

Competencies and Current Programs of Study

ARTS EDUCATION (DRAMA, MUSIC AND ART)

Competencies are combinations of attitudes, skills and knowledge that students develop and apply for successful learning, living and working. In school, competencies help students achieve learning outcomes and transfer their learning to new situations. Alberta's curriculum promotes the development of eight competencies, which are a streamlined expression of the competencies identified in the Ministerial Order on Student Learning (#001/2013). The following are examples that describe how competencies may be expressed within the context of Alberta's current Kindergarten to Grade 12 Arts Education programs of study.

CRITICAL THINKING in arts education involves engaging in cognitive, emotive or sensory thinking to interpret or create artistic works. Students:

- analyze how ideas are represented or interpreted in visual, auditory, kinesthetic, symbolic or dramatic works;
- develop or apply criteria to create or interpret artistic works;
- identify assumptions or perspectives when creating or interpreting works of art; and
- demonstrate open-mindedness and flexibility when interpreting or creating art.

MANAGING INFORMATION in arts education involves accessing and using sensory, intellectual, spiritual, or emotional information to interpret or express ideas through works of art. Students:

- collect, manipulate and synthesize ideas from a variety of sources to inspire and create artistic works;
- use traditional or contemporary knowledge to explore and develop artistic products, processes, ideas or techniques; and
- apply social and ethical conventions to acknowledge the integrity and authenticity of creative cultural property.

PROBLEM SOLVING in arts education involves identifying and solving problems through artistic processes or products. Students:

- identify the goal or outcome of engaging in creative processes;
- explore a wide range of materials, tools, techniques and forms to represent thoughts, feelings and ideas in new ways;
- implement plans of action to develop artistic products or enhance technical skills; and
- demonstrate perseverance, flexibility and critical reflection as strategies to realize artistic goals.

CREATIVITY AND INNOVATION in arts education involves transforming ideas, expressions or emotions into artistic works. Students:

- draw upon imagination, intuition, improvisation or experimentation to generate new ideas, processes or products;
- explore or expand upon traditional, contemporary or emerging artistic practices to create new works of art;
- consider the impact of aesthetics when transforming ideas into artistic works;
- acknowledge that risk-taking and perseverance are integral to innovation; and
- appreciate that creative processes involve both spontaneous and deliberate effort.

COMMUNICATION in arts education involves sharing thoughts, ideas or emotions through music, dance, drama or visual arts. Students:

- create or interpret artistic representations as a means of understanding or expressing thoughts, ideas or emotions;
- utilize vocabulary that is relevant to a community of practice for a given art form;
- understand how artistic works communicate aspects of culture, history, context, perspective or experience; and
- demonstrate respect and compassion when exercising freedom of expression through works of art.

CULTURAL AND GLOBAL CITIZENSHIP in arts education involves exploring identity, time, place or culture when creating, interpreting or appreciating works of art. Students:

- use various mediums to express, record or share personal or collective identities or experiences through works of art;
- acknowledge that works of art reflect historical or contemporary facets of communities;
- connect works of art to the socio-cultural contexts from which they emerge; and
- appreciate that works of art can be interpreted differently depending on the experiences and perspectives of the artist or the audience.

COLLABORATION in arts education involves working with others to create, share or appreciate artistic works. Students:

- shape, refine and share artistic processes, products and experiences with mentors, artists, peers or community members;
- nurture positive relationships that contribute to healthy and vibrant artistic communities;
- stimulate creativity through sharing, developing or challenging ideas and techniques with others; and
- respect individual roles and their contributions to the realization of artistic works.

PERSONAL GROWTH AND WELL-BEING in arts education involves knowing and developing self, through the expression or interpretation of artistic works. Students:

- explore mind, body and spirit through artistic expression;
- recognize how arts education creates opportunities that enhance living, learning and working;
- identify and pursue artistic goals for enjoyment, fulfillment or challenge;
- connect with others in artistic communities to expand personal interests, build networks and create a sense of belonging; and
- demonstrate confidence, motivation and sustained effort when participating in artistic endeavors.

Evidence of competency development is contextualized by subject-area learning content. Educators are not required to formally evaluate and report on competencies separately from students' progress in achieving learning outcomes. Educators are encouraged to give students feedback on competency development as it relates to specific learning outcomes and activities.