

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

Fin du niveau CITE 1 - Fin du primaire - End of level ISCED 1 – End of primary	
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 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.</p>
003	<ul style="list-style-type: none"> - familiariser les enfants avec le monde de l'écrit - faire acquérir [...] le sens profond de la langue française, de la civilisation et de la culture qui l'informent et qu'elle exprime
004	Reading for entertainment; for understanding and organizing information; to build up knowledge and for aesthetic pleasure
005	<p>In this stage, the curriculum concentrates on promoting pleasurable experiences of reading and recreating literary texts.</p> <p>It brings children into contact with representation and symbolic interpretation, as much an interior experience as a collective one, to create the habit of reading. The contents of literature in Primary Education include, on the one hand, knowledge of basic literary conventions, especially related to poetry and narrative and, on the other hand, the application of information about the linguistic, historical and cultural context in which the work was produced, as far as this information is relevant for interpreting the text and in keeping with the expectations of a reader at this primary stage</p>

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 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 literary texts and reading about them 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>Connaître des auteurs et des œuvres de la littérature de jeunesse allemande, lire et traiter des textes complets, analyser, comparer et évaluer des textes. Montrer de l’intérêt pour la lecture</p>

CODE	Commentaires éventuels - Any comments
001	<p>The Norwegian curriculum does not specify a specific canon specifying authors or given texts, but pupils are given the opportunity to explore and experience good Norwegian authors and world literature authors. The choice of authors and texts is left to the teachers/schools.</p> <p>Although the Norwegian curriculum does not contain canonized authors or texts, it does require the reading of various literary genres. The choice of representative texts/authors is left to the teacher/school.</p> <p>It specifies that foreign authors be read, but does not specify which authors.</p> <p>There are no regional languages in Norway, but literary forms in the neighbouring languages Swedish and Danish are included</p>
003	<p>Bien évidemment les réponses données dans cette partie du questionnaire se réfèrent au sens que l'on peut donner au terme « littérature » à l'école primaire.</p>
004	<p>Curriculum orientations are connected with the National Reading Plan (www.planonacionaldeleitura.gov.pt) For item 13 : There are no regional languages</p>

LES DESCRIPTEURS – THE DESCRIPTORS

CODE	Fin du niveau CITE 1 - Fin du primaire - End of level ISCED 1 – End of primary
1. Les connaissances dans le domaine littéraire et culturel - Knowledge in the literary and cultural field	
001	<ul style="list-style-type: none"> - express thoughts on language, characters and plots in texts from daily life and from fiction from different times and cultures - talk about a selection of songs, nursery rhymes, poems, stories and fairytales from the past and the present, in both the first-choice and second-choice Norwegian languages, in translation from the Sami language and from other cultures
002	<ul style="list-style-type: none"> - use elementary literary terms when performing a simple analysis of literary texts - distinguish between various types of artistic and non-artistic texts
003	---
004	<ul style="list-style-type: none"> - To identify intertextual relations between different texts - to distinguish perspectives in a text that represent sociocultural, ethical and aesthetical values
005	<i>In Primary Education the curriculum doesn't refer to any explicit author or epoch, it just says "texts which are appropriate to the child's age and interests".</i>
006	<ul style="list-style-type: none"> - Students can list a few literary texts they can relate to in connection with the covered topic, and names the authors - Students identify and comment on the structure and organization of texts, including grammatical and literary features (can describe the structure of a poem (verse, number and length of stanza), theatre/puppet show features (director, actors, act, scene, lights, costumes, etc.) and explain/comment on literary features by providing examples) - Students classify literary texts - a poem/prose/play (can describe a few features to support their argument)
007	---
2. Les compétences réceptives dans le domaine littéraire et culturel - Receptive competences in the literary and cultural field	
001	<ul style="list-style-type: none"> - read literature for children and factual prose for children fluently, with coherent understanding of the content, and describe personal literature choices - understand some spoken Danish and Swedish
002	- read literary texts suitable to the given age and recite them by heart with proper phrasing and pace
003	<ul style="list-style-type: none"> - savoir lire et comprendre des textes faciles, scolaires ou non, même littéraires, susceptibles de faciliter les processus de l'interprétation - lire des textes littéraires faciles avec une attention progressive aux aspects interprétatifs et esthétiques
004	- To select books of growing complexity, by his/her own initiative and according to his/her personal taste.
005	<ul style="list-style-type: none"> - Know literary texts of the oral tradition and from children's literature appropriate to this stage, together with the characteristics of narrative and poetry in order to support the reading and writing of such texts - Guided reading of poems, stories and theatre plays bearing in mind the literary conventions (genres, figures...), and the presence of certain recurring themes and motifs - Guided reading of narrative texts from the oral tradition, children's literature, adaptations of classic works and contemporary literature in different formats
006	<ul style="list-style-type: none"> - Students understand, describe, select or retrieve information about the literary text, or writes about it, mention date and location, describe main and minor characters, comment on the reasons for events, what happened and why, characters' motives and the consequences of their actions - In order to understand the text, students use their knowledge of literature as defined by the school curricula (in the contents and aims of the school curricula)

007	<ul style="list-style-type: none"> - Dégager et décrire les personnages, les lieux, le développement du scénario, distinguer des attitudes, des sentiments, des conflits éventuels - Percevoir et analyser des similitudes entre la langue allemande et d'autres langues (luxembourgeois, français, portugais ...) et s'en servir pour approfondir ou pour accélérer la compréhension et l'interprétation d'un texte.
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"> - write stories, poems, letters and factual prose. - create stories by combining words, sounds and pictures
002	<ul style="list-style-type: none"> - express and record his/her impressions from reading - reproduce a text freely according to his/her abilities, create his/her own literary text on a given topic
003	<ul style="list-style-type: none"> - produire de simples textes écrits comme point de départ d'écrits personnels, descriptifs, imaginaires et créatifs
004	<ul style="list-style-type: none"> - To write texts by his/her own initiative to express experiences, sensibility and imagination. - To write texts experimenting different text types based on literary models
005	<ul style="list-style-type: none"> - Understand, memorise and recite poems with the appropriate rhythm, pronunciation and expression - Recreate and compose poems and stories to communicate feelings, emotions, mood or memories, recognising the characteristics of certain models - Participate in dramatised reading of literary texts.
006	<ul style="list-style-type: none"> - Students paraphrase (in speech or writing) his imaginative, conceptual and feeling perception of literary characters (describe a few motives for their actions), identify time and location, summarise the text with technical accuracy (show proficient level of response to literary text). - Students construct the missing parts in the story (explain the motives for literary characters' actions), write or talk about the story from another literary characters' viewpoint, they are able to demonstrate an overall understanding of the text, providing referential as well as literal information. They are able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the students infer is clear (stretching the plot between reality and imagination, relating it to their own experience). They tell or write a fairy tale, combine one or two, complete a rhyme in verses, form associations, unusual word phrases, simple comparisons; dramatize short prose texts or transform them into a comic strip - (post) creative response to literary texts. - With special speech elements students capture the poem's or character's mood; read realistic/fantastic/nonsensical stories vividly (interpretation)
007	<ul style="list-style-type: none"> - formuler une appréciation personnelle ; prendre position ; développer une interprétation personnelle du texte - distinguer le réel et la fiction ; argumenter son avis en s'appuyant sur des passages précis - Présenter, sur sa propre initiative, son livre préféré, parler d'un livre favori
4. AUTRES (à préciser) - OTHERS (please specify):	<p>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.</p> <p>005 : not specified</p> <p>006 : not specified</p>
001	<ul style="list-style-type: none"> - undertake information searches, create, store and retrieve texts using digital tools - find source material for his or her own tasks in the library or on the internet
005	Use and handle libraries and video resource centres with confidence, understanding their organisation and selection of works and other materials. Collaborate in the care and improvement of the library materials and other documents available in the classroom and in the school.

006	<ul style="list-style-type: none"> - Students identify and comment on the structure and organisation of texts including literary features, and appraise them; compare their own discoveries with those of their classmates, justify and defend them (analysis, appraisal and justification) - Students see literary texts as a whole and talk about the overall effect of the text on the reader (summarise and synthesize their discoveries about the text).
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"> - create stories by combining words, sounds and pictures. - discuss and elaborate on some aesthetic techniques in multi-modal texts.
5. AUTRES (à préciser) - OTHERS (please specify) :	007 Exploiter les textes littéraires à travers des activités créatives
007	<ul style="list-style-type: none"> - Illustrer les textes de manière appropriée (photos, dessins, schémas, ...) - Utiliser des moyens de visualisation (gestes, langage du corps, dessins) ; interpréter un rôle dans une pièce.

CODE	Commentaires éventuels - Any comments