



**YORK REGION DISTRICT SCHOOL BOARD**

***Policy and Procedure #301.0, Arts Education***

The Arts Education policy and procedure address the role of Arts education in supporting the Board's priorities along with the responsibilities of system and school leaders in fostering and supporting Arts Education for all students and staff in the York Region District School Board.

**What has changed?**

<i>Major Changes to the Document</i>	<i>Addition of responsibilities for Plant Services.</i>  <i>The Program Accommodations for Faith Purposes Guideline and <a href="#">Arts Projects</a> procedure have been referenced in order to ensure compliance in these areas.</i>  <i>References to equity and anti-oppression practices.</i>
<i>Reason for Revisions</i>	<i>Alignment with <a href="#">Arts Projects</a> procedure and the Program Accommodation for Faith Purposes. Curriculum Front Matter, Board Leadership and Equity Strategies</i>
<i>Who is affected by these changes and what is the impact on current practice?</i>	<i>Plant Services Principals Teachers</i>
<i>Implementation Timelines</i>	<i>Immediate</i>
<i>Lead Superintendents/Subject Matter Expert</i>	<i>Superintendent of Education, Curriculum and Instructional Services</i>

**Who has responsibilities?**

- Board of Trustees
- Director of Education
- Superintendents
- Administrators
- Plant Services
- Teachers
- Curriculum and Instructional Services
- Students
- Parent(s)/Guardian(s)

**How is this policy and procedure related to Board priorities?**

The Arts Education policy is aligned with the York Region District School Board [mission, vision and values](#). It aligns with the goals outlined in the Board Improvement Plan for Student Achievement and Well-Being by engaging students in their learning while increasing student achievement through arts integration.

### **What are the timelines and next steps?**

This policy and procedure was adopted as a working document for six months at the December 12, 2017 Board meeting. Comments received during this time will be scheduled for consideration at the appropriate meetings.

### **How do I find out more or provide feedback?**

Questions about this policy and/or procedure should be raised with your principal, manager or supervisor. If additional clarification is required, principals, managers and supervisors may contact the lead superintendent and/or subject matter expert.

In accordance with *Board Policy #285.0*, [Board Policies, Procedures and Supporting Documents](#), the Board welcomes all comments and suggestions on Board policy.

Input is an important component of the review process. If you feel a policy and/or procedure needs to be revised, feedback may be submitted through the school council or by submitting the on-line form. In your response please;

- outline clearly the specific section(s) of the policy and/or procedure in which you are not comfortable,
- identify the reason(s) for your concern(s), and
- suggest specific alternate wording to reflect your position.

Specific recommendations or questions about the review process should be submitted using the on-line form or sent to the Assistant Manager, Corporate Policy via email at [policy.committee@yrdsb.ca](mailto:policy.committee@yrdsb.ca), or via telephone at 905-727-0022 extension 2570 or in hard copy at [The Education Centre – Aurora](#).

### **Department**

Curriculum and Instructional Services

### **Related Documents**

[Sanitizing and Disinfecting Musical Instruments](#)

[Arts Projects](#)

[Program Accommodation for Faith Purposes](#)

*It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.*



# Board Policy #301.0 Arts Education

## Policy Statement

The York Region District School Board is committed to equity and excellence in arts education for each student. *“Education in the arts is essential to students’ intellectual, social, physical and emotional growth and well-being. Experiences in the arts; dance, drama, music and visual arts, play a valuable role in helping students to achieve their potential as learners and to participate fully in their community and in society as a whole.”* (Ontario Ministry of Education, 2009, p. 3).<sup>1</sup>

## Application

The arts can be a powerful tool to assess and instruct students when integrated into other curricular areas, enhancing student engagement, achievement and well-being. Every student will receive a balanced and comprehensive arts program based on the [Ontario Curriculum](#). Members of the learning community shall be provided with opportunities for growth and development as educators in, through and about the arts.

Arts Education engages students in rich and varied opportunities to learn **in**, **through** and **about** the Arts.

When students learn **in** the arts, they learn experientially; participating in creative processes while developing the knowledge, skills and attitudes of each arts discipline. Learning in the arts engages students cognitively, physically, socially and emotionally.

When students learn **through** the arts, they use the arts to access and demonstrate learning in other subject areas.

When students learn **about** the arts, they develop an understanding of the meaning and the “language” of art forms and artistic products. To ensure that systemic barriers are removed and approaches for equitable and accessible services are identified, learning experiences shall focus on analysis, criticism and appreciation of the arts, particularly when considering historical and cultural contexts such as, but not limited to cultural appropriation.

Excellence in arts education is achieved when:

- students experience a sense of belonging, have voice in all aspects of their learning, take risks, solve problems, experience success and develop confidence in a safe and inclusive learning environment;
- instruction fosters imagination, curiosity, experimentation and a sense of inquiry;
- cognitive, physical and social/emotional skills are cultivated;
- creative and critical thinking processes, collaboration, emotional intelligence and habits of mind are fostered;
- students make connections between the arts and other subjects;
- personal and cultural identities and values are strengthened;
- students access and use new and ever-changing technologies and artistic creations such as, but not limited to, electronic music, new media and online learning opportunities;
- students demonstrate the expected knowledge, skills and attitudes in each of the art disciplines; and
- arts programs in schools are connected to and enriched by professional artists and arts organizations in the community.

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<sup>1</sup> Ontario Ministry of Education. (2009). *The Ontario Curriculum, Grades 1-8. The Arts*. ON: Queen’s Printer for Ontario.

Integration of the arts occurs when:

- one or more of the arts disciplines are combined, as when, but not limited to dramatic presentations that incorporate dance, music and visual arts;
- arts disciplines support student learning in other curricular areas, as when, but not limited to, students explore French folk songs to learn about the daily living conditions of early settlers of Quebec; and
- arts support the development of school culture and are intentionally woven into the social fabric of the school, as when, but not limited to, public displays of student artwork, informal jam sessions, theatre presentations, dance flash mobs, choirs and arts clubs occur.

### **Responsibilities**

*The Board of Trustees is responsible for:*

- reviewing the Arts Education policy in accordance with the priorities in the [Multi-Year Plan](#) and the approved review cycle; and
- understanding and communicating with members of the community about the Arts Education policy, as required.

*The Director of Education is responsible for:*

- implementing and operationalizing the Arts Education policy.

### **Definitions**

*The Arts*

The following disciplines; dance, drama, media arts, music and visual arts.

*Learning Community*

An environment where students, parents, school staff, trustees, Board staff and community members work together to enhance student learning through a collaborative process with a focus on the Board and school improvement plans.

### **History**

Approved: 2001

Revised: 2008, December 2013

Working Document: March 2013, December 2017.



# Board Procedure #301.0 Arts Education

This procedure outlines how Arts Education is supported in the York Region District School Board.

## Responsibilities

*The Director of Education shall:*

- allocate staff and resources to support the Arts Education policy and procedure.

*Superintendents shall:*

- provide leadership to ensure the effective implementation of the Arts Education policy and procedure at the school and Board level.

*Principals shall:*

- ensure that the [Arts Projects procedure](#) is followed for all arts projects in the school;
- inform teachers and parents of arts opportunities that exist for students at the school and regional level;
- ensure that teachers have opportunities for ongoing growth and development as educators in, through and about the arts;
- when considering historical and cultural context, consult with appropriate Board liaisons and advisors such as, but not limited to, Inclusive School and Community Services and First Nation, Metis and Inuit advisors;
- encourage teachers to integrate the arts into all curricular areas by providing opportunities to learn, plan and collaborate with colleagues; and
- take reasonable steps to provide religious accommodation to staff and students, as outlined in the [Program Accommodation for Faith Purposes: A Guideline for Religious Accommodations](#).

*Teachers shall:*

- differentiate classroom instruction by integrating the arts to support students' learning styles, interests, strengths and needs;
- assign tasks in, through and about the arts that promote the development of creative and critical-thinking skills to enable students to become thoughtful and effective communicators;
- offer students multiple and varied opportunities to learn in, through and about the arts, such as, but not limited to, dance, drama, media arts, music and visual arts with ongoing descriptive feedback;
- continuously develop the knowledge, skills and attitudes necessary to provide relevant and engaging instruction in, through and about the arts;
- provide the necessary accommodations and/or modifications to ensure that each student is able to participate and be successful in all areas of the arts;
- teach the practice of proper safety habits as well as proper habits for the care of arts equipment and materials, including reducing, reusing and recycling;
- ensure that the [Arts Projects procedure](#) is followed in consultation with school principal;
- when considering historical and cultural context, consult with appropriate Board liaisons, advisors, and school principal such as, but not limited to, Inclusive School and Community Services and First Nation, Metis and Inuit advisors; and
- take reasonable steps to provide religious accommodation to staff and students, as outlined in the [Program Accommodation for Faith Purposes: A Guideline for Religious Accommodations](#)

*Curriculum and Instructional Services shall:*

- provide professional learning opportunities for teachers to develop the necessary knowledge, skills and attitudes to provide relevant and engaging instruction in, through and about the arts;
- support and model the practice of proper safety habits as well as proper habits for the care of arts equipment and materials, including reducing, reusing and recycling; work collaboratively with professional artists, cultural groups such as, but not limited to, First Nation, Metis and Inuit and arts organizations in the community to provide authentic learning experiences for students and staff; and
- support [Program Accommodation for Faith Purposes: A Guideline for Religious Accommodations](#) in Arts programming.

*Students shall:*

- respect all safety practices and demonstrating proper habits for the care of arts equipment and materials, including reducing, reusing and recycling;
- actively engage in their learning in, through and about the arts which includes , but is not limited to practice, study, demonstration/performance, self and peer assessment, and the development of collaborative skills; and
- develop the knowledge, skills and attitudes that enable them to learn successfully in, through and about the arts.

*Parent(s)/Guardian(s) shall:*

- encourage and support student participation in activities which will enable them to develop appreciation for the arts and creativity in all areas of the arts;
- demonstrate interest in the artistic expressions of the students in order to foster positive attitudes and confidence;
- encourage students to explore and appreciate the arts in their local and broader communities; and
- promote the practice of proper safety habits as well as proper habits for the care of arts materials and equipment.

**History**

Working Document: December 2017