

GERALDTON COMPOSITE HIGH SCHOOL
2017-2018
ALC 10 – Grade 9 Integrated Arts (Drama) – COURSE OUTLINE

Teacher: Mr. S. Wilson

September 2017 –February 2018

September 2017

Dear Parent/Guardian:

I am your child's teacher for the Grade Nine drama component of the ALC10 – Grade 9 Integrated Arts course. Students are in visual arts for half of the semester, splitting the other half with Drama. The course is a hands-on introduction to visual art tools and studio projects. It's a great opportunity to build creative thinking and problem-solving! I wanted to make you aware of some classroom and school-wide policies. I have included some day-to-day housekeeping issues below so that you are aware of my expectations. Please take the time to go over this course outline with your son or daughter to ensure they understand the requirements outlined below.

The majority of work for this class will take place in the art room. As such, it is important that all students attend class regularly to ensure that there is time to complete assignments before moving on. Since the art portion is only half a semester, (about nine weeks!) we move fairly quickly.

Students are expected to be on time for class, ready for the day's work. Students may be counseled as to the importance of being on time for class, may serve detentions and will be required to catch up on missing work. In addition, classroom privileges may be removed.

The first Progress Report will be in October followed by a Parent's Night. At this time I will indicate how your child's progress is in each of the four Achievement Categories by providing them with a level along with a report on Learning Skills.

The Midterm Report Card will be sent home in mid-November, which will be comprised of a mark, along with another report on Learning Skills. The second Progress Report will follow in mid-December.

If you have any questions at all during the semester regarding your son or daughter's progress, please feel free to call me at the school at 854-0130. I am very interested in keeping parents/guardians informed of their child's progress.

In addition I invite you and your child to regularly visit the class website, www.wilsonteacher.ca to find copies of assignments, a calendar and resources to assist with the course.

Thank you in advance for your cooperation.

My Email: swilson@sgdsb.on.ca

Mr. S. Wilson.

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Curriculum Policy: The Ontario Curriculum: The Arts, Grades 9 & 10 2010

Prerequisite: None

Credit Value: 1.0

Texts/Materials:

1. Multiple reference texts are used by students but will remain in the classroom at all times

Rationale:

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.

Overview of Course:

The following is a list of study areas in this course and the overall expectations that students should achieve by the end of this course.

1. Creating and Presenting

- **The Creative Process:** apply the creative process to create a variety of drama works, individually and/or collaboratively;
- **The Elements and Principles:** apply elements and principles to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- **Production and Presentation:** produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

2. Reflecting, Responding, and Analyzing

- **The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- **Art, Society, and Values:** demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;
- **Connections Beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and describe various opportunities related to visual arts.

3. Foundations

- **Terminology:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- **Conventions and Techniques:** demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- **Responsible Practices:** demonstrate an understanding of responsible practices related to visual arts.

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UNITS:

Introduction to Elements & Principles	Students will learn about the elements and principles of art and design, which are the basic building blocks of art. Students will experiment with a variety of media to produce small studio projects in this unit.
Drawing & Sketching	This unit focuses on drawing techniques. The culminating task is a two-point perspective drawing that incorporates shading, measurement, and design elements
Painting Techniques	We will explore various paint media, focusing on acrylic and watercolour. Students will create a number of studio pieces before creating a final project
Print-Making	Relief print-making will be the focus of this unit. Students will create a design and then produce a series of three prints
Sculpture	The class will learn basic sculpture techniques and terms before creating a final piece
Culminating Activities	Students will complete the course by producing and performing a culminating project.

*****NOTE: Units and assignments may change without notice*****

EVALUATION:

Final Grade – Based on the most consistent level of achievement in the term work (70%) plus the results of the final evaluation (30%). Students will be evaluated on the four areas of learning:

Term Work	Weight	Final Assessment	Weight
Studio Work - Knowledge/Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)	15	Knowledge/Understanding	5
Studio Work - Thinking – The use of critical and creative thinking skills and/or processes	15	Thinking	5
Studio Work - Communication – The conveying of meaning through various forms	10	Communication	5
Studio Work - Application – The use of knowledge and skills to make connections within and between various contexts	30	Application	15
	70%		30%

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls below the provincial standard. The student demonstrates specified knowledge and skills with limited effectiveness

Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specific knowledge and skills with some effectiveness

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness

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Late Assignment Policy: Students are expected to submit assignments in a timely manner. Each assignment will have a list of criteria and expectations that need to be met as well as a final due date. Students will be given sufficient time to complete assignments. An assignment not submitted may result in a mark of zero (0). Alternative arrangements may be provided for the evaluation of the expectation(s). For major assignments, after considering circumstances, mark deductions may be imposed, but will not affect the Level of Achievement earned on the assignment submitted for evaluation.

LEARNING SKILLS:

The Ontario Ministry of Education outlines learning skills that students are evaluating on throughout the year.

Learning Skill	Explanation
Responsibility	The student: <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	The student: <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

This evaluation will be in the form of a letter designation as follows: E=Excellent G=Good S=Satisfactory N=Needs Improvement

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Specific Expectations:

- **Preparedness.** Students are expected to maintain an organized binder and notes. Students are also expected to be on time for class with all required materials and pens, ready for the day's work. Students may be responsible for making up time lost due to lateness in the form of detentions. Students who are habitually late will have classroom privileges revoked.
- **Absences.** A student returning to class after any absence is expected to have an admit slip issued by the attendance office prior to the start of class. Exceptions are given due to school-related events, no buses due to weather or absences authorized by an outslip.
- **Respect for Materials/Art Work.** Intentional misuse of any art material or the willful damage to any other student's art work will not be tolerated. Consequences include no longer being allowed to use school materials and/or removal from the class.
- **Students who miss class are expected to get that day's assignment from another student or the teacher on their own.** If you know that you are going to be away, let me know in advance to avoid problems.
- **Plagiarism.** Familiarize yourself with the school's Plagiarism Policy. I do check student work on a regular basis and plagiarism will at the very least result in a zero on a plagiarized assignment *even if it is just one paragraph!*
- **General Rules.** Follow Student Handbook / GCHS Student Code of Conduct.

I look forward to a productive and good term for all of us. If you have any questions at all during the semester regarding the course or your progress, please feel free to call me at the school at 854-0130 or make an appointment to see me.

You are encouraged to regularly visit the class website at www.wilsonteacher.ca for extra copies of assignments, useful links and contact information should you need assistance on course work outside of class time.

Sincerely,

Mr. S. Wilson