



## McCreary School

# Visual Arts 45S Course Outline

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Semester: 1      Course Schedule: 1:00 to 2:12pm (Days 2, 4 & 6)

Course Designation: 45S      Credit Value: 0.5 half credit

Level: Grade 12      Prerequisites: None      Course Code: 0274

### 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.

### Course Purpose and Objectives:

The purpose of Grades 9 to 12 Visual Arts: 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

## Required Materials:

- ✓ Binder, Loose Leaf, Pencils/Pens (both red and blue), 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 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.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.

**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

**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.

**6.Art History:** Students will demonstrate knowledge of the early art history timeline (prehistoric, Egyptian, Greek Roman art, Medieval art and the Art of the Renaissance) In addition, students will research and identify visual characteristics and themes found in Canadian Art, Contemporary art and in the artwork of other cultures. In many cases, art history will be interwoven throughout each studio assignment.

**7.Sketchbook** (on-going): 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.

## Learning Experiences

1. Elements of Art this unit will focus on 7 elements of art, including: color, line, form, shape, space, texture, and value.

2. 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.

3. Principles of Design This unit will focus on 7 principles of design, including: balance, contrast, emphasis, movement, pattern, rhythm, and unity.

4. Art History – This will focus on how art expresses the culture of different peoples and times. We will look at world art from early cave paintings to contemporary performance pieces.

### **Learning Skills and Work Habits Assessment:**

The development of learning skills and work habits is an integral part of student learning. These skills are:

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

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self- reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the scale.

### **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%**

#### **Final Project – 20%**

#### **Course Work- 60%**

- o A series of 5 different art projects/units (12% each project)

#### **Analysis, Presentation of Work and Art Portfolio- 10%**

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

### **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.

Students are also expected to be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher; understand that there will be consequences for not completing assignments for evaluation and/ or for submitting those assignments late; use class time productively; in extenuating circumstances, request an extension from the teacher before the due date. *Mark deductions for late and missed assignments may apply.*

**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.

**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***

<b>Dates</b>	<b>Course Topics/Projects</b>
<i>September</i>	Introduction, Course Outline, Principles & Elements of Design, Art Portfolio's, and Project #1, Student Work Time, Art History, Class Discussion, Different Medium Study
<i>October</i>	Artist Modelling, Project #2 & 3, Principles & Elements of Design
<i>November</i>	Guest Artist, Project #3 & 4, Principles & Elements of Design Art Appreciation
<i>December</i>	Project #4 & 5, Principles & Elements of Design Artist Study, and Field Trip if time permits
<i>January</i>	Summarization of Art Principles, Art Showcase / Display, Principles & Elements of Design, Final Art Project

*\*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!)

### **Classroom Expectations ' Continued':**

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*).
- 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.

### **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.

1st offence- The student will receive a zero (0) on the assignment. A phone call/email will be sent to the parent/guardian.

2nd offence- A letter will also be sent home to the parent/guardian. The parent/guardian must sign the letter and return it to the school. The student will receive a zero (0) on the assignment.

3rd offence- The student will receive a zero (0) on their assignment and they will be referred to the principle for further disciplinary action. A meeting will need to be arranged with the parent/guardian to address the severity of this issue.