Arts and Cultural Education at School in Europe

Czech Republic

2007/08
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(Reference year 2007/08)

1. Responsibility and purpose

The decisions related to cultural and creative dimension of education are made at the central level, by the Ministry of Education, Youth and Sports. The Ministry is responsible for the development of the Framework Educational Programme for Basic Education (FEP BE) (1). The FEP BE has been introduced since 2005 (for more details concerning the ongoing educational reform see section 7) and it has the following structure: the whole educational content is divided into educational areas, which are generally further divided into educational fields. The number of hours per educational field is set in the FEP BE by framework curriculum timetable for ISCED 1 (1st – 5th year/1st stage of basic school – základní škola) and for ISCED 2 (6th – 9th year/2nd stage of basic school – základní škola) always generally for the whole period in the form of minimum number of hours for a given educational field. The FEP BE contains also the arts curriculum (educational field Arts and Culture).

On the basis of the FEP BE each school creates the School Educational Programme for Basic Education (SEP BE). The SEP BE can vary from school to school, concerning both distribution of the educational content into the single subjects and number of hours. The school heads have relatively wide autonomy in usage of disposable hours. The educational areas and fields given in the FEP BE do not have to be the same as the subjects taught in schools; at the school level (SEP BE) single educational contents may be taught any way and be integrated any way, under condition that the aims given in the FEP BE are fulfilled.

The aims of the whole curriculum are listed in chapter 4 of the FEP BE which is named Key Competences. This chapter contains a part on the civil competencies, which are defined as follows: ‘Pupil respects, protects and appreciates national traditions and the country’s cultural and historical heritage; has a positive attitude to works of art; has a sense of culture and creativity, gets actively involved in cultural and sporting activities’.

2. Organisation and aims of arts education

2.1 Organisation of arts curriculum

Arts curriculum is organised as separate subjects. There are the following subjects:

Visual arts and Music

The FEP BE contains an educational area named Arts and Culture (Umění a kultura). This educational area consists of two educational fields: Fine Art (Výtvarná výchova) and Music (Hudební výchova). The subjects Fine art and Music are usually taught separately.

Drama

Drama is taught:
- within the curriculum of the educational area *Arts and Culture*;
- within the curriculum of the educational field *Czech language and literature*;
- *Drama education* (*Dramatická výchova*) is one of the complementary educational areas in the FEP BE.

Dance

Dance is taught:
- within the curriculum of the educational area *Arts and Culture*;
- within the curriculum of the educational field *Music*;
- within the curriculum of the educational field *Physical education*.

Media arts

Media arts are taught within the curriculum of the educational field *Fine art*.

Crafts

Crafts are taught within the curriculum of the educational field *People and the world of work* (both traditions and crafts are included).

Considerable space for the implementation of the arts subjects provide also the FEP BE cross-curricular subjects/topics (for more see section 2.3).

The educational area *Arts and Culture* (including the educational fields *Music* and *Fine art*) is compulsory, which means that its content has to be provided to all pupils fulfilling compulsory school attendance (age 6-15).

The minimum number of hours devoted weekly to the educational area *Arts and Culture* (which includes educational fields *Fine art* and *Music*) is 12 hours at ISCED 1 level and 10 hours at ISCED 2 level:
- minimally 10.2 % of number of hours (118) taught at the 1st stage (ISCED 1);
- minimally 8.2 % of number of hours (122) taught at the 2nd stage (ISCED 2) (\(^2\)).

More details related to time allowance for different subjects are provided in the following table (the subjects that are/might be related to arts are shown in grey):

<table>
<thead>
<tr>
<th>Educational Area</th>
<th>Educational Field</th>
<th>ISCED 1 Years 1-5</th>
<th>ISCED 2 Years 6-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Communication through Language</td>
<td>Czech Language and Literature</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics and its Applications</td>
<td></td>
<td>20</td>
<td>15</td>
</tr>
</tbody>
</table>

\(^2\) We are not able to provide number of hours taught per year; both vertical and horizontal flexibility (as defined in *Taught Time Definitions Module* for Key Data on Education 2008) is the main feature of the timetable for basic education.
<table>
<thead>
<tr>
<th>Category</th>
<th>Compulsory</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and Communication Technology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>People and Their World</td>
<td>12</td>
<td>–</td>
</tr>
<tr>
<td>People and Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>–</td>
<td>11</td>
</tr>
<tr>
<td>Civic Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People and Nature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Nature</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Arts and Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Fine Art</td>
<td></td>
<td></td>
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<tr>
<td>People and Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>–</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>People and the World of Work</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Cross-curricular subjects</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Unallocated time allotment (Disposable hours)</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Total mandatory time allotment</td>
<td>118</td>
<td>122</td>
</tr>
</tbody>
</table>

M = mandatory: must be included and realized for all pupils over the course of education at the relevant stage, time may be allocated from unallocated time allotment

Source: FEP BE, Chapter 7

2.2 Aims of arts curriculum

2.2.1 Fine art and music

The details concerning the aims of the educational fields Fine art and Music can be found in the Framework Educational Programme for Basic Education (FEP BE), chapter 5.7 Arts and Culture. Apart from the aims and objectives of Fine art and Music, this chapter contains some minor information on Drama and Dance (the information concerning Drama and Dance is underlined in the text below).

General characteristic of the educational area

'The educational area of Arts and Culture provides pupils with the chance to gain more than a merely rational knowledge of the world and reflects an irreplaceable part of human existence – arts and culture. Culture is not only the processes and results of mental activity which allow us to understand the continuity of changing historical experience, including the individual's socialization and his involvement into the life of the community, but it is also an indivisible part of everyday life (behaviour, clothing, travel, work). Art is the specific process of understanding, communicating and depicting the internal and external world and mutual interrelationships which cannot be formulated or conveyed in any way other than through artistic means.

Education in this area enables pupils to identify with the world artistically, i.e., to develop an aesthetic identity. During this process, pupils develop their own feelings, creativity and views of works of art and thus of themselves and their surrounding. This process includes the search for and discovery of relationships between different types of art on the basis of common themes, the ability to empathize with the cultural needs and values of others and to approach these topics with conscious personal involvement. Creative activities help to develop the ability to express oneself non-verbally through tone and sound, line, points, form, colour, gesture, facial expressions and the like'. (Source: FEP BE)
Specification for ISCED 1

'At ISCED 1 level, pupils use activities to familiarize themselves with musical and artistic means of expression and the language of music and art, as well as with theatre and literature. They learn to work creatively and to use these forms of art as tools for self-expression. They learn the rules of creative work, are introduced to selected works of art and, based on their experiences, learn to understand them and to recognize and identify their message'. (Source: FEP BE)

Specification for ISCED 2

'At ISCED 2 level, pupils are introduced to a broader view of culture and art, learning historical and cultural contexts which have influenced art and culture. Works of literature and drama (theatre, film) represent another source of inspiration for artistic activities, as do multimedia works and notational systems. Through projects, the pupils discover relationships between individual types of art and make use of a diverse range of expressive means while searching for individual solutions to commonly selected themes. This provides a common platform for gaining skills and knowledge beyond the framework of individual fields, thus contributing to the creation of a more personal and original self-expression and a deeper understanding of works of art'. (Source: FEP BE)

Music

'Through vocal and instrumental exercise, movement and listening activities, music guides pupils towards an understanding of the musical arts, the active perception of music and song, and their use as an original form of communication. During basic education, these musical activities – production, listening and reflection – form the content of musical education.

As mutually interconnected, interrelated and supplementary activities, musical activities comprehensively develop the pupils’ overall personality and their musical talent in particular, which is subsequently expressed through individual musical skills – aural recognition, rhythm, singing, intonation, instrumentalism, movement, musical creativity and listening.

These activities allow pupils to apply their vocal potential in solo, group and choral singing; they can apply their instrumental skills in an orchestra and by accompanying vocals, and can show their movement skills through dance and by accompanying music; they are given the opportunity to 'interpret' music on the basis of their own personal goals and interests'. (Source: FEP BE)

Fine art

'Fine Art involves work with visual images and symbols – these are an irreplaceable tool for understanding and experiencing human existence. Creative work with these symbols and images, based primarily on a comparison of the pupils’ current and past experiences, enables pupils to express their personal feelings and experiences though creativity, perception and interpretation.

Fine art education approaches visual artistic expression (both individually created works as well as those of others) not only as a mere reflection of reality, but also as a tool which partakes in shaping the reception of reality and its involvement in the process of communication.

At the level of basic education, fine arts education is founded on creative activities – creating, perceiving and interpreting art. These activities allow pupils to develop and apply their own perceptions, feelings, ideas, experiences, imagination, fantasy, intuition and inventiveness, which they can realize through visual means – not just traditional and verified means, but also newly emerging approaches in contemporary art and image media. Through creative activities (developing the senses, applying a subjective viewpoint and verifying the communicative impact) and experimentation, pupils are guided towards gaining the courage and desire to apply their personal feelings and experiences
and to participate, at an appropriate level, in the process of creation and communication’. (Source: FEP BE)

Aims of the educational area

'Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards:

• understanding art as a specific form of understanding and using the language of art as an original means of communication;
• understanding art and culture as an indivisible part of human existence; understanding mutual interrelations; learning by creating works on the basis of their individual subjective perception, feelings, experiences and imagination; developing their creative potential, cultivating their own form of expression and needs; and forming a hierarchy of values;
• jointly creating an open and inspirational climate for making art, understanding and recognizing artistic values within the broader social and cultural context, maintaining a tolerant approach towards diverse cultural values of the past and present and towards the cultural expressions and needs of diverse individual and national and ethnic groups;
• becoming aware of themselves as independent individuals; a creative approach towards the world, actively overcoming stereotypes and enriching their emotional life;
• personally participating in the creative process and understanding this process as a method for discovering and expressing one’s personal experiences and attitudes towards a diverse world’.
(Source: FEP BE)

2.2.2 Drama

The details concerning the aims of this educational field can be found:

• within the curriculum of the educational area Arts and Culture (see information underlined in section 2.2.1);
• within the curriculum of the complementary educational field Drama Education (1) (chapter 5.10.2 Drama Education in the FEP BE);
• within the curriculum of the educational area Language and Communication through language (educational field Czech language and literature). Within the subject matter of the educational field Czech language and literature both drama as a literary genre and dramatization are included.

2.2.3 Dance

The details concerning the aims of this educational field can be found:

• within the curriculum of the educational field Music (see information underlined in section 2.2.1);
• within the curriculum of the educational field Physical education (subject matter: ISCED 1 – simple dancing; ISCED 2 – dance).

2.3 Cross-curricular links between arts and other subjects

The Framework Educational Programme for Basic Education (FEP BE) contains a separate chapter devoted to cross-curricular subjects/topics (chapter n° 6: Cross-curricular Subjects). These subjects
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represent a mandatory part of basic education. Schools must include all cross-curricular subjects contained in the FEP BE into 1st and 2nd stages of education (i.e. ISCED 1 and ISCED 2). However, not all cross-curricular subjects have to be represented at each grade level. It is the school’s responsibility to, over the course of basic education, gradually offer pupils all thematic areas contained in the individual cross-curricular subjects; their extent and manner of implementation is governed by the School Educational Programme for Basic Education (SEP BE). Cross-curricular subjects may be used as an integrated part of the educational content of a subject or in the form of individual subjects, projects, seminars, courses, etc. In the FEP BE all cross-curricular subjects (topics) are organized in the same manner and include, among other things, description of their relationship to the educational areas.

The following cross-curricular subjects have been defined for basic education:

1. Personal and Social Education;
2. Democratic Citizenship;
3. Thinking within European and Global Contexts;
4. Multicultural Education;
5. Environmental Education;
6. Media Education.

Five cross-curricular subjects (1, 3, 4, 5, 6) mention the relationship to the educational area Arts and Culture.

**Personal and Social Education**

The relationship to the educational area Arts and Culture is described as follows:

‘The relationship to the educational area Arts and Culture concerns primarily the common focus on developing sensory perception, creativity, and the perception and formation of a non-artistic aesthetic – e.g., the aesthetics of behaviour and interpersonal relationships and an understanding of art as a tool for communication and exploring the world. In personal and social education, we may effectively apply various approaches of drama education. The fundamental methods of Drama Education are the tools of drama and stage work’. (Source: FEP BE)

**Thinking within European and Global Contexts**

The relationship to the educational area Arts and Culture is described as follows:

‘In the educational area of Arts and Culture, this cross-curricular subject develops pupils’ relationship to European and world culture. It deepens their understanding of European cultural heritage and cultural contexts while respecting the uniqueness of national and regional cultures and their contribution to world culture. It clarifies the importance of cultural and historical heritage as a source of identity and contributes to emotional interest in its protection and preservation. As a complementary educational field, Drama Education enables pupils to express and present their attitudes, to take on roles and explore subjects and situations through their own actions’. (Source: FEP BE)

**Multicultural Education**

The relationship to the educational area Arts and Culture is described as follows:

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(1) The FEP BE includes complementary educational fields which are not a mandatory part of basic education but merely complement and expand its educational content. Complementary educational fields may be applied for all or only certain pupils as a mandatory or mandatory optional part of instruction.
'Multicultural Education diffuses all educational areas. It is particularly close to the educational areas of Language and Communication through Language, People and Society, Information and Communication Technologies, Arts and Culture and People and Health. In People and Nature, it touches primarily on the educational field of Geography. Its ties to all these areas result primarily from themes focused on the relationship between various nations and ethnic groups'. (Source: FEP BE)

Environmental Education

The relationship to the educational area Arts and Culture is described as follows:

'The educational area of Arts and Culture offers Environmental Education many opportunities for considering humankind’s relationship to the environment, recognizing the natural and social environment as a source of inspiration for shaping cultural and artistic values, and contributes to perceiving the aesthetic qualities of the environment'. (Source: FEP BE)

Media education

The relationship to the educational area Arts and Culture is described as follows:

'The subject’s relation to the educational area of Arts and Culture is based on the perception of the specific 'language' of symbols and combinations of symbols used by the media – not only language but also images and sounds. This contributes to the ability to be aware of, interpret and critically assess artistic and regular media products'. (Source: FEP BE)

3. Special provision with a focus on art education

a) Within the creation of school educational programme schools can profile themselves. Thus they can continue in extended teaching of some subjects the possibility of which has been introduced in the Základní škola educational programme. (Since the 2007/08 school year the Základní škola educational programme is solely a running out curricular document, functioning along with the Framework Educational Programme for Basic Education.) There are schools with extended teaching of Fine art, Music and Dance (component part of the curriculum of the educational field Physical education, which is one part of the FEP BE, is also dance; school may introduce extended teaching of Physical education).

b) With regard to ISCED 2 level, there are 5 eight-year dance-conservatoires in the Czech Republic. Admission to these schools is open to all pupils who have successfully completed the fifth year of basic school. All applicants must meet the conditions for admission by proving adequate abilities, knowledge, interests and health prerequisites. It is the school head who decides on the admission of applicants.

c) Besides, the Educational Act (2004) stipulates Basic art education (Základní umělecké vzdělávání) as an extra-curricular education, which provides basic education in individual fields of art and prepares pupils for studying courses and branches taught at upper arts secondary schools of artistic nature or at conservatoires, possibly also at higher education institutions specialized in art or teacher education. Furthermore, this education is regulated by the decree of the Ministry of Education, Youth and Sports on basic art education.

Basic art education is provided by basic art schools (základní umělecké školy) which have long tradition in the Czech Republic; they offer extra-curricular (it means not as a part of arts curriculum of the basic education) government-dependent basic education in areas of special interest mainly for ISCED 1 and ISCED 2 pupils; nevertheless, basic art schools may organise studies for ISCED 3 pupils and adults as well.

In basic arts schools it is possible to establish:
- music field of study;
- dance field of study;
- visual arts field of study;
- drama and literary field of study.

d) It is also important to note that the Educational Act contains a specific section devoted to education of gifted children, pupils and students (4). With regard to their development, the extended teaching of some subjects or groups of subjects may be organised. Another important legal document related to special provision is the Decree on Education of Children and Pupils with Special Educational Needs, and of Children and Pupils with Special Talents (5). Education of pupils with special talents can be realised according to an individual educational plan, which is based on the educational programme of the given school, on the outcomes of a psychological examination, and on the basis of a statement of the legal representative of the pupil or a statement of a major pupil. It is a binding document in terms of addressing the educational needs of a pupil with special talents.

4. Assessment of pupils’ progress and monitoring of standards in the arts

4.1 Pupils’ assessment

Pupils are assessed continuously in individual subjects (formative assessment) as well as at the end of every term (summative assessment). Both the formative and summative assessments are provided by teachers (in relation to curricular content). The assessment of education results of a pupil is recorded in a school report. The school report includes an assessment of pupil’s result in every course, of the pupil’s behaviour and overall results. It can be expressed by marks, verbally, or by combination of both. The school head decides on the form of assessment with the consent of the School Council (školská rada).

If a pupil receives a low grade in some subject (including arts subjects), the overall assessment of a pupil in the school report is expressed as ‘failed’ (6). If a pupil receives a high grade in all subject (including arts subjects), the overall assessment of a pupil in the school report is expressed as ‘passed with honours’ (7).

Assessment in the arts subjects is similar to that used in other subjects, with the exception that a pupil who, at the end of the second term, has not succeeded in such subject (but has succeeded in all compulsory subjects specified by the school educational programme) can still proceed to the upper year.

4.2 Monitoring of standards

Since 2000 no monitoring has been carried out particularly in art subjects in the Czech Republic.

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(4) Educational Act/Section 17/Education of Gifted Children, Pupils and Students.
(6) ‘Failed’ if any compulsory subject receives a ‘5’ – ‘failed’ or the corresponding verbal assessment or if the pupil is not assessed at the end of the second term (pupil might not be assessed because of long-lasting absence e.g. illness.).
(7) ‘Passed with honours’ if no mark for any compulsory subject specified in the school educational programme is worse than ‘2’ – ‘very good’, the average is not higher than 1.5, and his or her conduct is assessed as very good; in the case of verbal assessment or a combination of assessments, school conforms to the principles of assessment included in the school code.
5. Teacher education in the arts

According to the Act on Educational Staff and on the Amendment to Some Other Acts a member of educational staff may be a person satisfying among others the prerequisite that he/she is fully qualified to carry out direct teaching duty which he/she performs.

The qualification may be acquired in two ways: prospective teachers can study at faculties of education (arts being part of teacher training), or they can study at arts higher education institutions and then undergo a supplementary pedagogical training.

5.1 Initial teacher education

Faculties of education are totally autonomous regarding the proposal of content and character of individual study programmes. However, the proposed study programmes are subject to accreditation (8).

The art subjects at ISCED 1 level (i.e. 1st stage of basic school) are taught by general teachers. Responsibility for the initial teacher education of these teachers rests solely with faculties of education. It is at Master's level and usually lasts 5 years (only at one of nine faculties 4 years). Graduates are qualified to teach all subjects at the first stage of basic school (at some faculties they can also be specialized in a chosen subjects).

The initial education of teachers of the 1st stage of basic school has a form of a concurrent course. The curriculum generally consists of five basic modules:

- a subject module (the basics of all educational areas taught at the first stage of basic school);
- a pedagogical and psychological module (including practical training);
- a university basics module (philosophy, history, rhetoric, ecology, computer technology etc.);
- a didactic module (theory and practice of teaching educational areas at the first stage of basic school);
- an upgrading module.

Each student usually chooses an area of specialisation – e.g. music, visual arts or physical education, foreign languages etc. The studies usually consist of ten terms (only at one school eight terms), each of 13-15 weeks.

The art subjects at ISCED 2 level (i.e. 2nd stage of basic school – základní škola) are taught by specialist teachers. The students are prepared in the programmes Teaching of fine art (Učitelství výtvarné výchovy) or Teaching of music (Učitelství hudební výchovy), usually in combination with another subject. The subject combination of specialists depends on their choice at the beginning of their studies and can be selected from a list of combinations or from a list of individual subjects set by the faculty. The situation differs between faculties. The course usually consists of ten terms, each usually of 12-15 weeks.

With regard to professional artists without educational qualification, they cannot be recruited as a fully qualified teacher at ISCED 1 and/or ISCED 2 levels. Nevertheless, they might be entitled to teach at the basic art schools (more details on basic art schools are given in section 3c). A school head of a

(8) The Ministry of Education, Youth and Sports ensures the minimum quality of education through an accreditation process based on the recommendations of the Accreditation Commission, which prepared a document The Minimum standards of the Accreditation Commission for judging of applications on accreditation, accreditation extension or prolongation of validity time of accreditation of study programmes or their fields (Minimální standardy Akreditační komise pro posuzování žádostí o akreditaci, rozšíření akreditace a prodloužení doby platnosti akreditace studijních programů a jejich oborů), on the basis of which also the study programmes preparing students for teaching arts subjects are approved.
basic art school (základní umělecká škola) may, in well justified cases, decide that he/she shall withdraw the prerequisite of professional qualifications of a teacher of an art subject who performs artistic-pedagogical activities provided that such a teacher has been a performing artist. Such decision must be issued in writing. For the purpose of labour-law relations the prerequisite of professional qualifications of a teacher at the relevant school shall be satisfied by the issue of such a decision.

5.2 Continuing professional development

According to the Education Act, the school head creates conditions for continuing professional development of educational staff (including both general teachers and specialist teachers). The obligation for the educational staff of public schools and school established by the Ministry of Education, Youth and Sports to participate in in-service training for renewing, strengthening, and supplementing their qualifications during their educational activity is set explicitly by the Act on Educational Staff. The details of this education are set by the relevant decree.

In-service training of educational staff is organised by a school head in accordance with a plan of in-service training which is developed after negotiations with a relevant trade union (if there is one at the workplace). The school head must take into account the study interests of a teacher, the school needs and its budget. In-service training of educational staff can take place:

- at the higher education institutions;
- at the institutions of in-service training of educational staff;
- at other facilities on the basis of accreditation granted by the Ministry of Education;
- by self-study.

Although continuing professional development is requested, it is not prescribed how many hours or days' training per year should teacher undertake. In case of self-study the educational staff is granted 12 free days in a school year if serious operational reasons do not impede.

The regulation lists three types of in-service training:

- courses aimed at gaining required qualifications;
- courses aimed at meeting further qualification requirements;
- courses aimed at perfecting professional qualifications.

Teachers may improve their professional qualification in continuous education which is aimed at theoretical and practical issues related to the process of education and training. The content is formed mainly by new information in general pedagogy, educational and school psychology, general teaching methodology and teaching methodologies of individual subjects; it further includes new findings from various fields of science, technologies and arts, prevention of socially pathologic phenomena, and health safety and protection. Continuous education may further include language education for educational staff. Continuous education has generally the form of a course or a seminar, which last at least 4 lessons.

The regulation also sets duration of individual types of this education.

Courses aimed at meeting further qualification requirements and courses aimed at gaining required qualifications are completed with a final examination and usually also with the defence of final paper. The successful participants of the in-service training obtain a certificate issued by the institution providing the education.

Educational institutions and programmes which are focused on in-service training are accredited by the Ministry of Education, Youth and Sports on the basis of an application form filed by a natural or
legal entity. An Accreditation Commission acts as an advisory body. The accreditation of an educational institution is granted for 6 years and accreditation of an educational programme is granted for 3 years. The Ministry of Education controls the activities of the accredited programmes and keeps a list of all accredited educational institutions and programmes. The number of organisations which offer in-service training is very high.

The institution providing continuing professional development decides which programmes it will offer. The programmes focus on teachers at individual ISCED levels or on teachers of several ISCED levels. Examples of continuing professional development programmes related to art education:

- Music and arts education as a mean to support the pupil’s healthy personality;
- Music as a language;
- Integration of English and arts education;
- Expression and experience in pupils arts presentation;
- Using drama in cross-curricular themes of the Framework Educational Programme.

Some programmes of in-service teacher training may only be held at the higher education institutions within the lifelong learning programmes. The greatest number of courses are offered by the National Institute for Further Education (Národní institut pro další vzdělávání – NIDV) which is directly managed by the Ministry of Education, Youth and Sports receiving funding from the State Budget. It has 13 regional workplaces, each of which offers a number of educational programmes in their region.

6. Initiatives

Partnership between schools and professional artist/arts organisations

Partnership between schools and professional artists/arts organisations does exist, but there are no recommendations or specific initiatives to encourage this kind of partnerships at the central level. It depends on each school if it supports such activities.

Extra-curricular activities and complement arts provision

The Educational Act stipulates Basic art education (Základní umělecká vzdělávání) as an extra-curricular education, which provides basic education in individual fields of art (for more details see section 3c).

In some cases (meanwhile rather rarely), basic schools with extended teaching of arts subjects (at ISCED 1 and ISCED 2) cooperate with basic art schools. The curricular activities then directly follow up with extra-curricular activities.

Along with basic art education, specific kinds of support are the programmes issued by the Ministry of Education Youth and Sports. Through this programmes the Ministry supports (also financially) both basic and special interest education – issues competitions and shows within the ISCED 1-5 (including competitions for pupils with special educational needs) and also special interest education. Organisation and funding of such competitions and shows is regulated by the Ministry of Education Youth and Sports decrees. These competitions, shows and programmes directly follow up the educational provision during school time. Furthermore there is an organisation rule for competitions and shows hold by the basic art schools.

The Ministry of Education Youth and Sports also issues programmes (provides financial support) for civic associations in the area of pre-primary, primary and basic art education.
7. Ongoing reforms and proposals

The general curricular reform was launched in 2004 when two important documents were approved:

- the Education Act;
- the Framework Educational Programme for Basic Education (FEP BE).

The Education Act was approved by the Government in 2003 and, after several revisions, by Parliament in September 2004 to come into force from 1 January 2005. The Education Act defines the basic aims and principles of education and introduces new approach to curriculum – two stage curricular system: national and school level. Schools can profile themselves in their school educational programme prepared by the school head and teachers on the basis of the biding document the Framework Educational Programme for Basic Education (for more details see section 1).

The curricular reform has the following stages:

- progressive implementation: instruction according to school educational programme started in the 2007/08 school year in the first year of ISCED 1 and first year of ISCED 2 (sixth year of basic education);
- end of the reform for ISCED 1 and 2: the school year 2011/12;
- after the implementation on the primary and lower secondary level, the reform will continue at the upper secondary level (general and vocational).

Alongside, in 2007, the first pilot version of a Framework Educational Programme for Basic Art Education (FEP BAE) was completed (i.e. own curriculum of the basic art education) (9). In September 2007 a pilot verification of the preparation of school educational programmes at pilot schools started. The incentives gained in this way will serve to complete the FEP BAE and to prepare a Manual for School Educational Programmes at basic art schools. After wide-reaching training it is planned that all basic art schools will be obliged to teach according to the school educational programmes from the 2012/13 school year.

The concept by pilot version of the FEP BAE:

'Basic art schools organise preparatory school lessons, basic studies of the 1st and 2nd levels, studies with an extended number of school lessons, and adult education. Preparatory school lessons include cognition, verification and development of pupils’ prerequisites and interest in art education. Pupils are led to elementary habits and skills, which are important for their further art development. Basic studies of the 1st level aim to develop individual pupils prerequisites, prepare pupils for unprofessional art activities or for studying courses and branches taught at upper arts secondary schools of artistic or pedagogical nature or at conservatoires. Basic studies of the 2nd level insist on practical use of gained skills and on deeper development of pupils’ interests. They enable their personal growth within active art production and prepare pupils for studying at higher education institutions specialized in art or teacher education. Studies with an extended number of school lessons provide possibility of deeper and more demanding training. Adult education enables further development in art areas in accordance with conception of lifelong learning'.

Objectives by pilot version of the FEP BAE:

- ‘to create and develop pupils key competences, thereby cultivate their personality in the area of arts and to motivate them for lifelong learning;
- provide bases of education in a chosen field of study respecting pupils needs and potential;
- to prepare pupils expertly for studying courses and branches taught at upper secondary schools of artistic nature or at conservatoires, possibly also at higher education institutions specialized in art or teacher education;
- to create favourable social, emotional and working atmosphere, which activates motivation and support effective cooperation.

8. Existing national surveys and reports on practices

In 2007/08 school year the Czech School Inspectorate carried out a survey Are the schools able to work with gifted pupils? This survey aimed in general at work with gifted pupils at ISCED levels 0-3 including the basic art schools.

An extensive research (2007-2011) of teaching profession is currently under progress, covering the development of all aspects of this profession in the Czech Republic since 1989. The research team, composed of experts various faculties of different universities, is headed by Mrs Vladimira Spilkova of the Faculty of Education, Charles University of Prague. One topic of interest is Arts Education methodology.

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