

GERALDTON COMPOSITE HIGH SCHOOL
Fall 2017
Visual Art, AVI30 (Grade 11) – COURSE OUTLINE

Curriculum Policy: The Ontario Curriculum: The Arts, 2010

Prerequisite: None

Credit Value: 1.0

Texts/Materials:

1. The Annotated Mona Lisa by C. Strickland
2. Other Texts provided in Art Room
3. Students are encouraged to purchase a set of drawing pencils (HB, 2B, 4B), a pencil sharpener, white eraser and ruler for art activities. Other supplies will be provided.

Rationale:

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

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 art works, individually and/or collaboratively;
- **The Elements and Principles of Design:** apply elements and principles of design 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:

Unit	Specific Expectation	Culminating Task
Understanding Art	A1.1, A2.1, A3.1, A3.2, B1.1, B1.2, B1.3, B1.4, B2.1, B2.3, B3.1, B3.2, B3.3, C1.1, C1.2, C1.3, C2.1, C3.1, C3.2	Non-objective line painting (acrylic techniques) -Art in Our World -Elements – line, colour, texture, shape, form, value, space -Gesture/Contour drawings (people/objects) / colour wheel / colour scheme study / creating visual textures (various items (brick, etc.) -Principles – balance, movement, proportion, variety, emphasis, harmony, and unity -Composition – organization/use of elements and principles/format, etc. -Creating and Presenting -Finding Ideas -The Creative Process -Documenting the Creative Process
Drawing Techniques	A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2, B1.1, B1.2, B1.4, C1.1, C1.2, C1.3, C2.1, C2.2, C3.1, C3.2	Still Life with a variety of objects Creating a Self-Portrait - How we perceive shape, form, and space - How artists create shapes and forms in space - Drawing/shading techniques – variety of objects - Figure drawing/portrait drawing - Portraying identity
Making Meaning	A1.2, A1.2, A1.3, A2.1, A2.2, A3.1, B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, B2.3, C1.1, C1.2, C1.3, C2.1, C2.2, C3.1, C3.2	Collage – (with initial image/photograph (Jame Ash Poitras) -Applying the Elements and Principles - Reflecting, Responding, Analyzing -Visual Conventions - Reflecting, Responding, Analyzing -Kinds of Meaning - Creating, Presenting -Media and Meaning - Reflecting, Responding, - Creating Erasures
Beginning of Western Art Traditions	A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2, B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, B2.3, C1.1, C1.2, C1.3, C2.1, C2.2, C3.1, C3.2	Pottery – Plaque with high relief -Art, Culture, and Values -Greek and Roman art movement -Pottery techniques / Creative Process
Social Issues	A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.3, B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, B2.3, C1.1, C1.2, C2.1, C2.2, C3.1, C3.2	Printmaking – Art and style of Woodland Artists -Social issues -Printmaking techniques / Creative Process
The Natural Environment	A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A2.2, A3.3, B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, B2.3, C1.1, C1.2, C1.3, C2.1, C2.2	Landscape watercolour painting -Nature study – trees, rocks, etc -Landscape perspective (techniques to study depth) -Landscape artists – Canadian (Group of Seven) / European -Watercolour techniques / Creative Process -Critical Analysis – Reflecting, Responding, Analyzing
Culminating Activity	A1, A2, A3 B1, B2, B3 C1, C2, C3	-In-class written exam -Original Artwork (landscape, still life, etc.) – Creative Process -Critical analysis (historical / contemporary)

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

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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
Knowledge/Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)	10	Knowledge/Understanding (Exam)	5
Thinking – The use of critical and creative thinking skills and/or processes	20	Thinking (Exam)	5
Communication – The conveying of meaning through various forms	10	Communication (Exam)	5
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

Student Responsibilities and Evaluation

Students are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work and submitting work late.

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.

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LEARNING SKILLS:

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

Learning Skill	Sample Behaviour
Responsibility	<p>The student:</p> <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	<p>The student:</p> <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	<p>The student:</p> <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	<p>The student:</p> <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	<p>The student:</p> <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	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; <ul style="list-style-type: none"> • 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.

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This evaluation will be in the form of a letter designation as follows:

E=Excellent **G**=Good **S**=Satisfactory **N**=Needs Improvement

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.
- **Art Supplies/Cleanliness.** Supplies are provided and it is expected that any student using school supplies will do so in a responsible manner. This includes signing out/in materials, properly cleaning them and cleaning the workspace prior to the end of 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. No phones are permitted in the room. No food, drink, hats, or sunglasses are allowed, either. Personal music players may be used during non-instructional time.

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