

THE CREATIVE AND CRITICAL ANALYSIS PROCESSES

The following is taken from *The Ontario Curriculum The Arts Revised*:

Students are expected to learn and use the creative process to help them acquire and apply knowledge and skills in the arts. Use of the creative process is to be integrated with use of the critical analysis process in all facets of the arts curriculum as students work to achieve the expectations in the four strands

The **creative process** comprises several stages:

- challenging and inspiring
- imagining and generating
- planning and focusing
- exploring and experimenting
- producing preliminary work
- revising and refining
- presenting, performing, and sharing
- reflecting and evaluating

The critical analysis process is a central part of the arts curriculum. Students need to be guided through the stages of this process. As they learn the steps of the process they will become increasingly independent in their ability to develop and express an informed response to a work of dance, drama, music, visual art, or media/multimedia art. They will also become more sophisticated in their ability to critically analyse the works they are studying or responding to. Students learn to approach works in the arts thoughtfully by withholding judgement until they have enough information to respond in an informed manner.

The **critical analysis process** includes the following aspects:

- initial reaction
- description
- analysis and interpretation
- expression of an informed point of view
- consideration of cultural context

See the Ontario Arts Curriculum Documents for further detail.