

The Significance of the Arts in the Canadian Education System

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Abstract. Arts education acts as a reinforcing link between politics and economics. The state of development of education is related to the various aspects of the operation of the state and society. The concept and role of the arts were reintroduced and then added to the educational system. In preschool, fundamental education, secondary and higher education, and art education provides guidance and shape the way of thinking and acting of students. Therefore, art education has become an integral part of the education system in many countries. Arts learning is a life experience that provides creative value for the subsequent development of personal and social life, including emotional value, economic transformation value, research development value, etc. This points to the education of arts education and technological development. The article describes the concept and meaning of arts education; the investment in arts education in Canada, including funding, curriculum approaches, teaching teams, extracurricular school resources, legal policies, and other aspects of investment and outcomes. The article is provided to help inform the Canadian art education system, to fill in the discussion of information and assessment of the phenomenon in Canadian arts classrooms, and to provide statistics and results on specific legal settings and funding streams.

Keywords: Art Education, Education System, Comprehensive Art Course, Artist Law, Art Funding.

1. Introduction

Canada's arts education programs and activities are extensive and financially supported to create an inclusive, liberal, and diverse learning environment. A general education system is necessary to ensure the stability of the learning environment for students and the longevity of education. They are assigned up and set up with varying art education learning and systems of direction and intensity. The Canadian education system is divided into primary, secondary, and post-secondary systems [1]. Furthermore, on June 23, 1992, the Status of the Artist Act was enacted to protect the personal rights of artistic groups and the right to speak, and the Canadian government declared the importance of artists in a range of social, human, economic, and political developments [2]. This "invisible" work is an integral part of arts education that is not seen through the lens of arts program presentations. As arts education moves forward, the Canadian government's education department, and social communities and organizations, are providing funding and support to increase employment rates, students, entrepreneurs, and those involved. It opens up new paths for diversification, innovation, international development, and social inclusion in art education. This includes the equipment and teaching team resources provided to the nascent scientific and innovative forces of the higher education equipment environment to achieve high-quality student talent development. This article studies the significance of the arts in the Canadian education system.

2. The Role and Use of Art Education in the Class

Art is also a specialized program, such as visual arts, music, dance, and drama. The art classroom ensures a comprehensive physical and mental exercise, leading students to logical insights and creativity in sound, sight, smell, hearing, and taste [3]. Along with language, mathematics, and other major courses, art is included in the list of required courses in many schools. The choice of media for a project, relationship building, emotional expression, and elaboration are all aspects that are fundamental to the philosophy of the art curriculum [3]. Art is being incorporated into different campus disciplines as a form of education. As an aid such as colorful illustrations in textbooks to aid understanding or attractiveness, interpretive videos, interactive tasks, etc., this type of

interdisciplinary art integration, which includes art with one or more other disciplines, is called art integration [4]. The arts serve to improve the learning efficiency of the main curriculum in the campus education system, but efficiency should not be the ultimate goal of learning but rather the transformation of students' experiences and ways of thinking [5]. Ananyev expressed the particular importance of the connection between hands-on skills and students' creative abilities, underpinned by their learning abilities [6]. In the case of Ontario students, for instance, there are no specific scores shown on the art score assessment form; instead, four different levels of proficiency are shown. This helps reduce students' stress, competition, and privacy while improving the teaching and learning atmosphere on campus [7]. Students in grades 1-8 are staged for development. Students, guardians, teachers, and schools all play an integral role in art education [3]. Their teaching application programs are scientifically planned, instructed, guided, and communicated. Equipment resources are provided by related sectors to help students achieve more profound levels of attainment and success on their path to art education. Communication and listening in art education help to build a connection between the creator and the viewer, and people's ability to empathize when viewing artworks reinforces or changes perceptions in a subtle way [3].

Educational policy is the basis for curriculum development and is based on practical national conditions. Arts education is associated with regional politics, but this reinforces the importance of its existence [5]. Establishing the right conceptual framework with clear goals can reduce internal and external influences, improve the quality of teaching and learning, and help arts education move forward stably over time [5]. The education department in Canada has detailed examinations and formulations of students' performance, and the focus of arts learning requirements in the education curriculum varies by age [3]. Exploring and cultivating students' interest in the arts by organizing arts activities such as museum visits and organizing art and cultural festivals [8]. For example, the focus of arts instruction in Ontario, is on qualitative change, from the basics, experience, and then continuous exploration. Where the positive impact and negative connotations of art as a major course versus a secondary approach to student learning lie; the assessment and grading system set for multiple learning components for multi-year students. The openness of the curriculum model can be evidenced by the format. For example, exams are not the only measure of student specialization. Elementary students are curious about new elements of art education related to life, color, design, and media during their developmental transition. Students' participation in classroom activities and extracurricular activities inevitably leads to collaborative interactions with friends, teachers, and parents, all of which are factors in fostering relationships and a superior and relaxed learning environment. These allow students to have a strong core of centrality when facing classes and assignments and avoid sensitivities and pressures that lead to short-changed ideas and blockages. In addition, critical thinking is a highly valued skill in arts learning. In the case of the content of Ontario's curriculum system, students are developed from elementary school onwards at the cognitive and exploratory arts stage [3]. This is followed by skill-based development in the interactive and creative arts [3]. It helps to guide and shape students' character, social, intellectual, and intellectual development, and enhances the experience of exploring the world afterward [3]. What's more, interactive communication skills and creativity guide students to establish the correct outlook on life, values, emotions, manner of determining and managing matters, etc, for instance, on the view of indigenous people, land acknowledgment, gender, and ethnicity. From Mohd Hawari and Mohd Noor's research, it is clear that there is a positive connection between a project-based learning approach, i.e., a variety of arts activities, and students' classrooms [9]. During this process, art has an impact on students through its visual effects that aid comprehension and concentration [4]. It is accessible while deepening the impression of the classroom information in mind thus increasing the probability of mastery. In addition to this, there are activities designed to enhance the experience to achieve mastery of the classroom content or techniques, such as outdoor activities, communication sessions, etc. The value of extracurricular resources for students is the practical experience in the field. The process of studying provides a foundation of experience for later life and the future workplace. The extracurricular settings are more fitting to the social realities than the idealistic classroom cases

in the classroom. The flexibility and variety of channels are characteristic of Canadian art in education, but this has also led to the marginalization of art [10].

3. For Financial Support in the Direction of Art Education, Art Employment, Etc.

The ongoing investment and support for arts education, employment, and other directions in Canada attest to the status and importance of arts education. The Public Foundation has maintained stability in the long-term development of arts education. Special programs have been established to promote the development of a strong Canadian arts community through local arts education and the development of First Nations. Arts education promotes the continuity of values while enhancing students' sense of responsibility and national identity for their country, their identity, and their people. It reflects the ability of arts education to shape students' spiritual and behavioral development [11]. However, art education can also be a powerful tool, as erroneous illustrations in textbooks or the deliberate presentation of inappropriate information by creators using diverse contexts can affect students' physical and mental health and first impressions of groups of people. Therefore, art education needs to be set in scope and policy, for helping with employment in the arts, as these staffs are more professional and authoritative in character.

In terms of art investment, the CATF is a permanent Canadian arts fund program dedicated to the international development of the arts since 2008 [12]. It provides \$24.1 million annually to invest in emerging artists or art organizations, such as art schools to drive the long-term development of arts culture [12]. The primary arts categories for these funding applicants are dance, theatre, music, and visual arts, which correspond to the four arts curricula included in school classroom education [3,12]. Their work contributions are recognized [12]. Considering the employment of arts graduates, the CATF provides resource support for professional positions in employment to improve the economic and employment resources of indigenous and minority peoples in arts programs, cultural preservation, and reduce the complexity of the application process [12]. In addition to government-awarded funds for arts support, many spontaneous arts communities in Canada create arts fund support organizations. The majority of these organizations are non-profit and include some museums and galleries that provide public exhibitions and events related to arts education. The purpose is to give such assistance as space resources for arts practitioners. Meanwhile, some students are introduced to different art forms, cultures, histories, etc., to build their awareness of the arts. These art communities recruit and donate art funds to individuals, schools, communities, etc., who need funding to cultivate a more profound commitment to the arts and contribute to developing the soft power of the arts in society and the country.

4. The Provision of Arts Education Resources in Schools

The fusion and innovation of technology and art have led to a friendlier vision for the contemporary art scene in Canada and added a diverse range of art education. In this fast-paced informational and electronic era, the educational system is improving. Not only students and teachers, but school resources and equipment (textbooks, multi-media slides, videos, or pages of educational materials) can be the object of development of art education to achieve innovative contemporary education and make it better and more efficient [13]. The technologicalization of educational resources can enhance the interaction of students with the classroom content and help to follow the direction of the electronic society and better connect with the times after the end of academic studies [13].

On the other hand, the creation of technological arts education has led the Canadian art education system to a leading position. This art education direction is a new approach considering the connection between human beings, objects, and society. The requirement of advanced arts education for relevant technologies contributes to the expansion of research in cultural contexts, such as new

forms and approaches [3]. The surrounding environment provides the foundation for students' imaginative and practical skills. There is a rising trend in the higher education system to demonstrate the creative and critical thinking of modern art education students through technology. Mechanical art, craft art, digital media art, and various other new technological arts are becoming more prevalent in the public eye. This validates the importance of art education to the cognitive level of students and the environment that gives creators sufficient advanced study costs. In the Ontario Curriculum Development Manual, a high-quality arts education program specifies the instructional strategies, spaces, and ways of setting up the creative process provided by the art education facility, demonstrating the importance of the student's individual abilities, imagination, and environment. This is despite the fact that it may involve other disciplines as part of a comprehensive program [3]. However, these programs are aligned with expectations for learning in a cultural context. The older the students are, the more technically demanding the subjects are, and the more creative medium and presentation [3]. For example, in dance, the student's overall skills, including scene control, improvisation, understanding of character relationships, and use of supporting audio media are all professional skills needed to be a good character actor. In art making class, the significance of topics chosen by students in addressing the appropriate social, economic, or political issues, etc. [3]. This demonstrates the maturity of the Canadian arts education system and its value in society; it also confirms the fact that art education has evolved technologically.

5. Conclusion

In a world where education is developing alongside technology, politics, the humanities, and economics, the impact of arts education is socially inclusive. Countries are opening up new pathways, funding, and resource services for all stages and areas of arts education. These include enlightenment directions in preschool education, plastic periods in primary education, career development in vocational education, and breakthrough research in secondary and higher education. Financial support is crucial for developing arts education and its position internationally, mainly in the direction of innovative thinking and technical competence. Valuable new reviews and new forces breathe new souls and bring more possibilities to the arts. The curriculum and content of the learning materials are set in a format that paves the campus' path for the student's future. There are no standards for assessment in the arts. Instead, some places set uniform grade standards for art education, and the long hours of solidified training gradually limit students' skills to select styles. They cultivate a professional 'creativity' uniform throughout society in so-called training courses that are physically and mentally devastating to students. Throughout the current educational phenomenon, the Canadian arts teaching field occupies a front-end position, with legal and financial support that is transparent, formalized, and publicized to give it more credibility. In Canada, the contribution and status of arts and related education are partially recognized and publicly accepted. Arts education funding provides clear incentives for higher education scholars and associated entrepreneurs. However, bridging the gap between arts education and art integration is a long journey. Art education is ubiquitous, allowing students to remember, understand, and think in multiple forms of presentation. Such diverse and functional art education obscures the essence of art. In other words, art education needs to be considered boundaries in the future, which can take a long time to plan but is far better than staying in a bottleneck and stopping. It was when art as a single discipline was considered a realistic approach to the campus classroom. It becomes a term that has nothing to do with side effects. To implement this aspect, arts education policymakers need to design education systems contextualized and regionalized, considering the flexibility of arts education policies to ensure that they can be successfully implemented and integrated into the local cultural wave. To highlight the scientific and multiple considerations related to the setting of the Canadian art education environment system, 'Efficient learning' can no longer be an excuse to integrate art with other disciplines; the focus needs to be on strengthening quality education, cultural preservation, and land history. It also strengthens outdoor outreach sports to reinforce the spirituality of student time and a holistic life experience. In

general, the homogenization and integration of arts education in Canada are both trends that have led to a downward spiral. The changes in arts education policy, curriculum structure and content, teaching teams, and the renewal of its teaching methods can reverse the status of the situation. It also enhances the professionalism of students' studies and their proper art education knowledge and experience. Art technology education can be one of the achievements created by environmental resources, transmitting art and connecting society through technology, and gradually realizing the development and innovative support for emerging art by national art technologization.

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