



Special pedagogical projects in Arts/Study

Rules for recognition of an Arts-études program

Introduction

The Arts-études programs are designed to provide students with enriched instruction in one of the four arts subjects (drama, visual arts, dance and music) in the Québec Education Program.

The implementation of these programs reflects a desire on the part of the Ministère de l'Éducation et de l'Enseignement supérieur to provide students with special arts instruction, an enriched program that will help them to flourish, become more autonomous, ensure continuity in their development in the arts and prepare for higher education in the arts (from elementary to secondary school, secondary school to CEGEP).

School boards and private schools wishing to offer Arts-études programs at the elementary or secondary levels must submit a *Demande de reconnaissance* to the Ministère through the [CollecteInfo](#) site.

To obtain official recognition, an Arts-études program must comply with the recognition rules established by the Ministère (academic component, arts component and coordination of the activities of the academic and arts components). A *Demande de reconnaissance* for an Arts-études program must be prepared jointly by a committee made up of members of the school staff and a representative of the arts organization or partner, if applicable. This committee ensures that the conditions for implementing the program are fulfilled.

It should be mentioned that it is not mandatory for a school to submit a special pedagogical project to the Ministère. It can actually offer a special pedagogical project in arts concentration without applying for recognition from the Ministère.

The Ministère may recognize an Arts-études program that uses specialists or an external organization to supplement the teacher's work in specific areas of the program offered. In this case, the internal management rules of the school board or private school apply.

Although all the instruction should be provided on school premises, exceptionally, some of it may be offered on the premises of a partner, in which case the terms and conditions must be defined in a partnership agreement (Protocole d'entente) duly signed by the partners (educational institution, specialist or external organizations) that establishes the responsibilities of each party.

The program and the evaluation of learning should remain under the jurisdiction of the school board or private school.



Rules

Academic component

1. The student's basic education must include enriched instruction through an in-depth focus on one of the four arts programs that are included in the Québec Education Program and subject to the certification of studies (drama, visual arts, dance and music). This instruction is offered in a group setting on school premises by qualified teachers from the school board or private school. Exceptionally, some of the instruction may be offered on the premises of a partner, in which case the terms and conditions must be defined in a partnership agreement duly signed by the partners.
2. All the compulsory subjects mentioned in sections 22, 23 and 23.1 of the *Basic school regulation for preschool, elementary and secondary education* must be indicated in the student's timetable in the section reserved for teaching services.¹
3. In elementary school, 60% to 80% of the number of minutes set per week for teaching services in the student-artist's timetable must be dedicated to the compulsory subjects prescribed by section 22 of the *Basic school regulation*. For secondary schools, 60% to 80 % of the number of minutes set per year for teaching services must be dedicated to the compulsory subjects prescribed by sections 23 and 23.1 of the *Basic school regulation*.
4. The timetable for student-artists should be structured to provide them with daily arts activities² within a total daily schedule of a maximum of eight consecutive hours. This extended schedule may include periods added to the student-artists' timetable, called the "Arts-études portion." The Arts-études portion is to be reserved for student-artists and must include one or more set periods added to the student's regular timetable. The Arts-études portion may be added in the morning before the regular timetable, at noon (if the timetable so allows and in compliance with section 17 of the *Basic school regulation*) or at the end of the afternoon. Consequently, from 20% to 40% of the teaching time must be dedicated to arts education, including the compulsory art courses and the Arts-études portion.

¹ The teaching time allotted for each compulsory subject must be at least 50% of the suggested time per year indicated in the *Basic school regulation*, otherwise there will not be enough time to ensure development of the student's competencies.

² "Arts activities" refers to all the activities associated with arts education and practice. These activities might include technical exercises, warming up the voice or body, art classes, preparation and maintenance of artistic equipment and materials, supervision by multimedia tools and any other activity related to arts education in the Arts/Study program.



5. In order to meet the specific needs of Arts-études students and to help those who are experiencing temporary learning difficulties, the school must establish specific academic support measures. These measures may include:
 - 5.1. Absence management strategies regarding the student's participation in artistic events (e.g. competitions, festivals, exhibitions, shows)
 - 5.2. Remedial teaching
 - 5.3. Monitoring of academic results
 - 5.4. Planning of work to be done by the student in the case of absences related to the Arts-études program
 - 5.5. Measures implemented to support students with handicaps or learning difficulties
 - 5.6. Tutoring

Arts component

6. The educational institution must demonstrate that the Arts-études program is enriched. The elements that provide this enrichment must be presented in the yearly learning plan.

Coordination of the activities of the academic and arts components

7. The educational institution must develop a mechanism for concertation and coordination. It must designate a resource person or an Arts-études coordinator to be responsible for harmonizing academic and arts activities at the local level. This mechanism must not, however, take precedence over the responsibilities established in the partnership agreement between the school, the specialist or external organization.



Examples of time structuring for a special project in Arts/Study

Here are some examples of acceptable and unacceptable scheduling for Arts-études programs.

ELEMENTARY SCHOOL

• Examples of acceptable proposals

These proposals allocate 20% to 40% of the minutes per week in the students' timetable to arts education, including the compulsory arts class associated with the project and the Arts-études portion of the students' timetable, which are included in a total daily schedule of eight consecutive hours.

Suggested number of minutes per week (section 22 of the <i>Basic school regulation</i>)	Number of arts education periods and minutes per week in the timetable	Number of minutes per week in the Arts/Study portion of the timetable	Percentage of minutes per week in arts education
1500 minutes	5 periods x 60 minutes = 300 minutes	0	$300 \div 1500$ = 20%
1500 minutes	5 periods x 60 minutes = 300 minutes	60 minutes per week before classes = 60 minutes	$360 \div 1560$ = 23%
1500 minutes	10 periods x 60 minutes = 600 minutes	0	$600 \div 1500$ = 40%
1500 minutes	8 periods x 60 minutes = 480 minutes	60 minutes per week after classes = 60 minutes	$540 \div 1560$ = 35%

The Arts-études portion of the timetable consists of one or more set periods for arts education that are added to the student-artist's regular timetable. It consists of a group class that is supervised by a teacher and that students must attend. This portion may be offered in the morning before the regular timetable, at noon (if the timetable so allows and in compliance with section 17 of the *Basic school regulation*) or at the end of the afternoon. The Arts-études portion is to be included in a total daily schedule of eight consecutive hours and is restricted to student-artists.



- **Examples of unacceptable proposals**

Number of minutes per week (section 22 of the <i>Basic school regulation</i>)	Number of arts education periods and minutes per week in the timetable	Number of minutes per week in the Arts/Study portion of the timetable	Percentage of minutes per week in arts education
1500 minutes	4 periods x 60 minutes = 240 minutes	0	$240 \div 1500$ = 16%
1500 minutes	4 periods x 60 minutes = 240 minutes	60 minutes per week before classes = 60 minutes	$300 \div 1560$ = 19%

These proposals are unacceptable because the percentage of minutes per week is less than 20%.



SECONDARY SCHOOL

• Examples of acceptable proposals

These proposals allocate 20% to 40% of the hours per year in the students' timetable to arts education, including the compulsory arts class associated with the project and the Arts-études portion of the students' timetable, which are included in a total daily schedule of eight consecutive hours.

Number of hours per year (sections 23 and 23.1 of the <i>Basic school regulation</i>)	Number of arts education periods and hours per year in the timetable	Number of hours per year in the Arts/Study portion of the timetable	Percentage of hours per year in arts education
4 periods per day 75 minutes per period 9-day cycles 20 cycles per year = 900 hours	6 periods x 75 minutes = 150 hours	1 hour per cycle before classes 1 hour per cycle after classes = 40 hours	$190 \div 940$ = 20%
4 periods per day 75 minutes per period 9-day cycles 20 cycles per year = 900 hours	14 periods x 75 minutes = 350 hours	0	$350 \div 900$ = 39%
6 periods per day 50 minutes per period 6-day cycles 30 cycles per year = 900 hours	12 periods x 50 minutes = 300 hours	0	$300 \div 900$ = 33%
6 periods per day 50 minutes per period 6-day cycles 30 cycles per year = 900 hours	9 periods x 50 minutes = 225 hours	1 hour per cycle before classes 1 hour per cycle after classes = 60 hours	$285 \div 960$ = 30%

The Arts-études portion of the timetable consists of one or more set periods for arts education that are added to the student-artist's regular timetable. It consists of a group class that is supervised by a teacher and that students must attend. This portion may be offered in the morning before the regular timetable, at noon (if the timetable so allows and in compliance with section 17 of the *Basic school regulation*) or at the end of the afternoon. The Arts-études portion is to be included in a total daily schedule of eight consecutive hours and is restricted to student-artists.



• **Examples of unacceptable proposals**

Number of hours per year (sections 23 and 23.1 of the <i>Basic school regulation</i>)	Number of arts education periods and hours per year in the timetable	Number of hours per year in the Arts/Study portion of the timetable	Percentage of hours per year in arts education
4 periods per day 75 minutes per period 9-day cycles 20 cycles per year = 900 hours	6 periods x 75 minutes = 150 hours	0	$150 \div 900$ = 17%
4 periods per day 75 minutes per period 9-day cycles 20 cycles per year = 900 hours	5 periods x 75 minutes = 125 hours	1 hour per cycle before classes 1 hour per cycle after classes = 40 hours	$165 \div 940$ = 18%

These proposals are unacceptable because the percentage of hours per year is less than 20%.