



Catholic District School Board of Eastern Ontario St. Thomas Aquinas Catholic High School



Discipline Name:	Visual Arts
Course Name:	Visual Arts, Grade 9 Open
Course Code:	AVI 10
Prerequisites:	none
Hours of Instruction:	110 hours
Secondary School Policy:	<i>The Ontario Curriculum Grades 9 and 10, The Arts, 2010.</i>
Credit Value:	1 Credit
Text:	Mittler, Gene & Rosalind Ragans. <i>Exploring Art</i> . Glencoe/McGraw-Hill: New York, 2005.
Course Teacher:	Mr. L. LeTendre
Required Materials:	<ul style="list-style-type: none">• basic school supplies• An art kit containing a hardcover sketchbook, artist quality paint brushes, artist quality watercolour paints, sketching pencil set, paint palette, ruler, mesh bag, and eraser are provided to students by the school. Students will be responsible to bring these supplies to class on a daily basis. These supplies are required to cover the course expectations. Should students misplace or lose these items, they will be responsible to replace them so they may have them for designated course assignments.

Please note that this is a document in progress. The content may be modified, changed and edited on an ongoing basis.

COURSE DESCRIPTION

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical periods, a selection of Canadian art and the art of other cultures. The focus of this course is to engage students and build their confidence and interest level in the visual arts through directed and meaningful studio activities. Approaches to new technologies as another tool in communicating visual ideas, career opportunities in the visual arts and the intrinsic value of the visual arts will be developed through study of the human experience, the environment and everyday life.

CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The shared purpose of this course has been developed to respect the technical skills and proficiencies of the visual arts within a context of celebrating, respecting and affirming the human experience, and the environment as 'gift'. As a Catholic faith community we acknowledge and affirm the uniqueness of each person and the diversity of cultures. We see the visual arts as an opportunity for students to reflect and grow through the process of self-discovery. Students will develop a state of readiness to witness love and respect God's creation. The course will involve activities that focus on a sacramental cosmology where God's presence is found in the ordinary, making it extraordinary. The course allows students to develop attitudes and values that exemplify a community-oriented sociology where human relationships function for the common good through perseverance, discipline, commitment and teamwork.

COURSE EXPECTATIONS

By the end of this course, students will:

A. Creating and Presenting

- 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.

B. Reflecting, Responding, and Analysing

- 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 society in which they were created, and of 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 identify various opportunities related to visual arts.

C. Foundations

- 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 related to visual arts.

COURSE NOTES

- Students will have access to a wide variety of visual, historical, and technical resources to expand their knowledge of the curriculum.
- Health and safety in the classroom must be a priority when dealing with materials, equipment and routines. Students should always inform themselves and follow required procedures when using materials that may pose potential health and safety concerns as well as strict adherence to other information regarding safe storage, handling, and disposal of toxic substances.
- Students should always be conscious of environmental concerns related to the production of fine art, works in applied design, and works in craft and be aware of any potential hazards and how to be responsible when dealing with such materials.
- Portfolio development is an important student assessment tool for visual arts. Students should document their studio development in both technique and expression using portfolios. The presentation portfolio, which showcases the student's best work should be part of an ongoing process of organization, layout decisions, documentation, and revision throughout all units.
- Students are to keep a sketchbook/resource journal to document and evaluate their creative process and studio development in both technique and expression.

HEALTH AND SAFETY

The Art Room is a fun and safe learning environment. However, carelessness with art media and horseplay must be avoided. Certain tools and materials can be harmful if used improperly. Some of these include project knives, print block cutters, paper cutters, scissors, metal quill pen nibs, hot glue gun, blow dryer, wire cutters and various tools such as pliers, snipes, screw drivers, etc. Most of the materials used in the art room are non-toxic. It is however, impossible to make all the art supplies non-toxic. Food and drinks are not to be consumed or brought into the Visual Arts Classroom. The paper cutting boards are not to be used by students. Students not complying with the classroom or school safety procedures may be subject to disciplinary consequences.

UNITS OF STUDY

UNIT 1 INTRODUCTION TO THE WORLD OF ART

Section 1: Art in Your World

- Part 1: What is Art?
- Part 2: Examining Artworks
- Part 3: Artists and Ideas
- Part 4: Understanding Art

UNIT 2 ARTISTIC PERCEPTION

Section 1: The Elements of Art

- Part 1: The Language of Art
- Part 2: Line
- Part 3: Colour
- Part 4: Shape, Form, and Space
- Part 5: Texture

Section 2: The Principles of Art

- Part 1: The Language of Design
- Part 2: Variety, Emphasis, Harmony, and Proportion
- Part 3: Pattern, Movement, and Rhythm
- Part 4: Unity in Art

UNIT 3 ART CRITICISM AND AESTHETICS

Section 1: The Critiquing Process

- Part 1: Describing Works of Art
- Part 2: Analyzing Works of Art
- Part 3: Interpreting Works of Art
- Part 4: Judging Works of Art

UNIT 4 EXPLORING ART MEDIA

Section 1: The Media of Art

Section 2: Drawing

- Part 1: The Art of Drawing (studio assignments)

Section 3: Printmaking

- Part 1: The Art of Printmaking (studio assignments)

Section 4: Painting

- Part 1: The Art of Painting (studio assignments)

Section 5: Sculpture

- Part 1: The Art of Sculpture (an exploration)

Section 6: Architecture

- Part 1: The Art of Designing (studio assignments)

Section 7: Film, Photography, and Digital Art

- Part 1: The Art of Digital Media (an exploration)

UNIT 5 HISTORICAL & CULTURAL CONTEXT

Section 1: Art History and You

- Part 1: Describing – Who, When, and Where
- Part 2: Analyzing Artistic Style
- Part 3: Interpreting Time and Place
- Part 4: Judging Historical Importance
- Part 5: Careers in Art

UNIT 6 IDENTITY: THE ARTIST'S NOTEBOOK (final evaluation – 15% of course mark) (Note: This unit gathers the student's artworks throughout the course to be presented as a portfolio)

Section 1: Visual Thinking Activities (sketchbook)

- a) preliminary drawings
- b) project designs
- c) collection of images
- d) record of notes and ideas
- e) reflections
- f) research/inquiry file

The order and content of the units may be changed at any time at teacher's discretion. Students will be given prior notice of changes within a reasonable time.

UNIT DESCRIPTION

Unit 1: *Introduction to the World of Art*

This introductory unit will allow students to investigate various aspects of the need to create art as a tool to communicate information, tell stories, and record events. Students will develop their perceptual skills, identify avocational and career opportunities in art, and identify characteristics of fine art and applied art. They will understand how artists create artworks based on direct observation, personal experience, and imagination as well as analyze ways international, historical, and political issues influence artworks. Finally, students will be able to discuss how subject, composition, and content relate to works of art.

Unit 2: *Artistic Perception*

In this unit students will learn how works are organized by the principles of design: balance, symmetry, contrast, repetition, emphasis, and unity, and you will learn the elements of art: line, colour, and value, shape and form, texture and perspective or space. Students will learn that developing an understanding of the visual characteristics of artworks, other objects made by humans, nature, and the events people experience requires the use of the senses of sight, smell, sound and touch. The ways in which people perceive are shaped by their individual experiences and the opportunities they have to educate their senses. Students learn to recognize the visual structures and functions of art through the observation, comprehension, and application of composition and design principles. Perceiving and understanding the components of the visual arts requires an awareness and comprehension of the language of the visual arts.

Unit 3: *Art Criticism and Aesthetics*

By analyzing and responding to their own artworks and to those of others will allow students to understand the feelings and ideas expressed in two-dimensional and three-dimensional works of art created by artists of many cultures, place and times. Aesthetic valuing in the visual arts involves analysis of an appreciative response to the intent, purpose and technical proficiency of artworks. Students learn to make sound critical judgments about the quality and success of artworks from their own experiences in and perceptions about the visual arts. They will express their responses through discussion and written forms. Finally, students will identify the various applicable media and techniques that are available to artists when creating art.

Unit 4: *Exploring Art Media*

In this unit, students will demonstrate knowledge of artistic skills in the use of various visual arts media and the technical processes as well as identify visual structures of art, using language appropriate to the visual arts. Students will acknowledge that expression in the visual arts includes the creation and performance of original works of art and involves the interpretation of thoughts, perceptions, and ideas in creating artworks. Students must actively work in these expressive modes to understand and appreciate the visual arts. Students develop visual arts skills and increase their visual arts literacy by using a variety of media and technical processes. Creative expression in the visual arts helps students know themselves better and appreciate their own and others' creativity.

Unit 5: *Historical & Cultural Context*

Through the study of visual arts from a variety of cultures, students gain an understanding and appreciation of the creative expression of people across time and place. They understand the role and social context of the visual arts and artists and the significance of the visual arts within world cultures. Students also understand the historical development of the visual arts in Canada and are able to place their own work in its historical and cultural context. The central theme for this unit is "Cultural Diversity." Students will use art production skills and certain elements and principles of design to explore problems related to drawing, printmaking, and collage. Concepts such as Canadian identity, symbolism, and point of view are explored through studio responses, art history images, and critical analysis/interpretation exercises.

Unit 6: Identity: The Artist's Notebook

Students will address three essential questions in this unit that will evoke thinking and draw closure to many ideas developed throughout the course. Those questions are:

- 1) How do others speak to me through their art work? (context)
- 2) What does my art say about me? (production)
- 3) Why is art important to me? (reflection)

The unit will culminate with students creating a book/portfolio. Students use art production, analysis skills, critical-thinking, and metacognitive skills to consolidate student learning. A combination of the Resource Journal (sketchbook) and previous portfolio works are used as subject matter for the book/portfolio presentation project

EVALUATION OF STUDENT ACHIEVEMENT

Each student will be given a variety of opportunities to demonstrate the extent to which she/he has met the expectations of this course. The final grade will be a percentage, which represents the student's overall achievement of curriculum expectations based on his/her most consistent level of achievement.

70%	Summative assessments throughout the semester
30%	Final assessment including examination

Each student must complete all final assessments in order to receive the credit. One of the goals of any course is the development of work and study skills needed to succeed in the workforce and life. These skills will be monitored throughout the semester and will be recorded on the report card as follows:

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

These apply to the following categories:

Independent Work, Responsibility, Organization, Collaboration, Initiative, Self-Regulation

STUDENT RESPONSIBILITY

Each student is expected to ...

- arrive on time and be prepared with all required materials
- pay attention and stay on task
- complete all assignments
- respect teacher and colleagues
- follow directions
- respect school and classroom policy (e.g., uniforms, behaviour requirements)

ATTENDANCE

Regular attendance is an integral part of learning and evaluation. Students are responsible for all of the material studied in this class. In addition, attendance is part of the evaluation process. When assignments are collected or checked on a day when a student is absent, the due date and mark for that work will be at the discretion of the teacher. The student is required to accompany the late summative assignment with a note from the parent/guardian explaining the absence. If the student is absent for pre-planned group work, his/her mark that day may be zero.

ASSIGNMENTS / TESTS

Students will be given advance notice of major tests, however, minor quizzes may be given at any time. Students are expected to keep up to date on work. Students who fail to hand in a summative assignment on a due date will receive a reduction of marks on a daily basis for up to three consecutive days. Upon the fourth day, a mark of zero will be recorded. Formative assignments are ongoing throughout a unit and will be collected for feedback until the end of the unit.

NOTEBOOK POLICY

It is the student's responsibility to complete all homework and to correct them as we discuss them in class. These will form study notes. Notebooks should contain some kind of organizational structure including titles/headings, dates, and no additional graphics.

The Course Website

A website for this course has been created to assist you in your learning. You can access the website via the St. Thomas Aquinas CHS main webpage at www.sta-russell.com, then follow the "Class Webpages" link and select the desired teacher/course webpage. Links to general history websites and specific web pages will be posted on the course web site. I strongly encourage you to utilize the links posted on the website. The differentiated instructional approaches, interactive exercises and animations, helpful resources can be a powerful aid in clarifying difficult topics.

PLAGIARISM

Plagiarism is the taking of someone else's ideas and presenting them as your own. The rules against this activity are strict and will be treated severely. Anyone caught plagiarizing will receive a mark of zero on the plagiarized assignment.

ELECTRONIC DEVICES

The use of electronic recording devices during class, other than those sanctioned by the course instructor, is strictly prohibited. In particular, video recording devices. School policy dictates that all cell phones, pagers, Blackberry's are to be left in the student's locker. Therefore, no such devices are permitted in the classroom. Possessing any such electronic devices in class may result in a temporary confiscation of the device.