Visual Arts 20S
Credit Value: 1.0 credit

McCreary School | Course Code: 0274 | Grade 10 | Semesters 1 & 2

Teacher: Ms. Emberly
jemberly@trsd.ca
(204) 835-2083
Room 8

Prerequisites – There are no prerequisites for this course.

Purpose and Objectives of the Course
The purpose of Grades 9 to 12 Visual Arts: Manitoba Curriculum Framework (the 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 foundations 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 Description
Visual arts education draws from a broad field of visual arts practices that may 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, and other forms that are not yet known, envisioned, or articulated. 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.

Resources

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

Required Materials

- Blue pens, red pen, highlighter
- Paper (either a notebook or looseleaf in a binder)
- Pencil crayons / markers

Classroom Rules and Expectations
All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

General Learning Outcomes
Student learning will be based on the general learning outcomes, specific learning outcomes, enduring understandings and essential questions, which include:

Making
- The learner develops understanding of and facility with language and practices for making visual art.

Creating
- The learner generates, develops, and communicates ideas for creating visual art.

Connecting
- The learner develops understandings about the significance of visual arts by connecting art to diverse contexts.

Responding
- The learner develops and uses critical reflection and thinking for visual art learning.

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

Summary of Visual Arts – Core Concepts
Elements of Art This unit will focus on 7 elements of art, including: color, line, form, shape, space, texture, and value.
Principles of Design This unit will focus on 7 principles of design, including: balance, contrast, emphasis, movement, pattern, rhythm, and unity.
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 video-making, 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.

Thematic Units	Approximate Time Allotments / Schedule Unit Grade Weights
Unit 1: What is Art? **Possible Assignments:** ➢ Journal Reflection: Art Buyer 100% **Assignments may change throughout the course to accommodate student need.	Sept. 7 – Sept. 10 5% of Course Grade
Unit 2: How Should We Look at Art? **Possible Assignments:** ➢ Journal Reflection: Art Analysis 100% **Assignments may change throughout the course to accommodate student need.	Sept. 13 - 24 5% of Course Grade
Unit 3: Landscape Doodle **Elements of Art: Line, Color, Value, Space** **Principles of Design: Rhythm, Repetition, Pattern** **Assignment:** **Landscape Doodle** 75% **Reflection** 25% **Assignments may change throughout the course to accommodate student need.	Sept. 27 – Oct. 15 10% of Course Grade
Unit 4: Word Art **Elements of Art: Line, Color** **Principle of Design: Emphasis** **Assignment:** **Dictionary Word Art** 75% **Reflection** 25% **Assignments may change throughout the course to accommodate student need.	Oct. 18 – Nov. 12 10% of Course Grade
Unit 5: Texture **Element of Art: Texture** **Assignment:** **Texture Painting** 75% **Reflection** 25%	Nov. 15 – Dec. 22 10% of Course Grade

**Assignments may change throughout the course to accommodate student need.	
Unit 6: Shape and Form **Elements of Art: Shape, Form** **Principle of Design: Movement** **Assignment:** **Family Sculpture** 75% **Reflection** 25% **Assignments may change throughout the course to accommodate student need.	Jan. 3 - 28 10% of Course Grade
Unit 7: Ceiling Tile **Principles of Design: Unity, Balance** **Assignment:** **Ceiling Tile Painting** 75% **Reflection** 25% **Assignments may change throughout the course to accommodate student need.	Jan. 31 – Feb. 25 10% of Course Grade
Unit 8: Principles of Design **Possible Assignments:** **Art Works:** (Students will create one art work) 75% ➢ Movement in a Comic Strip ➢ Balance Collage ➢ Seasonal Collage ➢ Mixed Media Umbrella ➢ Pointillism **Reflection** 25% **Assignments may change throughout the course to accommodate student need.	Feb. 28 – Mar. 25 10% of Course Grade
Unit 9: 2D Media **Possible Assignments:** **Art Works:** (Students will create one art work) 75% ➢ Photo Montage **Reflection** 25% **Assignments may change throughout the course to accommodate student need.	Apr. 4 - 29 10% of Course Grade
Unit 10: 3D Media	May 2 - 20

Possible Assignments: **Art Works:** (Students will create one art work) 75% ➢ Clay Sculpture ➢ River Stone Garden ➢ Photo Structure ➢ Totem Pole ➢ Architectural Collage ➢ Chair Painting **Reflection** 25% **Assignments may change throughout the course to accommodate student need.	10% of Course Grade **Thematic Units total 70% of overall course mark
Final Unit – Cumulative Project For the final project students will have to create a unique and novel work of art that incorporates at least 3 elements of design and 3 elements of art, as proven through a reflective journal. Art Work 75% Reflection 25%	May 23 – Jun. 17 **Final project totals 30% of overall course mark

Academic Assessment
Students will be assessed through both formative and summative assessment. Ongoing feedback will be provided throughout the course. Evaluation will be based on daily activities, assignments, and reflections, as well as summative unit projects. Tools used for assessment will be based on rubrics outlining specific criteria for each assignment. More detailed information for the weighting / mark breakdown is available in the chart above. Students will be marked on a percentage basis. There will not be a final exam for this course. In the case of a failing mark, it will be at the teacher's discretion to allow the student the option to re-do the assignment.

Mark Breakdown / Course Weighting
Unit Work / Projects 70%
Final Project 30%

Academic Integrity and Honesty
Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero** and their parents will be notified.

Incomplete Work / Late Assignments / Homework Policy
Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, developed in accordance with the Provincial Assessment Policy.
The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments

2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of **zero**.

Student Support and Attendance Policy

The teacher will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

Personal Management Skills

- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

Active Participation in Learning

- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

Social Responsibility

- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

This course outline may be subject to change based on the teacher's discretion.

Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Student's Name: _____

Student's Signature: _____ Date: _____

Parent's Name: _____

Parent's Signature: _____ Date: _____