

Canterbury High School
Ottawa-Carleton District School Board
Literary Arts Department
2010 / 11 – Course Outline

Course Title: GRADE 9 Comprehensive Arts, Open
Course Code: ALC 10
Prerequisite: n/a

Grade Level: 9
Credit Value: 1

Course Overview 110 hours

This course examines the similarities and differences between dramatic arts, music and visual arts. Students will learn a specialized arts vocabulary, investigate traditional concepts, stylistic elements, and principles unique to the various arts, as well as apply these principles to writing.

The arts nourish the imagination and develop a sense of beauty, while providing unique ways for students to gain insights into the world around them. . . Students who aspire to be writers. . . are not the only ones who can benefit from study of the arts. In arts courses, students develop their ability to reason and to think critically as well as creatively. They develop their communication and collaborative skills, as well as skills in using different forms of technology. Through studying various works of art, they deepen their appreciation of diverse perspectives and develop the ability to approach others with openness and flexibility. They also learn to approach issues and present ideas in new ways, to teach and persuade, to entertain, and to make designs with attention to aesthetic considerations. . . All the arts reflect historical periods and cultural values.

One art form can be used as a stimulus for creating another. . . One art form can be an extension of another. Subject matter from any course in the arts can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. This interdisciplinary course will allow students to be involved in artistic expression, which involves clarifying and restructuring personal experience. It engages students in perception, production, and reflection. This reflection will be communicated in writing, using various genres, giving the students the opportunity to explore various kinds of expression. Writing will be an important, but not the sole, medium for this expression. However, while the students will experiment with media, writing will be the medium which is used consistently throughout the course, weaving all the strands together (The Ontario Curriculum Grades 9 & 10: The Arts [1999]).

This group of students is congregated; they are taking this course and grade 9 English together, and in the same setting. They are auditioned students, expected to work at an accelerated level. They will work with a peer group over the four year program. They have already demonstrated their ability to develop strongly in the craft of their choice. They have made a commitment to be dedicated to their art and the extra challenges which will be involved.

Strands:

Theory:

- describe, orally and in writing, the elements and principles of the arts found in their own work and that of others;
- explain the historical context and style of particular artworks/art forms;
- demonstrate an understanding of common practices (e.g., health and safety) while working in the various arts areas.
- demonstrate an understanding of cultural characteristics that distinguish an individual's and/or community's artistic identity;
- explain the socio-economic function of the arts;
- describe similarities and differences among careers in the arts and arts-related fields.

Creation:

- create a work by applying concepts common to all arts areas;
- create works in all arts areas by applying techniques specific to each;
- create works by using technologies and new technological information;
- use the creative process to produce artworks that demonstrate innovative connections among the arts.

Analysis:

- demonstrate an understanding of music history and its cultural context;
- demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation, and judgment);
- demonstrate an understanding of the effects of music education on themselves and their peers;
- demonstrate an understanding of the function of music in society;
- describe how art can imitate life, with an emphasis on writing as an art form
- demonstrate an understanding that the function of art may vary from culture to culture.
- use critical analysis to examine expression in student and professional artworks;
- demonstrate the ability to conduct a step-by-step critical analysis of their own work and that of others;

Units of Study

- The writer's habits: daily writing practice
- Writing to describe
- Reading as a writer (logging and active reading)
- Fiction writing (short stories)
- Poetry (experimenting with form)
- Non-fiction and persuasive writing
- Writing for the stage

Dramatic Arts

- interpreting scripted work (Shakespeare)
- speech
- scriptwriting

Music

- guest artist(s) (**option**)
- sound poem
- integration of music and poetry

Visual Arts

- written response (option)
- collaboration with visual arts class (option)
- 2-D image making (photo/print) (option)

- paper and/or book making (option)
- pop-up/movable parts book (option)
- calligraphy and illumination (option)

Teaching Strategies

A diversity of teaching strategies are used based on class interest, individual needs, student strengths, proven learning theory, and best practices. For example: daily writing practice, workshopping, discussions, and lectures.

Assessment and Evaluation Strategies

- written and oral feedback is given to the students
- the rubric for personal writing and the rubric for creative writing are used as feedback tools
- students are encouraged to revise their work incorporating teacher and peer feedback

Determination of Final Grade

70% of the grade will be based on evaluations conducted throughout the course.

- *The 70% mark will include evaluations of the four categories (Knowledge/ Understanding, Thinking/Inquiry, Communication and Application).*

30% of the final grade in all courses will be based on a final evaluation that will be administered at or towards the end of the course.

- *The summative evaluation process will allow the student to fully demonstrate the key course expectations across the four Achievement Chart categories.*

Evaluation Summary

Evaluation will be based on the four categories as follows:

Knowledge and Understanding	17.5%	Communication	17.5%
Thinking/Inquiry	17.5%	Application	17.5%

70% of the grade will be based on evaluations conducted throughout the course.

30% of the grade will be based on a summative evaluation.