

# Visual Arts 11 Outline

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Visual Arts 11 is intended to develop independence, creativity, technical skills, and your understanding of visual culture. These skills will be developed through a variety of processes including drawing, painting, sculpture, digital manipulation, art history, class critiques and reflective practice.

Students will do a variety of projects that will give them an opportunity to develop skills, think critically, and express themselves creatively and an increased awareness of self and artistic self expression and be aware of the artistic expression of others and respond to it.

## Required school supplies

Sketch book – 9x12, drawing pencils (HB,2B,4B,6B), a kneadable eraser and a Tuff Stuff eraser (looks like a pen), scissors and a glue stick. A kit is available in the school store for \$20. Additional equipment and supplies are available in the art room in order to meet the learning requirement of the Visual Arts curriculum.

## Course evaluation

**80% Term work**

**20% Final project** (last 3 weeks of the semester)

## Project evaluation

Both the term work and the final exam are broken down by General Curriculum Outcomes

**40% Creating, Making, and Presenting:** Technical skills for drawing, painting, printmaking, and clay

**20% Creating, Making, and Presenting:** Composition and design

**15% Understanding and connecting contexts of time, place, and community** (art history work, art issues, clean up)

**25% Perceiving, reflecting and responding** (planning, creativity work, feedback to other students)



## Major Projects

- Textural drawing
- Sculpted clay portraiture
- Linoleum block printing
- Acrylic painting
- Final project (your choice of medium)

## Art Policies

In Art class your work has to meet the following minimum standards in order to be accepted for evaluation. Your artwork MUST...

- not be able to be interpreted as showing the following in a positive light: racism, sexism, homophobia, drug, alcohol or cigarette use, unnecessary violence
- be made of materials that respect health and safety. (for example: no food, spray paint, paint markers, ...)
- be based on your own observation or idea, or on an existing idea that you have heavily modified.
- be created using non-'elementary school' materials (for example: no sparkles, cotton batting, popsicle sticks, ...)
- be able to be completely made at school during class time. I will be in my class nearly every day after school and at lunch.
- Cell phones and electronic devices can be used for listening to music, research, and photographic references. All devices should be off and earbuds removed during instruction and group discussions.

## Miscellaneous

**Fire drills.** Don't clean up. Leave immediately, head down the main stairs and meet on the main sidewalk leading to the front entrance to the school.

**If you are late,** please enter the room and quietly find a seat.

**If an assignment is going to be late** please let me know. Yes, you are going to have extra time (I do not take marks off for lateness), but if we have a conversation it will be less stressful for both of us. The artroom is open nearly every day at lunch or after school for student to complete work.

**Homework and in-class work habits.** I design my lessons so that students do not need to do homework if they use their class time well. However, in order to do very well, it will take additional time in the art room outside class time. Students who use their class time ineffectively will be moved temporarily or permanently elsewhere in the classroom.

**Handing in assignments must be done directly to me.** Leaving your work in the classroom, on my desk, or with a substitute teacher does not work.

**Mark updates** will happen frequently. Keep an eye on PowerSchool, but I will occasionally give you updates. I will let you know if you are in danger of failing, and we will create a plan together to help get you out of trouble.

## **General Curriculum Outcomes**

### **Creating, Making and Presenting**

- Explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.
- Create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- This will be evaluated in projects such as: hands on learning exercises, and the Elements of Art and the Principles of Design

### **Understanding and Connecting Contexts of Time, Place, and Community**

- Demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Respect the contributions to the arts of individual and cultural groups in local and global contexts, and value the arts as a record human experiences and expression.
- Examine the relationships among the arts, societies, and environment.
- This will be evaluated in projects such as: art criticism/appreciation projects, research project on art/artist of different culture/s, creating/writing about art based on social/ethical issues

### **Perceiving, Reflecting, and Responding**

- Apply critical thinking and problem-solving strategies to reflect on and respond to their own and other's expressive work.
- Understand the role of technologies in creating and responding to expressive works.
- Analyse the relationship between artistic intent and expressive works.
- This will be evaluated through: discussing/writing about/critiquing art work, self-reflection and goal-setting