

Languages

**Mathematics,
Science and Technology**

Social Sciences

Arts Education

Personal Development

**Chapter 4
The Subject Areas**

The Subject Areas

The subject areas group subjects that are related or have common focuses. By highlighting the complementary, yet distinct perspectives on reality provided by these subjects, they reinforce the internal coherence of the Québec Education Program.

The subject areas reflect the achievements, thoughts, questions, discoveries and limitations of human beings. They encompass different aspects of the common culture, and encourage students to develop a combination of subject-specific competencies that will enable them to participate in the social and cultural evolution of their world.

The subject areas are the following:

- languages
- mathematics, science and technology
- social sciences
- arts education
- personal development

Interrelated and Complementary Learning

Secondary school students already have their own interpretation of the world around them and are capable of taking action, with or without help, individually or collectively, in a variety of social, school and family situations. What they learn at school should contribute to their understanding of the world and enable them to integrate as effectively and harmoniously as possible into society. In short, their education must foster the development of competencies that are supported by wide-ranging knowledge and rich and varied cultural resources, such as the knowledge and resources associated with each of the subjects in the Québec Education Program.

In addition, given the aims of the Québec Education Program and the nature of the realities and challenges that students face—or will face—schools have to go beyond an educational approach that treats subjects as self-contained, unrelated units. Grouping the subjects in subject areas encourages teachers to recognize the potential connections among the competencies and the learning content of the various subjects in a subject area, or even in different subject areas. Each subject should thus be seen in terms of its affinity or complementary relationship with one or more subjects. Along similar lines, in creating learning situations, it is essential to combine several subjects from one or more subject areas, as this helps students establish connections among these elements by themselves, draw effectively on their prior learning, consolidate their learning and apply it in a variety of situations.

This approach gives students a grasp of the interrelations between different themes or subjects and broadens the scope of their learning. In addition, considering a situation from several angles increases the likelihood that all learners will find it meaningful in terms of their own experiences, interests and values—and thus contributes to their motivation. The interdisciplinary approach also allows for the practice of differentiated instruction, which is necessary because of the heterogeneity of the student population and the objective of educational success for all students.

The broad areas of learning generally provide the basis for the complex learning situations within which students employ and develop the subject-specific and cross-

curricular competencies. It is thus essential for all teachers to identify and use to advantage all possible connections, not only between the programs of study for which they are specifically responsible and the other subjects or subject areas, but also among all the components of the Québec Education Program.

By encouraging teachers to establish connections between the programs of study, the organization of the subjects into subject areas also fosters a trend to concerted educational and pedagogical action among school staff, which should enrich the practices of all members of the school team and contribute to the consolidation of the students' learning.

The table on the following page presents the subject areas, subjects and subject-specific competencies.

The Subject-Specific Competencies by Subject Area

Subject Areas	Subjects	Competencies
Languages	Français, langue d'enseignement	Lire et apprécier des textes variés – Écrire des textes variés – Communiquer oralement selon des modalités variées
	Secondary English Language Arts	Uses language/talk to communicate and to learn – Represents her/his literacy in different media – Reads and listens to written, spoken and media texts – Writes a variety of genres for personal and social purposes
	Français, langue seconde <ul style="list-style-type: none"> • Programme de base • Programme enrichi 	Interagir en français – Produire des textes variés en français – Lire des textes variés en français – Lire des textes courants et littéraires en français enrichi
	English as a Second Language <ul style="list-style-type: none"> • Core Program • Enriched Program 	Interacts Orally in English – Reinvests Understanding of Texts – Writes and Produces Texts
	Intégration linguistique, scolaire et sociale	Interagir en français – S'adapter aux pratiques scolaires québécoises – S'intégrer à la société québécoise
Mathematics, Science and Technology	Mathematics	Solves a situational problem – Uses mathematical reasoning – Communicates by using mathematical language
	Science and Technology	Seeks answers or solutions to scientific or technological problems – Makes the most of his/her knowledge of science and technology – Communicates in the languages used in science and technology
Social Sciences	Geography	Understands the organization of a territory – Interprets a territorial issue – Constructs his/her consciousness of global citizenship
	History and Citizenship Education	Examines social phenomena from a historical perspective – Interprets social phenomena using the historical method – Constructs his/her consciousness of citizenship through the study of history
Arts Education	Drama	Creates dramatic works – Performs dramatic works – Appreciates dramatic works
	Visual Arts	Creates individual images – Creates media images – Appreciate works of art, traditional cultural objects, individual images and media images
	Music	Creates musical works – Performs musical works – Appreciates musical works
	Dance	Creates dances – Performs dances – Appreciates dances
Personal Development	Physical Education and Health	Performs movement skills in different physical activity settings – Interacts with others in different physical activity settings – Adopts a healthy, active lifestyle
	Moral Education	Constructs a moral frame of reference – Takes a reflective position on ethical issues – Engages in moral dialogue
	Catholic Religious and Moral Instruction	Appreciates the contribution of the living Catholic tradition to his/her quest for meaning – Takes a reflective position on ethical issues
	Protestant Moral and Religious Education	Appreciates the influence of the Bible on the individual and on culture from a Protestant perspective – Acts respectfully in relation to religious diversity – Takes a reflective position on situations involving an ethical issue

Languages

Languages are an essential means through which we communicate and learn. They provide individuals with the resources to develop into citizens who can be actively involved in the exchange of ideas and the evolution of values in a democratic and pluralistic society such as ours. Learning different languages is not only personally enriching, it also makes a contribution to the enrichment of our culture and of society as a whole. In Québec, French or English is either the language of instruction or the second language learned. Furthermore, students have the opportunity to learn a third language, which adds to their linguistic and cultural knowledge.

Contribution of the Languages Subject Area to the General Education of the Student

Language programs support the students' development of linguistic competencies. They provide students with an effective environment in which to construct their own identity, an opportunity to develop an appreciation for the richness of culture and a vehicle to become responsible citizens. Students live in society, and language is their principal means of interacting with the world around them. It allows them to relate to young people and adults alike, from near and far. Language opens a window on the world and on knowledge itself. It fosters growth in that it contributes to the affirmation and development of the students' personal, social and cultural identity. It also helps students to organize their thoughts and enables them to describe and express their ideas, perceptions and feelings. Furthermore, language helps them to build as well as to share their own world-view, since words and symbols, beyond codes and rules, convey the singular nature of thought.

Making Connections: The Languages Subject Area and the Other Dimensions of the Québec Education Program

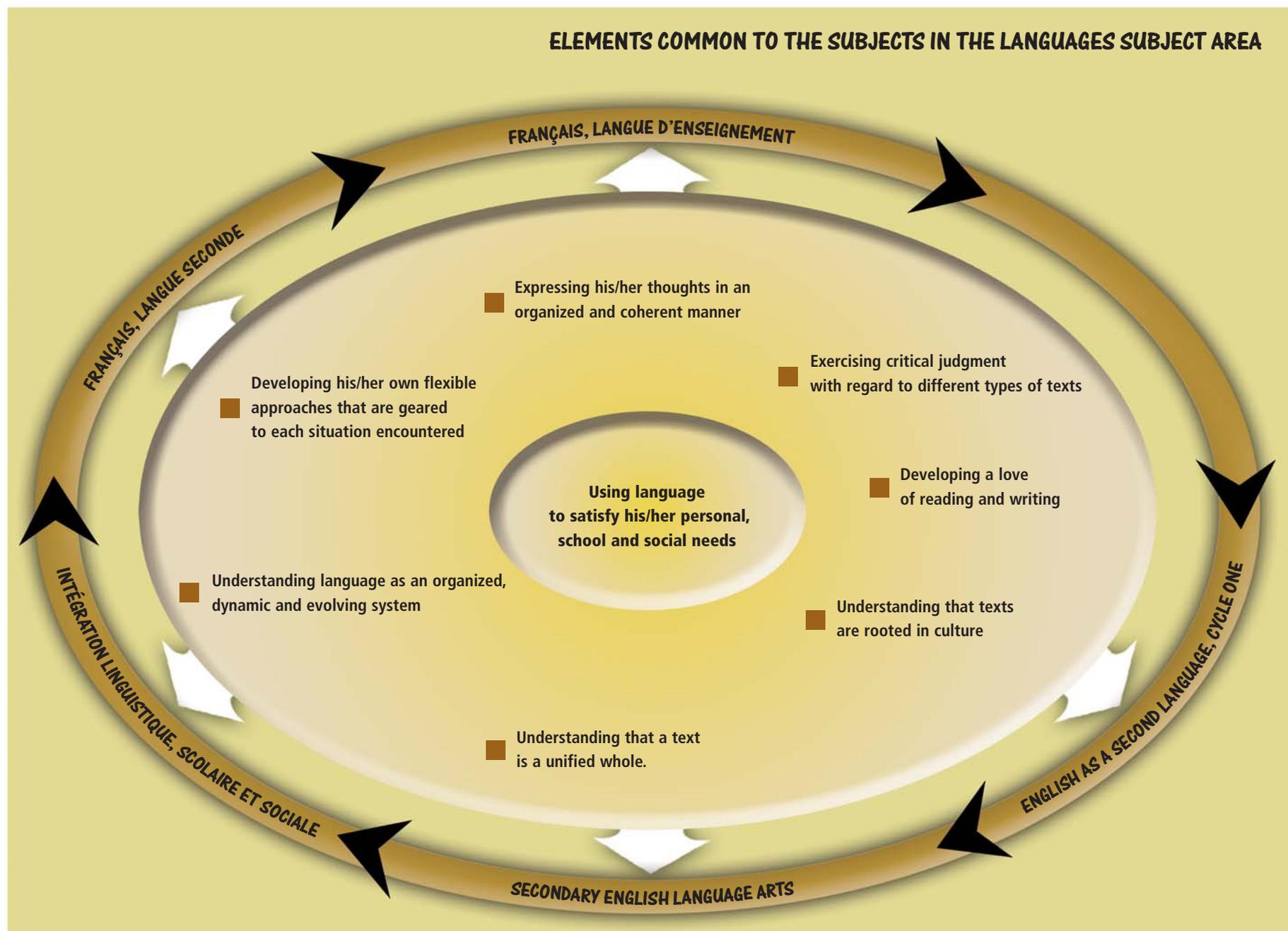
By using language in a variety of contexts drawn from topics related to the broad areas of learning, students learn to communicate properly and more clearly, confidently and effectively. The language of instruction is instrumental in developing knowledge in all the other subjects. Since it enables students to acquire and construct knowledge, the use of language calls upon the full range of cross-curricular competencies. Language is an integral factor in the students' ability to use creativity and exercise critical judgment, and is not exclusively about communication skills.

The use of a first, second or third language allows students to understand literature and the different texts we use in everyday life. When presented through a variety of media, the types of writing selected and the context in which they are studied give students an opportunity to discover the richness, diversity and complexity of the world and of humankind.

Elements Common to the Subjects in the Languages Subject Area

Our knowledge of a given language can also help us to better understand another language. For instance, students apply some of their existing linguistic and cultural knowledge to the context of learning a second or third language. Conversely, by learning a second or third language, students begin to look at their own language and culture differently. They are put into situations that allow them to discover what languages and cultures have in common and what makes each of them unique.

The following diagram presents the various elements that are common to the subjects in the languages subject area.



Mathematics, Science and Technology

Mathematics, science and technology are among the most revealing examples of human thought and are an integral part of the collective heritage that shapes our culture. With roots dating back to prehistory, mathematics, science and technology evolved through the achievements of the Babylonian, Egyptian, Greek and Arab civilizations, among others. They facilitated the construction of architectural wonders, guided us along the road to major discoveries and paved the way for the exploration of the universe.

Mathematics, science and technology have long been intrinsically linked, and their evolution as well as their internal dynamics reflect their synergistic relationship. Hence, the design or representation of certain technical objects, the development of mathematical models or the representation of scientific phenomena are all a product of the inevitable connections between these subjects.

Furthermore, the resulting subject-specific knowledge and technical objects reflect the historical, social, economic and cultural context in which they were developed. Conversely, advances in mathematics, science and technology have played a role in changing our environment and determining our way of life. For instance, certain spin-offs of information and communications technologies have revolutionized the way we work and communicate and even the way we think.

Contribution of the Mathematics, Science and Technology Subject Area to the General Education of the Student

The competencies and knowledge relating to mathematics, science and technology contribute to the students' overall education. Both subjects allow students to con-

tinue developing the rigour, reasoning ability, intuition, creativity and critical thinking skills they began acquiring in elementary school. Using systematic observation, questioning, experimental investigation as well as the languages of mathematics, science and technology, students learn to conceptualize the world in which they live so they can better understand it and adapt to it.

Some of these intellectual resources also make it possible for students to locate aesthetically pleasing structures in their environment. For example, they may be genuinely fascinated by the recognition of a particularly harmonious and elegant design in a technological object or by the discovery of geometric figures inscribed in a crystal or a flower. Similarly, by observing the patterns in a work of architecture or the rhythms in a musical work, by contemplating the structure revealed in choreographic steps or in the path of a celestial body or by revelling in some of the marvels of modern technology (e.g. satellite image of a region of the globe or a photograph revealing the complexities of the human body), students can discover how mathematics, science and technology contribute to their intellectual and aesthetic development.

From an ethical point of view, it is important to remember that although most mathematical, scientific and technological advances contribute to our individual and collective well-being, some of these advances have had a profound impact on our ability to maintain some sense of social, political and economic balance on our planet. Forceful economic arguments are often used to downplay the short-term effects of these breakthroughs, while the long-term effects are difficult to foresee. If students are to appreciate the ethical questions arising from these changes in our world, they must develop a broad general

knowledge of this subject area as well as a concern for social issues.

Lastly, mathematics, science and technology broaden the students' world-view by allowing them to experience different areas of human activity. This subject area helps them construct their identity by contributing to their intellectual development and by strengthening their autonomy, creativity, objectivity and confidence in their own potential. Young people become more empowered by mastering the languages of mathematics, science and technology, which makes it easier to process information and find relationships between different items of information. By providing opportunities to interpret, analyze and manage different situations, this subject area allows students to develop their critical judgment and take part in debates on the major issues of the day.

Making Connections: The Mathematics, Science and Technology Subject Area and the Other Dimensions of the Québec Education Program

As a subject area, mathematics, science and technology involves a rich variety of competencies and fields of knowledge (arithmetic, algebra, biology, chemistry, geometry, physics, etc.) that complement one another. In addition, it can be related to the other dimensions of the Québec Education Program.

Hence, the subject-specific competencies developed in studying mathematics, science and technology can be closely related to the cross-curricular competencies in the Québec Education Program. These subjects provide a context that calls for the practical use of these cross-curricular competencies. The focuses of development associated

with all the broad areas of learning represent different ways of identifying issues that students can examine and address by drawing on their subject-specific knowledge. In this way, students will be better able to appreciate the role and contribution of mathematics, science and technology in various fields of human activity.

The subject areas make it possible to study situations from different points of view. The knowledge related to one subject area can shed light on another subject area and vice versa, which is useful for the development of the subject-specific competencies. There are fundamental links between the study of mathematics, science and technology and the study of languages. Through these subject areas, students can master everyday vocabulary as well as mathematical, scientific and technological terminology, express their understanding, begin learning how to present an argument, communicate their ideas, and conceptualize and clarify their thinking. Mathematics, science and technology and arts education can also be linked in a number of ways. In fact, these two subject areas complement each other even though they reflect a different view of reality. They both involve creativity given the dynamic nature of their methods and procedures. Moreover, the different issues raised and the skills acquired in the area of personal development can be combined with those relating to mathematics, science and technology to help students to become more objective and improve their ability to present an argument and make informed decisions. Lastly, the competencies developed in the social sciences allow students to define and explain the needs of different societies. As a result, students are able to place mathematical, scientific and technological knowledge in the social, geographic and historical contexts from which it emerged.

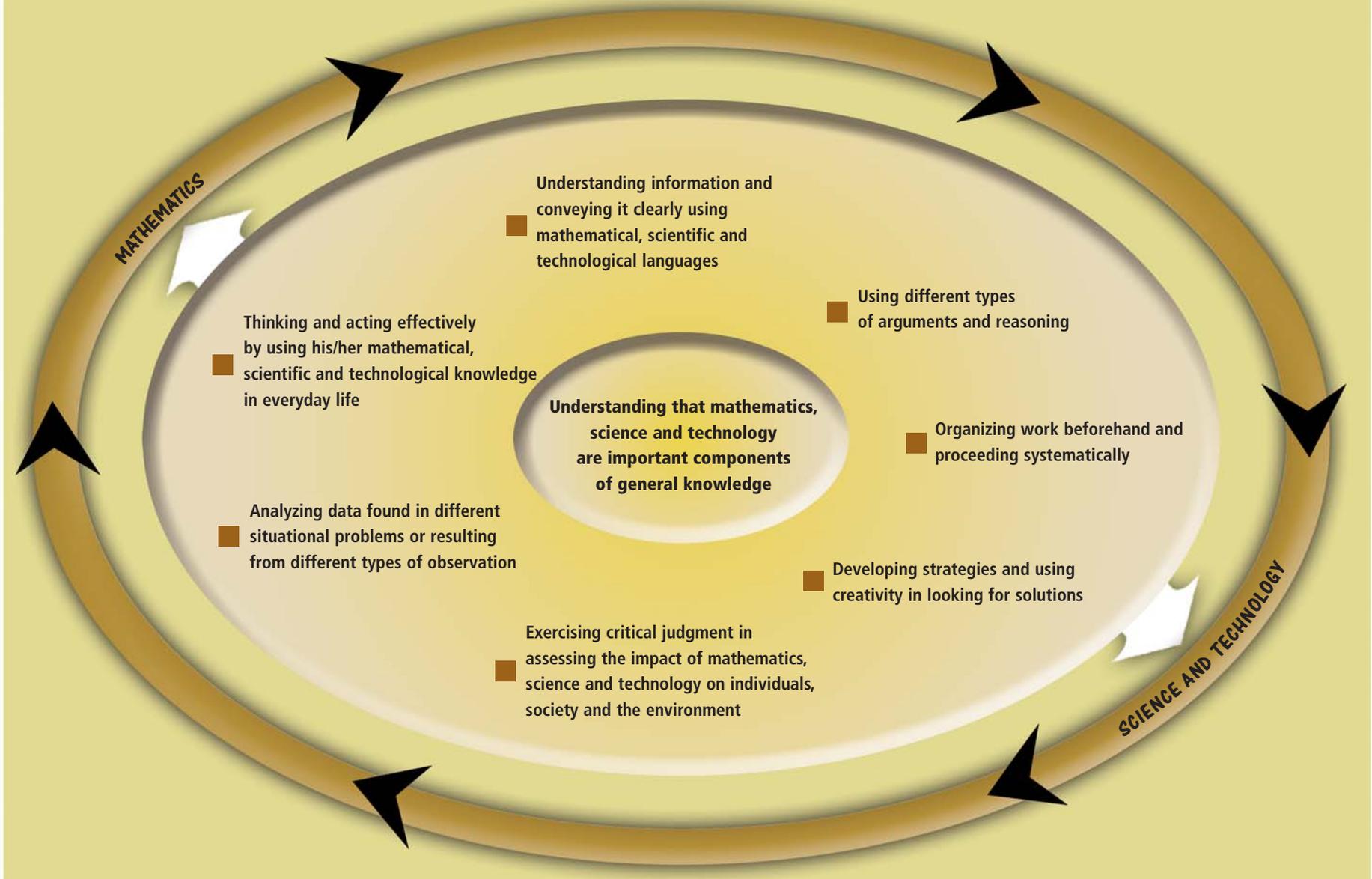
Elements Common to the Subjects in the Mathematics, Science and Technology Subject Area

Both subjects, each in their own way, help students develop the ability to understand, appreciate, describe, conjecture, investigate, reason, explain, solve, design, transform and anticipate. Some of the common goals they share include getting students to:

- look at different situations or different phenomena from a mathematical, scientific or technological point of view
- hone their knowledge of mathematics, science and technology
- understand how mathematics, science and technology affect individuals, society and the environment

These common elements are shown in the diagram on the next page.

ELEMENTS COMMON TO THE SUBJECTS IN THE MATHEMATICS, SCIENCE AND TECHNOLOGY SUBJECT AREA



Social Sciences

The social sciences are concerned with all the phenomena associated with human societies and human representations of them. The complexity of the social world is increasing, because these societies are in a process of constantly accelerating change and because of the current global conjuncture, characterized by high population mobility, the multiplication of contacts between different cultures, the rapid circulation of information and the accelerating globalization of the economy. As a subject area for secondary school, the social sciences consider social phenomena and their complexity in terms of space and time, or more precisely, of geography, history and citizenship education. Each of these subjects approaches the social world from a specific viewpoint. Geography provides a spatial perspective, which enables students to see that societies occupy territories whose many differences include differences of scale, and that they relate to these territories in a great variety of ways, while History and Citizenship Education provides a temporal perspective, which enables students to become aware of and understand the roots of the present and the process of social change.

Contribution of the Social Sciences Subject Area to the General Education of the Student

The subject area contributes to the achievement of the educational aims of the Québec Education Program by enabling students to develop an understanding of social issues. The two subjects in the subject area foster the construction of their identities by providing guidelines that allow students to perceive their membership in a community based on shared values, particularly those asso-

ciated with democracy. They help students to develop their world-view by furnishing opportunities to grasp the complexity of the phenomena pertaining to human societies. They also enable them to take into account their own opinions and values, to question them and to see them in perspective.

The subjects in the social sciences foster the development of students' ability to reason, enrich their culture and prepare them to play an active role in a democratic society. First of all, the subjects promote intellectual development by giving students methodological and conceptual tools. The acquisition of these tools, which students can call on and use in a multitude of situations, should help them to understand the present-day world and empower them in dealing with new situations in their lives.

In addition, the very nature of their object of study makes the subjects in this subject area a particularly rich vehicle for cultural learning. They promote students' social literacy, helping them to acquire the body of knowledge shared by a community, without which citizens would be like foreigners in their own society. They also introduce students to the cultural heritage of communities that nourish the cultural diversity of their society.

Finally, with regard to social integration, geography, history and citizenship education should help students to develop their own values and attitudes by relating them to the values and principles on which Québec society is based. These subjects prepare students to exercise their role as citizens, in their immediate surroundings—the school—and within the broader community.

Making Connections: The Social Sciences Subject Area and the Other Dimensions of the Québec Education Program

It is, among other things, by analyzing social phenomena that students develop the competencies targeted in the two programs in the Social Sciences subject area. In order to understand these phenomena, they must perform complex tasks that both require and contribute to the cross-curricular competencies: they exercise critical judgment, use information, solve problems, adopt effective work methods, cooperate, etc. This context leads students not only to draw on the cross-curricular competencies targeted in the Québec Education Program but also to develop them.

The broad areas of learning, which provide focal points for educational activities in all the subject areas, mesh particularly well with the aims of the programs of study in the Social Sciences. In addition, the Social Sciences subject area has definite affinities with the educational aims and focuses of development of certain broad areas of learning. This is most evident in the case of the broad areas *Citizenship and Community Life* and *Environmental Awareness and Consumer Rights and Responsibilities*.

There is also considerable interaction between the Social Sciences subject area and the four other subject areas. The learning students are expected to acquire in these subject areas often complements that targeted in the Geography program and the History and Citizenship Education program.

For example, by developing the competencies associated with the Languages subject area students can read documents, master their contents, process the information in them and communicate the results of their research effectively. The Social Sciences subject area, meanwhile, affords an endless source of issues and subject matter likely to correspond to the students' extremely varied concerns and interests.

In order to properly understand social, territorial or economic phenomena, here and elsewhere, past and present, students must be capable of using certain mathematical, scientific and technological concepts. In return, the Social Sciences subject area is rife with examples that illustrate the meaning and relevance of these concepts.

Arts education is a subject area that can foster an openness and sensitivity to the artistic expression of a society that will help students to enrich the frame of reference they use to interpret the various components of the Social Sciences subject area.

Finally, the Personal Development subject area helps students develop the ability to make judicious individual and collective choices by encouraging them to reflect on and analyze individual and social behaviours and values. The competencies and learning content of the programs in the Social Sciences subject area contribute to this process.

Elements Common to the Subjects in the Social Sciences Subject Area

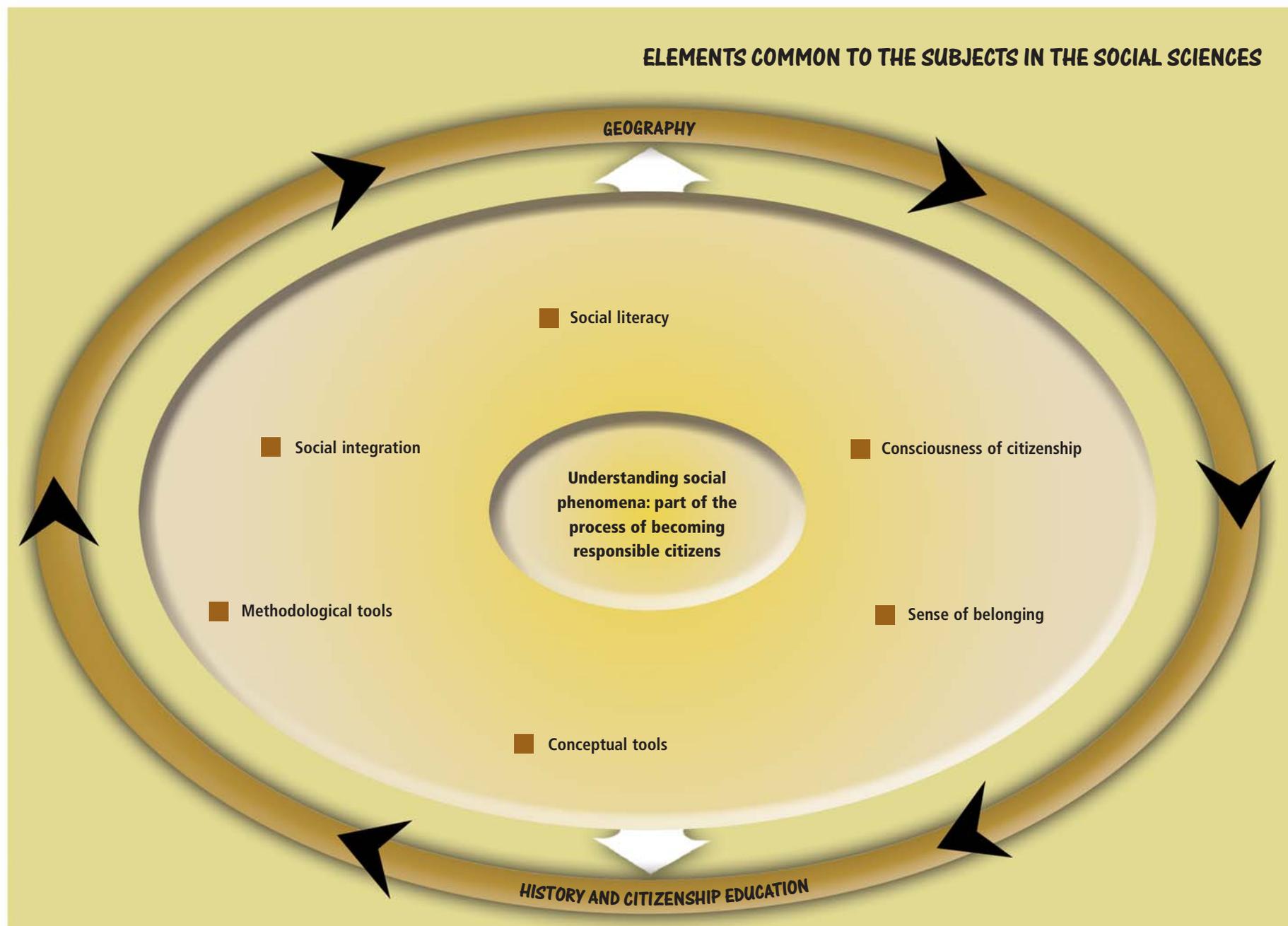
Connections Between the Subjects in the Social Sciences Subject Area

Both Geography and History and Citizenship Education promote open-mindedness. Their complementary perspectives on social phenomena reinforce the students' knowledge and understanding of these social phenomena and of human action. By encouraging students to observe here and elsewhere, past and present, they attune them to the change and diversity that characterize the present-day world.

To participate in a society that is increasingly complex and constantly changing, students need reference points and tools. Such tools enable them to grasp and interpret the processes by which a society is organized in space and time, as well as the nature and importance of the relationships that form within a society, among societies, or between societies and their territories. In adopting these particular perspectives for the study of reality in space and time, the subjects in the subject area use concepts whose complementarity is invaluable for decoding social phenomena.

Common Learning Within the Subject Area

The Geography and History and Citizenship Education programs are closely connected by the nature of the competencies they expect students to develop. Some of the learning they call for requires students to go back and forth between the subjects. Thus, on the one hand, students who are learning to understand the organization of a territory and interpret a territorial issue take into account past human actions and the imprints they have left on the organization of space, while on the other hand, when students learn to examine and interpret social phenomena, they take into consideration the territorial organization of the societies concerned. It is by learning to decode the real world from a spatiotemporal perspective and by understanding the importance of human action that students construct their consciousness of citizenship. And by recognizing that all decisions should be established on critical bases, given their implications for the future of the community, they continue that construction. The diagram on the following page illustrates both this synergy between the two subjects and the learning that is common to both of them.



Arts Education

The arts demand different forms of intelligence and enable us to confront, understand and interpret reality and transpose it into symbolic language. By opening a door to sensitivity, subjectivity and creativity, the practice of an art can lead us to confer new meaning on things and enable us to communicate these through artistic productions. Marked by the social and cultural values of daily life, artistic languages and productions contribute to the evolution of these values and show us a reflection of history, societies and, by extension, humanity. Culture is one of the issues involved in today's trend toward globalization, and the arts play an important role in expressing and preserving the cultural values of a society. Although commercial interests have a stake in the arts worldwide, and thus foster the homogenization of cultures to a certain extent, the arts still remain one of the most effective methods of developing, affirming and safeguarding cultural identity.

Contribution of the Arts Education Subject Area to the General Education of the Student

The arts stimulate bodily awareness, nourish the imagination and contribute to the development of self-esteem. In practising an art, students draw on all aspects of the self—body, voice, imagination, culture—in order to convey their perception of reality and world-view. They make use of a symbolic language that opens up new perspectives on themselves, others and their environment. Arts education, in helping to empower students, contributes to the construction of their identity and the enrichment of their world-view. It also helps narrow the gap between academic learning and the working world. When pursued on a consistent basis throughout their sec-

ondary studies, it can pave the way for studies leading to a wide variety of professions and occupations related to the arts and culture.

In elementary school, students have begun to create, interpret and appreciate artistic works in two of the four arts subjects. They have had hands-on experience working in a creative dynamic and have become aware of their creative potential through the use of artistic languages. They have had contact with works that provide them with a variety of models for expression and communication, enabling them to appreciate the richness of different artistic languages, to explore their cultural environment and to prepare the way for an ongoing discovery of culture in general.

Arts education at the secondary level follows the guidelines established at the elementary level. The Secondary Cycle One programs are intended to develop the same competencies. For drama, dance and music, these competencies involve *creating, performing* and *appreciating* artistic works, while for visual arts, the competencies involve *creating personal images, creating media images* and *appreciating works of art and cultural objects from the world's artistic heritage, personal images and media images*. Students therefore continue the learning they have begun in elementary school, but in a specific subject, which they must choose from among the arts subjects offered in their school. They deepen their understanding of this subject by acquiring in-depth knowledge of its principles, language and basic techniques. Students are presented with a range of artistic experiences that speak to them personally and prompt them to communicate their mental images and express their world-view. These experiences also encourage them to relate to others and

to define the roles they may play in both individual and group creative activities.

Students create, perform or appreciate works by combining perceptions, intuitions, impressions and various types of knowledge. They make use of reflections, communication and information from a number of different sources. They participate in a dynamic dialogue, in constant renewal, between theory and practice, action and reflection, experience and cultural enrichment. Students are also encouraged to develop their critical and aesthetic faculties and broaden their cultural horizons through exposure to works by artists of different periods and origins. They also stand to benefit if their arts education is enhanced by visits to cultural sites, meetings with artists and active participation in the artistic life of the school. Finally, arts education should include the opportunity to integrate information and communications technologies into the learning process, considering their potential for new modes of expression, inspiration and communication.

Making Connections: The Arts Education Subject Area and the Other Dimensions of the Québec Education Program

Arts education involves connections between subjects, thereby fostering the transfer of learning and the consolidation of knowledge. The subject area of arts education cannot be considered in isolation. It must be seen in the context of a broader system, within which connections can be made between the broad areas of learning, cross-curricular competencies and other subject areas.

The creation, performance and appreciation of artistic productions are often accompanied by in-depth reflection on major contemporary issues and thus meet the educational

aims of the broad areas of learning. The stimuli for creation and the cultural references provide a useful introduction to the broad areas of learning. Planning and producing artistic and interdisciplinary projects, working in teams, performing works and expressing points of view are all activities that meet, in a practical way, the educational aims targeted by each of the broad areas of learning.

Arts education contributes to the development of each of the cross-curricular competencies. Due to the very nature of arts subjects, students are called upon to use creativity throughout the creative process, in situations of performance as well as appreciation. They are also encouraged to use information, solve complex artistic problems, adopt effective work methods, exercise critical and aesthetic judgment, use information and communications technologies appropriately, achieve their potential, cooperate with others and communicate appropriately.

Arts education can help students form meaningful and diverse connections with other subject areas. For example, students who practise an art acquire a symbolic language and develop it to construct meaning, just as they use linguistic codes to communicate orally or in writing. They use spoken and written language when forming critical and aesthetic judgments on artistic productions or giving an account of their experience of creation, performance or appreciation. For example, to appreciate artistic works or productions, students must put them in their historical context, thereby drawing on concepts and strategies related to the social sciences. Exposure to literary works can also enrich their cultural knowledge and help them better appreciate other artistic works. The possibility of working on the same problem from the point of view of the arts and from that of mathematics, science and technology gives students the opportunity to experience two ways of apprehending reality that are both complementary and mutually enriching. The practice of

Québec Education Program

an art also contributes to the students' personal development. It provides them with a special way of approaching and thinking about moral and ethical issues, social problems, beliefs and values, and helps them to adopt balanced attitudes and habits.

Based on this brief description of the interdisciplinary potential of arts education and the variety of connections it can serve to establish with other elements of the Québec Education Program, it is clear that the study of the arts contributes to students' cultural enrichment and to the achievement of the school's mission.

Elements Common to the Subjects in Arts Education

Each subject in the arts has its own particular language, rules and conventions, principles and tools. Through the specific nature of its own language—whether gestural, visual, sound-related or corporal—each one also offers a unique way of knowing oneself, forming relationships with others and interacting with the environment. However, beyond their individual characteristics, the subjects in the arts foster the same basic learning, facilitating the transition from one subject to another during the students' art education. This applies whether it be during the same school year, during the transition from elementary to secondary school, in the transition from one cycle to another, or when moving to a new school.

Basic Learning

- Communicates and gives concrete expression, by means of symbolic language, to ideas, mental images, impressions, sensations and emotions in various artistic productions or performances
- Appreciates facets of his/her own works and those of other students, as well as works by men and women of different origins and periods, by referring to varied criteria and expressing himself/herself orally or in writing

Attitudes

- Receptivity to his/her sensations, impressions, emotions and feelings
- Openness to unexpected events, to an element of risk in his/her experiments and choices, to the stimuli for creation, to works and their related historical context
- Constructive attitude toward teamwork, his/her artistic experiences and criticism
- Respect for artistic works, his/her own productions and those of his/her classmates

The Creative Dynamic

From the initial inspiration to the moment when an artist detaches him or herself from a work, he or she is engaged in a complex and dynamic line of development. Such a line of development, which may be characterized in various ways, has been referred to as a creative dynamic.¹ It can be broken down into a process and a procedure, which are closely related.

The Process

The process consists of three consecutive phases: an opening phase, a productive action phase and a separation phase. During the opening phase, the creator is inspired by an idea. During the productive action phase, the creation is shaped. During the separation phase, the creator detaches him or herself from his or her work.

1. We are referring here to the work of researcher Pierre Gosselin, who has used this term to describe the creative process. We are borrowing his concept of the creative dynamic, as well as the diagram that illustrates it. See Pierre Gosselin et al., "Une représentation de la dynamique de création pour le renouvellement des pratiques en éducation artistique," *Revue des sciences de l'éducation*, vol. XXIV no. 3, (1998), p. 647-666.

In the opening phase, which is marked by the presence of intuition and spontaneity, inspiration takes precedence. The students explore and develop emergent ideas that best reflect what they are feeling, rather than simply work with the first idea they think of. They must retain elements of some ideas, identify the most meaningful ones and develop a creative intention based on them. In the productive action phase, which involves the shaping of a creation, development predominates. In this phase, students are actively aware of giving direction to their creative work and solving complex problems using sensitivity and intelligence. In this context, they must combine, develop and organize elements they have selected and, in particular, give material form to their ideas. They evaluate the degree of correspondence between their inner ideas and the work taking shape. The separation phase represents a time to pause and reflect on their productions and analyze them in order to determine whether they correspond to their initial inspiration. In displaying their productions, students become aware of the perception and appreciation of others. The detachment that prevails during the separation phase enables them to withdraw from their productions and to view them as steps in their line of artistic development.

The Procedure

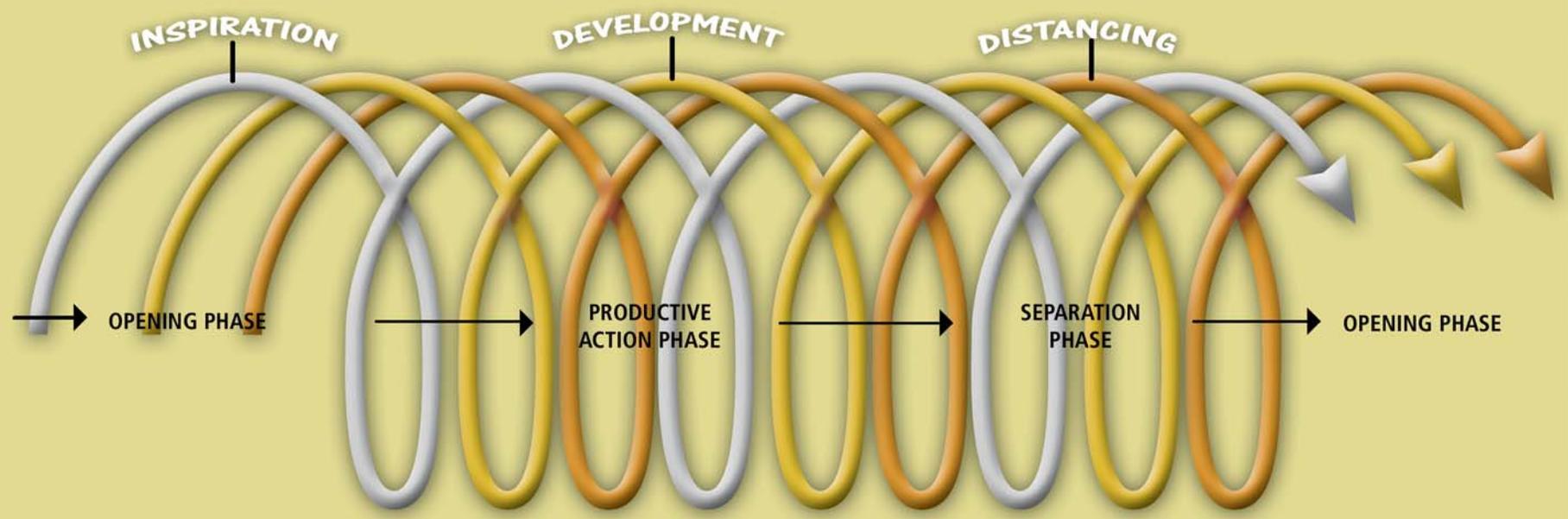
The procedure is mainly based on the interaction of three movements: inspiration (injection of ideas); development (formulation and articulation of ideas); distancing (withdrawal of the creator from the result of his or her actions). These three movements, which are found in each phase of the process, are interdependent and complementary and they generate specific actions in each phase. However, it may happen that a student, like a creator, goes through the second phase of the process without encountering any serious difficulties and therefore does not have to let go of the creative work and stand back from it in order to identify or solve a problem.

The Stimuli for Creation

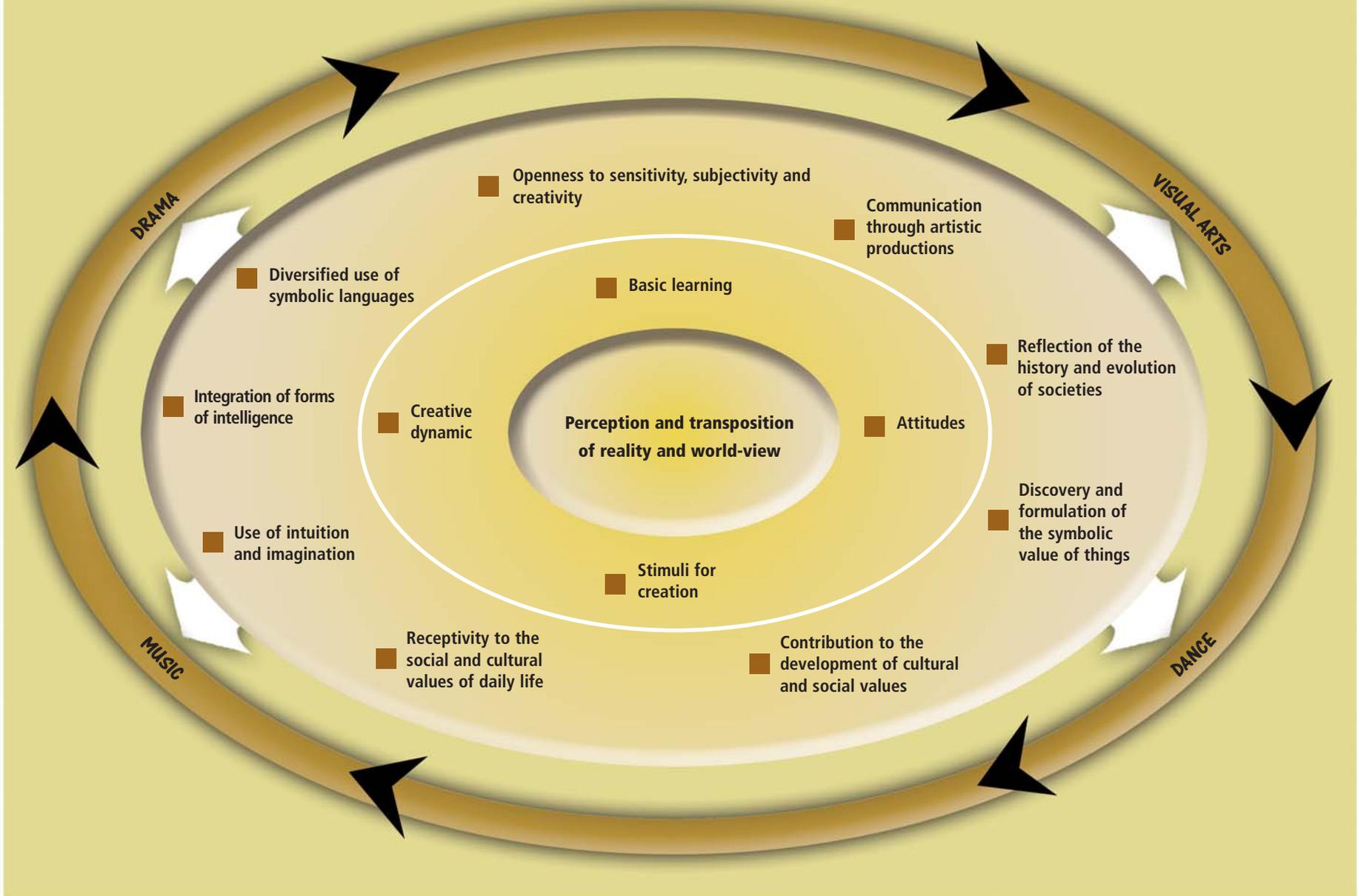
The stimuli for creation are working guidelines that can serve as a catalyst, thread or framework for the creative dynamic. They are adapted to the ages and interests of the students and present problems that offer a great variety of possible solutions and responses. Drawn from the real world, the imaginary realm, artistic and media productions and encounters with professional artists, they are connected to the educational aims of the broad areas of learning and to cultural references. Students are encouraged to convey their vision of the stimulus for creation in their productions in a concrete, expressive, symbolic manner.

Whichever theoretical model is selected, it is important to emphasize the creative process in learning activities in the arts. Like the performance and appreciation of artistic works, creation is an essential element of any procedure for gaining experience of the artistic world. The creative process thus plays a vital role in the basic learning transferable from one arts subject to another.

THE CREATIVE DYNAMIC AS A PROCESS AND A PROCEDURE



FEATURES OF ARTS EDUCATION AND ELEMENTS COMMON TO THE ARTS SUBJECTS



Personal Development

The subject area of Personal Development enables individuals to develop their full potential, to reflect and work on themselves, to understand themselves, to recognize their true value, and to take action in order to make improvements in these various dimensions of their lives. The subjects in this area¹ encourage students to interact with others, to take an interest in other cultures and to appreciate their diversity. They also allow students to learn about their cultural heritage by familiarizing themselves with works that attest to beliefs and currents of thought from various places and times. Finally, they help students to better understand how our culture can encompass various ways of seeing and doing things.

Contribution of the Personal Development Subject Area to the General Education of the Student

Students aged 12 to 14 are entering an intense period of change. They are leaving the world of childhood and entering into that of adolescence. This period, which is marked by accelerated and destabilizing transformations on the physical and psychological levels, gives rise to questioning and makes their search for a new identity particularly important. Driven by doubt and the need to affirm themselves, adolescents call into question the ideas, beliefs and values that have been handed down to them. They like to compare them with those exemplified by their peers and by adult authority figures. This questioning and the positions and actions that derive from it enable young people to better understand themselves and to gradually find their place within their community. Moreover, attending secondary school gives rise to new social relationships due to the number and diversity of people with whom they come into contact.

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Each subject in the area of Personal Development contributes to the students' overall development. They take into account the physical, cognitive, affective, social, moral and spiritual dimensions of the students' growth, and guide them toward an awareness of how these dimensions are related and how important they are for each student's personal development. These subjects play a particularly important role in the construction of the students' identity and in the development of their world-view. Indeed, they lead adolescents to comprehend the ever-changing nature of their personal development. They empower students within various contexts and help them to develop tools that they can use in working towards their self-fulfillment as individuals. Finally, these subjects make students more aware of the unique role they will play in improving society.

Making Connections: The Personal Development Subject Area and the Other Dimensions of the Québec Education Program

The problems and issues covered in the subject area of Personal Development are closely linked to the five broad areas of learning. In order to be equipped to deal with these issues, the students must draw upon knowledge acquired within other subject areas. For example, when they ask questions about current issues relating to health, ethics and religion, they use language skills such as a good vocabulary and the ability to construct meaning, advance their opinions, decipher messages, appreciate subtleties, and so on. When they ask questions about ethical problems having to do with the environment or health, they make use of knowledge acquired in mathematics, science and technology in order to more accurately inter-

pret the underlying issues. At other times they are asked to evaluate the media's treatment of certain events by looking at these events in the light of what they learned in geography, history or citizenship education. Finally, they make good use of knowledge acquired in the subject area of the arts when they exercise their judgment in relation to various cultural activities.

The cross-curricular competencies are essential tools that enable students to analyze and deal with the complex situations that arise in a perpetually evolving world. The learning situations associated with each or all of the subjects in the area of Personal Development will lead students to acquire and draw upon these competencies.

Elements Common to the Subjects in Personal Development

Beyond their differences, these subjects promote a common aim, which is to have students develop a concern for their physical and mental health, as well as a desire to improve community life. All four subjects encourage students to reflect on and raise questions about themselves and their relationships with others and the environment. They help students find answers to the questions raised by their need to grow as individuals within society and to meet the challenges inherent in a period of intense personal change. These subjects allow students to forge the tools they need in order to seek their own

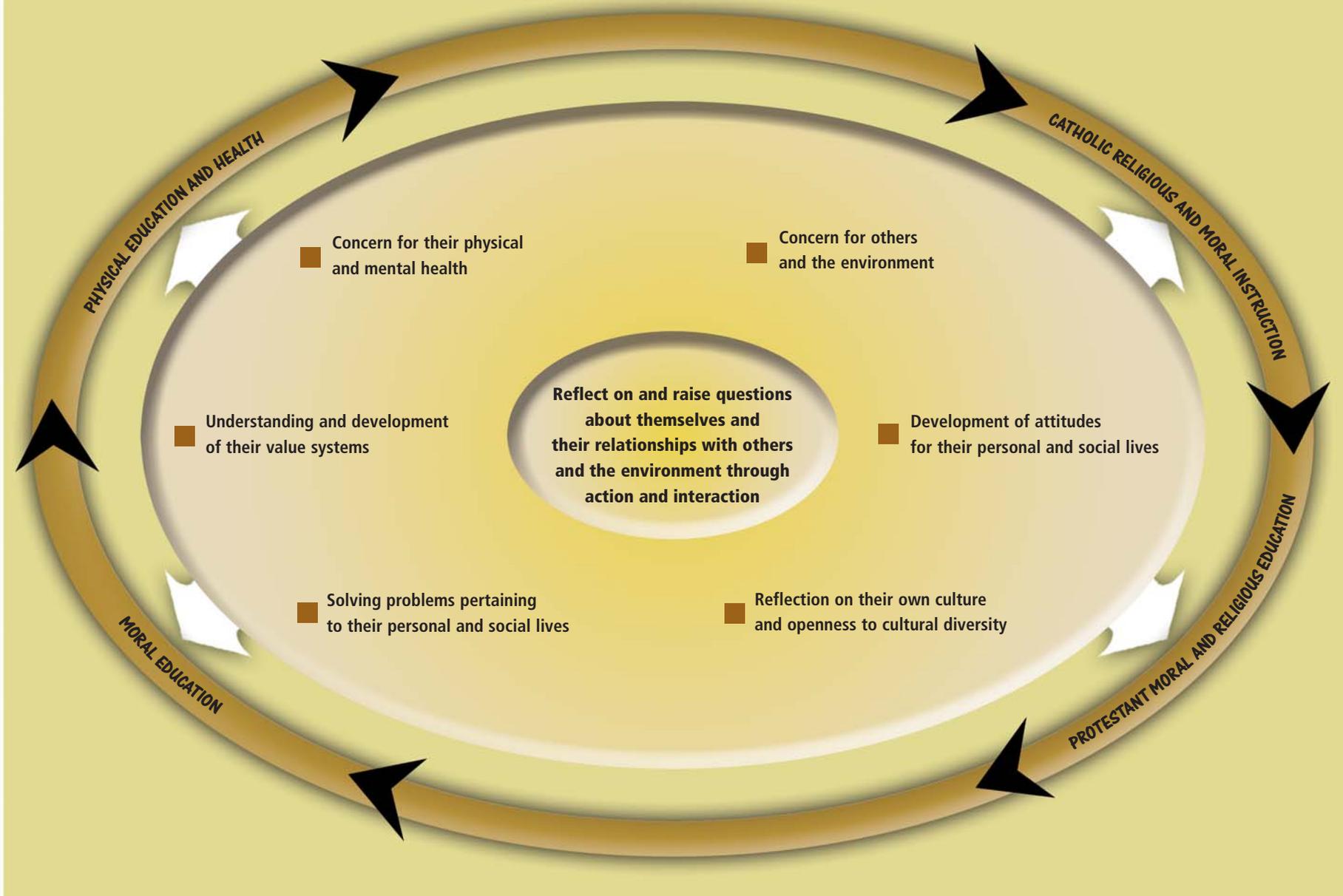
1. The subject area of Personal Development comprises Physical Education and Health, Moral Education, Catholic Religious and Moral Instruction and Protestant Moral and Religious Education. While the first of these is compulsory, students may choose which one of the other three they wish to take.

solutions to personal or social problems, and to broaden their understanding of realities that affect them directly, such as health, interpersonal relationships, consumption and the environment. They help students develop a framework of values that will guide their decisions now and in the future. This frame of reference will, in addition, enable them to explore ways in which they might act in response to questions pertaining to their personal growth, motor development, physical condition, mental and spiritual equilibrium and relationships with others. Students thereby learn to discern what is or is not appropriate in various situations of everyday life.

The learning acquired through these subjects enables students to recognize values such as commitment, self-affirmation, solidarity, equality and dignity, and to integrate them into their relationships with others and with the environment. It also facilitates the development of attitudes such as self-confidence, trust in others, courage, a work ethic, the desire to surpass oneself, independence and a sense of responsibility. Moreover, these subjects encourage open-mindedness, respect for the opinions and beliefs of others, and the acceptance of differences with respect to physical or intellectual abilities and forms of cultural expression. They call upon students to recognize the obligations that come with living as a member of a group, and to prepare themselves to act as responsible citizens.

The following diagram illustrates the elements common to the four subjects in the area of Personal Development.

ELEMENTS COMMON TO THE SUBJECTS IN PERSONAL DEVELOPMENT



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