

COURSE OUTLINE – VISUAL ARTS  
**GRADE 10 (AVI 20)**  
BAYRIDGE SECONDARY

Date: September 2014  
Department: Arts  
Credit Value: 1  
Teacher's email:  
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Teacher: Mrs. Whillans  
Department Head: Ms. Lees  
Prerequisite(s): none  
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### **Policy Documents**

The Ontario Curriculum: The Arts Grades 9 and 10 (2010)  
Ontario Schools Kindergarten to Grade 12 – Policy and Program Requirements (2011)

### **Course Description**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

### **Overall Curriculum Expectations and Summative Tasks**

#### **Strand: Creating and Presenting**

By the end of this course, students will:

- A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;
- A2. 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;
- A3. 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.

#### **Strand: Reflecting, responding and analyzing**

By the end of this course, students will:

- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;
- B3. 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.

#### **Strand: Foundations**

By the end of this course, students will:

- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

### 70% Term Summative Assessment Tasks

Overall Expectations Evaluated	Description of Summative Assessment Task (All assignments will be assessed with a rubric unless otherwise indicated.)	Due Date (student can fill in dates)	Level Achieved (student can track marks)
A1, A2, A3, C1, C2, C3	<b>Portfolio Cover Monogram Design</b> - Incorporating Elements of Art and Design students will create a portfolio cover design that incorporates their monogram and which expresses their personal style.		
A1, A2, A3, C1, C2, C3	<b>Drawing Skills Assignment</b> – Students will use elements of art and design to complete pencil drawings that include: <ul style="list-style-type: none"> <li>✚ Choice of Animal <u>or</u> Still Life Drawings, and</li> <li>✚ Choice of Figure <u>or</u> Portrait Drawings based on a magazine image or photograph.</li> </ul>		
A1, B1, B2, B3, C1, C2	<b>The Big Sell</b> – Students will conduct research on a famous artist/work of art in the history of Art; students will use their research to create a graphic representation of the artwork and complete either a written paper <u>or</u> a presentation to the class.		
A1, A2, A3, B1, B2, B3, C1, C2, C3	<b>Acrylic Painting</b> – Students will demonstrate painting techniques and knowledge of colour theory to paint a colour wheel and an Impressionistic Still Life Painting; students will also complete written ‘Critique’ of their Impressionist-style painting.		
A1, A2, A3, C1, C2, C3	<b>Figure Sculpture</b> – Using <i>Plasticine</i> or <i>Papier Mache</i> over wire form, students will create a sculpture in-the-round of their choice of an animal, human or cartoon figure.		
A1, A2, A3, B1, C1, C2, C3	<b>Multi-Coloured Lino-Block Printmaking</b> – Using safe practices and incorporating elements of art, students will design, carve and then print an edition of multi-coloured prints; students will also complete a Self-Reflection of their work.		

**Note:** The tasks listed above may change over the course of the semester to allow for teachers to respond to evidence of student learning. Students will be notified in advance of any changes to the summative assessment tasks. All summative tasks must be submitted before a credit is granted.

### 30% Final Summative (or culminating) Activities

Overall Expectations Evaluated	Description of Final Summative Assessment Task	Level Achieved
A1, A2, A3, C1, C2, C3	<b>Shadow Box – ‘Window in My Mind’ Design</b> – Students will demonstrate the skills and knowledge learned over the semester by creating a shadowbox/diorama based on a theme of their choice. (20%)	
B1, B2, B3, C1, C2	<b>Portfolio Reflection &amp; Interview</b> – Students will answer questions based on their course artwork both in written form and in an interview with the teacher (10%)	

**Note:** The tasks listed above may change over the course of the semester to allow for teachers to respond to evidence of student learning. Students will be notified in advance of any changes to the final summative tasks. All final summative tasks must be completed before a credit is granted.

**Core Texts:** *Discovering Art History*

**Additional Resources:** *Canadian Art - Building a Heritage*, various visual art texts and ebooks, magazines, web apps and websites.

## **Assessment and Evaluation Overview**

### **1. Learning Skills and Work Habits Achievement:**

Learning skills and work habits are instructed, assessed and evaluated separately from your academic work. You will be assessed frequently on your level of achievement of the following six learning skills and work habits (e.g. through conferences with your teacher; observation during class activities; and completion of assignments where specific learning skills are addressed). Learning skills and work habits will be evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement).

- **Responsibility** (*e.g. fulfils responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour*)
- **Organization** (*e.g. devises and follows a plan 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** (*e.g. 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** (*e.g. accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of other; 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** (*e.g. 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** (*e.g. sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks 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*)

### **2. Achievement of Overall Course Expectations:**

**Diagnostic and Formative Assessment Tasks** will be used throughout the course and may include quizzes, assignments, activities and investigations. Feedback will be used to help students and teachers to determine next steps to achieve the provincial standard on the overall expectations. These assessment tasks will not be used in the determination of grades.

**Summative Assessment Tasks** will usually be administered at or near the end of a period of learning and may include performance tasks, portfolios of student work, and projects, and unit tests. Summative assessment tasks will be used to evaluate student learning in relation to the overall expectations of the course. Evaluation of the summative assessment tasks will be used to determine the term grade and will be worth seventy percent (70%) of the final grade for the course. The mid-term grade will be derived from evaluation of the summative assessment tasks completed up until that point. As students progress through the course, their grades will represent the students' most consistent levels of achievement of overall expectations. Where overall expectations are evaluated more than once during the term, evidence of growth will be considered in determining the final grade.

**Final Summative Tasks** will be administered at or near the end of the course. Thirty percent (30%) of the final grade will be based on the evaluation of final summative tasks in the form of an examination and/or other culminating activities. The tasks will be based on overall expectations from all strands and across the categories of knowledge and understanding, thinking, application and communication.

### **Late or Missing Assignments**

Students are expected to submit assignments by the agreed-upon due dates. It is important that all summative assessment tasks be completed so that there is sufficient evidence of achievement of the overall expectations for a credit to be granted. For this reason, missed due dates will result in action on behalf of the school to collect the missing evidence at the earliest opportunity, in accordance with LDSB procedures included in the student agenda. All final summative tasks must be completed before a credit is granted.

### **Academic Honesty**

Academic honesty is a fundamental cornerstone in student learning. A breach of academic honesty is the theft of intellectual property and is treated with the utmost seriousness. All breaches of academic honesty will be reported to the school administration and a plan of action will be implemented in accordance with LDSB procedures included in the student agenda.

### **Attendance and Punctuality**

Regular attendance and punctuality are expected, as they contribute to success at school and are important requirements in the workplace. It is essential that you contact your teacher when you know you will be absent. Following an absence, it is critical that you work diligently to catch up on missed work. Attendance and punctuality are reported on the provincial report card. Please refer to the student agenda for further details.

### **Teaching and Learning Strategies:**

Visual arts programs focus on studio work and are primarily concerned with exploring the expressive character of what we see and the design of things we use. Within these courses, visual literacy expands into a broader perception – turning seeing into vision, translating reality into symbols and connections, and enhancing all other learning experiences.

### **Education for Exceptional Students:**

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require supports beyond those ordinarily received in the school setting. These needs may be met through accommodations. Accommodations to meet the needs of exceptional students are set out in their Individual Education Plans. In arts education, there are adaptive techniques and technical aids that can assist teachers in meeting the needs of exceptional students as set out in their Individual Education Plan. Some students may require modified visual arts tools or materials, a Braille, a voice synthesizer, a personal amplification system, or computer-assisted instruction.