

LA FORMATION ESTHETIQUE, LITTERAIRE ET CULTURELLE AESTHETIC, LITERARY AND CULTURAL EDUCATION

End of level ISCED 2 – End of compulsory education - Fin du niveau CITE 2 - Fin de la scolarité obligatoire	
CODE	3. Citez l'objectif général de l'enseignement de la littérature proposé par les <i>curricula</i> Please describe the general objective of the teaching of literature as laid down in the curricula.
001	<p>The Norwegian subject curriculum establishes itself in the field of tension between the historical and the contemporary and the national and the global. Seeing Norwegian language and culture in a historical and national perspective can give the pupils insight into and understanding of the community they are a part of. Including international perspectives in the Norwegian subject curriculum can help to develop cultural understanding, tolerance and respect for individuals from other cultures. The international situation today is dominated by cultural exchange and communication across former borders – linguistically, culturally, socially and geographically. In this context, Norwegian cultural heritage offers a great store of texts that may find new and unexpected importance precisely in a situation where communication takes on new forms and perspectives are expanded. Hence, cultural heritage is a living tradition that changes and is recreated, and the Norwegian subject will encourage pupils to become active contributors in this process. (...)</p> <p>Reading and writing are parallel processes in each pupil's learning process. The pupil develops writing competence by reading, and reading competence by writing. This is accomplished through work in various genres in both official languages, and the pupils are met with increasing demands as to their understanding of the relationship between the form and function of the text. Pupils are stimulated to enjoy reading and writing and to developing their reading and writing strategies in continuous progression throughout the 13 years of schooling. Attention is also paid to the pupils' own understanding of their development as readers and writers.</p>
002	<p>The content of the educational field Czech Language and Literature is rather complex. For the sake of clarity, it is divided into three components: Communication and Composition, Language, and Literary Education. Nevertheless, the educational content of the individual parts is interconnected in the instruction.</p> <p>In <i>Literature</i>, the pupil familiarises himself/herself by means of reading with the basic types of literature and learns to perceive their specific features, express the artistic intention of the author and formulate his/her own opinions on the work which he/she has read. The pupil also learns to distinguish fiction from reality. He/She gradually acquires and develops basic reading habits as well as the capacity for creative reception, interpretation and production of a literary text. The pupil arrives at such knowledge and experience that may positively influence his/her attitudes and value orientations and enrich his/her spiritual life.</p> <p>The instruction in this educational area is aimed at forming and developing key competences by guiding the pupil towards:</p> <ul style="list-style-type: none"> - experiencing literary works of art on his/her own, sharing reading experiences, developing a positive attitude towards literature and other text-based artistic disciplines, and developing emotional and aesthetic perception.
003	(^) donner aux élèves une formation culturelle élargie, une sensibilité interculturelle, une vision du monde vaste, flexible et sans préjugés
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005	<p><u>General Objectives</u></p> <ul style="list-style-type: none"> - Make reading a source of pleasure, personal growth and knowledge of the world and to consolidate the habit of reading. - Understand literary texts using basic knowledge of the conventions of each style, themes and motifs of the literary tradition and stylistic characteristics. - Familiarise oneself with relevant examples of the literary heritage and value it as a way of symbolising individual and collective experience in different historic-cultural contexts.

006	<p>“Students develop their communicative competence – ability to perceive and produce different texts in Slovene. They reflect upon and critically accept aesthetic/literary texts of Slovenian and other authors. They regard reading as a pleasure, delightful experience and intellectual challenge. They start a dialogue with the literary text and about it. Reading helps them develop their personal and national identity, broaden their horizons, get to know their own culture and the culture of others in the European cultural space and beyond. By getting to know other cultures and common cultural values, they build a broad-minded and enduring relationship with others and those considered different. This way they develop their social, cultural and intercultural competence.”</p> <p>“They develop and maintain a positive attitude towards reading literary texts. The contact with texts becomes a need and carries special weight (becomes a value) that is why they also read texts or listen to them (in different media) in their leisure time, they loan books from libraries, they go to the cinema, theatres and attend other cultural events, etc.</p> <p>Not only do students develop a communicative competence through aesthetic/literary texts, but they also gain knowledge of literature. Classifying and relating texts to their social, cultural and historical contexts as well as literary tradition (gaining theoretical literary knowledge) develops their ability to understand texts better, to identify with them, and to evaluate and appraise them. Literary and aesthetic experience backed by knowledge of literature enables in-depth perception of literature and possibilities of expression, enhances taking pleasure in reading, and last but not least, contributes towards developing a positive attitude to literature (reading), creativity and (self) expression in various different contexts (media)</p> <p>Summary: Development of receptive competence through dialogue with literary text and about it (reflective and critical reception and perception of literary texts); Raising awareness about the pleasure reading of literary texts through experience and consequently forming a positive attitude to reading and literature (developing a need for reading and reading about literary texts in other media as well as seeing it as a value); Development of personal and national identity and raising awareness about the cultural diversity (social, cultural and intercultural competence); Knowledge of literature as a base and aid to in-depth reception and perception of it, developing a love of literature, semantic and aesthetic realization of literary texts and individual's creativity and ability of (self) expression.</p>
007	<p>Classe de 4e : Initiation à l'étude des genres littéraires (roman, poésie, théâtre)</p> <p>Classe de 10e : familiariser les élèves avec les noms connus de la littérature française.</p>

CODE	Commentaires éventuels - Any comments
001	<p>For item 6: see comment for ISCED 1 For item 12 : The reading of Saami texts in translation are required. Saami language(s) are not minority languages, but official language(s) For item 13: The reading of Swedish and Danish texts are required, but these are neighbouring languages. There are no regional languages in Norway</p>
003	<p>For item 12: français For item 13: francoprovençal et variétés du <i>walser</i></p> <p>Dans les programmes de langue française, des indications semblent relever des dimensions suivantes de l'éducation linguistique :</p> <p>Education à la citoyenneté et aux valeurs</p>

	<p>(^) Saisir et acquérir une culture et une conscience de citoyens européens, aptes à en reconnaître les valeurs.</p> <p>(^) une disponibilité aux changements et à la mobilité d'esprit pour gérer en souplesse et en autonomie des situations diverses et complexes, pour s'adapter à une société en évolution</p> <p>Dimension transversale de l'éducation linguistique</p> <p>(^) (*) Aussi bien au cours classique qu'européen, l'éducation linguistique possède une valeur interdisciplinaire et pluridisciplinaire</p> <p>(^)(*) donner une formation polyvalente centrée sur le développement des aptitudes intégrées et transversales à toutes les disciplines</p> <p>Approche interdisciplinaire (à propos des contenus d'étude du milieu)</p> <p>(*) L'étude du milieu valdôtain doit être menée avec les professeurs de disciplines non linguistiques, notamment avec les enseignants de sciences et d'histoire de l'art.</p>

LES DESCRIPTEURS – THE DESCRIPTORS

CODE	End of level ISCED 2 – End of compulsory education - Fin du niveau CITE 2 - Fin de la scolarité obligatoire
1. Les connaissances dans le domaine littéraire et culturel - Knowledge in the literary and cultural field	
001	<ul style="list-style-type: none"> - recognise literary techniques such as humour, irony, contrasts and comparisons, symbols and metaphors and use these in his or her own texts - explain the rights relating to the Sami language and on the extent to which the Sami languages are used in Norway, Sweden, Finland and Russia
002	<ul style="list-style-type: none"> - list the basic literary styles and their significant representatives in Czech and world literature - recognise the basic literary styles and genres, compare them and their function
003	- reconnaître les genres littéraires et identifier leurs particularités
004	<ul style="list-style-type: none"> - To value a literary text while a symbolic object, in the imaginary plan (individual or collective) - To recognize and comment on the relations between literary texts and social, historical and cultural context in which they were written
005	<ul style="list-style-type: none"> - Knowledge of the general characteristics of the great periods of history of literature from the C19th to the present day. - Explore some of the great Hispanic and European authors from the C19th to the present day. - Compose texts with a literary intent, and preparation of essays about works read. <p>NB : <i>Notice that we are analysing the Core Curriculum for four year (end of Compulsory Secondary education). This last year is dedicated to C19th to the present. Third year is devoted to great periods and authors of literature from the Middle Ages to the C18th. The Core Curriculum for Primary Education and first cycle of Compulsory Secondary education we can't find any explicit reference to authors or historic periods, just "Reading various works appropriate to the age".</i></p>
006	<ul style="list-style-type: none"> - Students recognise compulsory reading authors and their texts (canon) included in the school curricula; are able to name, classify, and identify the main features of literary history and periods - Students identify and comment on the structure and organization of texts and poems, and identify literary features (onomatopoeia/phonetic resemblance, rhyme, simile, personification, epithets, inversion, hyperbola, metaphor, repetition, climax, refrain, rhetorical question, apostrophe); can differentiate between the lyric and epic poem, identify the features of epic, ballad, romance, sonnet; fable, narrative, myth, novel, short story, comedy - Students identify the narrator (polymath, first person narrator, lyricist); identify typical features of literary characters, events and setting in a trivial literary text

007	<p>Classe de 4e : Initiation à l'étude des genres littéraires (roman, poésie, théâtre) – Etude de la littérature française du moyen âge: un aperçu rapide du genre épique et de la littérature courtoise, Villon</p> <p>Classe de 10e : À travers l'étude de textes littéraires ou d'actualité, percevoir et comprendre ce que symbolisent pour un Français certains lieux de Paris ou de France, en découvrant les rapports existant entre ces lieux et les événements historiques qui s'y sont déroulés ; comprendre ainsi comment se construit l'identité d'une nation dans son rapport à l'histoire et à travers la littérature où se reflètent les angoisses et les espoirs des populations ou des individus.</p> <p>Classe de 10e : Reconnaître les éléments constitutifs des genres littéraires majeurs (roman, poème, pièce de théâtre) et en apprécier la dimension esthétique.</p>
2. Les compétences réceptives dans le domaine littéraire et culturel - Receptive competences in the literary and cultural field	
001	- read and write texts in various genres, including fiction and factual texts in the first-choice and second-choice Norwegian languages, such as articles, discussion input, formal letters, short stories, narratives, poems, drama texts and informal talks
002	- identify the basic features of a significant individual style - search for information in various types of catalogues, in a library and other information resources - compare various literary, dramatic and film treatments of the same idea
003	- (^) commenter un texte, en saisir les réseaux lexicaux, y retrouver les thèmes principaux et la structure - (^) confronter la pensée des auteurs étudiés sur des thèmes communs - (^) (*) Le développement des compétences de réception et de production intégrées favorise l'ouverture critique aux patrimoines littéraires
004	- to question and express opinions about integral literary texts, as a personal reaction to their audition or reading
005	- Read novels and stories from the C19th to the present day. - Guided reading and recitation of contemporary poems, with special attention to the contribution of symbolism and innovators to poetic language, appreciating the value of the function of symbolic elements and of rhetoric and metric devices in the poem. - Guided reading of different kinds of contemporary stories which show different structures and narrative voices - Guided reading and dramatisation of brief contemporary theatre pieces, or of different kinds of fragments which display innovations in themes and forms
006	- Students tell or write about the content of the literary text and find the message (what happened and why, where and when the story takes place, the sequence of events, the characters and their actions and reasons for their action)s; how a text or a poem is presented to the reader (perspective, use of language) - Students use the gained knowledge of literary theory in their oral or written interpretation of texts (according to the school curricula), and when doing their own reading
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3. Les compétences productives dans le domaine littéraire et culturel - Productive competences in the literary and cultural field	
001	<ul style="list-style-type: none"> - read and write texts in various genres, including fiction and factual texts in the first-choice and second-choice Norwegian languages, such as articles, discussion input, formal letters, short stories, narratives, poems, drama texts and informal talks - present important themes and expressions in significant contemporary texts and compare them with presentations in classical works from the Norwegian literary heritage, such as love and gender roles, hero and anti-hero, reality and fantasy, power and counter power, lies and truth, break-up and responsibility - present results of in-depth studies on three selected topics: an author, a literary theme and a language topic
002	<ul style="list-style-type: none"> - create his/her own literary text based on his/her abilities and acquired knowledge of the basics of literary theory - formulate, both orally and in writing, his/her impressions from reading and from having attended a theatre or film performance and his/her opinions on a work of art - retell coherently a text which he/she has read; describe in simple words the structure and language of a literary work and interpret its meaning in his/her own words
003	<ul style="list-style-type: none"> - (^) commenter un texte, en saisir les réseaux lexicaux, y retrouver les thèmes principaux et la structure - (^) (*) Le développement des compétences de réception et de production intégrées favorise l'ouverture critique aux patrimoines littéraires
004	To explore aesthetic effects of the language, mobilizing the knowledge resulting from the experience as a reader
005	<ul style="list-style-type: none"> - Explain the relationships between the works read and commented upon, the historical and literary context in which they appear and the most important authors from the C19th to the present day, completing a piece of individual work of information and synthesis, presenting a personal opinion, or imitation and reworking, on paper or in a digital format. - Use their literary knowledge in the understanding and valuation of short texts or fragments, paying special attention to innovations in the genres and forms (in verse structure and in language) in contemporary literature - Present a well-expressed opinion about individual readings of stories of a certain length and novels from the C19th to the present day; to evaluate the structure and use of the elements of the genre, the use of language, the point of view and the craft of the author; to relate the meaning and context of the work to one's own experience

006	<ul style="list-style-type: none"> - Students identify and describe (orally or in writing) literary characters (their appearances, used speech figures, character, actions, social status, psychological characteristics, motives for their actions, their perspective) and adopt critical distance towards them - paraphrase their imaginative, conceptual and feeling perception of time and setting, make correlations with the topic and comment on the structure and organisation of texts, including grammatical and literary features of text level - summarise, deduce and infer events (in detail, consolidated), classify events chronologically with analytical or retrospective approach, differentiate between the main and side events in different times and settings - express central idea and theme of the literary text and compare it to other literary texts with similar topic, and talk about their preferences in relation to the text (which they can better relate to and why); highlight the main motives/poem pictures/ images with regard to the theme/message of the text - in drama or play they differentiate between the stage instructions and dialogues, they understand, describe or retrieve information from texts (talk about the importance of instructions for understanding texts); in comedy they identify and describe the comic perspective; evaluate the role of concrete theatre/puppet show or radio play features and their importance for understanding the text (show proficient level of response to literary texts) - Students show their ability to relive, understand, interpret and evaluate events, characters, time and setting (with the help of speech figures and literary terms) in their (post)creative writing as defined in the school curriculum; - demonstrate that they differentiate between the theme and motives of the polymath and first person narrator and that they understand the comic perspective; show ability to understand literary features of poems, prose texts and drama (post-creative response to literary texts) - Students capture characters' and poems' mood and events in the literary text with speech figures; they connect the features of rhythm with the message of the text.
007	Classe de 10e : Savoir établir un relevé des personnages d'un roman (éventuellement d'un film) avec leurs caractéristiques morales et physiques (types et archétypes) et définir leur rôle dans l'œuvre.
4. AUTRES (à préciser) - OTHERS (please specify):	001 <i>Being able to use digital tools</i> in the Norwegian subject curriculum is necessary to master new text forms and ways of expressing oneself. This opens up new learning arenas and allows new possibilities in teaching reading and writing, as well as the production, composition and editing of texts. In this context it is vital to develop the ability to critically assess and use sources. Using digital tools may support and develop the pupils' communication and presentation skills.
001	<ul style="list-style-type: none"> - use word processing tools for filing his or her own work and systematising it - use texts taken from libraries, the internet and mass media in a critical manner, discuss and elaborate on the texts and acknowledge the sources used - elaborate on the fundamental principles of protecting personal privacy and copyright in connection with the publication and use of texts of others
5. AUTRES (à préciser) - OTHERS (please specify) :	001 The main subject area <i>composite texts (multi-modal texts)</i> focuses on an extended text concept where texts may be composed of writing, sound and pictures in a composite expression. This means working with texts such as picture books, cartoons, newspapers, advertising, web sites, lyrics, film and theatre. This main subject area includes pupils' text production and perceptions, critical assessment and analysis of composite texts. After Year 2, these are the competence aims:
001	<ul style="list-style-type: none"> - use various media, sources and aesthetic expressions in personal texts relating to the Norwegian subject curriculum and interdisciplinary texts - assess aesthetic techniques in composite texts taken from information and entertainment media, advertising and art and reflect upon how we are influenced by sounds, language and images

6. AUTRES (à préciser) - OTHERS (please specify) :	003 Approche contrastive
003	<ul style="list-style-type: none"> - montrer les origines communes des langues et des cultures, appartenant à la même souche, ainsi que leurs évolutions inévitables au cours des siècles - (*) l'étude de la réalité valdôtaine : [...] analyser ce qui fait son originalité dans le cadre d'une civilisation de l'Europe ; [...] axer cette étude sur la comparaison : après l'observation d'un fait culturel valdôtain, on procède à la comparaison de ce fait même avec ce qui se passe dans d'autres Pays, pour en faire ressortir les similitudes et les divergences permettant de fixer les traits caractéristiques éventuels, en perspective éducative européenne - confronter la pensée des auteurs étudiés sur des thèmes communs
7. AUTRES (à préciser) - OTHERS (please specify) :	005 Libraries
005	Use gradually more autonomously the school's library and virtual libraries
8. AUTRES (à préciser) - OTHERS (please specify) :	005 Attitudes
005	Develop autonomous reading and appreciation of literature as a source of pleasure and of knowledge of other worlds and cultures.
9. AUTRES (à préciser) - OTHERS (please specify) :	006 not specified
006	<ul style="list-style-type: none"> - Students compare their own discoveries, appraisal of literary texts and critical judgment with those of their classmates, justify/demonstrate and defend them (providing referential as well as literal information) by referring to text/performance, (general) knowledge, experience, logical conclusion and deduction - Students see literary texts as a whole and talk about the overall effect of the text on the reader - synthesize their discoveries about the text/performance and formulate their appraisal and judgment
10. AUTRES (à préciser) - OTHERS (please specify) :	007 Utiliser les moyens audio-visuels
007	Classe de 10e : apprendre aux élèves à utiliser les moyens audiovisuels qui leur permettent une approche plus vivante de la langue française et des civilisations francophones;

CODE	Commentaires éventuels - Any comments
003	<p><i>La couleur bordeaux est utilisée pour signaler dans les descripteurs (ou similaires) en langues une référence aux autres matières.</i></p> <p><i>L'emploi de la couleur rouge intervient lorsque un même descripteur est répété sous diverses « rubriques » et elle indique la partie, pour chaque rubrique, ce qui la concerne directement.</i></p> <p><i>(*) Ce signe n'indique pas de descripteurs véritables, mais des citations repérées dans les programmes. Il a été décidé de les signaler car elles pourraient facilement être transformées en descripteurs.</i></p> <p><i>(^) Ce symbole signale un descripteur du Programme du lycée classique, qui comprend aussi une section franco-italienne.</i></p>