

Course Profile

Comprehensive Arts

Grade 9
Open

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

Public District School Board Writing Team - Comprehensive Arts

Lead Board

Upper Canada District School Board
Management Team: Eleanor Newman
Brenda King
Dorothy Stewart
Dona Cruickshank

Course Profile Writing Team

Co-ordinating Partners

Ron Dodson, Avon Maitland DSB
Susan Selby, Durham DSB
Daryl Ouellette, Upper Canada DSB
B.J. Reid, Upper Canada DSB

Andy Ringlet, Renfrew County DSB
Marg Stewart, Limestone DSB
Helen Beck, Hastings & Prince Edward DSB
Kit Rankin, Halton DSB
Anne Clifton, Halton DSB

Contributors

Peter Mansell, Steve Russell, Nancy Fader, Dave Hurley, Sue Brooks

Course Overview

Comprehensive Arts Grade 9

Identifying Information:

School:
Department:
District:
Course Title: Comprehensive Arts Grade 9
Grade: Nine **Course Type:** Open
Ministry Course Code: ALC10
Credit Value: One

Course Developers:
Ron Dodson, Avon Maitland DSB (Project Leader)
Daryl Ouellette, Upper Canada DSB
B.J. Reid, Upper Canada DSB
Susan Selby, Durham DSB
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Course Revisor(s):
Revision Date:

Description/Rationale

This course integrates three or more of the arts (dance, dramatic arts, music, visual arts) and examines the similarities and differences among these disciplines. Students will learn specialized arts vocabulary while investigating traditional concepts, stylistic elements and principles unique to the various arts, as well as applications of new technologies.

Unit Titles (Time and Sequence)

Unit #1	Starting to Make Connections	25 hours
Unit #2	History, Culture and the Arts	12.5 hours
Unit #3	Integrating the Arts	30 hours
Unit #4	The Role of the Arts in Contemporary Society	12.5 hours
Unit #5	Focused Learning in the Arts	30 hours

Unit Organization

Unit #1: Starting to Make Connections

Time: 25 hours

Description:

In this unit, students will create a work by applying concepts and techniques which are specific to each arts discipline. Students will use the creative process to produce artworks that demonstrate innovative connections among the arts. Students will demonstrate the ability to conduct a step-by-step critical analysis of their own work and that of others. Students will describe and express orally and in writing, the elements and principles of the arts found in their own work and that of others.

Strands: Theory, Creation, Analysis
Overall Expectations: LTV.01X, LCV.02X, 04X, LAV.01X
Specific Expectations: LT1.01X, 02X, 03X, 07X, LC1.01X, 02X, 03X, 04X, 10X, LA1.01X, 03X

Unit #2: History, Culture and the Arts

Time: 12.5 hours

Description:

In this unit, students will create works in all arts areas by applying techniques specific to each and artworks that demonstrate innovative connections among the arts. Students will demonstrate the ability to conduct a step-by-step critical analysis of their own work and that of others. Students will demonstrate an understanding of cultural characteristics that distinguish an individual's and/or community's artistic identity and the socio-economic function of the arts. Students will describe, orally and in writing, the elements and principles of the arts found in their own work and that of others.

Strands: Theory, Creation, Analysis
Overall Expectations: LTV.01X, 02X, LCV.04X, LAV.01X, 02X, 03X,
Specific Expectations: LT1.04X, 06X, 07X, LC1.07X, LA1.03X, 04X, 05X, 06X, 07X, 08X

Unit #3: Integrating the Arts

Time: 30 hours

Description:

In this unit, students will create works in all arts areas by applying techniques specific to each and concepts common to all arts areas and create works by using technologies and new technological information. Students will use the creative process to produce artworks that demonstrate innovative connections among the arts. Students will demonstrate the ability to conduct a step-by-step critical analysis of their own work and that of others. Students will demonstrate an understanding of cultural characteristics that distinguish an individual's and/or community's artistic identity. Students will describe, orally, visually and in writing, the elements and principles of the arts found in their own work and that of others. Students will demonstrate an understanding of common health and safety practices while working in the various arts disciplines.

Strands: Theory, Creation, Analysis
Overall Expectations: LTV.01X, 03X, LCV.01X, 03X, 04X, LAV.01X, 02X,

Specific Expectations: LT1.02X, 03X, 04X, 05X, 07X, 09X, LC1.02X, 04X, 05X, 06X, LCV.08X, LC1.09X, 10X, LA1.01X, 02X, 03X, 12X, 13X

Unit #4: The Role of the Arts in Contemporary Society

Time: 12.5 hours

Description:

In this unit, students will create works in all arts areas by applying techniques specific to each. Students will explain the socio-economic function of the arts. Students will demonstrate an understanding of cultural characteristics that distinguish an individual's and/or community's artistic identity. Students will describe the similarities and differences among careers in the arts and arts-related fields. Students will demonstrate an understanding of common health and safety practices while working in the various arts disciplines.

Strands: Theory, Creation, Analysis
Overall Expectations: LTV.03X, LCV.02X, LAV.02X, 03X, 04X
Specific Expectations: LT1.08X, 09X, LC1.07X, LA1.04X, 05X, 07X, 09X, 10X, 11X

Unit #5: Focused Learning in the Arts

Time: 30 hours

Description:

In this unit, students will focus on a single arts discipline, creating a work(s) by applying artistic concepts, by applying specific techniques and using technologies and new technological information. Students will use the creative process to produce artworks that demonstrate innovative connections among the arts. Students will demonstrate the ability to conduct a step-by-step critical analysis of their own work and that of others and an understanding of cultural characteristics that distinguish an individual's and/or community's artistic identity. Students will describe, orally, visually and in writing, the elements and principles of the arts found in their own work and that of others. Students will demonstrate an understanding of common health and safety practices while working in the various arts disciplines.

Strands: Theory, Creation, Analysis
Overall Expectations: LTV.01X, 03X, LCV.01X, 02X, 03X, 04X, LAV.01X, 02X
Specific Expectation: LT1.03X, 04X, 05X, 07X, 09X, LC1.01X, 02X, 03X, 05X, 06X, 08X, 09X, 10X, LA1.01X, 03X, 12X

Course Notes

- This course is based on the Ministry of Education and Training's requirement of 110 hours.
- The time-frames suggested for each unit and activity are flexible and depend upon various factors such as the experience and interest of the students and teacher(s), resources and physical space.
- In Grade 9, the teacher should consider using the term "**movement**" rather than "**dance**" when talking with students to lower the possible anxieties of some groups of students. The techniques and strategies used in this course profile are the building blocks of all dance forms and are purposely designed to be low-threat, effective and true to the integrity of dance as an arts discipline.
- While developing this course, significant consideration has been given to the variations in school organizations across the province, including the availability of subject specialists. The course has been written for the non-specialist; significant modifications should be made by a

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- specialist teacher when choosing materials, activities and assessment/evaluation techniques, assuming that the Overall and Specific Learning Expectations are still met.
- The developers recognize that for some students, ALC10 may be the only arts course which they take in secondary school to fulfill graduation requirements. Therefore, this course has been aligned with the elementary program, the full-semester Grade 9 courses in all four arts disciplines, and the entry expectations for Grade 10 arts courses.
 - Teachers of ALC10 should consider **enhancements and extensions**, using appropriate available technologies and other cross-curricular applications. This is particularly important when teaching students who have been identified as “gifted.”
 - The developers have planned the course with a deliberate flow of knowledge and skills; changing the order of the units will significantly change the learning attained and may not satisfy the Overall Expectations and Specific Expectations.
 - Whenever the term “critique” is used, the teacher should be very careful to emphasize its positive nature, especially when applying self and peer evaluation.
 - Teachers must teach students a core of safe practices in health and safety in all art forms.
 - Respect **MUST** be paid to the varied cultural, economic, gender and social makeup of the class. When a teacher plans activities which appreciate and honour those differences among class members, the expectations are easier to meet.
 - Teachers should use as many Canadian resources as possible.
 - Teachers should be aware of the valuable contributions to a student's overall experience in the arts given through co-operative education, work experience, technology and the community as a resource for the student and teacher. These areas must be integral to the success of the overall program, and therefore the student.
 - The teacher must ensure that teaching violence prevention is included when appropriate in the classroom setting.
 - Whenever possible, teachers should make reference to the historical, artistic and social contexts in which artists create. For example, Wassily Kandinsky’s paintings were greatly influenced by jazz music.

Teaching/Learning Strategies

- whole-group direct instruction
- individual one-on-one
- small groups
- jigsaw groups
- brainstorming
- other strategies as appropriate, determined by the teacher

Assessment/Evaluation

- rubrics
- performances/presentations
- student planning worksheets
- journals
- checklists
- student-teacher conferences
- observations and anecdotal information
- Aesthetic Critique completion sheet
- Venn diagrams
- peer evaluation
- critique

Resource Summary

There are many resources available for arts teachers in Ontario. In addition to universities and colleges which offer courses for teachers, the arts subject associations (CODE: Council of Drama and Dance in Education, OSEA: Ontario Society for Education through Art, OMEA: Ontario Music Educators Association, AECO: Arts Education Council of Ontario) are invaluable resources. Other institutions, such as the Ontario Arts Council, local arts councils and provincial service organizations (such as the Canadian Music Centre), offer a great deal to teachers and students. Software, CD-ROMs and Internet access are also very helpful. Please see the Course Appendices and Course Resources for specific applications to ALC10. At all times, but especially when selecting resources, the teacher must ensure that students receive inclusive, bias-free teaching.

OSS Policy Application

This course has been developed to assist in the implementation of *The Ontario Curriculum, Grades 9 and 10, 1999*. In using this material, teachers and administrators must take careful note of the applicable sections of:

- *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999, OSS, Section 4, 5, 5, 7*
- *Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*
- *The Ontario Curriculum, Grades 9 and 10: The Arts, 1999*
- *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*

Assessment and Evaluation of Program

At the end of the course, various methods of assessing and evaluating the program should be undertaken. They may include:

- ongoing assessment of student learning, cross-referenced with the Overall and Specific Expectations
- teacher discussions with students, other arts staff members and administration
- checklists of critical program components
- anecdotal and incidental information
- refer to “*The Ontario Curriculum, Grades 9 & 10: Program Planning and Assessment (1999)*”

**Coded Expectations:
Comprehensive Arts, Open Grade 9**

Theory

Overall Expectations

LTV.01X

- describe, orally and in writing, the elements and principles of the arts found in their own work and that of others;

LTV.02X

- explain the historical context and style of particular artworks/art forms;

LTV.03X

- demonstrate an understanding of common practices (e.g. health and safety) while working in the various arts areas.

Specific Expectations

LT1.01X

- identify the elements and principles common to all the arts (e.g., space, time, form, contrast, unity, variety, movement, balance);

LT1.02X

- demonstrate an understanding of arts elements that are specific to each of the arts (e.g., line to visual art, melody to music);

LT1.03X

- demonstrate an understanding of the use of elements and principles in various artworks of their own and others;

LT1.04X

- identify how historical, theoretical, and technical change (e.g. increased physical facility and technical ability) have contributed to the development of the arts;

LT1.05X

- describe and document the development and impact of technology in the arts;

LT1.06X

- identify, research, and describe historical and stylistic links within the arts (e.g. Baroque style in visual arts and music);

LT1.07X

- explain how chosen techniques used in works and productions communicate mood and message;

LT1.08X

- identify moral and legal ramifications in arts production (e.g. copyright and plagiarism);

LT1.09X

- explain the physical and environmental implications of artistic endeavour (e.g. body image, physical and muscular stresses, disposal of hazardous waste).

Creation

Overall Expectations

LCV.01X

- create a work by applying concepts common to all arts areas;

LCV.02X

- create works in all arts areas by applying techniques specific to each;

LCV.03X

- create works by using technologies and new technological information;

LCV.04X

- use the creative process to produce artworks that demonstrate innovative connections among the arts.

Specific Expectations**LC1.01X**

- create works in one of the arts by applying elements and principles found in all the arts (e.g. space and rhythm in dance, line and repetition in music, dynamics and contrasts in drama, and form and movement in visual arts);

LC1.02X

- demonstrate the ability to apply techniques and technologies common to two or more arts (e.g. computer-aided design/composition);

LC1.03X

- modify elements (e.g. line, form, colour, texture, dynamics, time, space) of a work to change its effect (i.e., change dynamics in a piece of music);

LC1.04X

- create an artwork/production that combines materials and techniques from various art forms;

LC1.05X

- communicate a specific message, using appropriate materials, techniques, and technologies;

LC1.06X

- create a group of works in at least three of the arts by applying a theme (e.g. "Folklore in the Arts");

LC1.07X

- research Canadian artists whose work incorporates more than one art form (e.g. Michael Snow);

LC1.08X

- create a multimedia art piece by applying available technologies;

LC1.09X

- document the creative process through blocking, choreographic notes, sketches, and musical outlines;

LC1.10X

- apply and document the use of improvisation in all the arts.

Analysis**Overall Expectations****LAV.01X**

- demonstrate the ability to conduct a step-by-step critical analysis of their own work and that of others;

LAV.02X

- demonstrate an understanding of cultural characteristics that distinguish an individual's and/or community's artistic identity;

LAV.03X

- explain the socio-economic function of the arts;

LAV.04X

- describe similarities and differences among careers in the arts and arts-related fields.

Specific Expectations

LA1.01X

- apply the process of critical analysis (initial reaction, description, analysis, interpretation, and judgement) to selected works and productions;

LA1.02X

- document perceptual differences within a group of students when applying critical analysis;

LA1.03X

- use appropriately language specific to each of the arts when doing critical analysis (e.g. the language of sculpture or the language of photography);

LA1.04X

- identify, research, and describe arts resources within the community in cooperation with local artists;

LA1.05X

- demonstrate an understanding of the traditions and values reflected in personal artworks;

LA1.06X

- identify cultural symbols within artworks (e.g. by examining a type of architecture);

LA1.07X

- explain how a culture's social and economic priorities influence the arts and arts production;

LA1.08X

- explain how a culture expresses its identity through the arts (e.g. through drawing, song, dance, drama);

LA1.09X

- identify career possibilities in arts management, promotion, distribution, and so on, specific to all the arts;

LA1.10X

- identify several careers that reflect the individual student's interest;

LA1.11X

- describe skills and aptitudes required for specific careers in the arts (e.g. conductor, choreographer);

LA1.12X

- demonstrate the ability to manage an artistic project using computer software;

LA1.13X

- analyze artworks in one arts area to identify connections with other art forms (e.g. images, themes, materials, procedures, borrowed from another art form).