



McCreary School

Visual Arts 40S Course Outline



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Semester: 2 Course Schedule: 8:45 – 12:00pm (Days 2 & 6)

Course Designation: 40S Credit Value: 1.0 credit

Level: Grade 12 Prerequisites: None Course Code: 0283

Course Description:

Visual arts education draws from a broad field of visual arts practices that include drawing, illustration, work in paper, canvas, wood, and other materials, painting, sculpture, architecture, ceramics, installation art, digital art, printmaking, photography, filmmaking and video-making, animation, craft, urban art, media arts and emerging technologies, folk art, textile art, calligraphy, stained glass, jewelry, graffiti, mosaic, graphic art, environmental and industrial art (*Markus et al.; Mittler; National Art Education Association*). These practices offer multiple ways for learners to engage with, connect with, and respond to their world through various approaches and in diverse visual arts education contexts.

Course Outline:

This course offers an overview of visual arts as a foundation for further study. Students will familiarize themselves with the elements and principles of design and the expressive qualities of various materials by working with a range of materials, processes, techniques, and styles.

Students will learn about and use methods of analysis and criticism and will study the characteristics of historical art periods and a selection of Canadian art and the art of other cultures. This is primarily a hands-on course. Be prepared to work hard in class while having fun.

Required Materials:

- ✓ 3" Binder, Loose Leaf, and a Sketch Book
- ✓ Pencils/Pens (both red and blue), HB #10 Pencil
- ✓ Watercolour Paint, Acrylic Paint, various brushes
- ✓ Modelling Clay
- ✓ Pencil Crayons and markers
- ✓ Most of the Art Supplies will be provided by the school, however, it is also suggested that students consider investing in a basic Art Kit that they can use in class and for art projects throughout the year.

** other art supplies may be required depending on the type of projects the students choose. **

Course Purpose and Objectives:

The purpose of the Grade 12 Manitoba Curriculum Visual Arts Framework is to:

- Support, nurture, and inspire the learning growth of all visual arts learners
- Support the novice and inspire the veteran visual arts educator
- Provide direction for learning design, assessment, and evaluation
- Set out the philosophical and pedagogical foundation for visual arts learning
- Present the four essential learning areas of the visual arts curriculum
- Provide guidelines for visual arts education programming and implementation and for course development.

Course Resources:

- Manitoba Curriculum Visual Arts Framework of Outcomes
- The Visual Experience*
- Art Works*
- Various online sources

Course Units:

1. **Elements and Principles of Design** (on-going): Students will learn the fundamentals of line, shape, colour, texture, value and space. They will learn basic compositional rules and gain an understanding of balance and unity in a work of art.
2. **Sketching/Drawing**: Students will demonstrate an understanding of basic drawing skills and concepts through a variety of drawing mediums (pencil, charcoal, pen and ink, pastel) and strategies. The sketchbook will reflect students' personal interests in the form of sketches, clippings, and written entry. Formal sketchbook assignments and project planning should also be included in each student's sketchbook. **The emphasis this year is on the planning of your art pieces with the use of sketching.**
3. **Sculpture**: Students will gain an understanding of working in 3 dimensions through the use of clay and/or other sculpture projects.
4. **Painting**: Students will develop an understanding of materials, basic skills and concepts through colour theory, guided exercises and experimentation . They will utilize acrylic paint as well as watercolour paint techniques.
5. **Printmaking**: Students will develop an understanding of printmaking by advancing from simple printing to experiments with linoleum cut prints (block relief printing) and screen printing. We will only do this unit if time allows.

Expectations: By the end of this course, students will: 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.

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.

Learning Experiences

1. Elements of Art This unit will focus on 7 elements of art, including: colour, line, form, shape, space, texture, and value.
2. Principles of Design This unit will focus on 7 principles of design, including: balance, contrast, emphasis, movement, pattern, rhythm, and unity.
3. Art Mediums & Techniques Students will learn how to use a variety of art mediums and techniques to create unique artworks. Some of the mediums and techniques may include: drawing, painting, sculpture, photography, mixed media, illustration, work in paper, canvas, wood, architecture, ceramics, installation art, digital art, printmaking, filmmaking and videomaking, animation, craft, urban art, media arts and emerging technologies, folk art, textile art, calligraphy, stained glass, jewelry, graffiti, mosaic, graphic art, and environmental and industrial art.

Reflecting, Responding and Analyzing

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.

Cluster Goals

There are four essential learning areas into which we will be focused on during the Visual Arts Course.

1. Making - The learner develops language and practices for making visual art.
2. Creating - The learner generates, develops, and communicates ideas for creating visual art
3. Connecting - The learner develops understandings about the significance of the visual arts by making connections to various times, places, social groups, and cultures.
4. Responding - The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

***All general learning outcomes will be intertwined into each unit throughout the course.*

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Assessment Evaluation:

Responsible Art Practices / Student Learning Skills and Practices – 10%

Course Work- 70%

- A series of 14 different art projects (5% each project)

Final Art Project – 10%

- This project will replace a final exam and will utilize an accumulation of all skills practiced throughout the course.

Analysis, Presentation of Work and Art Portfolio- 10%

- Art Portfolio's
 - Completed Portfolio Design
 - Organization of Projects
- Reflection, Responding, and Analyzing
- Creating and Presenting Artwork
 - Art Exhibition

Course Unit/Schedule:

This course offers an overview of visual arts as a foundation for further study. Students will familiarize themselves with the elements and principles of design and the expressive

Dates	Course Topics/Projects
February	Introduction, Course Outline, Principles & Elements of Design, Art Portfolio's, and Project # 1, Student Work Time
March	Project #2, Principles & Elements of Design
April	Different Medium Study, Project #3, Principles & Elements of Design
May	Artist Modelling, Project #4, Principles & Elements of Design
June	Final Project – Cumulative Assignment

**subject to change depending on class scheduling and interruptions*

Classroom Expectations for Students:

1. Every student is expected to keep a neat, well-organized notebook and portfolio for:

- class notes and handouts
- homework assignments and tests
- project and task materials
- research work (collection of images and source material)

2. Students are expected to be willing and active participants in all course activities. This includes completing all assignments both on time and with sufficient effort and honoring all of their commitments. (Try your best and remain open to new ideas and to use your time in class for reflection and exploration!)

3. Students will contribute to a positive learning environment by:

- arriving in class on time and either taking their seat or going directly to work.
- bringing *sketchbook, notebook, and pencils to every class.*
- working quietly and staying on-task at all times.
- Being respectful to others and respecting their property: The art room is a place where all students should feel safe and respected for who they are. Art is an expression of the self that should reflect who we truly are. This cannot happen in a classroom where there is judgment, or hostility.
- always practicing safe work habits and reporting unsafe or hazardous situations to the teacher.
- cleaning up the art room and putting everything away before they leave the class in an orderly and safe manner – part of your final mark will reflect your care for your peers and the classroom.
- Respect and care for the planet. As artists we have a duty to care for the materials that we use (paper, paints etc.) to avoid waste. We also should be mindful of the effects on the environment of disposing of materials (*ie. Paint and other materials down the sink*).

More Classroom Expectations:

- Students are expected to arrive for class on time and prepared (with all required materials).
- If a student must be absent from class, prior notice should be given, and any missed work must be completed immediately after the student returns to class. It is the student's responsibility to ensure all missed work is completed.
- All assignments are to be completed to the best of the student's ability. Substandard work will not be accepted, and the student will be required to redo the assignment properly.
- This is high school art course and students are expected to behave as responsible young adults. As principal duties may require my absence from class on occasion, students are expected to be able to work independently and with limited supervision. This includes being self-sufficient on occasions where I am unable to attend the start of class or am called away during scheduled class time.

Cell Phone Policy:

Cell phones are not to be used in class unless it is specifically at the direction of the teacher and only used for schoolwork.

- The use of cellphones and other electronic devices is permitted for reference and research purposes **only**.
- Proper use of devices during class time includes:
 - Work related research for images, research for art history and/or artists, listening to music (when appropriate), writing an assignment and looking for potential inspiration.
- Beyond these reasons, use of devices during instruction or work periods is not permitted. Consistent abuse of cellphone use in the classroom, after multiple warnings, could result in a ban of a student's cellphone in class.

Plagiarism/Cheating Policy:

The school handbook outlines the expectations in regards to academic dishonesty (If at any time you are unsure about an assignment it is the student's responsibility to ask for clarification), attendance and the use of technology.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to hand in assignments on the due date. Late assignments will only be accepted by the teacher's discretion. It is up to the student to communicate with the teacher if they cannot complete the assignment on the expected due date. Continual tardiness may result in a loss of marks.