

CULTURAL POLICY

(Adopted on May 9, 2008)

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Introduction

When we teach a child to sing or play the flute, we teach her how to listen. When we teach her to draw, we teach her to see. When we teach a child to dance, we teach him about his body and about space, and when he acts on stage, he learns about character and motivation. When we teach a child design, we reveal the geometry of the world. When we teach children about folk and traditional arts and the great masterpieces of the world, we teach them to celebrate their roots and find their own place in history.

Jane Alexander

National Endowment for the Arts

1.0 PREAMBLE

Dance, drama, music and visual arts allow students to incorporate skills, knowledge and values into their everyday lives. Research has shown that through the arts, students learn to think imaginatively, identify and solve problems, empathize with others, think critically, assess the quality of their surroundings, communicate effectively and appreciate the skills and accomplishments of others. The Central Québec School Board is committed to providing students with learning experiences that engage their hearts, minds and bodies.

2.0 BELIEFS

The Central Québec School Board believes the arts:

- Connect learning experiences to the world of work. Students in the arts develop higher level life skills such as creativity, problem-solving and divergent thinking. Students learn teamwork as they face artistic challenges, negotiate for meaning, take judicious risks and create together;
- Help students explore, think critically and represent ideas and concepts. As students gain knowledge of and experiment with elements of the arts they become creators and learn to appreciate artistic representations;
- Teach self-discipline, and students become aware of the persistence and hard work that are required to create a meaningful work of art;
- Celebrate the rich cultural heritage of our diverse communities and its role in our understanding and acceptance of each other;
- Help students become more successful by developing skills that can be transferred to other subject areas of the curriculum, resulting in measurable gains in student motivation and achievement in reading, writing and mathematics;
- Build student self-confidence;
- Teach empathy and respect for a multitude of cultural traditions and values; and
- Contribute to safe, healthy environments in schools and the community, and prepare students to shape a better world.

3.0 ORIENTATIONS

All arts curriculum is based on the Québec Education Program as outlined by the Ministry of Education, Leisure and Sports.

The Central Québec School Board strives to ensure that arts programs:

- Use teaching methodologies that promote positive relationships amongst students, educators, parents and members of the community;
- Are enhanced by professional development opportunities for staff;

- Enrich the arts curriculum through interaction with artists in the classroom and in the community;
- Are conducted in facilities that ensure the safety and emotional well-being of all participants;
- Share students production with peers, students, educators, parents and members of the community; and
- Honour and celebrate the richness and diversity of our multicultural community.

4.0

The school may form a Cultural Committee or use an existing structure in order to carry out the above roles and responsibilities.

5.0 BIBLIOGRAPHY

To respect the needs and legal requirements, the following documents governed the creation of this policy:

5.1 Arts and Cultural Policies

Arts Policy, Toronto District School Board, October 2000
Politique culturelle, Commission scolaire de Charlevoix, May 2005
Politique culturelle, Commission scolaire au Cœur-des-Vallées, Sept. 2002
Politique culturelle, Commission scolaire Marguerite-Bourgeoys, Oct. 2003
Politique culturelle, Commission scolaire du Pays-des-Bleuets, June 2004

5.2 MELS Documents

Québec Education Program, Preschool and Elementary Education, 2001
Québec Education Program, Secondary School Education, Cycle One, 2004
Québec Education Program, Secondary School Education, Cycle Two, 2007