



Ontario
eSecondary School

**Ontario eSecondary School
Course Outline
2023-2024**

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
Length: One Semester	Hours: 110
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> <i>The Arts, The Ontario Curriculum, Grades 9 and 10, 2010 (Revised)</i> <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> <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.

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: Culminating Activity	25 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.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

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 Poodlls 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.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

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.

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

Creating artifacts 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.

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.

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.

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. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- Documented work
- Self Reflections
- Writing Tasks
- Artistic practices
- Charts
- Quiz

EVALUATION

The final grade will be determined as follows:

- Seventy percent 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.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one culminating activity. This is a required element of the course as there is no final exam for this course.

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

Weight	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Culminating Project (7.5K, 7.5T, 7.5C, 7.5A)	30

TERM WORK EVALUATIONS (70%)

Unit	Category	Weight
Unit 1: Wellness and Your Mental Health	K, T, C, A	17.5
Unit 2: Personal Fitness and Your Health	K, T, C, A	17.5
Unit 3: Nutrition and Your Health	K, T, C, A	17.5
Unit 4	K, T, C, A	17.5

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Culminating Task	Students create a portfolio of their work and present an original integrated artwork	K, T, C, A	30

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
	Exploring Creating Music	

Unit 3: Drama and Culture

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

Unit 4: Dance and Beyond

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

Unit 5: Culminating Activity (30%)

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario’s English language schools is a language other than English. Ontario’s linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers’ instructional strategies and support students’ language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on

their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

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.
- 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.