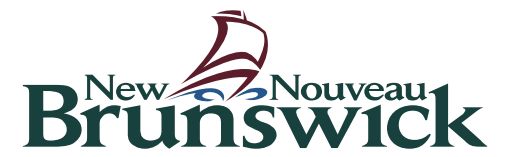




Creative Arts 110

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Contents

Acknowledgments

1. Introduction

- 1.1. Mission and Vision of Educational System
- 1.2. New Brunswick Global Competencies

2. Pedagogical Guidelines

- 2.1. Diverse Cultural Perspectives
- 2.2. Universal Design for Learning
- 2.3. English as an Additional Language-Curriculum
- 2.4. Assessment Practices
 - Formative Assessment
 - Summative Assessment
- 2.5. Cross-Curricular Literacy

3. Subject Specific Guidelines

- 3.1. Rationale
- 3.2. Course Description
- 3.3. Curriculum Organizers and Outcomes
 - Outcomes
 - Guidelines for Implementation and Delivery of the Curriculum
 - Facilities
 - Curriculum Outcomes Summary Chart

4. Curriculum Outcomes

5. Resource Suggestions

1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all learners have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.”

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer learners clear goals and a powerful rationale for schoolwork. They help ensure that provincial education systems’ missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all learners who graduate high school. Achievement of the New Brunswick Global Competencies prepare learners to continue to learn throughout their lives. These competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that learners need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future. [Click here for more information.](#)

2. Pedagogical Guidelines

2.1 Diverse Cultural Perspectives

It is important for educators to recognize and honour the variety of cultures and experiences from which learners are approaching their education and the world. It is also important for educators to recognize their own biases and be careful not to assume levels of physical, social, or academic competencies based on gender, culture, or socio-economic status.

Each learner's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Indigenous culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication, and experiences.

Newcomer learners may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural, and isolated communities. It may also arise from the different value that families may place on academics or athletics, books, or media, theoretical or practical skills, or on community. Providing a variety of teaching and assessment strategies to build on diversity will provide an opportunity to enrich learning experiences for all learners.

2.2 Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. The [Planning for All Learners Framework](#) will guide and inspire daily planning.

2.3 English as an Additional Language Curriculum

Being the only official bilingual province, New Brunswick offers the opportunity for learners to be educated in English and/or French through our public education system. The New Brunswick Department of Education and Early Childhood Development (EECD) provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. EECD, in partnership with the educational and wider communities, offer a solid, quality education to families with school-aged children.

2.4 Assessment Practices

Assessment is the systematic gathering of information about what learners know and can do. Performance is assessed using the information collected throughout the learning cycle. Educators use professional skills, insight, knowledge, and specific criteria to determine learner performance in relation to learning outcomes.

Assessment is more effective if it is ongoing, participatory (*formative assessment*), rather than reserved for the end of a period of learning to determine a mark (*summative assessment*). Each type of assessment has a different purpose, but all should be used to inform decisions regarding teaching and learning. Classroom assessment practices should be “balanced” (i.e., include both types), but the emphasis needs to be placed on ongoing formative assessment.

Evidence of learning needs to be collected from a variety of sources throughout the year. Some examples of assessment practices include:

Questioning	Projects and Investigations
Observation	Checklists/Rubrics
Conferences	Responses to texts/activities
Demonstrations	Reflective journals
Presentations	Self and Peer assessment
Role Play	Career portfolios
Technology applications	

Formative Assessment

Learners benefit most when assessment is ongoing and is used in the promotion of learning. Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Learners should be encouraged to monitor their own progress through goal setting, co-constructing criteria, and other self-and peer-assessment strategies. As learners become more involved in the assessment process, they are more engaged and motivated in their learning. Additional details can be found in the [Formative Assessment](#) document.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development’s Assessment and Evaluation site.

2.5 Cross-Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read, and view, and write and represent are present every day in and out of school. All New Brunswick curricula include references to literacy practices and materials are available to embed explicit strategies for strengthening comprehension and to help educators strengthen their learners reading skills.

Key documents that highlight specific cross-curricular strategies include: K – 2 Literacy Look Fors, 3 – 5 Literacy Look Fors, Cross-Curricular Look Fors (Grades 6-12), and Cross Curricular Reading Tools. These documents describe learning environments and key strategies that support cross-curricular literacy practices.

3. Subject Specific Guidelines

3.1 Rationale

The arts have always been vital to our lives. Learning in and through the arts satisfies a deep-seated human need to experience beauty, to express ourselves, and to be creative.

Creative Arts 110 will provide an opportunity for any student to demonstrate an awareness of and value for the role of the arts in creating and reflecting culture in local and global contexts and as a record of human experience and expressions through:

- Interacting with media in new ways;
- Articulating critical responses to the arts;
- Building skills in the arts.

Students will engage in critical dialogue about the representation of diverse world views and individual perspectives to appreciate and connect to views which may be different from their own.

Additionally, students will examine the importance of their role as consumers of the arts and how that has influence over local, provincial, and global economies

3.2 Course Description

Creative Arts 110 is an overview course designed for all learners who have an interest in the arts. It is designed to encourage students to develop skill through exposure to a variety of challenges and problems requiring creativity and higher order thinking.

Students will be required to work both individually and collaboratively and are encouraged to design their learning in collaboration with teachers. Input and guidance from industry professionals and/or mentors is also encouraged.

Students will be exposed to a wide range of media for purposes of analysis, application, historical research, and demonstration of understanding.

The true purpose of arts education is not necessarily to create more professional dances or artists.

It is to create more complete human beings who are critical thinkers, who have curious minds, who can lead productive lives.

Kelly Pollock

Students are encouraged to participate in activities and art experiences outside the school day. For example, attending music concerts, art exhibits or dramatic presentations or, in lieu of live events, respond to recordings, live stream, virtual tours and other online resources may enhance the learning experience.

3.3 Curriculum Organizers and Outcomes

Organizers

Creative Arts 110 curriculum has been divided into 2 strands; Connect and Communicate. Each strand consists of prescribed learning outcomes that share a common focus.

- **Connect** focuses on evidence, knowledges, understanding, and valuing the arts in a variety of contexts.
- **Communicate** is concerned with the ability to respond critically to art works through increasing knowledge and understandings of, and responses to, the expressive qualities of art works.

Create is a strand which is pervasive through arts education documents in New Brunswick, however, this strand is not a focus area for Creative Arts 110.

Creating, making, and presenting art involves *technical development*; the ability to use and manipulate media – images, words, sound, silence, and movement, to create art that expresses and communicates ideas and feelings.

Learners are encouraged to demonstrate learning through creating art, however, the emphasis for assessment is demonstrating understanding of a concept rather than demonstrating developing in technical skill.

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCO) are overarching statements about what concepts students are expected to learn.

Specific Curriculum Outcomes (SCO) are statements that identify related skills underpinned by the understanding and knowledge attained by students.

Guidelines for Implementation and Delivery of the Curriculum

It is suggested the course be offered with the following conditions:

- Teachers with limited experience in a specific medium are encouraged to seek out resources within the school community and with the larger community for mentorships and expertise.
- Students are encouraged to expand on technical skills in the arts to meet the outcomes. For example, if students can demonstrate understanding through a painting or a musical composition, they are encouraged to do so. As assessment is a very important indicator for success, students should discuss with their teacher before beginning any project to ensure it will meet requirements.
- For suggested resources and sample activities, please refer to Creative Arts 110 Online through [New Brunswick Virtual Learning Centre](#).
- Prior to beginning Creative Arts 110, students should have successfully completed the 9/10 block of Music and Visual Art.
- Students may enroll in Creative Arts 110 concurrently with any other music, visual art or dramatic art elective.

Learning Outcomes Summary Chart

Connect

GCO 1	Define “art” and explain how interpretations may differ.
SCO 1.1	Define “art”.
SCO 1.2	Respond with empathy to preferences that are different than one’s own.
GCO 2	Analyze the interconnectedness of art and culture.
SCO 2.1	Examine how the arts are an integral part of collective experiences.
SCO 2.2	Describe how art reflects culture and culture reflects art.
GCO 3	Describe the role of arts in career pathways and in community building.
SCO 3.1	Identify a variety of career pathways in the arts.
SCO 3.2	Contribute to community building through involvement in the arts.

Communicate

GCO 4	Create critical responses to forms of art.
SCO 4.1	Evaluate influences on the consumption and dissemination of art.
SCO 4.2	Critically analyze a variety of art forms.

Learners are encouraged to demonstrate learning through creating art, however, the emphasis for assessment is demonstrating understanding of a concept rather than demonstrating developing in technical skill.

4. Curriculum Outcomes

Create

GCO 1 Define “art” and explain how interpretations may differ	
SCO 1.1	Define “art”
Concepts and Content	Achievement Indicators
<p>Understand the broad range of art types:</p> <ul style="list-style-type: none"> • How is art classified? • How far can the definition of art be extended? • How is art that combines media defined? <p>Art is not always tangible (e.g. Performance art, installations, etc.).</p> <p>Discuss the distinction between ‘art’ and ‘craft’.</p> <p>What makes a work of art ‘good’ or ‘bad’?</p>	<p>Define a variety of art forms.</p> <p>Explain why art is not easily definable.</p> <p>Construct a persuasive argument about what art is or is not.</p>
SCO 1.2	Respond with empathy to preferences that are different than their own
Concepts and Content	Achievement Indicators
<p>Why do we often tire (sometimes quickly) of the things we once enjoyed?</p> <p>Preferences change with experience.</p> <p>Appreciation does not necessarily indicate preference.</p>	<p>Correlate personal experiences to changing preferences.</p> <p>Discuss how the arts influence personal identity.</p> <p>Respond with empathy to preferences that are different than their own.</p>

GCO 2 Analyze the interconnectedness of art and culture

SCO 2.1 Examine how the arts are an integral part of collective experiences	
Concepts and Content	Achievement Indicators
<p>The arts are used in a variety of collective experiences which bring communities together. For example:</p> <ul style="list-style-type: none">• wedding and funerals• holiday celebrations (Chinese New Year)• anthems at sports events• storytelling to share history and wisdom• performances/exhibits <p>Audience members bring sets of experiences and values that impact reception and perception when consuming art.</p>	<p>Articulate the importance of arts in creating community.</p> <p>Compare the impact of your own culture on how you perceive art with how people of other cultures perceive art.</p>
SCO 2.2 Describe how art reflects culture and culture reflects art	
Concepts and Content	Achievement Indicators
<p>Artists are motivated to create for a variety reasons and intentions including:</p> <ul style="list-style-type: none">• preserving and celebrating culture• social commentary• filling a 'need' (personal, economic, preference) <p>As society changes, art responds. As art changes, society responds.</p> <p>Developments in technology impact the development and distribution of art.</p>	<p>Provide examples of how the arts and artists have a role in influencing and preserving culture.</p> <p>Deconstruct examples of art for purpose and meaning within a cultural context both historical and contemporary. For example:</p> <ul style="list-style-type: none">• protest songs• political cartoons• propaganda <p>Examine an art form to outline how technology has impacted its development and distribution.</p>

GCO 3 Describe the role of arts in career pathways and in community building

SCO 3.1 Identify a variety of career pathways in the arts.	
Concepts and Content	Achievement Indicators
<p>Skills gained through art appreciation and art creation are transferrable to a variety of career pathways. Transferrable skills include (but are not limited to):</p> <ul style="list-style-type: none">• Global competencies• Technical skills in an area of art• Critique and assessment <p>Careers in the arts may include:</p> <ul style="list-style-type: none">• Creator - Primary Artist• Interpreter - Secondary Artists• Audience – Critic of art• Conservation - preserving art, culture, and heritage• Educator	<p>Identify skills gained through the arts that are transferrable which can contribute to success in life.</p> <p>Research a variety of career options in the arts, including those which are outside of creating art (i.e. museum curator, art conservator, music manager, lighting designer, etc.).</p>
SCO 3.2 Contribute to community building through involvement in the arts	
Concepts and Content	Achievement Indicators
<p>The arts contribute to economy. Examples may include:</p> <ul style="list-style-type: none">• Art events and installations• Arts based tourism• Heritage preservation <p>Involvement in the arts helps to create a sense of belonging to a community.</p>	<p>Demonstrate the way(s) an individual can build community through involvement in the arts.</p>

Communicate

GCO 4 Create critical responses to forms of art	
SCO 4.1	Evaluate influences on the consumption and dissemination of art
Concepts and Content	Achievement Indicators
<p>Censorship in the arts and sponsorship of the arts</p> <ul style="list-style-type: none"> • How are they similar/different? • Why is it necessary to have Canadian Content regulation? • The role of CBC as a defender/promoter of Canadian culture. <p>Arts advocacy organizations vs. art sellers:</p> <ul style="list-style-type: none"> • What is the difference between an organization that focusses on the creation of art rather than the sale of art? <p>Implications of availability.</p> <p>What are the budget cuts of budget cuts or increases to the CBC?</p>	<p>Describe how media influences art through regulation (Canadian content).</p> <p>Evaluate the impact of censorship and sponsorship on art.</p> <p>Evaluate the role of the media in the consumption and dissemination of the arts.</p>
SCO 4.2	Critically analyze a variety of art forms
Concepts and Content	Achievement Indicators
<p>Subjective vs. objective perspectives</p> <ul style="list-style-type: none"> • The first step in learning about art is to be open to it • Suspend prejudice until understanding is achieved • The role of values and bias <p>Active engagement vs. Passive engagement</p> <ul style="list-style-type: none"> • hearing vs. listening • looking vs. seeing • reading vs. understanding/comprehending <p>Steps of critical analysis:</p> <ul style="list-style-type: none"> • Description • Analysis (includes Context and Meaning) • Judgement 	<p>Distinguish elements of various forms.</p> <p>Differentiate between and give examples of active and passive engagement in the arts.</p> <p>Differentiate between objective and subjective perspective.</p> <p>Apply the steps of critical analysis using appropriate language, materials, and structures.</p>

5. Resource suggestions

- Universal Design for Learning, Center for Applied Special Technology ([CAST](#))
- Nelson, Loui Lord (2014). Design and Deliver: Planning and Teaching Using Universal Design for Learning. 1st Edition, Paul H. Brooks Publishing Co.
- Please also refer to [Creative Arts 110 \(Online\)](#) for resources.

Videos	Websites	Documents/Articles
<ul style="list-style-type: none"> • What is Art? • The Definition of Art • What makes something Art? • What is Art For? • Barbara Kruger In her own words • Marina Abramović • Behind the Banksy Stunt • Art or Prank? • A Brief History or John Baldassari • This artist infuses living Mi'kmaq history into every inch of this dazzling print • Celebrating Canada's Indigenous Icons Exhibitionists • Power & Persuasion: Social commentary in art • Is Instagram Changing Art? • Yayoi Kusama's Obliteration Room TateShots • Who decides what art means? • How to sound like you understand art • How to Critique The Art Assignment • The formula for selling a million-dollar work of art 	<ul style="list-style-type: none"> • Library - Creative City Network of Canada • THE 17 GOALS Sustainable Development (un.org) • Powerful art activism • The transformative power of street art • Why art is essential to democracy • Martha Rosler. Cleaning the Drapes from the series House Beautiful: Bringing the War Home. c. 1967-72 MoMA • Chicago Art21 	<ul style="list-style-type: none"> • What is Art? Why is it Important? • 27 Responses to the Question "What is Art?" • What is Music Exactly? • There's a cougar stalking the Fredericton forest...or is it art? • 12 Contemporary Artists Tell Us What it Takes to Make a Great Piece of Art • Make Good Art Or What Makes Art Good? • Art is a collective experience. It's also a deeply private one. • Ai Weiwei: 'An artist must be an activist' • A Public Art Project Devoted to Dismantling Racism at Every Level • An Expert's Take on the Symbolism in Childish Gambino's Viral 'This Is America' Video • An Arts for the Instagram Age • Cultivating our Cultural Workers: Realities of New Brunswick's arts and culture workforce • NASA needs you: space agency to crowdsource origami designs for shield • A Fold Apart: A NASA Physicist turned Origami Artist