



International review of curriculum and assessment frameworks

Thematic probe

**Arts and creativity in education:
an international perspective**

Sharon O'Donnell and Catherine Micklethwaite
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Preface

The information which follows was collated in November 1999 as part of the initial data collection exercise for the thematic study *The Arts, Creativity and Cultural Education: an International Perspective*. The latter, published in December 2000, is also available via this website (see homepage, thematic studies).

Data provided in this thematic probe relates to Australia, Canada, England, France, Germany, Hungary, Italy, Japan, Korea, the Netherlands, New Zealand, Singapore, Spain, Sweden, Switzerland and the USA. The Information provided includes data on the place of arts and creativity education in a country's educational aims, special programmes and initiatives for arts and creativity education, arts and creativity as compulsory subjects, arts and creativity in optional subjects, arts and creativity as key skills, and the assessment of arts and creativity.

Users should be aware that the data has not been reviewed since November 1999, when it was sourced from the International Review of Curriculum and Assessment Frameworks Project work in progress files, which have since been made available as the *INCA* Archive on this website.

Australia

Australia is a Commonwealth, which has devolved responsibility for education to the six States and two Territories. It is therefore not always possible to provide general statements about national provisions.

Arts and creativity in educational aims

In 1989, a set of common national goals for primary and secondary education were drawn up. The goals outlined eight national Key Learning Areas:

- **the arts;**
- English;
- health and physical education (HPE);
- languages other than English (LOTE);
- mathematics;
- science;
- studies of society and environment (SOSE); and
- technology.

These form the basis of curriculum development in each of the States and Territories. Ten national goals for schooling, also included “inducing in students an appreciating and understanding of, and confidence to participate in, the **creative arts**; and to provide for the physical development and personal health and fitness of students, and for the **creative** use of leisure time”. These national goals have recently been revised and updated. The full text is available at the following web site, although there is no specific reference to art and creativity:

<http://www.deetya.gov.au/schools/adelaide/text.htm>

Arts and creativity in compulsory subjects

Pre-compulsory education, age 0 – 5/6

Tasmania

The underlying principles for the learner include developing **creativity**. Children need to be supported and encouraged in their own **creative** approach to learning, with provision being made for them to construct their own play and participate in activities purely for enjoyment. They develop ideas, theories and strategies through their play, conversations and **imagination**, exploring, interacting, and responding to the social influences that surround them. Children’s play promotes their developing ability to discriminate between fantasy and reality, and supports movement from an egocentric perspective of the world to an awareness of the world beyond the self. They use their **creativity** to challenge concepts and perceptions, making intuitive leaps as they cut across established patterns of language and thought.

Primary education, age 5/6 – 12/13

At primary education level, the **arts** comprises **dance, drama, graphic communication, media, music and visual arts**.

Northern Territory

Within its curriculum guidance, the Northern Territory has developed a set of non-mandatory time guidelines covering the primary school years (age 5/6-12/13). These propose a major focus on language and literacy and numeracy, and attention to social/interactive, physical and **creative activities** and to activities which contribute to the development of social and cultural knowledge and understanding.

In the later primary years (students aged 9-13), in addition to a paramount emphasis on language and literacy development across all Key Learning Areas, the following suggested weekly time allocations apply:

- | | |
|--------------------------------------|---------------------|
| • English | at least five hours |
| • mathematics | at least five hours |
| • the arts | at least two hours |
| • health and physical education | at least two hours |
| • a language other than English | at least two hours |
| • science | at least two hours |
| • studies of society and environment | at least two hours |
| • technology | at least two hours. |

In addition, in the later primary years, it is also recommended that schools should offer access, as far as possible, to social/interactive, physical and **creative activities**, and to activities which contribute to the development of social and cultural knowledge and understanding.

New South Wales

In New South Wales, the eight national Key Learning Areas are adapted to form a primary curriculum comprising six Key Learning Areas, as follows:

- English;
- Mathematics;
- science and technology (as one integrated subject area);
- **the arts**;
- health and physical education; and
- studies of society and the environment (SOSE) which includes languages other than English (LOTE).

The Department of Education requires schools to spend an average of one hour per week on sport, but recommends that two hours per week should be spent on fitness, including PE and health, sport, **dance in the arts** etc.

Arts and creativity in optional/elective subjects

Instrumental music, available as an optional subject, is often at an extra cost to the parent.

Lower secondary education, age 12/13 – 15/16

Until the end of compulsory schooling (age 15-16) most students have few elective subjects, although there are some electives in Years 9 and 10 (ages 14-16). These are often restricted to choices in practical subjects or branches of the **arts**.

Queensland

Lower secondary students in Years 9 to 10 (aged 14-16) have more opportunities than those in earlier years of compulsory education to specialise in particular subject and discipline areas according to their needs, interests and abilities. The three (obligatory) elective subjects may be chosen from: mathematics, science, science of society and environment (SOSE), a language other than English (LOTE), **the arts**, technology, and health and physical education. This is to allow students to explore the traditional academic areas of the curriculum in more depth.

Upper secondary education, age 15/16 – 18+

As previously mentioned, until the end of compulsory schooling (age 15-16) most students have few elective subjects. Thereafter, at the upper secondary level, students generally have more scope to specialise and a range of elective studies is usually provided. In 1993, for example, around 25 per cent of Year 12 students (usually aged around 17-18) specialised in a humanities and **arts course**, 25 per cent in mathematics and science and 10 per cent in commerce, while the remainder studied subjects from several discipline areas.

Arts and creativity in key skills

Tasmania

There are five key capabilities running from Kindergarten to Year 10 (students aged 4/5 to 15-16). These are:

- personal;
- linguistic;
- rational;
- kinaesthetic; and
- **creative** capabilities.

Pre-compulsory education, age 0 – 5/6

Queensland

The competencies and lifeskills integrated in the pre-school curriculum guidelines are:

- literacy;
- numeracy;
- **creativity**;
- collaborative skills; and
- skills for planning, gathering and organising ideas and learning.

Arts and creativity in teacher specialisation

Primary education, age 5/6 – 12/13

The general pattern of teaching in primary schools is for a classroom teacher to be responsible for instruction in the majority or sometimes all of the curriculum. For certain areas of the curriculum, particularly **arts education** and PE, and where languages other than English (LOTE) (both European and Asian) are taught at primary level, specialist teachers are often used.

Victoria

Primary schools in **Victoria** may choose to allocate specialist teaching roles to some teachers. This usually happens for such subjects as health and physical education (HPE), **music**, **art** or library.

The following web sites may be of interest in addition:

(National) Department of Employment, Education, Training and Youth Affairs
<http://www.detya.gov.au>

Queensland, Department of Education
<http://education.qld.gov.au>

Tasmania, Department of Education
<http://www.tased.edu.au>

Victoria, Department of Education
<http://www.sofweb.vic.edu.au/>

Victoria Board of studies (now the Victorian Curriculum and Assessment Authority)
<http://www.bos.vic.edu.au/> <http://www.vcaa.vic.edu.au>

Canada

In Canada, responsibility for education is devolved to the Provinces and Territories. It is therefore not always possible to provide general statements about national provision.

Arts and creativity in educational aims

Publicly-funded elementary (primary) and high (secondary) schools throughout Canada work to bring culturally and ethnically diverse people together for purposes of learning, and provide them with opportunities for their fullest social and individual development. In addition, schools are also now expected to sustain and nourish cultural diversity. Publicly-funded schools are expected to foster positive intergroup attitudes, break down cultural stereotypes and ensure equality of treatment and access for all minorities. They are expected to **preserve diverse cultural heritages** through language instruction and studies in history, geography, **art, music and drama** and they must be prepared to deal with special learning problems faced by some minority groups. Somehow public schools must achieve these multi-cultural goals without sacrificing their larger purpose of providing education for a productive and socially responsible citizenry. This implies that schools and school curricula should be diverse enough to allow for individual interests, abilities and differences, but the expression of such choice and diversity should not lead to social fragmentation.

Alberta:

The Ministry of Education states that 'the education system must provide society with **creative and critical thinkers and problem solvers**, who are prepared for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world'.

Saskatchewan:

Goals of education include, within the main goal of promoting a positive lifestyle, the ability for pupils to **express themselves creatively**.

Special programmes for arts and creativity

The Indian and Métis Education Development Programme (IMED) provides incentive grants to encourage schools to create programmes specific to the needs of the indigenous Indian and Métis students. In most IMED projects, Indian and Métis culture is brought to the school through traditional **art, music and dance** and the involvement of Elders.

Arts and creativity in compulsory subjects

Pre-compulsory education, age 4-6

British Columbia:

Students in the **kindergarten** and **primary years** study all required areas of learning, including language arts (English), social studies, science, mathematics, personal planning, physical education, **fine arts** and applied skills. Teachers determine the time allotments for each of these required subject areas.

Elementary education, age 6/7 to 12/13

Throughout Canada as a whole, the **primary curriculum** (known as the ‘elementary’ curriculum) generally emphasises the basic subjects of:

- language;
- mathematics;
- social studies;
- **introductory arts**; and
- general science.

Junior high (lower secondary) education, age 12/13 - 15/16

British Columbia:

The (provincially-determined) curriculum for the lower secondary (intermediate) years, **Grades 4 - 10** (students aged 9/10 - 15/16), is designed to:

- emphasise basic areas of learning to increase students’ literacy and numeracy skills;
- introduce more formal personal and career planning and increase students’ responsibility for learning (optional courses etc);
- extend the development of **creativity**;
- use opportunities for learning that exist outside schools; and
- develop a work ethic and further understanding of career opportunities.

Furthermore, students:

- study language arts, social studies, mathematics, science, information and computer studies, applied skills, physical education and **fine arts**;
- develop their ability to solve problems, think critically, and make decisions; and
- develop social and personal skills, good work habits, confidence, a sense of self-worth and an understanding of the value of physical and emotional well-being.

The **fine arts includes dance, drama, theatre, music and the visual arts.**

All phases of education

British Columbia:

Each level of the education programme from Kindergarten to Grade 12 (age 5-17/18) has particular emphases, which reflect the range of knowledge, skills and attitudes that students develop during these years. The basic skills from **kindergarten** to **Grade 12** are:

- English;
- mathematics;
- science;
- social studies;
- **fine arts**; and
- applied skills.

Ontario:

The Common Curriculum: Policies and Outcomes, **Grades 1-9** (age 6/7 – 14/15) which is official policy for all schools is divided into four parts:

- language;
- **the arts**;
- personal and social studies; and
- mathematics, science and technology (MST).

Saskatchewan:

The compulsory subjects in the core curriculum throughout compulsory education are known as 'required areas of study'. These are the seven areas of study that are important for all students. Each area has its own unique knowledge, values and processes. The required areas of study are:

- language arts;
- mathematics;
- **arts education**;
- health education;
- physical education;
- science; and
- social studies.

There are also six 'common essential learnings'. These are a set of interrelated categories which are considered important as foundations for learning in all school subjects. The six common essential learnings are:

- communication;
- numeracy;
- critical and **creative thinking**;
- technological literacy;
- independent learning; and
- personal and social values and skills.

Arts and creativity in key skills

Ontario:

The Common Curriculum is underpinned by a philosophy of outcomes-based learning. The ten outcomes of student learning designated as ‘essential’ include responsible, critical and **creative problem solving and decision making**.

The following web sites may be of interest in addition:

Council of Ministers of Education, Canada (CMEC)

<http://www.cmec.ca/>

Ministry of Education, Alberta

<http://www.gov.ab.ca>

Board of Education, Calgary

<http://www.cbe.ab.ca/>

Ministry of Education, British Columbia

<http://www.bced.gov.bc.ca/>

Ministry of Education, Ontario

<http://www.edu.gov.on.ca/>

Ministry of Education, Quebec

http://www.meq.gouv.qc.ca/GR-PUB/m_englis.htm

Saskatchewan Education

<http://www.sasked.gov.sk.ca>

England

Arts and creativity in compulsory subjects

Pre-compulsory education, age 3 - 5

Desirable learning outcomes (until September 2000)

The desirable outcomes are goals for learning for children by the time they enter compulsory education. Presented as six areas of learning, they provide a foundation for later achievement. One of the six areas is **creative development**. The outcomes focus on the **development of children's imagination** and their ability to communicate and to **express ideas and feelings in creative ways**.

Early learning goals (from September 2000)

The early learning goals will be introduced alongside the revised National Curriculum for compulsory phase education in September 2000 and will cover similar subject areas to the desirable learning outcomes, namely:

- personal, social and emotional development
- language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development; and
- **creative development**.

Primary education, age 4/5 to 11

The National Curriculum at key stages 1 and 2 (ages 5-11) for primary school children makes provision for core and foundation subjects. The core compulsory subjects are:

- English;
- mathematics; and
- science.

The special status of core subjects is accorded to these subjects because competence in language, numeracy and scientific method is considered a necessary basis for the remainder of the curriculum and for all aspects of adult life.

The foundation subjects are:

- **design & technology**;
- information and communication technology;
- history;
- geography;
- **art** (to be renamed '**art and design**' from September 2000, to emphasise its breadth and commercial importance);

- **music**; and
- physical education.

As mentioned above, from September 2000, 'art' will be redesignated '**art and design**'. This follows advice from industry that the economy will need people who can combine **creative** and technological skills. The change is meant to highlight the relevance of design in **stimulating creativity** in industry and commerce. **Design and technology** in primary schools should also nurture **creativity** and innovation through designing and making.

Between the period September 1998 and September 2000, whilst primary schools are introducing the new literacy and numeracy hours, they are no longer required to fully follow the prescribed, detailed programmes of study for history, geography, design and technology, **art**, **music**, and physical education (with the exception of swimming). Schools will, however, be inspected to reinstate the full range of subjects when the revised National Curriculum is introduced in 2000. The programmes of study for **art and design**, **music**, physical education, design and technology, history, and geography will then, once again, have to be covered in full (although these have been reduced by as much as 30 per cent from the previous versions and made less prescriptive to increase flexibility).

Lower secondary education, age 11 – 16

Compulsory subjects in the National Curriculum at key stage 3 (age 11-14) are the same as in primary education, except for modern foreign languages which is one of the foundation subjects.

Arts and creativity in optional/elective subjects

Lower secondary, age 11 – 16

The Government believes that at key stage 4 (age 14-16), there should be room in the timetable for schools to offer students a choice of subjects, in addition to those required by the National Curriculum. **Music**, **art**, geography and history are consequently not compulsory at key stage 4.

GCSE Short Course syllabuses (half a full GCSE) have also been introduced in a number of subjects (**art**, **design and technology**, geography, history, information technology, modern foreign languages, **music**, physical education, religious education and Welsh as a second language), thus increasing the flexibility available to schools at key stage 4.

General National Vocational Qualifications (GNVQs) are currently available in 14 subject areas. These include **art and design**; media: communication and production; **performing arts** and entertainment industries; but not all of these are offered in schools.

Assessment of arts and creativity

General National Curriculum assessment

The National Curriculum is defined in terms of level descriptions and end of key stage descriptions. There are eight level descriptions of increasing difficulty, which set out standards of students performance at the end of key stages 1, 2 and 3 (ages 5-14), for all subjects **except art, music** and physical education. Currently, end of key stage descriptions set out the standard of performance in **art, music** and physical education, expected of the majority of students at the end of each key stage. Descriptions of exceptional performance are also provided in **art and music** at the end of key stage 3 (age 14). With the introduction of the revised National Curriculum in September 2000, end of key stage descriptions for **art, music** and PE will be replaced by level descriptions. Level descriptions do not apply at key stage 4 (ages 14-16).

Primary education, age 4/5 – 11

All schools must assess children within seven weeks of their entering compulsory primary education (baseline assessment). Schools choose from different baseline assessment schemes, all of which have to be approved by the Qualifications and Curriculum Authority, and cover, as a minimum, the following basic skills:

- language and literacy - focusing on children's developing skills in speaking, listening, reading and writing;
- mathematics - focusing on children's understanding of numbers and their use of mathematical language; and
- personal and social development - focusing on children's ability to work, play and cooperate with others.

Some schemes also cover:

- knowledge and understanding of the world - focusing on children's developing knowledge and understanding of their environment, other people and features of the world;
- physical development - focusing on children's developing physical control in moving around, awareness of space and ability to handle a range of objects; and
- **creative development** - focusing on children's imagination and their ability to express their feelings and ideas.

Upper secondary education, age 16 – 18

There are current plans to introduce Advanced Extension (AE) awards for the most able 18-year-olds in 2002. These tests, which will be available to schools and parents through accredited centres, are intended to offer a stimulating challenge to the most able. They will be available in biology, chemistry, critical thinking (to be confirmed), economics, English, history, French, geography, German, Latin, mathematics, physics, religious studies, and Spanish. Advanced Extension awards will require a greater depth of understanding than GCE 'A' Levels and the ability to think critically at a higher level. Students will also be assessed on their ability to apply **creative** and synoptic approaches to subjects.

Arts and creativity in private sector education

Lower secondary education institutions, age 11-18

City technology colleges (CTCs) and **city colleges for the technology of the arts** (CCTAs) are a category of independent school, which receive some government funding, and which cater for students of all abilities, aged 11 to 18 years. CTCs provide a broadly based education with emphasis on science and technology or, in the case of the one CCTA, an emphasis on the technology of the **creative and performing arts**.

Upper secondary education, age 16-18

There are a number of independent institutions which offer post-compulsory education. For the most part, these institutions offer an academic education leading to General Certificate of Education Advanced Level (GCE 'A' Level) and General Certificate of Education Advanced Supplementary examinations (GCE 'AS' examinations). There are also a number of specialist institutions, such as secretarial and business colleges and **art** colleges.

The following web sites may be of interest in addition:

Department for Education and Employment (now the Department for Education and Skills)

<http://www.dfes.gov.uk> <http://www.dfes.gov.uk>

Qualifications and Curriculum Authority (QCA)

<http://www.qca.org.uk>

National Curriculum

<http://www.nc.uk.net>

France

Arts and creativity in educational aims

Pre-compulsory education, age 2 – 6

The general objective of pre-school education is to develop the potential of all children, in order to shape their personality, to give them the best possible chance of success in primary school and in life, and to prepare them for later learning. This main objective is further divided into three:

- to provide the child with schooling, helping him to realise that school is a place where he can learn;
- to socialise, that is to say, to allow the child to form relationships with others and become sociable;
- to allow the child to learn and practise, in other words, to develop his capacity to feel, act, think and **imagine**.

Primary education, age 6 - 11

The general objective of the elementary primary school (école élémentaire) was defined in 1990, as follows:

elementary school provides students with the basic elements and tools of knowledge: oral and written expression, reading and mathematics. It enables him or her to exercise and develop his or her intelligence, sensitivity and manual, physical and **artistic aptitudes**.

The principal aim of primary education is that of acquiring the key skills of reading, writing and arithmetic. The new curricula in primary schools, implemented in the autumn term of 1995, reinforced this focus on the acquisition of the basics, the most important of which was the mastery of written and spoken French and the acquisition of appropriate working methods. **Artistic** and sports education were also regarded as particularly important.

Lower and upper secondary education, age 11 - 18

Schooling in France is also generally expected to develop a "**taste for creating, taking part in cultural and artistic activities**, participation in local life and in physical and sporting activity".

Arts and creativity in special programmes

Upper secondary education, age 15-18

A reform package is currently being introduced in upper secondary education in France. It commenced in September 1999 and is being phased in over three years. The reforms should result in a number of changes, including:

- compulsory study for all students, whatever their specialisation, of French, history/geography, civics, sport, **artistic expression (art and music)** and computer studies.

Arts and creativity in compulsory subjects

The statutory national curriculum, which differs for different age groups, applies to primary, lower secondary and the compulsory part of upper secondary education (first year students, aged 15-16). Compulsory subjects include: French, mathematics, physics, chemistry, biology and geology, history, geography, civics, technology, modern foreign languages, physical education and sport, and **art (which includes music and art)**.

Pre-school education, age 3 - 6

In 1995, a specific national curriculum was introduced for nursery education. This focuses on six main areas of activity for nursery children:

- living together;
- speaking and building up the language;
- learning about the written word;
- taking action/acting in the world;
- discovering the world; and
- **imagining, feeling and creating.**

For each of the above, there are series of activities contributing to the child's overall development and preparing him or her for primary school:

- physical activities to keep the child in good health, increase his motor skills and allow him to become aware of his body image in space;
- scientific and technical activities to allow the child to state and solve a problem by exploring, discovering and making;
- communication, writing and oral exercises, which aim to develop mastery of language; and
- **artistic and aesthetic activities** to develop the child's sensitivity, listening and observation and familiarise him with a great variety of art forms and materials.

Primary education, age 6 - 11

The compulsory subjects and time allocation in hours for primary school students aged 6-8 are as follows:

- | | |
|--|---|
| • French | 9 |
| • mathematics | 5 |
| • discovering the world (sciences, technology, history, geography) and civic education | 4 |
| • art (and music), PE and sport | 6 |
| • supervised study | 2 |

For students aged 8-11:

- French and/or modern foreign languages 9
- mathematics 5.5
- history/geography; civics; science and technology 4
- **art and music**, sport and PE 5.5
- supervised study 2

Sports and **artistic and cultural activities** are also frequently offered in addition to the standard weekly number of hours of teaching. These extra-curricular activities are usually arranged by local organisations or associations.

Lower secondary education, age 11 - 15

In general, the compulsory national curriculum during lower secondary education in France comprises French, mathematics, modern foreign languages, history, geography, civic education, life and earth sciences, physics, chemistry, biology, geology, economics, technology, **art education (includes music and art)**, PE and sport. **Artistic education** is compulsory for all the lower secondary years.

The Government's recommended hourly allocation of time per subject per week for the first year of lower secondary education (students aged 11-12) is as follows:

- French 6
- mathematics 4
- modern foreign language 4
- history and geography 3
- life and earth science 1.5
- technology 1.5
- **art and music** 2
- physical education/sport 4

The Government's recommendations for the second year of lower secondary education (students aged 12-13) are:

- French 4 - 5.5
- mathematics 3.5 - 4.5
- modern foreign language 1 3 - 4
- history, geography, civics 3 - 4
- life and earth sciences 1.5 - 2
- physics, chemistry 1.5 - 2
- technology 1.5 - 2
- **the arts/art education (includes art and music)** 2 - 3
- physical education/sport 3

Upper secondary education, age 15 – 18

All students in the final year of compulsory secondary education (age 15/16) study the same compulsory subjects, in accordance with a common timetable. The compulsory

core subjects for upper secondary education are French; mathematics; physics and chemistry; life and earth sciences (or biology and geology); technology of automated systems; first modern foreign language; history and geography; and physical education and sport. Students may also attend optional courses in languages, sports or **arts**.

Under current reforms, it is expected that **art workshops** will also be introduced at this level and that civics education will become compulsory.

Some students in upper secondary education choose to study one of three specific technological Baccalauréats, either for the hotel trade; applied arts; or **music and dance**.

The compulsory curriculum in vocational upper secondary education includes:

- French;
- mathematics;
- history/geography;
- economics;
- civics;
- a modern foreign language;
- **arts education (art and music)**;
- social and family studies; and
- physical education.

Teacher specialisation in arts and creativity

Primary education, age 6 - 11

As part of the Charter introduced in 1998, there will be a new role for primary teachers who, while remaining multi-skilled generalist teachers responsible for their students' education, will be trained to work with the classroom assistants being appointed under the government's youth employment scheme and also trained to work more collaboratively with colleagues. This is with a view to ensuring that subjects such as foreign languages, which are increasingly being taught in primary schools, **the arts** and new technologies are taught by those best qualified to do so.

The following web sites may be of interest in addition:

Ministry of Education

<http://www.education.gouv.fr>

The Eurydice EURYBASE database on education systems in Europe, available at:

<http://www.eurydice.org>

Germany

Arts and creativity in compulsory subjects

The authority of the Länder (administrative states within Germany, each with their own constitution and government) encompasses:

- the organisation of schools;
- course content;
- teaching objectives; and
- supervision of the performance of teaching and other education staff.

In most of the Länder of the Federal Republic of Germany, the statutory national school curriculum for primary and lower secondary education (students aged around 6-15/16) comprises:

- German;
- mathematics;
- social studies;
- history;
- geography;
- biology;
- physics;
- chemistry;
- **art**;
- **music**;
- sport;
- religion; and
- modern foreign languages.

Pre-school education, age 3 - 6

Bavaria

Kindergarten education aims to:

develop the whole child by means of play, and without pre-empting formal school learning or the introduction to the alphabet. A flexible approach is used, taking into consideration the qualities and the individuality of each child. In play and in group work, the most important fields of learning are religious education, living in a community, communication and **creativity**, nature and the environment, and health education.

Primary education, age 6 – 10/12 (dependent on Land)

It is increasingly common to find the following areas being included in the programme of education in the Grundschule (primary school, lasting either four or six years):

- linguistic education - encouragement of linguistic development;
- mathematical education, in the sense of an introduction to logical thinking and problem solving;
- media education - using media in a critical way;
- **aesthetic education - creative activities and sensory experiences;**
- using technology;
- movement education;
- encounters with foreign languages;
- health and environmental studies and treating nature and one's own body in a responsible way; and
- the culture and perspective of one's home country or region, combined with an international outlook.

Several of the subject areas in the primary curriculum, e.g. German, Sachunterricht (a specific inter-disciplinary subject taught at primary level which broadens out into separate subjects at secondary level), **drama, music, art** and handicrafts are often brought together to produce lively and varied work on topic focuses or lesson units. **Art, music, sport** and (in most, but not all Länder) religion, are taught as separate subjects, not as part of Sachunterricht.

Lower secondary education, age 10 or 12 – 15/16

Lower secondary education is usually selective, although some comprehensive schools do exist. Certain core subjects are studied in every type of lower secondary school and course of education. Consequently, German, mathematics, one foreign language (usually English), natural and social sciences, **music, art** and sport, at the very least, are usually included among the compulsory or elective subjects offered, but the subjects offered and the subject emphasis differs dependent on school type.

(Courses in German, mathematics and the first foreign language take up three to five periods (of 45 minutes) each per week; and natural and social sciences, two to three periods each. From Year 7 (age 12-13) onwards, another three to five periods per week are spent on a second foreign language as a compulsory or elective subject, depending on the type of school. The amount of time devoted to other compulsory or elective subjects (**music, art, sport, work orientation**) and religious education varies depending on the subjects and the type of school, the total weekly instruction being 28-30 periods.

Upper secondary education, age 15/16 – 18/19

Upper secondary education is selective. Compulsory subjects studied at upper secondary level depend on school type.

Gymnasiale Oberstufe

16- to 19-year-olds in the gymnasiale Oberstufe (upper secondary school providing general academic education) are required to study certain subjects or subject combinations, but also now have extensive scope for individual specialisation, with a wider range of subjects to choose from. Related subjects are grouped into three main discipline areas:

- languages (German and modern foreign languages), literature and **the arts**;
- social sciences; and
- mathematics, natural sciences and technology.

Students must study at least one subject from each of the above areas.

Arts and creativity in key skills

Primary education, age 6 – 10/12

In primary level education, particular emphasis is placed on:

- factual learning to prepare children for everyday life;
- the mastery of the German language (literacy);
- mathematics (numeracy);
- **developing children's creative ability**;
- developing children's ability for independent learning, critical thinking, learning by their own experience etc.;
- an introduction to a foreign language; and
- providing children with background education in their own culture, in the European dimension and a knowledge of the world.

Assessment of arts and creativity

Oral assessments based on assessment of student contributions in lessons and practical tests/assessments take place mostly in subjects such as sport, **music and art**.

The final examinations required to successfully complete Realschule (lower secondary school providing general education) and Hauptschule (lower secondary school providing basic education) in some Länder comprise written and/or oral tests. There is provision for practical examinations only in the subjects of **art, music** and sport, but not in the sciences.

In the Abitur examination, which takes place on completion of upper secondary education (age 18/19), candidates are examined in four subjects, namely the two they have selected as principal subjects for advanced level study; another in which they take written and, in some cases, oral examinations; as well as a fourth subject which is examined only orally. Each of the following three subject areas must be represented: languages, literature and **the arts**; social sciences; mathematics, natural sciences and technology.

The following websites may be of interest in addition:

Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie (BMBF)
<http://www.bmbf.de/>

British Council, Germany
<http://www.britcoun.org/germany>

Germany Embassy, London

<http://www.german-embassy.org.uk/>

The Eurydice EURYBASE database on education systems in Europe, available at:

<http://www.eurydice.org>

Hungary

Arts and creativity in compulsory subjects

Compulsory education, ages 6 - 16

The National Core Curriculum comprises 10 comprehensive cultural domains instead of school subjects. The curriculum decree was passed in 1995, and came into force in 1998. The curriculum is applicable at basic school lower level (primary education, age 6-10), basic school upper level (lower secondary education, age 11-14) and upper secondary education (age 10+/12+ or, most commonly, 14+) to age 16 only. These cultural domains are:

- mother tongue and literature - either Hungarian language and literature or minority language (Hungary has 13) and literature;
- modern foreign language;
- mathematics;
- man and society - social studies; civics; economics; human studies; history;
- man and nature - natural studies; physics; chemistry; biology and health studies;
- our earth and environment;
- **arts - singing and music; dance and drama; visual arts; motion picture and media studies;**
- 'informatics' - computing studies; library use;
- life management and practical studies - technology; home economics; career orientation; and
- physical education and sports.

The subject areas of the National Core Curriculum and the approximate distribution of teaching time (%) are as follows:

	Years 1-4 ages 6-10	Years 5-6 ages 10-12	Years 7-8 ages 12-14	Years 9-10 ages 14-16
Mother tongue and literature	32-40	16-20	11-13	11-13
Modern foreign language		11-15	9-12	9-13
Mathematics	19-23	16-20	10-14	10-14
Man and society	4-7	5-9	10-14	10-14
Man and nature	5-9	8-12	16-22	15-20
Earth and environment			4-7	4-7
Arts	12-16	12-16	9-12	9-12
Informatics (IT)		2-4	4-7	4-7
Lifestyle and practical skills	4-7	5-9	6-10	5-9
Physical education and sport	10-14	9-13	6-10	6-10

The following web sites may be of interest in addition:

Ministry of Education (previously, until July 1998, the Ministry of Education and Culture)

<http://www.mkm.hu>

Hungarian Embassy (Washington DC) (has links to other Hungary-related sites)

<http://www.hungaryemb.org/>

National Institute of Public Education

<http://www.oki.hu/>

Italy

Arts and creativity in educational aims

Pre-compulsory education, age 3 - 6

Pre-school education complementing the actions of parents, is expected to foster the development of children and to prepare them for compulsory education. It aims to:

- strengthen children's physical, intellectual and psychodynamic characteristics;
- gradually help them to achieve independence; and
- develop their **sensorial, perceptive**, motor, linguistic and intellectual abilities.

Primary school education, age 6 - 11

Primary school education (in the scuola elementare, for children aged 6-11) aims to promote **initial cultural literacy** and the full development of the individual student, with an emphasis on interaction with families and the broader social community.

Upper secondary education, age 14 - 19

- the aim of the **Liceo artistico** (upper secondary grammar school specialising in the arts, for students aged 14+) is stated as being to provide students with specialist education in painting, sculpture, stage design and architecture
- the aim of the **Istituti d'arte** (upper secondary art school for pupils aged 14+) is stated as being to prepare students for traditional types of work and artistic output in industry, using the raw materials of the region.

Art and creativity in compulsory subjects

Primary, age 6 – 11

The compulsory subjects in primary education in Italy are:

- Italian language;
- foreign language (from Year 2 or 3);
- mathematics;
- science;
- history;
- geography;
- social studies;
- **art education**;
- **sound and music education**; and
- physical education.

Lower secondary, age 11 – 14

Compulsory lower secondary schools (*scuole medie*) are fully comprehensive and provide a common curriculum to all students in the 11-14 age range. This compulsory common curriculum comprises the following subjects:

- Italian;
- history, civics education and geography;
- foreign language (English and French are the most frequently taught);
- sciences (includes mathematics, physics, chemistry, natural sciences);
- technical education;
- **artistic education**;
- **music**; and
- physical education.

Upper secondary education, age 14+

There is a compulsory curriculum for upper secondary education. However, the subjects included vary according to school type. The *liceo artistico* (upper secondary grammar school for students aged 14+) and *istituto d'arte* (upper secondary level art school for students aged 14+) provide a range of **compulsory general subjects as well as compulsory artistic subjects**. The *liceo artistico* offers specialist education in **painting, sculpture, stage design and architecture**. The *istituto d'arte* offers specialist education in **ornamental painting, ornamental sculpture, graphics, wood, and ceramic and metal applied arts**.

Assessment of arts and creativity

Lower secondary education, age 11 – 14

At the end of Year 3 (age 14) of the *scuola media* (compulsory and non-selective lower secondary school for students aged 11 – 14), students take the *licenza media* (certificate of completion of the lower secondary school course), which is necessary for entry to upper secondary schools (*scuole superiori*). The examination consists of three written tests (Italian, mathematics and a foreign language) and a multidisciplinary oral test on all the subjects studied, including **art** and **music**.

Upper secondary education, age 14-19

Artistic qualifications

On completion of the first cycle (three years) of the five-year course at the **istituti d'arte** (art schools) there is the **master of art diploma** (*diploma di maestro d'arte*). On completion of the final two years of the *Istituti d'arte*, students take the **applied arts upper secondary school leaving certificate** (*diploma di Stato d'arte*) which grants access to higher education. On completion of the four-year course at the **liceo artistico** (upper secondary school for students aged 14+), students take the *esame di Stato artistica* (school leaving examination in **the arts**), which grants access to certain institutions of higher education. A further successful year's study in the *Liceo artistico* is required for students to be permitted access to any university faculty.

The following web sites may be of interest in addition:

Ministry of Public Education

<http://www.istruzione.it/>

The Eurydice EURYBASE database on education systems in Europe, available at:

<http://www.eurydice.org>

Japan

Arts and creativity in educational aims

Pre-compulsory education, age 3 - 6

The aims of kindergarten education are:

- to encourage basic living habits and attitudes for a healthy, safe and happy life, and to nurture the foundations for a healthy mind and body;
- to encourage love and trust for people and to cultivate an attitude of independence, cooperation and mutuality;
- to encourage interests towards one's surrounding nature and society, and to cultivate sensitivity and a capacity for appreciating one's surroundings;
- to encourage interest towards language in daily life, to develop pleasant attitudes in talking and listening to others and to cultivate language sense; and
- to encourage a rich mind and to **enrich creativity** through various experiences.

Arts and creativity in special programmes

A recent report of the National Council on Educational Reform (NCER) states that the most important objectives of education for the twenty-first century are:

- the development of broad-mindedness, a healthy body and **creativity** in individuals;
- the rearing of the spirit of freedom, self-reliance and public awareness; and
- educating the Japanese individual to live in the global human society.

In 1995, the Monbusho (Ministry of Education, Science, Sports and Culture) began considering a new model for education. This was motivated by an urgent need to confront problems associated with lack of **creativity**, excessive competitiveness in the examination system, bullying and refusal to attend school as well as a need to respond to social and economic changes. One of the main objectives of this revision was:

- to attach more importance to the nurturing of children's capacity to cope positively with changes in society, as well as to the provision of a sound base for fostering children's **creativity**. Children's willingness to learn how to learn is also to be stimulated.

Arts and creativity in compulsory subjects

Primary education, age 6 – 12

In both private and public elementary schools (primary education), there is a statutory national curriculum comprising:

- Japanese language (primarily instruction in reading and writing the language in the first four years, with Japanese literature being introduced in the final two years of compulsory elementary school education);
- arithmetic;
- social studies (Years 3-6, ages 8-12);
- science in Years 3 to 6 (ages 8-12) or **life environment studies** in Years 1 and 2 (ages 6-8);
- moral education;
- **music, drawing and handicrafts**;
- PE; and
- homemaking in Years 5 and 6 (ages 6-10).

Life environment studies is a compulsory Course of Study for students in Years 1 and 2 of elementary school (primary education) (ages 6-8). The aims of the course are to foster the qualities of **creative thinking**; open up new lines of enquiry; and apply learning to new contexts in students.

Standard annual teaching hours (45 minutes) in elementary schools (primary education) are as follows:

Curriculum area and number of teaching hours	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Japanese language	306	315	280	280	210	210
Social studies	-	-	105	105	105	105
Arithmetic	136	175	175	175	175	175
Science	-	-	105	105	105	105
Living experience	102	105	-	-	-	-
Music	68	70	70	70	70	70
Drawing and handicrafts	68	70	70	70	70	70
Home-making	-	-	-	-	70	70
Physical education	102	105	105	105	105	105
Moral education	34	35	35	35	35	35
Special activities	34	35	35	70	70	70
Total	850	910	980	1,015	1,015	1,015

‘Non-academic’ subjects such as **art**, **music**, gymnastics, cookery and home-making skills occupy more than a third of the time of elementary school (primary education) students in their first year (age 6), and more than 40 per cent of their time in the final year (age 12), as education aims to focus on the development of the whole child.

Lower secondary education, age 12 – 15

Junior high schools (lower secondary education) follow a similar statutory national curriculum to that in elementary schools (primary education), comprising Japanese

language (modern Japanese language and literature, Japanese and Chinese classics), social studies, mathematics, science, **music**, **fine arts**, health and physical education, industrial arts and home-making, moral education (or religious education in certain private schools), special activities and elective/optional subjects.

The standard number of yearly teaching hours per compulsory subject in junior high schools (lower secondary education) are as follows:

Curriculum area and number of teaching hours	Year 1	Year 2	Year 3
Japanese language and literature	175	140	140
social studies	140	140	70-105
mathematics	105	140	140
science	105	105	105-140
music	70	35-70	35
fine arts	70	35-70	35
health and physical education	105	105	105-140
industrial arts and home-making	70	70	70-105
moral education	35	35	35
special activities	35-70	35-70	35-70

Upper secondary education, age 15+ - 18+

All students in upper secondary education, regardless of the course undertaken, have to study:

- Japanese language;
- geography and history;
- civics (includes contemporary society, politics and economics and ethics);
- mathematics;
- science (a selected combination of science subjects);
- health and physical education;
- **art** (one subject selected from **art or music** options);and
- home economics (or living skills)

and also have to obtain a certain number of credits in each of the compulsory subject areas as follows:

Japanese language	4 credits
Geography and history	4 credits from two selected subjects. One subject must be world history (selected from World History A or World History B options), the other can be selected from Japanese History A/B or Geography A/B.
Civics	4 credits from ‘the study of contemporary society’, or 2 credits each from ‘ethics’ and ‘politics and economics’
Mathematics	4 credits from Mathematics I
Science	4 credits from two selected subjects (from biology, chemistry, physics, comprehensive science or earth science)
Health and physical education	9 credits from <i>PE</i> and health
Art	3 credits from music, fine arts, crafts or calligraphy
Home economics	4 credits from either general home economics, living skills or general living skills.

In terms of content of teaching provided, post-compulsory upper secondary school courses may also be classified into three categories: general, specialised and integrated courses. Specialised courses are mainly intended to provide vocational or other specialised education for those students who have chosen a particular vocational area as their future career. These courses are further classified into: agriculture, industry, commerce, fishery, home economics, nursing, science-mathematics, physical education, **music, art**, English language and other courses.

Arts and creativity in key skills

Since the end of World War II, the school curriculum has been revised approximately every 10 years, and on each such occasion, an important issue has been the development of **creativity**. In the recent curriculum revision, too, an important objective was to put emphasis on logical thinking ability, **imagination** and intuitive ability of the kind that will serve as a source to generate new ideas.

Key skills, as such, are not defined. However, to some observers, music appears to be taught more thoroughly in Japan than in the West. Japanese children have **music and art** in the curriculum from the pre-compulsory stage. **Music** is then compulsory from the start of compulsory schooling: 6-year-olds learn to play the recorder; 7-year-olds typically learn a wind instrument; and 10-year-olds frequently learn to play a third instrument. All Japanese children are taught to read **music** and, by the ages of 10 and 11, they are formed into orchestras. **Music continues to be a compulsory subject throughout compulsory education.** Students prepare a dramatic production every year and each child learns to play at least two musical instruments.

Arts and creativity in teacher specialisation

Pre-compulsory education, age 3 – 6

Most of the teaching in pre-compulsory kindergarten education is undertaken by generalist class teachers, sometimes in specialist accommodation, e.g. in **art**.

Primary education, age 6 –12

Most of the teaching in elementary schools (primary education) is undertaken by generalist class teachers. Specialist teaching commences from Year 4 of elementary school (age 9+), initially in certain subjects, such as **art and craft or music**.

The following web site may be of interest in addition:

Ministry of Education, Science, Sports and Culture (Monbusho):

<http://www.monbu.go.jp/>

Now the Ministry of Education, Culture, Sports, Science and Technology:

<http://www.mext.go.jp>

Korea

Arts and creativity in educational aims

The Presidential Commission on Education Reform (PCER), established under former President Kim Youngsam, advised that, in preparation for the 21st Century, the development of creativity in elementary school (age 6–12), junior high school (age 12–15) and high school children (age 15–18) should be given high priority.

Primary education, age 6 - 12

The main objectives of elementary schools (primary education) are stated as:

- to provide a variety of experiences for the balanced development of the mind and body;
- to help students develop the basic abilities to recognise and solve problems in daily life and to provide them with rich **experiences of expressing their own feelings and ideas in various manners**;
- to provide students with a wide range of learning experiences conducive to the understanding of the diverse world of work;
- to develop attitudes for **the understanding and appreciation of tradition and culture**; and
- to develop basic life habits necessary for daily life and to foster love for neighbours and country.

Lower secondary education, age 12 - 15

Middle school (lower secondary/junior high school) education puts emphasis on helping students acquire basic abilities essential for learning and daily life and democratic citizenship on the basis of the success of elementary school education. The goals are:

- to promote the well-balanced development of the mind and body and to offer opportunities for students to discover their potential on their own;
- to help students cultivate basic and problem-solving abilities necessary for learning and daily life, and to provide them with experience of **expressing their thoughts and feelings creatively**;
- to enable students to attain knowledge and skills in diverse fields so that they will be able to actively explore their own career paths;
- to foster an attitude of taking pride in and **developing tradition and culture**; and
- to cultivate an understanding of the basic value and principles of liberal democracy and the democratic way of life.

Upper secondary education, age 15-18

Upper secondary high school education puts an emphasis on helping students acquire abilities essential for progressing along their chosen career path and developing as 'world citizens'. It aims specifically:

- to help students develop a well-harmonised character along with a sound body and mind and a mature sense of identity;
- to help students develop the abilities and attitudes of logical, critical and **creative thinking** required for academic pursuits and daily life;
- to enable students to attain knowledge and skills in diverse fields, so that they will be able to carve out a career in accordance with their aptitudes and interests;
- to encourage students to work to develop **Korean traditions and culture** in a way appropriate for the global setting; and
- to help students endeavour to build and develop the national community and to develop an awareness and attitude as global citizens.

Special programmes for arts and creativity

Part of the recommendations for fostering an education system capable of meeting the needs of globalisation, are that:

- the quality of Korean education should be raised to a world level. **Elementary school, middle school** and **high school** education should be transformed from rote learning and the cramming of fragmentary knowledge to **fostering creativity**, developing higher order thinking skills and problem-solving.

Arts and creativity in the national curriculum

The well-educated person was defined in the Sixth Korean National Curriculum (March 1995 - March 2000) as a person who was healthy, independent, **creative** and moral. In order to ensure this development, the school curriculum was designed within a general framework as follows:

- to bring up students as democratic citizens with a sense of moral maturity and a heightened consciousness of civic life;
- to develop **creative** abilities to cope with social changes;
- to diversify content and methods of instruction with respect to the individual differences, abilities and needs of students; and
- to enhance the quality of education by improving the system of curriculum organisation and implementation.

The Seventh National Curriculum (being phased in gradually from March 2000) defines the well-educated citizen as:

- a person who seeks to develop his/her own individuality on the basis of well-rounded and wholesome development;
- a person who demonstrates **creative** ability on the basis of a solid grounding in basic knowledge and skills;
- a person who explores career paths on the basis of broad intellectual knowledge and skills in diverse academic disciplines;
- a person who creates new values on the basis of understanding the national culture; and

- a person who contributes to the development of the community where he/she lives, on the basis of democratic citizenship.

The Seventh National Curriculum will provide more time for optional/elective activities and extracurricular activities. This will be used mainly to encourage students' self-directed learning in schools, and to afford extra time for students' independent study and **creative activities** within school.

Arts and creativity in compulsory subjects

Pre-compulsory education, age 3 – 6

The curriculum covers five areas: physical; social; **expressive**; language/linguistic and enquiry.

Primary education, age 6 – 12

The Sixth National Curriculum (to March 2000) outlines the **fine arts** as a compulsory subject (PE, **music and fine arts** are combined in Years 1 and 2, students aged 6-8, to form a 'pleasant life' course). The **fine arts and music** will continue to be studied as compulsory subjects under the Seventh National Curriculum.

Sending elementary (primary) school children to private tutors to study compulsory subjects on the school curriculum (**other than music or art**) is officially banned by the Government.

Lower secondary education, age 12-15

The compulsory subjects in lower secondary (middle school) education under the Sixth National Curriculum are:

- moral education;
- Korean language;
- mathematics;
- social studies;
- science;
- physical education;
- **music**;
- **fine arts**;
- home economics;
- technology and industry (includes business skills); and
- English.

The **fine arts and music** will continue to be studied as compulsory subjects under the Seventh National Curriculum.

Upper secondary education, age 15 – 18

The upper secondary high school curriculum comprises individual subjects and extracurricular activities. Subjects are subdivided into general and specialised subjects. The general subjects are:

- ethics (or moral education);
- Korean language;
- Chinese characters and classics;
- mathematics;
- social studies;
- science;
- physical education;
- military training;
- **music**;
- **fine arts**;
- vocational education and home economics;
- foreign languages; and
- free optionals (such as philosophy, logic, psychology, education, life economy, religion, environmental science....).

Specialised subjects include courses of study in the areas of:

- agriculture;
- industry;
- commerce;
- fishery and marine transportation;
- house keeping and practical arts;
- science;
- physical education;
- **the arts**; and
- foreign languages.

The situation regarding arts and creativity will remain the same under the Seventh National Curriculum.

Arts and creativity in optional/elective subjects

Primary education, age 6 – 12

While elementary (primary) schools are afforded some flexibility in allocating optional activities according to the individual school situation, the Ministry of Education recommends that, under the Seventh National Curriculum, elementary schools should place an emphasis on **creative optional activities**, rather than on in-depth and supplementary study of school subjects, in order to foster students' self-directed learning abilities.

Lower secondary education, age 12 – 15

In (lower secondary) middle schools, the Ministry of Education recommends that, under the Seventh National Curriculum, of the 136 instructional hours allocated to the study of elective/optional subjects, 102 instructional hours should be allocated to optional subject activities (rather than **creative activities**, see above). The remaining 34 instructional hours per year should be allocated to the study of **creative optional activities**.

Upper secondary education, age 15 – 18

In the current upper secondary high school curriculum (Sixth National Curriculum), 94 per cent (192 units) of the courses are required (compulsory) and only five per cent (12 units) are optional. Since even optional courses are offered in accordance with the subjects for which the school has teachers, students in fact have no real room for choice. Furthermore, the number of mandatory courses to be completed is so large that students are overwhelmed with compulsory courses.

Under the Seventh National Curriculum (due to be phased in gradually from 2002 in upper secondary high school) the total number of units of optional activities to be completed during the first year of high school (students in Grade 10, aged 15-16) will be 10, of which four to six units should be allocated to the in-depth, supplementary study of subjects in the national common basic curriculum, and four to six to the study of elective subjects in the elective-centred high school curriculum (see below). However, in addition, during the first year of high school education, two of the optional units should be allocated to the study of **creative optional activities**.

Under the Seventh National Curriculum, general elective courses will be divided into five groups:

- humanities and social sciences, including Korean language, moral education and social studies;
- science and technology, including maths, science, technology and home economics;
- **arts** and physical education, including physical education, **music and fine arts**;
- foreign languages; and
- general studies, including Chinese characters and classics, military training and other general studies courses.

Curriculum materials for arts and creativity

Many (Government-approved) school education programmes are broadcast on television or radio. These cover the prescribed curricula and also include programmes on foreign language conversation, vocational education, environmental education, home discipline, **culture, music, art** and Korean unification.

Teacher specialisation in primary education, age 6 – 12

Generally, in elementary school, one “self-contained” teacher takes charge of a class for all subjects. Recently, however, some schools have begun to involve specialist teachers in subjects such as **music, fine arts**, PE, science, practical arts and extra-curricular activities at the elementary school level.

Transfer of gifted artistic students

Lower secondary education, age 12 – 15

Generally, on completion of one academic year, most lower secondary students move up to the next year level, regardless of their results. Lower secondary (middle school) students' results can, however, be used as a reference for gifted children who merit being transferred to a special programme in high school. High schools are classified into academic, vocational/technical and other specialist/special purpose high schools for talented/gifted students in **art/music**, athletics, foreign language and science. For example, students who have been identified earlier in their school careers as being particularly gifted in either foreign languages, sciences, **art/music**, or athletics are likely to be selected for the appropriate specialised upper secondary high school.

The following web site may be of interest in addition:

Ministry of Education
<http://www.moe.go.kr/>

Netherlands

Arts and creativity in educational aims

Primary education, age 4 - 12

Primary education in the Netherlands is based on the following principles:

- the promotion of an uninterrupted developmental process, adapted to the individual's progression
- the promotion of emotional and mental and **creative development**, the acquisition of knowledge and the development of social, cultural and physical skills
- the recognition that students grow up in a multi-cultural society.

Arts and creativity in compulsory subjects

Primary education, age 4 – 12

Since August 1993, a set of core objectives has determined the formal content of primary education. The following subjects must be taught to all students in primary school, if possible in an interdisciplinary form:

- sensory coordination and physical exercise;
- Dutch;
- arithmetic and mathematics;
- English;
- a number of factual subject areas: geography, history, science (including biology), social studies (including civics), intellectual and religious movements;
- **expressive activities**: developing the use of language, **drawing, music**, manual dexterity, play and movement;
- social and life skills, such as road safety; and
- health education.

There are six learning areas:

- Dutch language or Frisian Language for schools in the province of Friesland;
- English language;
- arithmetic/mathematics;
- orientation relating to mankind and the world - geography, history, society, technology, environment, health and safety, nature;
- physical education; and
- **artistic orientation - drawing and crafts, music, play and language development, movement.**

Lower secondary and upper secondary, age 12 - 16, 17 or 18

There are various types of secondary education, but each has a three-year foundation course (foundation curriculum, known as ‘basisvorming’) for students aged 12-15. The recommended timetable for the whole period of all types of secondary education includes Dutch; English; French, German or Spanish language; history and civics; geography; mathematics; physics and chemistry; biology; **music; drawing and handicrafts; dance, drama** and physical education; technology; social and life skills; computer and information literacy; economics/commerce; and elective subjects. The main difference between the various types of secondary education is the level at which the subjects are studied, and the number of lessons devoted to different subjects over the whole period of a particular type of education.

Lower secondary education first cycle, age 12-15

Since 1993, all types of lower secondary education have started with a three-year foundation course curriculum known as “basisvorming”, offering broad-based general teaching for students aged 12-15. This foundation curriculum builds on the primary school curriculum and comprises 15 compulsory subjects:

- Dutch;
- English language;
- second foreign language (French, German or Spanish);
- mathematics;
- biology;
- physics and chemistry;
- computer and information literacy;
- history and civics;
- geography;
- economics/commerce;
- technology;
- social and life skills;
- at least two of: **visual arts/music/dance/drama**; and
- physical education.

The core objectives for this cycle were revised in 1998. Specific subject details now include:

- **Arts** - the names of the domains have undergone major reform and are now: design problems; materials or methods viewing and methodology. The techniques are grouped. The core objectives also offer scope for audio-visual design.
- **Dance** - the new domains (dance, representation, performance and viewing) are harmonised with those of music and drama and, to a lesser extent, those of art.
- **Drama** - the domains reflect those of dance and music. Performance is a new domain. More attention is given to those media which include drama.
- **Music** - the domains reflect those of dance and drama and, to a lesser extent, those of art and, consequently, performance has become a separate domain.

During the three-year 'basisvorming', there is a recommended number of lessons which is intended to serve as a guideline, within which it is possible to achieve the core objectives. Schools need not follow the guidelines exactly since the core objectives can be achieved in 75 per cent of the recommended lesson time. However, there is a compulsory minimum number of lessons for social studies, **arts subjects** and physical education in MAVO (four-year general secondary education), HAVO (five-year general secondary education) and VWO (six-year general academic secondary education) courses.

Upper secondary education second cycle, age 15 - 16/17/18

The upper secondary curriculum has recently been reformed. The new reformed curricula divide the upper secondary phase of education leading to HAVO and VWO (five- or six-year general secondary education) qualifications into a general or common core and four specialist routes: science and technology; nature and health; economics and society; and **culture and society**.

The post-reform HAVO (five-year general secondary education) common curriculum is as follows:

- Dutch;
- English;
- second foreign language;
- general science;
- social studies;
- **cultural and arts education**; and
- physical education.

Until July 1999, the specialist route of **culture and society** included the following subjects:

- foreign language;
- history;
- mathematics;
- economics; and
- one or two from: **music; drawing or craft or textiles**; philosophy; additional foreign language; economics 2; social studies 2; or geography.

Since August 1999, this has changed to:

- foreign language;
- history;
- mathematics;
- economics; and
- one or two from: **culture and arts education**.

The post-reform curriculum for the VWO (six-year general academic secondary education) is:

- Dutch;
- English;
- German;
- French;
- general science;
- social studies;
- history;
- **cultural and arts education**; and
- physical education.

Until July 1999, the specialist route of **culture and arts education** included the following subjects:

- compulsory subjects – foreign language; history; and mathematics.
- two subjects chosen from – foreign language; philosophy; social studies; geography; **music**; or **drawing or craft or textiles**.

Since August 1999, this has changed to:

- foreign language;
- history;
- **cultural and arts education – music, drawing, craft, textiles and common theory class**;
- mathematics;
- additional foreign language; and
- philosophy.

Arts and creativity in optional/elective subjects

Optional subjects for MAVO (four-year general secondary education), HAVO (five-year general secondary education) and VWO (six-year general academic secondary education) courses include **theatre, performing arts and history of art**.

Arts and creativity in key skills

Primary education, age 4 - 12

The core objectives include cross-curricular objectives aimed at securing a broad development on the part of students, including their emotional and intellectual development, their **creativity** and the development of social, cultural and physical skills.

The following web sites may be of interest in addition :

Ministry of Education, Culture and Science
<http://www.minocw.nl/english/index.htm>

The Eurydice EURYBASE database on education systems in Europe, available at:
<http://www.eurydice.org>

New Zealand

Art and creativity in educational aims

National Education Goals

Education is at the core of the nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following Goals for the Education system of New Zealand:

.....

5. A broad education through a balanced curriculum covering essential learning areas (there are currently seven, language and languages; mathematics; science; technology; social sciences; **the arts**; and health and physical well-being) with high levels of competence in basic literacy and numeracy, science and technology.

....

10. Respect for the **diverse ethnic and cultural heritage** of New Zealand people with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

Arts and creativity in compulsory subjects

Throughout the curriculum, the **arts** encompasses **dance, drama, music and the visual arts**. (See the attached draft curriculum statement document "The arts in the New Zealand curriculum" for further information).

Primary and lower secondary education, age 5/6 - 16

There are seven compulsory **essential learning areas**. These are:

- health and physical education;
- **the arts**;
- social sciences;
- technology;
- science;
- mathematics; and
- language and languages.

(The final draft curriculum statement for **the arts** has recently been issued for consultation. This is attached. The final document is expected to be published in 2000). Other important areas of study, such as the environment, and **culture and heritage**, are included in a number of the essential learning areas.

The curriculum also specifies eight groupings of **essential skills** to be developed by all students across the whole curriculum throughout the years of schooling. These are:

- communication skills;
- numeracy skills;
- information skills;
- problem-solving skills;
- self-management and competitive skills;
- social and cooperative skills;
- physical skills; and
- work and study skills.

These categories encompass other important groups of skills, such as **creative skills**, valuing skills, and practical life skills.

Assessment of art and creativity in the curriculum

General achievement-based assessment is used in New Zealand. That is to say that the achievement objectives in the national curriculum statements (see draft arts statement attached) have been developed at eight levels for each essential learning area, level six representing expected performance for a 15- to 16-year-old. In general, children in the first two years of primary school are expected to be working towards level one achievement objectives. By the end of secondary education, they may be working at level eight. Students in the same class can be, and often are, working at different levels. A student can also be working at different levels in each of the curriculum strands (see the arts statement attached). The eight levels roughly equate to one level for every two years of schooling up to Year 10, age 14-15, then one level for each year for Years 11-13.

Primary education, age 5/6 - 12/13

The first round of assessment under the National Education Monitoring Project (NEMP), which took place between September and October 1995, focused on achievement in science, **art**, and information skills and the reports, distributed in December 1996, described student achievement on each of a range of tasks. These subjects/skills continue to be assessed under NEMP, in accordance with its four-year cycle.

Lower and upper secondary education, age 13 – 18

In the main, current national examinations at the secondary level are formal and terminal, taking the traditional form of three-hour written papers. **Art** portfolios are, however, internally assessed.

The following web site may be of interest in addition:

Ministry of Education
<http://www.minedu.govt.nz>

Singapore

Special programmes for arts and creativity

Three new education initiatives have recently been launched by the Ministry of Education to assist Singapore in approaching the new Millennium. The initiatives are designed to foster “enquiring minds, the ability to think critically and **creatively** and the skills and competencies to face the challenges of the information technology revolution”. These initiatives are:

- a 'thinking skills' programme (designed to develop thinking skills and **creativity** in students);
- an information technology programme; and
- a national education programme (which incorporates the teaching of civics, social education, family education, and community/country education).

To maintain quality education, the Ministry of Education had also previously introduced various special programmes in schools, including:

- the **creative arts programme**, jointly organised with the National University of Singapore. This engages year 2 and year 3 (ages 13-15) students in selected secondary schools, and first year students in junior college (upper/post-secondary, age 16/17+), in **creative writing** processes; and
- the **music/art/language** elective programmes, which are available in secondary schools and (upper/post-secondary) junior colleges, to develop the talents of students with aptitudes in these areas.

Arts and creativity in compulsory subjects

Pre-compulsory education, age 3 – 6

There is a government-approved curriculum for pre-compulsory education (age 3-6). Pre-school education centres aim to provide graded instructional programmes which will enhance the overall development of pre-school children and provide a good foundation for formal education. To this end, most pre-school centres offer a programme of daily activities which includes:

- exposure to two languages – usually English and mother tongue (Malay, Chinese [Mandarin] or Tamil);
- pre-number concepts;
- simple science concepts;
- **art**;
- indoor free choice activities;
- outdoor play;
- story/rhyme time;
- **music and movement**; and

- social skills activities.

Primary education, age 6 – 12

The compulsory subjects in Primary 1-4 (ages 6-10) are:

- English, including health education and information literacy;
- Chinese/Malay/Tamil, including civics and moral education;
- mathematics;
- science;
- social studies;
- **arts and crafts**;
- **music**; and
- physical education.

In Primary 1-4 time allocation per subject is roughly as follows:

- | | |
|---|-------------|
| • English | 33 per cent |
| • mathematics | 20 per cent |
| • mother tongue (Chinese, Malay or Tamil) | 27 per cent |
| • other subjects (e.g. art and crafts , music , PE) | 20 per cent |

In Primary 5 and Primary 6 (the Orientation Stage, students aged 10-12), the subjects studied are:

- English;
- mother tongue (Chinese, Malay or Tamil);
- mathematics;
- science;
- social studies;
- **art and crafts**;
- **music**;
- physical education (PE); and
- civics and moral education (CME).

Lower secondary education, age 12 - 16/17

At lower secondary level, students in Singapore attend the same school, but on differentiated courses. The curriculum for all secondary school students (whether streamed on 'special', 'express' or 'normal' courses) is, however, essentially the same. At Secondary 1 and 2 classes (age 12-14) the curriculum includes **arts and crafts** as an examination subject and **music** as a non-examination subject. The normal technical course at the same level caters for **arts and crafts** as a non-examination subject but does not include **music**.

Music is included as a compulsory non-examination subject in Secondary 3 and 4 classes (students aged 14-16) on 'special' and 'express' courses, at Secondary 3-5 (ages 14-17) on the 'normal academic' course, and in Secondary 3 and 4 classes (students aged 14-16) on the 'normal technical' course.

Arts and creativity in optional/elective subjects

Lower secondary education, age 12 - 16/17

From the third year of lower secondary (known as ‘secondary’) education (age 14+), students may choose optional examination subjects in addition to the compulsory subjects. These optional subjects include **art and crafts**; **music**; fashion and fabrics; and **design and technology**.

Upper-secondary education, age 16/17 - 18-20

At pre-university level (age 16+), the subjects taken by students depend on their inclination and intended course of study at university. Subjects offered in the **arts stream** include: literature; economics; history; geography; mathematics; **art**; and **music**.

The following web site may be of interest in addition:

Ministry of Education
<http://www1.moe.edu.sg>

Spain

Education reform was introduced for all educational phases in 1990. These reforms have been phased in over the decade 1990-2000. All details below refer to the education system post-reforms.

Arts and creativity in educational aims

Upper secondary education, age 16 - 18

General upper secondary education (bachillerato) complements compulsory lower secondary education (ESO) and aims to prepare students for university education, for advanced specific vocational training, or for employment, by fostering:

- a command of Castilian Spanish and/or the language of the local region (where applicable);
- a sufficient mastery of a foreign language;
- critical analysis and evaluation of contemporary life;
- an understanding of the fundamentals of scientific method and research;
- a command of the scientific and technological skills involved in the chosen specialisation;
- physical education and sports to enhance personal development; and
- **artistic and literary sensitivity.**

Arts and creativity in compulsory subjects

Pre-compulsory education, age 0 - 6

In pre-compulsory education, the curriculum is seen as consisting of areas of experience, and emphasises active learning in an integrated way with actual curriculum subjects not being introduced until compulsory school age (6 years). The three main areas of experience around which the teaching experience at pre-school level is arranged are:

- personal identity and independence (includes body and self image, play and movement, activity and daily life, and self care);
- physical and social environment (includes first social contacts, social development, man-made and natural objects, animal and plants); and
- communication and expression (includes oral language, approach to written language, **artistic expression**, **musical expression**, body language, measures, relations and spatial representation).

Primary education, age 6 - 12

The minimum core curriculum requirements of the official curriculum (accounts for around two-thirds of the school curriculum) specify that the following subjects must be studied at compulsory primary level (age 6-12):

- Castilian Spanish language and literature
- mathematics;
- knowledge of the natural, social and **cultural environment**;
- **artistic education**;
- physical education;
- foreign languages; and
- Catholic religion or study activities (students exercise choice).

Lower secondary education, age 12 - 16

The minimum core curriculum requirements of the official curriculum specify that the following subjects must be studied during the four years of compulsory lower secondary education (students aged 12-16):

- (Castilian) Spanish language and literature (and regional language, if applicable);
- foreign language;
- natural sciences;
- social studies (includes geography and history);
- mathematics;
- technology (includes an awareness of society and employment, and knowledge and skills indispensable for a variety of careers);
- ethics;
- Catholic religion or study activities (the school must offer the study of the Catholic religion as a compulsory subject; the student exercises choice);
- physical education;
- **plastic and visual arts**;
- **music**; and
- guidance and counselling.

Not all of the above subjects are studied every year. **Plastic and visual arts and music are only compulsory subjects for the first two years of lower secondary education (ages 12-14).**

Arts and creativity in optional/elective subjects

Lower secondary education, age 12 – 16

Optional subjects for the first year of the second cycle of lower secondary education (students aged 14-15) may usually be chosen from the following:

- natural sciences/biology and geology/physics and chemistry;
- technology (includes awareness of society and employment and knowledge and skills indispensable for a variety of careers);
- **plastic and visual arts**; and
- **music**

or from other subjects offered by the school.

The optional curriculum for the second year of the second cycle of lower secondary education (students aged 15-16) must include at least two of the following:

- natural sciences/biology and geology/physics and chemistry;
- technology (includes awareness of society and employment and knowledge and skills indispensable for a variety of careers);
- **plastic and visual arts;**
- **music.**

Arts and creativity in special system education

The Spanish education system comprises a general and a special system (enseñanzas de régimen especial). At present, special system education comprises **artistic** and language studies, but the Government is authorised to include other disciplines. **Special arts education** aims to provide students with good quality training and guarantee the provision of professionals in **music, dance, the dramatic arts, plastic art and design**. Special system education is divided into various levels, with different entrance requirements, equivalent to the corresponding primary, secondary and higher levels of education.

Lower secondary education, age 12 - 16

Specialist music and dance schools (conservatorio profesional) offer full- or part-time **music** and **dance** education to students aged 12+ years. Some institutions combine **music** and **dance** education with general schooling. Admissions criteria are established by individual education authorities. **Dance** students follow a common '**dance**' curriculum, while **music** students may specialise in a specific instrument. The curriculum is offered in a single cycle. Students are awarded a certificate in their specialist area in preparation for progressing to the next (advanced) level of study in that area.

Upper secondary education, age 16 – 18

Special art schools (escuela de arte) offer full-time post-compulsory education to students aged 16 to 18 and 18 to 20 years. To enter, students must usually hold a secondary school leaving qualification (Graduado en Educación Secundaria) and take a test. The curriculum is offered in a single cycle and **specialist art qualifications** are awarded. Students who complete this level can move on to higher education in the **arts**.

The following web sites may be of interest in addition:

Ministry of Education and Culture

<http://www.mec.es/>

National Institute for Quality and Evaluation

<http://www.ince.mec.es/>

The Eurydice EURYBASE database on education systems in Europe, available at:

<http://www.eurydice.org>

Sweden

Arts and creativity in educational aims

The main task of the school is to impart knowledge and, in close cooperation with the home, help students develop into responsible persons and members of society. Education and upbringing involve **passing on a cultural heritage** - values, traditions, language, knowledge - from one generation to the next.

Arts and creativity in compulsory subjects

Pre-compulsory education, age 0 – 6/7

In the cultural sphere, pre-school (pre-compulsory) education should explore ways of life and traditions, language and literature, **art and craft, song and music, movement and drama**.

Primary and lower-secondary education, age 6/7 – 16

Compulsory subjects in the grundskola (compulsory phase school, for students aged 6/7-16) are:

- Swedish/Swedish as a second language;
- English;
- mathematics;
- **art**;
- domestic science/home economics;
- sport/physical and health education;
- **music**;
- **crafts – textiles, woodwork and metalwork**;
- social sciences – geography, history, religious education and civics; and
- sciences – biology, physics, chemistry and technology.

The core subjects, Swedish, English and mathematics, are given prominence in the grundskola. All students in Sweden study **music** throughout the nine years of compulsory education. This covers the equivalent of the full scope of the 1998 English National Curriculum in **music, plus dance**.

Upper secondary education, age 16 – 19/20

There is a common foundation of eight core subjects which all students must study and which account for approximately one third of total study time. These are:

- Swedish/Swedish as a second language;
- mathematics;
- English;
- social studies/civics;
- science;

- religious studies;
- **artistic activities**; and
- sport/physical and health education.

Upper secondary education is organised in study programmes of three years' duration. There are 16 nationally-determined programmes, 14 of which are primarily vocationally-oriented and two academic programmes preparing students primarily for university studies. One of the vocationally-oriented programmes is the **arts programme**, which subdivides into **art and design, dance and theatre, and music**.

Arts and creativity in key skills

A specific category of key skills is not defined in Sweden. However, the Swedish Government's *National Development Plan for Pre-School, School and Adult Education - Quality and Equivalence* (1997) stated that it is essential to create the preconditions to enable all students to develop the personal qualities and competence necessary to enable them to achieve their potential on the labour market. Education should therefore provide the foundations of knowledge, the **conditions for developing creative skills**, the ability and will to change, communicative abilities, language skills and social competence.

Teacher specialisation in arts and creativity

Primary and lower secondary education, age 6/7 - 16

In Years 1 to 6 (ages 7-13), students have specialist teachers for **craft subjects**, physical education, **art education and music**. The class teacher takes students for all other subjects.

The following web sites may be of interest in addition:

Ministry of Education
<http://utbildning.regeringen.se/>

The Eurydice EURYBASE database on education systems in Europe, available at:
<http://www.eurydice.org>

Switzerland

Switzerland is a confederation of 26 cantons, which have devolved responsibility for education. It is therefore difficult to make statements which apply generally to the country as a whole.

Arts and creativity in compulsory subjects

Lower secondary education, age 10/12+ - 16

In all lower secondary sections or school types students are usually taught:

- the mother tongue language (German, French, Italian, Rhaeto-Romanic);
- mathematics;
- a second national language (French in the German-speaking cantons and the Italian-speaking canton of Ticino, German in the French-speaking cantons);
- natural science;
- geography;
- history;
- civics;
- **music**;
- **art**;
- physical education.

In the less demanding sections/school types emphasis is also placed on **handicrafts**.

Upper secondary, age 16-18/19

The curriculum for the Gymnasium (post-compulsory upper secondary general academic education) includes:

- three core subjects: mother tongue language (German, French, Italian, Rhaeto-Romanic), second national language and mathematics.
- six compulsory subjects: history, geography, physics, chemistry, biology and **music or arts**
- two subjects, specific to the type of certificate taken, as follows:
 - Latin and Greek;
 - Latin and third national language or English;
 - applied mathematics and third national language or English;
 - English and a third national language/Spanish/Russian;
 - economics and third national language or English.
- sport (a federal requirement).

The proportion of teaching allocated to the basic subjects in the Gymnasium is: languages 30-40 per cent, mathematics and science 20-30 per cent, humanities 10-20 per cent, **arts** five to 10 per cent.

There have been plans to implement a new **national** curriculum framework in the Gymnasium. This framework drawn up in 1994 focuses on four broad areas of education: languages (first, second, classical); humanities; science and mathematics; **arts** and physical education. It also proposes general courses combining different subjects. Under the proposals, the curriculum for the post-compulsory upper secondary Maturität certificate (taken at age 18+) would comprise:

- seven core subjects: first language, a second national language, a third language (a third national language, English or a classical language), mathematics, science (including compulsory biology, chemistry and physics), humanities (including compulsory history and geography, as well as elementary economics and law), **visual arts and/or music**;
- specific options, selected from eight subjects;
- additional options, selected from 13 subjects;
- an independent project, carried out alone or as part of a team.

Vocational education

In upper secondary vocational education, the general model on which each DMS (upper secondary vocational education) diploma must be based includes:

- a common core of general studies, covering six areas which may include several subjects: mother tongue language (German, French, Italian, Rhaeto-Romanic), other languages (including at least one other national language), mathematics, science, humanities, **art and movement**; and
- a choice of technical subjects, depending on the student's chosen field, including for example paramedical studies, social work or administration.

Teacher specialisation in arts and education

Primary education, age 6/7 – 10/12+

At primary level, the class teacher teaches all subjects. S/he may, however, be assisted by specialist teachers (for physical education, **art**, etc.).

Lower secondary education, age 10/12+ - 16

Zürich

In lower secondary education in the Zürich canton, students may be taught for three years by one teacher who takes them for **arts subjects** and another for maths and science.

The following web sites may be of interest in addition:

Swiss Embassy, London

<http://www.swissembassy.org.uk/>

Swiss Conference of Cantonal Directors of (Publicly-Funded) Education
<http://edkwww.unibe.ch>

Information about education in Switzerland
<http://www.about.ch/education/index.html>

<http://www.yoodle.ch/>

United States of America

The United States of America is a federal country and each of the 50 states has its own Department of Education. It is therefore not always possible to provide general statements about national provision.

Arts and creativity in educational aims

In 1989, governors of all US states met and agreed upon six goals for improving the education system by the year 2000. One of these goals is that:

- all students will leave Grades 4, 8 and 12 (ages 10, 14 and 18 respectively), having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, **arts**, history, and geography, and every school in America will ensure that all students learn to **use their minds well**, so they may be prepared for responsible citizenship, further learning and productive employment in the nation's modern economy.

Elementary primary and lower secondary education, age 5/6 - 13

There is no **national** curriculum during primary and lower secondary education. Individual states have the right to establish curriculum guidelines. Consequently, federal law prescribes no standardised curriculum, but the education programmes throughout the 50 states generally include English grammar, reading and writing; mathematics; science and the scientific method; United States' history and government; **art**; **music**; health and nutrition; practical arts; physical education; geography; and foreign languages. Many schools are also beginning to teach the history, **culture**, and traditions of other nations and peoples.

Kentucky

In 1994, Kentucky's standards for science, mathematics, social studies, reading, writing, **arts** and humanities, practical living, and vocational studies were developed and are reflected in the six learning goals of the Kentucky Education Reform Act (KERA).

The Kentucky Education Reform Act (KERA) developed six learning goals, which all students are expected to achieve during primary and lower secondary education. One of these goals is that students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, **the arts**, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives. In **the arts** and humanities, students should be able to:

- **create works of art** and make presentations to convey a point of view;
- analyse their own and others' **artistic** products and performances using accepted standards;
- provide evidence of knowledge of major works of **art**, **music** and literature and **appreciate creativity** and the contributions of the **arts** and humanities;
- show, in the products they make and the performances they present, that they understand how time, place and society influence the **arts** and humanities such as languages, literature, and history;

- recognise, through the **arts** and humanities, that, although people are different, they share some common experiences and attitudes;
- recognise and understand the similarities and differences among languages; and
- understand and communicate in a second language.

Another of the learning goals is that students should develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life. To do this, students should be able to:

- use critical thinking skills such as analysing, prioritising, categorising, evaluation and comparing to solve a variety of problems in real life situations;
- use **creative thinking skills** to develop or invent novel, constructive ideas or products;
- organise information to develop or change their understanding of a concept;
- use a decision-making process to make informed decisions among options; and
- use problem-solving processes to develop solutions to relatively complex problems.

Arts and creativity in compulsory subjects

In many states, **arts education courses**, particularly **music courses**, are often the first to be cut when budgets are reduced. Many states have a force of peripatetic music teachers, rather than teachers with that specialism resident in a particular school. However, it would appear that significantly more emphasis is now being placed on such courses.

Massachusetts

Following on from the Massachusetts Education Reform Act of 1993, a draft common curriculum for pre-Kindergarten to Grade 12 students (ages 5-17/18) has been established to cover seven discipline areas:

- mathematics;
- science and technology;
- social studies;
- English language arts;
- World languages;
- **the arts**; and
- health.

Arts and creativity in optional/elective subjects

Elementary (primary) and lower secondary education, age 5/6 - 13

Wisconsin

Optional subjects offered include **dance, music, theatre and visual arts**, family and consumer education, foreign language, health education and physical education.

Arts and creativity in key skills

Kentucky

There are five major 'content areas' in the curriculum for 5+/-13-year-olds. These are reading, writing, mathematics, science and social studies (as well as practical living, vocational studies and **the arts**).

Wisconsin

The Department of Public Instruction of the state of Wisconsin has developed five 'areas of applied knowledge'. These applications of academic standards fall into five general categories:

- application of basics;
- ability to think - e.g. problem solving; informed decision making; critical, **creative** and analytical thinking; imagining places, times and situations different from one's own; developing and testing a hypothesis; transferring learning to new situations;
- skill in communication - e.g. constructing and defending an argument; working effectively in groups; communicating plans and processes for reaching goals; receiving and acting on instructions, plans and models; communicating with a variety of tools and skills;
- production of quality work - e.g. acquiring and using information; creating quality products and performances; revising products and performances; developing and pursuing positive goals;
- connections with community - e.g. recognising and acting on responsibilities as a citizen; preparing for work and lifelong learning; contributing to the **aesthetic and cultural life** of the community; seeing oneself and one's community within the nation and the world; contributing and adapting to scientific and technological change.

Arts and creativity in teacher specialisation

Elementary (primary) and lower secondary education, age 5 - 13

Up to Grade 6 (age 11/12), students typically attend school in self-contained classrooms and are taught by one teacher, although specialist teachers may be available for physical education, **music, art** and science.

The following web sites may be of interest in addition:

United States Department of Education

<http://www.ed.gov/>

Florida Department of Education

<http://www.firn.edu/doe/>

Kentucky Department of Education

<http://www.kde.state.ky.us/>

Maryland State Department of Education

<http://www.msde.state.md.us/>

Massachusetts Department of Education

<http://www.doe.mass.edu/>

Wisconsin Department of Public Instruction

<http://www.dpi.state.wi.us/>