

Quality Control for Program Integrity – Arts-Centred Learning Alternative Program

Arts-Centred Learning is the integration of skills learned in “learning **in** the arts”.

Learning in the arts is a vital part of each child’s encounter with the arts and forms the basis for Arts-Centred Learning. Learning in the arts is the intentional teaching of the skills related to the specific disciplines of music, art, drama and dance. This instruction is the basis for Arts-Centred Learning. These definitions are based on those accepted in the National Policy Guidelines for Arts Education in Canadian Schools developed the Coalition for Arts Education in Canada (2004).

Students without specific classroom instruction in the arts are not expected to be successful in Arts-Centred Learning. Arts-Centred Learning builds on learning in the arts and infuses the arts throughout the curriculum. For example, dance is used in the teaching of math; drama is used in the teaching of history; music is used in the teaching of science and so on.

- ✓ Teacher hiring is based on expertise in Arts-Centred Learning.
- ✓ Teacher planning is interdisciplinary, collaborative and includes the school-based Fine Arts Specialist
- ✓ School professional development is a consistent, on-going focus on learning in and through the arts
- ✓ Deep curricular understandings are supported by qualitative data
- ✓ Core curriculum outcomes are taught through the arts where appropriate
- ✓ Opportunities are provided for professional artists to work with staff and students
- ✓ Evaluation of student work is broad-based reflecting diverse learning strategies
- ✓ Students apply Arts-Centred Learning to new situations in the school community
- ✓ School communications (e.g. Web site, newsletters) highlight Arts-Centred Learning
- ✓ Arts-Centred Learning is evident and celebrated throughout the school
- ✓ Students, parents and staff can articulate what Arts-Centred Learning means
- ✓ Parents, students and staff are satisfied with the quality of the Arts-Centred Learning
- ✓ The facility is appropriate to the age of the students in the fine and performing arts
- ✓ Arts programs are sustainable regardless of staff transitions



Recommendations to Maintain Quality and Consistency in Arts-Centred Learning

Recommendation 1:

THAT Arts-Centred Learning from site to site implement the 4 quality control components of the program to ensure autonomy of program resources, philosophy, development, communication plans, beliefs and values.

Recommendation 2:

THAT Arts-Centred Learning staff on site and from site to site work together as much as possible to implement and develop the Arts-Centred Learning program; this includes common professional development days and other opportunities as can be agreed upon.

Recommendation 3:

THAT experienced Arts-Centred Learning staff work at a new Arts-Centred Learning site.

Recommendation 4:

THAT besides common Arts-Centred Learning professional development days, job shadowing opportunities and event sharing occur between sites.

Recommendation 5:

THAT professional artists be utilized as is appropriate to student age and curriculum outcomes.

Recommendation 6:

THAT appropriate facility includes basic requirements for flooring, equipment and size of space.

