



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: Visual Arts, Grade 11, College/University Preparation	
Ministry Course Code: AVI 3M	
Course Type: College / University Preparation	
Grade: 11	
Credit Value: 1.0	
Prerequisite(s): <i>Visual Arts, Grade 9 or 10, Open</i>	
Department: The Arts	
Course developed by: Jaclyn Wilson	Date: June 1st, 2022 Revised: August 1st, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>The Ontario Curriculum, Grades 11 and 12: The Arts, 2010</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 enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf>

OVERALL EXPECTATIONS

Category A: Creating and Presenting

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

Category B: Reflecting, Responding, and Analysing

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect both social and personal values;

B3. Connections Beyond the Classroom: describe opportunities and requirements for continued engagement in visual arts.

Category C: Foundations

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C3. Responsible Practices: demonstrate an understanding of responsible practices related to visual arts.

COURSE CONTENT

Unit	Length
Unit 1: The Basics of Creation	20 hours
Unit 2: Figure Drawing	20 hours
Unit 3: Sculpture and the Environment	20 hours
Unit 4: Mixed Media	20 hours
Unit 5: Professional Portfolio and Project	28 hours
Final Exam	2 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: The Basics of Creation

In this unit, students will investigate the various components to artistic creation in the visual arts field. This will begin with an introduction to the Elements and Principles of Design. In addition, students will also examine relevant terminology and conventions related to visual arts. Next, as a foundation to their development as an artist, they will prepare to analyse their work through the creative process. They will also explore the opportunities for local and global art as well as potential careers in visual art and the arts related occupations. It will be in this unit that students will learn how to begin the planning, revising, experimenting, and creating process for a work of art. Specifically, they will be developing these skills in combination with creation techniques related to painting using either watercolour or acrylic paint.

UNIT 2: Figure Drawing

In this unit, students will explore the importance of figure drawing and practice techniques related to drawing specifically and the expression of the human form. More specifically, students will examine drawing techniques through gesture drawings and contour drawings as well as mark making techniques. Students will gain an understanding of how mark making and figure expression can impact a work of art. In this unit, they will also begin their investigations of their own work and the work of others and how the issues and challenges artists face impact one's artistic development.

UNIT 3: Sculpture and the Environment

In this unit, students will explore the importance of sculpture and practice techniques related to sculpture specifically and the expression of the 3D form. More specifically, students will examine sculpture techniques through additive and subtractive forms as well as creation techniques. Students will gain an understanding of how media and structure can impact a work of art. In this unit, they will also further their investigations of their own work and the work of others.

UNIT 4: Mixed Media

In this unit, students will explore the importance of mixed media pieces and practice techniques related to different media specifically and the purposes of using a mixed media approach. More specifically, students will examine mixed media techniques through 2D and 3D pieces as well as presentation techniques. Students will gain an understanding of how media and presentation of a piece can impact a

work of art and its audience. In this unit, they will also further their investigations of their own work and the work of others.

UNIT 5: Professional Portfolio and Project

Students will apply the techniques and skills they have acquired throughout the course to their final piece. They will also create a portfolio documenting their growth as an artist throughout the course. Finally they will analyse and discuss the challenges they faced and how they grew in a written reflection and oral interview.

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.

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.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand

and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

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. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) 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..

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., art pieces and from written reflections that build towards and prepare students for the end-of-course culminating pieces 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

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| ☐ Artistic Analysis | ☐ Editing Checklists |
| ☐ Individual Conference Meetings | ☐ Reflections |
| ☐ Sketchbook Pages | ☐ Oral Presentations |
| ☐ Art Pieces | ☐ Quizzes |
| ☐ Outlining & Planning Sheets | ☐ Writing Tasks |
| ☐ Completed Templates & Organizers | ☐ Evaluations |

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.
- 25% 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.
- 10% 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)

Assessment & Evaluation at OES: Triangulation of Learning

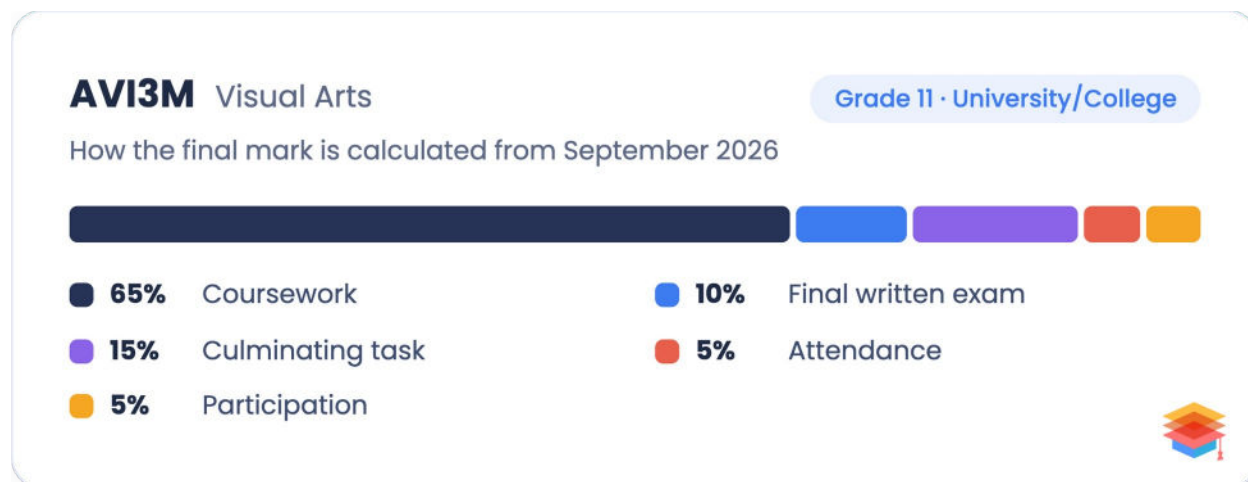
In alignment with the Ontario Ministry of Education’s *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

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.



TERM WORK EVALUATIONS (65%):

Evaluation Item	Description	Category	Weight
Unit 1 Elements and Principles Quiz	Quiz on the Elements & Principles of Design terms, concepts, and applications.	K, T, C, A	16
Unit 1 Landscape Painting	Creation piece covering painting techniques. Observation of painting techniques.	K, T, C, A	
Unit 2 Figure Drawing	Creation piece covering drawing techniques.	K, T, C, A	16
Unit 2 Conversation and Written Reflection	Writing task covering the artist's analysis, planning process, and critique reflection.	K, T, C, A	
Unit 3 Nature Art	Creation piece covering sculpture techniques.	K, T, C, A	18
Unit 3 Conversation and Written Reflection	Writing task covering the artist's analysis, planning process, and critique reflection.	K, T, C, A	
Unit 4 Mixed Media	Creation piece covering mixed media techniques.	K, T, C, A	18
Unit 4 Conversation and Written Reflection	Writing task covering the artist's analysis, planning process, and critique reflection.	K, T, C, A	

FINAL EVALUATIONS (25%)

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	The final art piece will apply all of the techniques and skills learned throughout the course. It will also demonstrate connections between the chosen topic and course concepts. The professional portfolio will be a collection of their work throughout the course. A written reflection analysing the artist's personal growth and development as an artist throughout this course.	K, T, C, A	15

ATTENDANCE AND PARTICIPATION (10%)

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	5
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	5

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 parent(s), teachers, administration and external educational assessment report. 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.
- ☐ 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.