners in terms of organization, administration and educational activities.  
Partners must be actively involved in carrying out the project.

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

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

4.1 Explain the importance or role of the arts subjects mentioned under point 2.2 in the project. Specify the way in which the project grants importance to the dynamic role of the arts in the education of students. If applicable, describe the interdisciplinary links and the forms of collaboration between teachers and students in various arts subjects and other subject areas.

4.2 In connection with points 2.3, 3.1 and 3.2, describe the main activities of the project and highlight the aspects that will allow the selection committee to assess the coherence, quality, diversity and originality of the project.

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

4.3 Clearly describe the process (i.e. the stages in the development of the learning activities) experienced by the students as part of the project, as this is a key aspect in the selection committee's examination of the portfolios.

4.4 If the project is a spin-off of a project that has already won a prize as part of the Essor Award Contest, indicate how the new project is different from the original project.

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

### Conclusion

## 5 IMPACT ON THE COMMUNITY

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

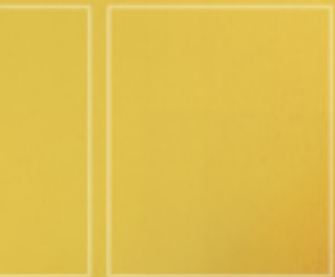
5.1 Highlight the positive effects of the project as regards the learning of various artistic languages and the personal development of students (give one or several examples).

5.2 Highlight the positive effects observed in the school community and the community at large (give one or several examples).

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### INFORMATION

For more information, please call:  
Georges Bouchard  
Project Coordinator  
2003 Essor Award Contest  
Telephone: (418) 646-4594



I succeed. You succeed. We all succeed.

**Éducation**

**Québec**

