



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	Visual Arts	Course Code:	AVI 3M1
Course Type:	Grade 11 University / College Preparation	Credit Value:	1.0
Teachers(s):	Mr. A Chisholm		

<p>Course Description:</p> <p>This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.</p> <p>Prerequisite: AVI-101, AVI-201 or AWF-201</p> <p>http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf</p>

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 the 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 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 both social and personal values;</p> <p>B3. Connections Beyond the Classroom: demonstrate an understanding of and analyse the requirements for a variety of 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)

Evaluation/Weighting of Marks:

Achievement Chart Categories

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

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

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
<p>Perception, Reality and Rebirth</p> <ul style="list-style-type: none"> *introduction to drawing *review of elements & principles of design *advanced drawing techniques *introduction to The Renaissance *investigation of classical idealism in art making 	<ul style="list-style-type: none"> *exercises in form/content *art history research and multi-media presentation *paper or tests*sketchbook exercises *proposal for and creation of one major narrative drawing *critique / quiz
<p>Defining Times?</p> <ul style="list-style-type: none"> *introduction to Northern Renaissance etching/ printing *introduction to linear perspective *introduction to the role of the church and the state in art 	<ul style="list-style-type: none"> *sketchbook exercises *production of series of mono-prints or intaglio *paper or tests *critique / quiz
<p>Juxtapositions and Arrangements</p> <ul style="list-style-type: none"> *introduction to Mannerism *introduction to the art of portrait painting *advanced colour theory *watercolour techniques 	<ul style="list-style-type: none"> *plan, proposal of and creation of one major portrait painting *paper, tests, critique and / or quiz *gallery curatorship *sketchbook exercises
<p>The Art of Interpretation / Sculpture</p> <ul style="list-style-type: none"> *Introduction to Baroque (a study of contrasts) *investigation and exploration of historical art viewing *introduction to Rococo 	<ul style="list-style-type: none"> *plan and proposal and creation of a sculpture / or a combine using non-traditional surface *paper, tests, critique / quiz *sketchbook exercises
<p>Course Culminating Activity/Independent Study</p> <ul style="list-style-type: none"> *planning and production of a work based on personal interests and skills acquired during the course, Including all aspects of the design process: proposal, research, preparatory work, production and critique *proposals include an art historical reference 	<ul style="list-style-type: none"> *proposal *documented research and preparation *creation *reflection
<p>Final Exam: papers and tests</p>	

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