

LITERARY AND ARTISTIC STUDIES 11 (2 credits)

Description

In Literary and Artistic Studies 11 (required), students will discover a variety of texts and works from different eras, cultures, styles, and genres. Students will develop their ability to analyze, interpret, and evaluate in order to appreciate the formal and aesthetic qualities of a work. By studying a range of authors and artists, students will acquire a general culture that will contribute to the development of their Francophone identity. In addition, the course will broaden their horizons as citizens of the world.

The following are possible focus areas in Literary and Artistic Studies 11:

- literary genres: play, novel and short story, essay, poetry and song, speech
- 19th century artistic movements: romanticism, realism, naturalism, symbolism
- art forms: sculpture, painting, drawing, music, dramatic arts (mime, theatre, dance, circus), architecture, culinary expression

BIG IDEAS

Language is a tool we can use to explore ourselves, others, and the world, and to construct profound meaning.

Linguistic precision helps develop critical and creative thinking.

Understanding the form of a text makes it possible to appreciate its aesthetic and meaning.

Literary and artistic works reflect Francophone culture and history, as shaped by the perception of the author.

A text is inevitably linked to the time and space in which it was **created** and in which it is consumed.

Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Understand, compare, and make connections between themes and cultural references in French-language texts • Synthesize ideas conveyed in a text • Challenge a text from a personal perspective • Consider the diversity and richness of the context to analyze the message conveyed in Francophone and other texts • Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs • Analyze the symbolism or aesthetic references in a text in order to better grasp the text's meaning • Analyze the effects of language, structure, technique, and style on the audience • Evaluate the relevance and value of the information presented in multiple sources <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Respect the writing process in order to communicate effectively • Justify arguments while taking into account different perspectives • Behave ethically when communicating 	<p><i>Students are expected to know and understand the following, using a variety of texts and works from a broad range of literary genres and artistic movements:</i></p> <ul style="list-style-type: none"> • text organization <ul style="list-style-type: none"> – the structure and genre of a text • literary elements <ul style="list-style-type: none"> – rhetoric – stylistic devices – elements of analysis • strategies <ul style="list-style-type: none"> – taking a position – writing techniques – the writing process – implied versus stated – the communication model – memorization strategies – citation techniques – protocols for using First Peoples stories

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Use grammar, syntax, punctuation, and a language register suited to the communicative intention • React to a question or problem statement in a creative or critical manner 	<ul style="list-style-type: none"> • language elements <ul style="list-style-type: none"> – connotation and denotation – language registers – syntax and vocabulary – types of discourse • elements to enrich a text <ul style="list-style-type: none"> – colourful language – visuals

Big Ideas – Elaborations

Grade 11

- **created:** narrative context and production context

Curricular Competencies – Elaborations

Grade 11

- **diversity:** ethnic, cultural, linguistic, sexual, religious, social, economic, gender identity, gender expression
- **context:** cultural, social, historic, economic, political, religious, philosophical

Content – Elaborations

Grade 11

- **variety:** literary texts and works from at least two different eras, places, and genres
- **literary genres:** play, novel and short story, essay, poetry, song, speech
- **artistic movements:** romanticism, realism, naturalism, symbolism
- **structure:** manner and order in which ideas are organized
- **elements of analysis:** time frame, spatial framework, narrative techniques (focus, perspective, narrative), character, writer, and audience
- **writing techniques:** stylistic, lexical, grammatical, and syntactic
- **writing process:** planning (organizing ideas, aiming for consistency, efficiency, logic, and a clear flow of ideas), drafting, revising, writing, editing, publication
- **memorization strategies:** master the content and its presentation in order to maintain visual contact with the audience; refer to a proverb, a work of art, a famous quote, a film
- **citation techniques:** paraphrasing, citation, bibliography
- **protocols for using First Peoples stories:** First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
- **types of discourse:** narrative, descriptive, explanatory, argumentative