Integrated Arts, Grade 9 or 10, Open

Course Title: Integrated Arts
Course Code: ALC1O/2O
Grade: 9 or 10
Course Type: Open
Credit Value: 1.0
Prerequisites: None

Curriculum Document: [The Arts, Revised (2010)](#)
Course Developer: Elyse Gosselin
Department: The Arts
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Teacher(s):

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Course Description:

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 art works 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.

Unit Title and Description	Time Allocated
Becoming an Artist Art is all around us. It's on the walls inside our houses and sometimes on the outside too. It's in the music we listen too, the dance classes we attend, and the movies we watch. Your neighbor might paint with water colours or play guitar in a band. You might watch videos on the internet or on streaming services. Maybe you make them yourself. Not every video or painted wall may be considered art, but many are. An artist may be expressing themselves through their painting, film, music, or dance. You can express yourself through your art too! *In this unit students will explore art in their community, careers in art, and general considerations people must make while viewing and creating artwork. They will be given the opportunity to find local art and artists and, finally, they will be introduced to the creative process and learn how to better plan their artwork.*	23 Hours
Visual Arts The visual arts, such as paintings, photographs, and sculptures, are created and appreciated in a variety of contexts throughout society. In this unit, students will	22 Hours

explore the functions of, influences on, and impact of art works of various forms. After being introduced to the elements of art and principles of design, they will see how artists from the past and present have woven these elements and principles into their own artworks to express themselves in different ways.

This unit focuses on both visual art appreciation and creation. Students will learn how to use the creative and critical analysis processes to interpret art, and eventually, to create their own work of art with a message. They will explore a range of techniques and styles of visual art, eventually using the techniques of an art form of their choice to creatively express themselves. They will learn how to use ongoing reflection to make improvements to their visual artwork.

Drama and Dance Integrating the arts encourages the development of creative problem-solving skills and self-expression. In this unit, just as students did with visual art, they will examine and practice the various artistic elements and techniques and apply them to the disciplines of dance and drama while connecting with their own culture as well as the wider world. Dance is a physical expression of movement, either with or without music, and dance aids in developing nonverbal communication skills. It differs from visual art in that the body represents to the dancer what paper, paint and brushes do to the artist. In dance, students will work through the artistic elements of space, movement, and rhythm in order to develop an understanding of the language, conventions, history, and techniques. Drama is an opportunity to adopt roles and to construct imagined worlds. *In this unit students will explore and create various works and examine the elements of emphasis, character, and relationship. Using social interaction, self-awareness, and collaboration, they will create, perform, and analyse dramas.*	23 Hours
Music For thousands of years, humans have made music. People make music to tell stories, express emotions, inspire change, and sometimes, simply to enjoy making music itself. As enjoyable as making music can be, it still takes years of practice and discipline to become a musician. All successful musicians train hard to learn how to play their instruments and understand how music works. *This unit will help students develop a theoretical and practical understanding of how music works. They will be introduced to the technical details of music such as its elements and techniques. Students will also have the opportunity to reflect on music and explore different audiences while learning about the different roles technology plays when music is made. Finally, they will explore different careers in music to see if becoming a musician is a path they would like to follow one day.*	20 Hours
Integrated Arts The arts are amazing on their own. It's wonderful to enjoy a beautiful painting, dance, or song. Yet, what happens when you combine or or integrate the arts? You likely see integrated arts every day. If you watch a movie or television show you likely hear music, see a performance from an actor, and see cinematography and costumes. Video	14 Hours

games often use visual artists to design voice acted characters while full orchestras play original scores. Media artists even helped design this course! *This unit explores theatre, film, and media arts to demonstrate how the arts can unify to create a single piece of integrated art. Students will learn about and apply the integrated art process.*	
Final Assessment The final assessment in this course consists of a project that is worth 30% of the final grade.	8 Hours

Overall Curriculum Expectations

Creating and Presenting

1. The Creative Process: apply the creative process to create integrated art works/productions, individually and/or collaboratively;
2. Presentation and Promotion: present and promote art works, including integrated art works/ productions, for a variety of purposes, using appropriate technologies and conventions;
3. Tools, Techniques, and Technologies: use a variety of tools, techniques, and technologies to create integrated art works/productions that communicate specific messages and demonstrate creativity;
4. Presentation and Promotion: present and promote art works, including integrated art works/ productions, for a variety of purposes, using appropriate technologies and conventions

Reflecting, Responding, and Analysing

1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by applying it to study works from various arts disciplines as well as integrated art works/productions;
2. The Function of the Arts in Society: demonstrate an understanding of various functions of the arts in past and present societies;
3. Values and Identity: demonstrate an understanding of how creating, presenting, and analysing art works has affected their understanding of personal, community, and cultural values and of Canadian identity;
4. Connections Beyond the Classroom: describe the types of skills developed through creating, presenting, and analysing art works, including integrated art works/productions, and identify various opportunities to pursue artistic endeavours outside the classroom.

Foundations

1. Terminology: demonstrate an understanding of, and use proper terminology when referring to, elements, principles, and other key concepts related to various arts disciplines;
2. Contexts and Influences: demonstrate an understanding of symbols and themes associated with art works produced by various cultures, and describe past and present influences on various arts disciplines;
3. Conventions and Responsible Practices: demonstrate an understanding of conventions and responsible practices associated with various arts disciplines, and apply these practices when creating, presenting, and experiencing art works;

Resources Required:

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- A scanner, smart phone camera, or similar device to upload handwritten or hand-drawn work

- A digital video camera, a web camera, or similar device to record and upload video recordings

- A computer microphone, smart phone microphone, or similar device to record and upload audio recordings

- Drawing materials such as pencils, paint, pastels for a variety of visual art activities

- Room to move about when planning a short dramatic presentation and experimenting with some dance steps

- Ability to interview a local artist

Teaching and Learning Strategies

Education in the arts involves students intellectually, emotionally, socially, and physically stimulating a wide variety of learning styles and increasing a student's learning potential. Hands-on materials and activities challenge students to move from the concrete to the abstract. The arts can be enjoyable and fulfilling, but they are also intellectually rigorous disciplines involving the use of complex symbols to communicate. Arts education provides a way of perceiving, interpreting, organizing, and questioning. Through the arts, we can record, celebrate, and pass on to future generations the personal and collective stories, values, and traditions that make us unique as Canadians.

The arts broaden young minds and exalt our spirits; they help us understand what it is that makes us human by validating our commonalities and celebrating our differences – which is so important in a multicultural society like Canada. Artistic expression involves clarifying and restructuring personal experience. It engages students in perception, production, and reflection. Learning in, through, and about the arts involves using the mind, body, heart, and soul to achieve intellectual, social, emotional, and spiritual well-being.

Students will be engaged in reading, writing, viewing and identifying images, watching some drama and dance performances, writing a script, making journal entries, performing a dramatic presentation, listening to music, planning dance steps, accessing print and internet resources, and using self and peer assessments as well engaging in class discussions. Students will have to develop an understanding of the new content and then make their own efforts to apply it.

Assessment and Evaluation Strategies

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the

Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our Assessment, Evaluation, and Reporting Policy.

Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

Program Planning Considerations
Students with Special Needs Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas. In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the

online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

English Language Learners

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

Environmental Education

Christian Virtual School operates with 5 cores values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educations, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

Equity and Inclusive Education

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

Financial Literacy Education

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

The Role of Information and Communication Technology

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

Career Education

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

Health and Safety

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.