



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: Integrated Arts Grade 9/10	
Ministry Course Code: ALC10/20	
Course Type: Open	
Grade: 9/10	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Arts	
Course developed by: Stephanie Rogers	Date: April 15th, 2020 Revised: August 1st, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>The Arts, The Ontario Curriculum, Grades 9 and 10, 2010 (Revised)</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated artworks created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

OVERALL CURRICULUM EXPECTATIONS

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Arts and the Self	35 hours
Unit 2: Music and the Artists	17 hours
Unit 3: Drama and Culture	17 hours
Unit 4: Dance and Beyond	16 hours
Unit 5: Portfolio	23.5 hours
Final Exam	1.5 hours
Total	110 Hours

UNIT DESCRIPTIONS

Unit 1: In this unit, students will explore the concepts related to the arts. Students will learn about the elements and principles of art and how to use these different techniques to create art. Students will learn how to look at art as well as create art in a structured way. Finally, students will reflect on the process of creating art and start to integrate the arts in a unique way.

Unit 2: In this unit, students will explore the next arts discipline and learn concepts related to music. Students will learn about the elements and principles of music and how to use these different techniques to create music. Students will learn about different cultures and where music comes from, as well as creating music and how music makes us feel. Finally, students will research an artist and use the concepts learned in this unit to demonstrate their understanding.

Unit 3: In this unit, students will learn about drama and the different terms and techniques associated with this art form. Students will work towards understanding the different types of theatre as well as the different types of plays that can be performed, as well as the elements of drama and their importance in the theatre. Students will then perform a tableau and take photographs of their completed art as well as record themselves testing out their voices. Finally, students will create a short play that will review all material learned so far.

Unit 4: In this unit, students will learn about dance and the different terms and techniques associated with this art form. Students will work towards understanding the different types of dances as well as the history of dance. The elements of dance will also be explored and your ability to copy a dance from a popular app. Students will then research Indigenous culture and its connection to Dance. Finally Students will research a career in all of the arts and create an infographic.

Unit 5: In this unit, students will compile their best work from the course into a portfolio for submission with reflection.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also, the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Portfolios are a collection of student work that represents student learning and achievement over a period of time. It allows students to relate learning artefacts into a whole in a meaningful story.

Creating artefacts involves active learning with reflection and critical thinking. They provide evidence of skill development as a basis for providing feedback to help students improve and further develop knowledge and skills.

Reflective analysis and self-assessment is very important in this course. Concepts and skills/techniques are modelled in examples (exemplars), which students can refer to and utilize to further develop their own work. Students are encouraged to relate their work to real life situations and their growth and learning over time.

Graphics/images are visual representations of ideas/concepts. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understanding through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have students either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Individual Activities expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have the resources available by links on the Moodle page of information that has been scanned and uploaded.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

On-going project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- Documented work
- Self Reflections
- Completed templates and graphic organizers
- Writing Tasks
- Short answer questions
- Artistic practices
- Charts

- Quizzes

EVALUATION

The final grade will be determined as follows:

- 65% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 20% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a culminating task and a final written examination, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- 15% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)



TERM WORK EVALUATIONS (65%):

Evaluation Item	Description	Category	Weight
Unit 1 Portfolio	Students will design the front cover of their portfolio.	K, T, C, A	15
Unit 1 Art and the Self	Using the elements and principles of art	K, T, C, A	

	as well as the creative process, students will create an artwork that represents the 4 different areas of the arts.		
Unit 2 Artist Trading Cards	Students will create artist trading cards to demonstrate their knowledge of music elements.	K, T, C, A	20
Unit 2 Artist Exploration	Students will research one of their favourite musicians and analyze one of their songs. They will demonstrate their learning of unit concepts in a presentation.	K, T, C, A	
Unit 3 Tableau	Students will create a tableau vivant, focusing on the 6 tableau rules.	K, T, C, A	15
Unit 3 Current Events Performance	Students will find an article on a current issue of interest and use what they have learned in the unit to produce a creative performance interpreting the ideas.	K, T, C, A	
Unit 4 Careers Exploration	Students will research information on careers in the arts and present their findings in the form of an infographic.	K, T, C, A	10
Unit 5 Portfolio	Students will compile their best work from the course into a portfolio for submission with reflection.	K, T, C, A	5

FINAL EVALUATIONS (20%)

Evaluation Item	Description	Category	Weight
Final Exam	A final, written examination, covering all curriculum expectations for the course.	K, T, C, A	10
Culminating Task	Students will compile their best work from the course into a portfolio for submission with reflection.	K, T, C, A	10

ATTENDANCE AND PARTICIPATION (15%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	N/A	8
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).	N/A	7

AFL/AAL/AOL Tracking sheet:

Unit 1: Arts and the Self

AAL	AFL	AOL
Line	What is Art?	Portfolio Cover
Shape	Zen Tangles	Art and the Self
Value	The Creative Process	
Form	Environmental Art Practices	
Colour		
Texture		
Space		

Unit 2: Music and the Artists

AAL	AFL	AOL
Families of Instruments Quiz	Music Intro Reflection	Artist Trading Cards
Music and Mood	Families of instruments	Artist Exploration: Observation and Conversation with Teacher
	Exploring Creating Music	

Unit 3: Drama and Culture

AAL	AFL	AOL
Script writing	Drama Intro Reflection	Tableau
	The Elements of Drama: Conversation	Current Events Play
	Voice and Sound practice	

Unit 4: Dance and Beyond

AAL	AFL	AOL
Powwow Research	Intro to Dance	Careers Exploration: Conversation
Learn a Dance	The Elements of Dance: Observation	

CONSIDERATION FOR PROGRAM PLANNING**PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Supports within the

online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009) and *Environmental Education: Scope and Sequence of Expectations* (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students explore environmental themes as subject matter for artistic creation and consider the responsible selection, use, and disposal of art materials.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools* (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with *A Sound Investment: Financial Literacy Education in Ontario Schools* (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. In this course, students consider practical financial dimensions of artistic practice, including budgeting for materials and understanding how artists and designers manage the business aspects of creative work.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity.

in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. This course supports pathways into visual arts, design, illustration, animation, media production, art education, and related creative industries, and these career connections are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with *The Ontario Curriculum, Grades 11 and 12: Cooperative Education* (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal. Students are taught to select and use art materials safely at home, including adequate ventilation where required, safe handling of tools, and the use of non-hazardous alternatives where appropriate.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Environmental accommodations:** such as preferential seating or special lighting.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Record key words on the board or overhead when students are expected to make their own notes.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.

- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.