



Glendale Secondary School

Arts Department

Course Outline 2017

AVI4M1- Visual Arts



TEACHER: Mr. Ireland

PREREQUISITE: AVI3M1

HOURS: 11

CREDIT VALUE: 1

DEPARTMENT HEAD: Mr. S. Ireland

TEXTBOOK: Readings, As Provided

REQUIRED MATERIALS: Pen, Pencil, Markers, & requested materials as required.

GUIDELINE: The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (revised)

All reading resources will be provided without charge. The student is responsible for returning any requested resources in reasonable condition. The student will be charged for lost or damaged resources.

COURSE DESCRIPTION:

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

STRANDS and OVERALL EXPECTATIONS:

CREATING & 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.

REFLECTING, ANALYSING, & RESPONDING

- 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 describe various opportunities related to visual arts.

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.

THE PRIMARY PURPOSE OF ASSESSMENT & EVALUATION IS TO IMPROVE STUDENT LEARNING

ASSESSMENT

The process of assessing student learning is continuous and on-going. Teachers use information gathered through assessments to provide feedback for students, to guide instruction and develop individual learning goals for students. This is assessment *for* learning. Students use this feedback to continuously improve their achievement and set individual learning goals. This is assessment *as* learning. Information from assessments informs the teacher's professional judgment, but is not used in determining the student's level of achievement.

EVALUATION

Evaluation is the process of determining a level of student achievement of the Overall Expectations for a course, which is recorded as a mid-term or final grade on a report card.

Students will be given numerous and varied opportunities to demonstrate their achievement of the Overall Expectations across the four categories of achievement (Knowledge & Understanding, Thinking, Communication and Application). Evidence of student achievement of the Overall Expectations is collected over time from three different sources - observations, conversations and student products.

To be successful students **must demonstrate achievement of EACH of the Overall Expectations** for the course. If a student is missing evidence of achievement of one or more of the Overall Expectations then the teacher will determine a lower limit.

In determining a report card grade teachers use their professional judgment to interpret the evidence of student achievement, which reflects the student's most consistent level of achievement with special considerations given to the more recent evidence.

The final grade is determined by the following breakdown:

70 % - evaluations made at the end of units throughout the semester.

30% - final demonstrations of learning (culminating activities and/or final examinations)

REPORT CARDS

Student progress is reported at 3 times during the semester.

Interim Report - October and March. Reports on student Learning Skills and Work Habits with next steps for improvement.

Mid-term Report Card - November and April. Reports on student achievement of the Overall Expectations to date. **Incomplete achievement** is reflected on Mid-term Report Cards, but replaced when learning has been demonstrated.

Final Report Card - February and July. Reports on student achievement of all of the Overall Expectations.

ACADEMIC HONESTY

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students.

Intentional academic dishonesty will result in disciplinary consequences. Teachers and parents should support students in striving for excellence and producing work with integrity.

ATTENDANCE AND LEARNING SKILLS

There is a direct link between good attendance and success at school. Students are expected to attend classes regularly and on time. Evidence of student achievement is gathered during classes through observations and learning conversations.

Learning Skills play an important role in a student's level of achievement. Students will be assessed on the following learning skills: responsibility, works independently, collaboration, initiative, and self-regulation.

CELL PHONES/PERSONAL ELECTRONIC DEVICES

Teachers will determine when personal electronic devices, including cell phones, will be used as instructional tools/supports. At other times these devices (with the exception of electronic translators) are not to be used and must be turned off and be stored away. Consequences for inappropriate use of these devices may include removal of the device from the learning environment.

MARK CALCULATION BREAKDOWN:

Creating 20%: The Creative Process (Creation Stages) & The Elements & Principles of Design
Presenting 10%: The Creative Process (Presentation Stages), Production & Presentation Of Artistic Works
Reflecting, Analysing, Responding 20%: The Critical Analysis Process, Understanding Art & Society & Values, & Connections Beyond Classroom (Careers)
Foundations 20%: Concepts & Terminology, Contexts & Influences, Responsible Practices (Safety)
Artistic Works Presentation 20%: Creating, Presenting, & Foundational Work
Culminating Reflection & Foundational Assessment 10%: Foundations, Reflecting, Analysing, & Responding to Artistic Works



SCHOOL WIDE SUPPORTS

<ul style="list-style-type: none">☺ Student Support Team (formerly know as Learning Resource)<ul style="list-style-type: none">o In-class helpo Test and exam supporto Alternate learning environment☺ English Language Learner Support Team<ul style="list-style-type: none">o Lunch-time helpo Test and exam support☺ Math lunch-time help☺ Math Homework Help - on-line support	<ul style="list-style-type: none">☺ Information via school website @ http://schools.hwdsb.on.ca/glendale/☺ School wide access to password protected wireless network<ul style="list-style-type: none">o Access to on-line resources☺ Literacy Coaching☺ Literacy @ Lunch☺ Learning Commons @ Lunch☺ Paper and electronic calendars☺ Teacher/department Lunch-time/before/after school help
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I am aware of the course expectations and the policies and supports put in place for the student to be successful.

Student's Name: _____

Teacher's Name: Mr. S. Ireland
Email: sireland@hwdsb.on.ca

Contact #: 905-560-7343 x522
Email Is The Preferred Method Of Contact

Department Head: Mr. S. Ireland
Email: sireland@hwdsb.on.ca

Contact #: 905-560-7343 ext:522

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent/ Guardian Comments: