



The Course Design Tool is intended to support visual arts educators in designing courses based on *Grades 9 to 12 Visual Arts: Manitoba Curriculum Framework*.

**Note:** It is important to download this document, save it on your own digital device, and complete it using Adobe Acrobat.

Course Title	Full credit = 1.0 (110 hours) Half credit = .5 (55 hours)	Grade(s)	Code ( <a href="#">Subject Table Handbook</a> )
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### 3C Model (Community of Learners, Contexts, and Curriculum)

Visual arts learning design in Manitoba is flexible in response to varying approaches to curriculum implementation and to diverse communities of learners and contexts. The components of the 3C Model—Community of Learners, Contexts, and Curriculum—are essential for course design:

- **Community of learners:** Characteristics of classroom learners (e.g., student identity, interests, strengths, prior knowledge, prior experience, needs, challenges)
- **Contexts:**
  - **Learning contexts** (e.g., big idea, inquiry question, complex task or problem, theme of interest to student or group, universal theme, artistic text, artist, style) and **learning connections** (e.g., other arts curricula, other subject areas, intercultural competencies, Indigenous perspectives, information and communication technology, sustainable development, social justice)
  - **School, divisional, and community contexts** (e.g., school and divisional priorities, physical environment, social environment, available technology, available scheduling, resources, artists)
- **Curriculum:** The Visual Arts Curriculum Framework

### Course Description

Describe the visual arts course and the components of the 3C Model (community of learners, contexts, and curriculum).

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# RECURSIVE LEARNINGS

Course design is based on the 13 recursive learnings found in the four interconnected essential learning areas represented as wings in the visual arts butterfly graphic organizer: Making, Creating, Connecting, and Responding.

Use the spaces below to customize and detail the recursive learnings for specific course contexts.

Click on the curriculum codes to link to the recursive learnings, enacted learnings, and inquiry questions.

## The learner develops language and practices for making visual art.

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[VA-M1 \(p. 22\)](#)

The learner develops competencies for using elements and principles of artistic design in a variety of contexts.

[VA-M2 \(p. 24\)](#)

The learner develops competencies for using visual art media, tools, techniques, and processes in a variety of contexts.

[VA-M3 \(p. 26\)](#)

The learner develops skills in observation and depiction.



## MAKING (VA-M)

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## The learner develops understandings about the significance of the visual arts by making connections to various times, places, social groups, and cultures.

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[VA-C1 \(p. 38\)](#)

The learner develops understandings about people and practices in the visual arts.

[VA-C2 \(p. 40\)](#)

The learner develops understandings about the influence and impact of the visual arts.

[VA-C3 \(p. 42\)](#)

The learner develops understandings about the roles, purposes, and meanings of the visual arts.



## CONNECTING (VA-C)

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# RECURSIVE LEARNINGS (continued)

Course design is based on the 13 recursive learnings found in the four interconnected essential learning areas represented as wings in the visual arts butterfly graphic organizer: Making, Creating, Connecting, and Responding.

Use the spaces below to customize and detail the recursive learnings for specific course contexts.

Click on the curriculum codes to link to the recursive learnings, enacted learnings, and inquiry questions.

## The learner generates, develops, and communicates ideas for creating visual art.

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[VA-CR1 \(p. 30\)](#)

The learner generates and uses ideas from a variety of sources for creating visual art.

[VA-CR2 \(p. 32\)](#)

The learner develops original artworks, integrating ideas and art elements, principles, and media.

[VA-CR3 \(p. 34\)](#)

The learner revises, refines, and shares ideas and original artworks.

## CREATING (VA-CR)



## The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

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[VA-R1 \(p. 46\)](#)

The learner generates initial reactions to visual arts experiences.

[VA-R2 \(p. 48\)](#)

The learner critically observes and describes visual arts experiences.

[VA-R3 \(p. 50\)](#)

The learner analyzes and interprets visual arts experiences.

[VA-R4 \(p. 52\)](#)

The learner applies new understandings about visual arts to construct identity and to act in transformative ways.

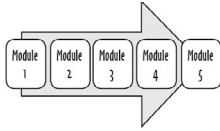
## RESPONDING (VA-R)



# COURSE ORGANIZATION

Each visual arts course is organized around the four essential learning areas. To enact the recursive learnings, the course can be structured in a variety of ways:

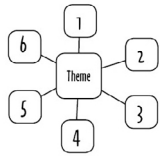
Modules



Units



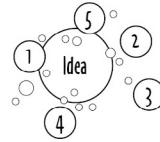
Themes



Inquiry questions



Big ideas



Other(s)

## Resources

- Human resources (e.g., artists, guests, Elders)
- Community resources
- Print text sources (e.g., books, newspapers, scores, brochures)
- Multimedia (e.g., applications, software, videos, audio, photos, webpages)
- Artmaking materials
- Music instruments
- Costumes, props, sets, space
- Technology (e.g., interactive whiteboard, sound equipment, projector, document camera)

Describe the structure of the course.

Describe the course resources.

# ASSESSMENT

Quality assessment involves targeting recursive learnings and using a range of established and co-constructed criteria to indicate successful achievement of the targeted recursive learnings.

## Purposes

Classroom assessment is used for various purposes:

<ul style="list-style-type: none"><li>assessment <b>for</b> learning (enables teachers to determine next steps to support learning growth)</li></ul>	Formative
<ul style="list-style-type: none"><li>assessment <b>as</b> learning (students critically reflect on their own learning for learning growth)</li></ul>	
<ul style="list-style-type: none"><li>assessment <b>of</b> learning (achievement of targeted visual arts learnings evidenced by students' best, most recent efforts and consistent patterns of authentic learning over time)</li></ul>	Summative

## Tools

A range of assessment tools are used for both formative (**for** and **as** learning) and summative (**of** learning) assessment. These tools include observations, conversations, and products. Assessment **for** learning enables teachers to adjust teaching and plan next steps for teaching and learning. Assessment **as** learning enables learners to reflect critically on their learning and on personal learning strategies to support learning growth. When students are able to apply new understandings in a variety of authentic contexts and over time, teachers use a variety of evidence from observations, conversations, and products to provide summative assessment (**of** learning) and evaluation of targeted visual arts learnings.

Examples:

Focused questions	Reflective journals
Observations	Self-assessment
Learning conversations or interviews	Peer assessment
Demonstrations, presentations, performances (written, visual, or oral)	Multimedia (applications, software, videos, audio, pictures)
Student work/products/compositions	Portfolios
Learning logs (listening, observation, exploration, reflection)	Anecdotal records
Projects	Surveys
Rubrics	Entry and exit slips
	Quizzes, tests, checklists
	Other(s)

How will visual arts learning be assessed for each essential learning area?

Consider the following questions:

1. What are the assessment goals related to the 13 recursive learnings that inform this course design?
2. Which assessment tools, processes, and strategies will be used?
3. How will visual arts learning growth be evaluated using the three learning dimensions (breadth, depth, and transformation) and the accompanying signposts? (See [Appendix](#) in the Visual Arts Curriculum Framework.)

# REFLECTION AND NOTES

## COPYRIGHT INFORMATION

For copyright information, refer to the following resources.

### **Manitoba Education and Training**

- *Administration and Implementation Guide for Grades 9 to 12 Arts Education* (see [Copyright and Arts Education](#))

### **The Council of Ministers of Education, Canada (CMEC)**

- *Copyright Information for Teachers*  
[www.cmec.ca/466/Programs-and-Initiatives/Copyright/Copyright-Information-for-Teachers/index.html](http://www.cmec.ca/466/Programs-and-Initiatives/Copyright/Copyright-Information-for-Teachers/index.html)
- *Copyright Matters! Some Key Questions and Answers for Teachers*  
[www.cmec.ca/140/Programs-and-Initiatives/Copyright/Copyright-Matters-/index.html](http://www.cmec.ca/140/Programs-and-Initiatives/Copyright/Copyright-Matters-/index.html)