



ArtsCalibre Academy
arts inspired education

Middle School Program 2019 – 2020

**“Live OUT
of your
IMAGINATION,
not your
history.”**

Stephen Covey

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Philosophy & Approach



At ArtsCalibre Academy we strive to offer individualized programming for students which allows every student to achieve their personal potential. In their daily academics both middle and senior students will enjoy interest based activities delivered by specialized instructors. Along with a highly qualified Fine Arts program, teachers integrate the Arts into teaching to increase rigor and develop a deeper and enriched understanding of the curriculum. This stimulates students intellect and peaks their curiosity, creativity and imagination. The beauty of these techniques is that they easily engage the students and immediately help create an environment for focused inquiry and cross-curricular learning opportunities. The

instructional techniques used will focus emphasis on broader goals of problem solving and creative thinking through the creation of kinesthetic and interactive experiences. The Arts are a meaningful part of the ArtsCalibre curriculum promoting creativity and self expression while teaching patience and teamwork. Exposure to the Arts expands the ability to look at issues from multiple perspectives and to invent solutions in unique ways.

"To achieve goals you've never achieved before you need to start doing things you've never done before." **Stephen Covey**

Maintaining our low student to teacher ratio allows our school to tailor curricular instruction that will provide the individual attention required to meet the needs of each and every student. Enrichment is built into our curriculum which ensures capable students are challenged to accelerate their learning in both linear and semester timetables.

The ArtsCalibre Middle and High School model strives to foster academic excellence intrinsically through the arts process.

Each student will engage in their learning supported by the following core competencies of:

- Leadership
- Artistic expression
- Calm/focus/alert
- Creative problem solving and critical thinking

This instills a passion for life long learning that brings purpose to ones educational goals.

The Leader in Me

We are all choosing to be a part of a school that grows every year in its worth it. We provide meaningful connections to our community and curriculum. It is in these meaningful community connections that the students are taking risks, exploring social skills, developing critical thinking and problem solving skills. Through positive and supportive experiences students are honing their leadership skills, thus preparing them for the bigger world.

Students will be passionate learners. We have the small class sizes set up to meet the individual needs of every student to help them achieve their potential.

*ArtsCalibre Academy supports students finding their passion
and purpose while fostering Artistic Excellence*

Our Strengths Assessment

Students will be assessed every six weeks and their progress will be tracked.

The areas of focus are:

- Academic Foundations
 - Literacy and Numeracy Assessments
- Communication Skills (Both Oral and Written)
 - Public Speaking
 - Empathy
 - Critical Thinkers
- Leadership Skills
 - Problem solving resolution
 - Social skills
 - Respect
 - Collaboration
- Self Awareness
 - Personal Boundaries
 - Personal Responsibility
 - Building a strong identity
 - Exploring creativity

“Every human has four endowments – self-awareness, conscience, independent will and creative imagination. These give us the ultimate human freedom. The power to choose, to respond, to change.”

Stephen Covey

Modelling

Modelling inspires trust. We model for our students, building trust and encouraging them to be their best.

Aligning

Through the 7 Habits of Leadership, we help students align their goals to achieve their highest potential.

Empowering

Empowering is the fruit of the above Leadership pathways. When all the other three are in place, students will be empowered to realize their full potential.

Pathfinding

Through leadership we help students find the path that leads them to their personal and professional goals. When there is a shared vision that inspires, students can connect emotionally and their level of engagement increases. The motivation becomes intrinsic rather than extrinsic.

“The arts aren’t just important because they improve math scores. They’re important because they speak to parts of children’s being which are otherwise untouched.”

Sir Ken Robinson

*“You must **prepare** the ground, **plant** the seed, **cultivate**, and **water** it if you expect to reap the harvest.”* **Stephen Covey**

Project Based Learning

The project based learning approach to the curriculum provide students with an opportunity to explore an area or topic of interest; they take an idea or concept, develop it and then present it in some fashion for assessment. It eliminates the question that students may ask , “ why am I doing this and when would I use this in the real world.” Well designed project-based learning has been shown to result in deeper learning and more engaged, self-directed learners.

Project Learning has:

- *Real world connections*
- *Is core to learning*
- *Implements structured collaboration*
- *Is student driven*
- *Has ongoing multifaceted assessments*

Applied Skills and Design

The Applied Design, Skills, and Technologies curriculum builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. It harnesses the power of learning by doing, and provides the challenging fun that inspires students to dig deeper, work with big ideas, and adapt to a changing world. It provides learning opportunities through which students can discover their interests in practical and purposeful ways.

Students will choose their own topic for two terms and the final term will be connected to our travel/service project.

Wednesday Choice Club

Students in Grade 6 and up will take part in our Wednesday Choice Clubs. They are designed to expose students to a variety of activities ranging from sports and outdoor games to film study and artistic pursuits. These activities will take place from 1-3pm every Wednesday and will change every 5-6 weeks depending on the term.

Wednesday Choice Club's may include:

- Band
- Comics
- Crochet
- Culinary Arts
- Film Study
- Guitar
- Highland Dance
- Personal Finance
- Reading/Book Club
- Salsa Dancing
- Story Writing
- And more

"I believe our only hope for the future is to adopt a new conception of human ecology, one in which we start to reconstitute our conception of the richness of human capacity. Our education system has mined our minds in the way that we strip -mine the earth for a particular commodity. And for the future, it won't serve us. We have to rethink the fundamental principles on which we're educating our children."

Sir Ken Robinson

Middle School Timetable Core Courses

ArtsCalibre Academy Middle and High School offers an enriched timetable that exceeds BC Curriculum requirements and offers a wide variety of experience to stimulate students' interests. In their daily academic, the senior students enjoy interest-based lessons and activities delivered by specialized instructors. We have a low student-to-teacher ratio, allowing us to tailor instruction and provide the individual attention required to meet the needs of each and every student. Enrichment is built into our curriculum which ensures capable students are challenged and engaged in their courses.

To compliment our academic programmes, we support our students with various additional supports by providing learning assistance to students who require it. This includes, one-on-one tutorials, dual teachers in the classroom and individualized timetabling.

*"Creativity is
as important
as literacy."*

Sir Ken Robinson

Sample Course Schedule

There are 25—30 class sessions in a typical week cycle. Students are enrolled in nine to ten courses.

The timetable consists of the core courses; English, French, Math, Science, Social Studies, and PE.

Each student also takes a semester of courses in Music, Fine Arts, Advisory and Applied Design Skills and Technology, Drama and a linear course of Visual Arts that they choose based on their Arts interest.



Sample Courses

Grade 6	
1	English 6
2	Math 6
3	Science 6
4	Social Studies 6
5	French
6	PE
7	Music Choice Strings, Guitar, or Percussion
8	Fine Arts Semester Courses Visual Arts, Drama
9	Advisory Semester Courses Wellness, Career, Interpersonal Skills, Mentoring
10	Applied Design Skills & Technology Semester Courses Project-based course driven by student choice

Grade 7	
1	English 7
2	Math 7
3	Science 7
4	Social Studies 7
5	French
6	PE
7	Music Choice Strings, Guitar, or Percussion
8	Fine Arts Semester Courses Visual Arts, Drama
9	Advisory Semester Courses Wellness, Career, Interpersonal Skills, Mentoring
10	Applied Design Skills & Technology Semester Courses Project-based course driven by student choice

Grade 8	
1	English 8
2	Math 8
3	Science 8
4	Social Studies 8
5	French
6	PE
7	Music Choice Strings, Guitar, or Percussion
8	Fine Arts Semester Courses Visual Arts, Drama
9	Advisory Semester Courses Wellness, Career, Interpersonal Skills, Mentoring
10	Applied Design Skills & Technology Semester Courses Project-based course driven by student choice

Grade 9	
1	English 9
2	Math 9 Math 9 or 10 Accelerated
3	Science 9
4	Social Studies 9
5	Language Elective French or other language
6	PE
7	Elective 1 Visual Arts, Guitar, Commercial Music, Drama
8	Elective 2 Visual Arts, Drama, Percussion, or Strings
9	Elective 3: Applied Design Skills & Technology Electronics and Robotics, Media Arts, or Entrepreneurship
10	Advisory Wellness, Career, Interpersonal Skills, Mentoring

Sample Course Timetable

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning Group	Morning Group	Morning Group	Morning Group	Morning Group
Study Block	Study Block	Study Block	Study Block	Study Block
English	Drama	English	Drama	English
Break	Break	Break	Break	Break
Math	French/Other Language	Math	French/Other Language	Math
Science	Applied Skill	Science	Applied Skill	Science
Lunch	Lunch	Lunch	Lunch	Lunch
Social	PE	Social	PE	Social
Elective	Advisory	Wednesday Choice Club	Advisory	Elective
Fine Arts Mastery	Fine AM	Fine AM	Fine AM	Afterschool Programs
Afterschool Programs	Afterschool Programs	Afterschool Programs	Afterschool Programs	

Elective Courses

Students will have a choice of three Fine Arts elective programs to enhance their learning and provide some opportunities for choice in the timetable.

Elective options may include:

- Digital Arts
- Dance
- Guitar/Ukulele
- Band (Beginner)
- Band (Intermediate)
- Band (R&B)
- Choir
- Life Skills
- Mechanics I
- Mechanics II
- Metal Work
- Pottery
- Stagecraft
- STEAM
 - Science*
 - Technology*
 - Engineering*
 - Art*
 - Math*
- Stop Motion Animation
- Theatre Arts
- Visual Arts
- Woodworking
- Yearbook

"Imagination is more important than knowledge ... For knowledge is limited, whereas imagination embraces the entire world."

Albert Einstein

Example Course Description – Stagecraft

Stagecraft focuses on technical and Design knowledge development for live products.

The students explore the technical aspects of Lighting, Sound and Set. Students will be involved with Drama Productions, Musicals, and Dance shows from Design development to installation of set, lights and sound.

They will learn to operate these systems during performances. Students will also design, direct and perform in class settings. There will be a strong focus on Safety and Reliability and students will aid in the maintenance of the theater.



Grade 9-12

The Grade 9 to 12 experience allows students to gain depth in their programming as they prepare for entry into post-secondary institutions. With a focus on the Arts, courses offered to this cohort are rigorous and are intended to provide transferable skills that will support their success as they transition from high school. Courses are offered in a combination of linear and semester styles, which allow students to gain the different benefits offered in both delivery styles. In order to offer our students the widest range of choice, some of our courses run on alternate years. These courses will be offered based on student interest.

We will also offer Advanced Placement courses for students that want to accelerate their learning. This will allow students to enter in to post secondary institutions with the pre requisites already in place.

The key to success is supporting students along their educational path with constant assessment and advisory check ins. Helping them realize their life's purpose and career passion and guiding them on their journey.

BC Graduation Requirements

Dogwood Diploma

Required courses to graduate:

- At least 16 credits must be at the Grade 12 level including a required Language Arts 12
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
 1. Two Career Education courses (8 credits in total)
 2. Physical and Health Education courses (8 credits total)
 3. Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 4. Social Studies 10 (4 credits), and a Math 11 or 12 (4 credits)
 5. A Language Arts 10, 11 or 12 and/or an Applied Design Skills and Technologies 10, 11 or 12 (4 credits)

In addition, students on the new Graduation Program must also complete two new graduation assessments aligned with the redesigned curriculum—one in literacy and one in numeracy.

Please note the required courses listed above are the minimum requirements to achieve the BC Dogwood Diploma. Elective programming must be chose to ensure the requirements for University entrance are met.

At ArtsCalibre Academy we meet with each student starting in Middle School and throughout their High School years to assist them in achieving their graduation goals.

The Duke Of Edinburgh

Global Leadership Program

We believe that not all learning happens in the classroom. In fact we believe that some of life's biggest lessons happen in the least likely locations. The is how our framework helps young people discover a talent, trait or passion at which they can excel, giving them the confidence to take their future in stride.

The Duke of Edinburgh's International Award is a global program with the goal of challenging, empowering and recognizing young people between the ages of 14 and 24. From coast to coast to coast since 1963, we have helped motivate young Canadians to set goals and challenge themselves to take control of their lives and futures.

The classroom is not the only place to nurture the potential of one of our country's greatest natural resources – our youth. We strive to reach young Canadians in communities across the country and provide a platform that helps them chart their individual lives and equips them with important life skills.

ArtsCalibre Students

Gold Award Level

ArtsCalibre Academy is encouraging all student to take this development program for young Canadians age 14 and up. The program provides high school credits for the community service and leadership, which is infused in our approach to learning.

Students can begin the process of working through the three levels of this program. They receive two credits per level towards graduation. At the end of grade twelve, students will receive the Gold Level Award receiving six graduation credits.

Achievement of each Bronze, Silver, and Gold level of the Award earns youth two high school credits in the BC High School curriculum, for a total possible achievement of six credits. We recognize that not all learning happens in the classroom, and to equip young people for life means providing the opportunities to develop passion and self-confidence.

What Drives us?

Our Award program challenges young Canadians to develop skills and tools to improve themselves and their communities by encouraging them to go beyond their comfort zone. Many young people, through lack of confidence, opportunity or education, feel incapable of affecting real change in their communities. Our unique program is designed to help them discover that they are more capable and powerful than they ever dreamed.

**The Duke of
Edinburgh's
International Award
CANADA**

At-a-glance guide to completing your Duke of Ed Award.

Award Requirements (Summary of Conditions)

Award Level & Age Requirements	Service	Skills (activity must be passive and/or non-athletic in nature)	Physical Recreation (activity must be active and/or athletic in nature)	Adventurous Journey (for other Adventurous Journeys you must be 18 or older and project must be pre-approved in advance)	The Gold Project (must be 16 years of age to embark on The Gold Project in order qualify for Gold level)
BRONZE Minimum start age 14. Complete 4 sections as indicated.	13 weeks Average of one hour per week dedicated to each activity over the time period Plus an additional 13 weeks in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	13 weeks To encourage the development of personal interests, creativity or practical skills	To encourage participation in sport and physical recreation for the improvement of health and fitness	To encourage a spirit of adventure and discovery while undertaking a journey in a group	Additional requirement completed at Gold level to broaden participants' experience through involvement with others unknown to them in a new setting
SILVER Minimum start age 15. Complete 4 sections as indicated.	26 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Bronze) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	26 weeks Music, computer programming, crafts, graphic arts, life skills, collections, etc. Must be a passive rather than an active undertaking.	26 weeks Individual or team activities such as: soccer, karate, fencing, swimming, hockey, basketball, ballet, dance, skiing, yoga, cycling, badminton, etc. *If you break a sweat, it counts!	Preliminary training: Practice Journey 1 day Qualifying Journey: 2 days + 1 night 6 hours of purposeful effort per day	n/a ****
GOLD Minimum start age 16. Complete 5 sections as indicated.	52 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to The Award (have not achieved Silver) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	52 weeks Voluntary work with seniors, challenged youth, homeless groups etc. School activities with peers, student council, year book, etc.	52 weeks Expedition: bicycle, canoe, kayak, hike, horseback, snowshoe, etc. Exploration: should be of an environmental or historic nature.	Preliminary training: Practice Journey 2 days + 1 night Qualifying Journey 4 days + 3 nights 8 hours of purposeful effort per day	5 days + 4 nights Training courses, student exchanges, cultural or service projects, conferences, etc.

Participants must be registered with their Division before starting their Award
Participants must complete all sections at one level before progressing on to the next level
****Participants must be at least 16 years of age to embark on their Gold Project.

Revised September 2017

dukeofed.org/bc



Educational International Travel

April 2020 - Grade 7-9

Travel Plans

In the third term, students in grades 7-9 will have the opportunity to travel. This is to provide students with the opportunity to set goals and fundraise as well as learn about other cultures and countries. Part of the requirements for the program is that they must set goals to fundraise for the trip. This coming year our plans are to travel to either Italy or Cuba. In the term leading up to the trip, students will learn about where they are travelling to. We will also prepare a cultural exchange whereby students will share our culture/traditions and ...



“Creativity is intelligence having fun.”

Albert Einstein

Benefits of Student Travel:

Compassion

Exposure to the problems and perks of other lifestyles helps students see their world in a different way

Confidence

Living and working for any amount of time in a culture that is different from home can help prepare students for college in ways more profound than any sleep – away camp or vacation. Overcoming challenges while travelling help students grow confidence and prepare them for life's obstacles

Networking

International travel, especially with a group or through a program, provides students with a global network of contacts and references.

Better Academic Performance

Research has shown that travel increases gains in academic content knowledge. Travelling while young, of course while fun, is also an important investment to enhance a students' academic performance in the future.

Perspective

Unfamiliarity and separation from home are great incubators for thought. New experiences will question one's preconceived ideas. This enriching experience challenges students to open their minds regarding food, friends and their basic needs.

Individuality

Travel provides experiences to define a person's place and purpose and establishes lifelong values and priorities. Discovering a new place is also a chance to discover one's self, without the usual influences of home.

Growth and Independence

While away from home and the ease of a regular support system, students have opportunities to see what they are capable of accomplishing by themselves. Travelling allows students to develop themselves in ways that cannot be achieved without stepping outside of their comfort zone.

Appreciation

Getting away from home is also a chance to allow a student to realize what they miss most. Experiencing another place and culture is an opportunity to appreciate what they already have and realize the importance of the little things that may otherwise go unnoticed.

New Friendships

Cultural immersion through travel and service programs can also help break down language barriers and open new channels of lifelong communication. Exploring a new place opens doors to establish new friendship and relationships that never would have been acquired without travelling.

ArtsCalibre Academy will travel every two years to give lots of time to plan and fundraise for the experience. There is a service component to the travel plan where we give back to the community that we are a part of.



Outdoor Pursuits

Grade 6-9

Outdoor education strengthens a child's self-confidence and self esteem. It provides a great alternative, non-competitive atmosphere to the traditional academic environment. Students can achieve useful non-academic yet similarly useful and valuable skills like independence, self-reliance, and confidence.

At ArtsCalibre students in grades 6 – 9 (this may change slightly depending on the learning groups) will spend two nights overnight camping. Students are expected to be actively involved in the planning of meals and supplies lists. Once they have successfully completed a two night overnight trip, they can apply to do a five day overnight and then a seven day overnight trip. The prerequisite is the two night.

Students receive credit for Outdoor Pursuits as part of their graduation. They can also choose to take Active Living in grade 11 or grade 12.

"The arts aren't just important because they improve math scores. They're important because they speak to parts of children's being which are otherwise untouched." **Sir Ken Robinson**

Teaching Team

Miss Aisling Kennedy

Miss Amanda McAlpine

Ms. Barb Gilroy

Mr. Bradley Miller

Mr. Dylan Joy

Mr. Graeme Henry

Ms. Jo Ann Dalisay

Mrs. Jennifer McIntosh

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