

REQUEST FOR APPROVAL OF A SPECIAL ARTS EDUCATION PROJECT

Project submission date:

Identification

School:	
School board:	
Administrative region:	
Education level:	
Main arts subject:	
Other arts subjects:	
Number of hours:	
Model:	
Date sent for evaluation:	Deadline for evaluation purposes:
Evaluator:	

Evaluation Scale

Scale for interpreting the extent to which the file under review satisfies MELS requirements:

- A: This aspect fulfills all the requirements.
- B: This aspect fulfills most of the requirements, but could be improved.
- C: This aspect fulfills the minimum requirements.
- D: This aspect needs more work in order to fulfill the requirements.
(Details must be provided regarding improvements that could be made to the project.)

Aspects Evaluated

2 Introduction				
2.1 General presentation of the project	A	B	C	D
Connections between the arts program and the school's educational project The program:				
• furthers the mission, values, orientations and goals of the educational project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Complete version of the local program

3.1 Philosophy of the arts program and connections with the Québec Education Program (QEP)	A	B	C	D
a) Consideration of the aims of the QEP The program:				
• makes it possible to observe how the role of the student reflects the orientations or aims of the QEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Consideration of the broad areas of learning in the QEP The program:				
• makes it possible to observe how the broad areas of learning have been taken into account in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Consideration of the other competencies The examples and the learning and evaluation situation:				
• make it possible to observe the student's development of the other competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Development of subject-specific competencies and learning content	A	B	C	D
a) Presentation of planning tables The planning tables:				
• include development of the three competencies of the basic program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• present learning from the basic program in connection with the enriched component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Knowledge The addition of the enriched component in the progression of learning (knowledge):				
• makes it possible to observe connections (in terms of knowledge) between the basic program and the enriched component.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Applications of knowledge The addition of the enriched component in the progression of learning (applications of knowledge):				
• makes it possible to observe connections (in applications of knowledge) between the basic program and the enriched component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Connections between the competencies of the basic program and the enriched component The examples and the learning and evaluation situation:				
• show connections between the basic program and the enriched component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Time allocated to the development of each competency in the basic program and the enriched component The program:				
• makes it possible to develop the three competencies of the basic program and the enriched component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Balance between the local program and the time allotted in the subject-time allocation The enriched component:				
• makes it possible to justify the additional time allotted in the subject-time allocation from one year to the next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3 Description of learning contexts	A	B	C	D
Presentation of learning contexts The learning and evaluation situation:				
• alternates between work in small groups and work in large groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• develops autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• encourages the use of a variety of media and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.4 Description of evaluation standards and procedures	A	B	C	D
a) Evaluation to support learning The program:				
• presents approaches that support evaluation during the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• offers opportunities and activities in which students consider learning and learning strategies from a metacognitive perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• presents evaluation criteria during the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Evaluation to report on the learning that has been acquired The program:				
• presents the evaluation elements of the enriched component in connection with the evaluation framework for the basic program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Description of additional evaluation tools (e.g. checklist) and recording methods (e.g. portfolio), if applicable The program:				
• presents tools and methods that allow the student to follow his/her progress in developing the competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Description of evaluation standards and procedures for the basic program and the enriched component The program:				
• describes the student's participation in his/her own evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• indicates whether evaluation is carried out by other stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• indicates the methods favoured (e.g. self-evaluation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 Description of how the cultural dimension is taken into account	A	B	C	D
Consideration of the cultural dimension The learning activities and learning situation help to integrate the cultural dimension by:				
• including meetings with artists that could carry over into classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• including cultural field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• allowing students to develop a better understanding of their cultural environment and artistic culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.6 Presentation of a learning and evaluation situation and an evaluation situation	A	B	C	D
Presentation of a learning and evaluation situation and an evaluation situation The learning and evaluation situation:				
• is complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• presents the broad areas of learning in a meaningful way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• presents possible evaluation methods and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• takes into account periods of activity in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The evaluation situation:				
• presents the criteria from the evaluation framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Summary

Evaluation summary (program structure)	A	B	C	D
Organization of the document submitted based on the definition of a special project The local program under review:				
• shows that all elements of the compulsory programs have been taken into account. In addition, the enriched sections have been developed in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures

Evaluator	
Signature:	Date:

Evaluation coordinators	
Signature:	Date:
Signature:	Date:

REQUEST FOR APPROVAL OF A SPECIAL ARTS EDUCATION PROJECT

Project submission date:

Identification

School:

School board:

Administrative region:

Evaluator:

Information to be provided to the school

Project strengths

Areas to be improved in the short or medium term

Comments or questions that may facilitate communication with the school with regard to required details

Signatures

Evaluator

Signature:

Date: