



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	Visual Arts	Course Code:	AVI 101
Course Type:	Grade 9 Open	Credit Value:	1.0
Teachers(s):	Ms. A Fong Mr. A Chisholm		

Course Description:

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative process, and critical analysis process, to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf>

Course Overall Expectations:

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CREATING AND PRESENTING	<p>A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;</p> <p>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;</p> <p>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.</p>
REFLECTING, RESPONDING, AND ANALYSING	<p>B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;</p> <p>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;</p> <p>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.</p>
FOUNDATIONS	<p>C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;</p> <p>C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;</p> <p>C3. Responsible Practices: demonstrate an understanding of responsible practices related to visual arts.</p>

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 and Evaluation Categories and Weights:

Achievement Chart Categories

Achievement Category	Percentage
Knowledge/Understanding	30
Thinking/Inquiry	15
Communication	15
Application	40

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70
Final Evaluation • ISP • Exam	20 10

Unit Overview	Assessment and Evaluation Methods (may include major evaluations)
Drawing *review of elements & principles of design *advanced drawing techniques *introduction to Pre-Historic Art *sketchbook exercises * proposal for & creation of one major narrative drawing	*critique *test, essay and / or quiz
3D *ceramic techniques - coil building *introduction to reliquaries *introduction to Greek art *proposal for and production of a ceramic vessel	*critique and / or quiz *test, essay and / or quiz
Painting *colour theory *theories of composition *painting techniques *introduction to the Group Of seven *sketchbook exercises * proposal for & creation of one major abstract painting	*critique *gallery curatorship *test, essay and / or quiz
Printmaking * Introduction to reduction lino techniques * Introduction to Egyptian art * proposal for and creation of a series of stencil prints	*critique *test, essay and / or quiz
Course Culminating Activity / Independent Study Completion of one major art piece referring specifically to skills acquired during the course, where students engage in all aspects of the design process including: proposal, research, preparatory work, production and critique	*sketchbook work *proposal *creation *reflection
Final Exam: papers covering unit material including art history and knowledge of art techniques/vocabularies	

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

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 following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are 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 to major assignments only.

References: *TVDSB Assessment & Evaluation Policy*, September 2011; *Growing Success – Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.

Student Planner and School Web site