



**COURSE OUTLINE 2019-2020**

Course Name:	<b>Industrial Design</b>	Course Code:	<b>AWF 20</b>
Course Type:	<b>Grade 10 Open</b>	Credit Value:	<b>1.0</b>
Teachers(s):	<b>Anne Fong</b>		

**Course Description:**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. Emphasis will be given to the design process and the metacognition of creativity and innovation.

Prerequisite: None, however AVI 10 is highly suggested

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

**Course Overall Expectations:**

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<b>CREATING AND PRESENTING</b>	<p><b>A1. The Creative Process:</b> apply the creative process to create a variety of art works, individually and/or collaboratively;</p> <p><b>A2. The Elements and Principles of Design:</b> 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><b>A3. Production and Presentation:</b> 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>
<b>REFLECTING, RESPONDING, AND ANALYSING</b>	<p><b>B1. The Critical Analysis Process:</b> demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;</p> <p><b>B2. Art, Society, and Values:</b> 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><b>B3. Connections Beyond the Classroom:</b> demonstrate an understanding of the types of knowledge and skills developed in visual arts, and describe various opportunities related to visual arts.</p>
<b>FOUNDATIONS</b>	<p><b>C1. Terminology:</b> demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;</p> <p><b>C2. Conventions and Techniques:</b> demonstrate an understanding of conventions and techniques used in the creation of visual art works;</p> <p><b>C3. Responsible Practices:</b> demonstrate an understanding of responsible practices related to visual arts.</p>

**Assessment and Evaluation Strategies:**

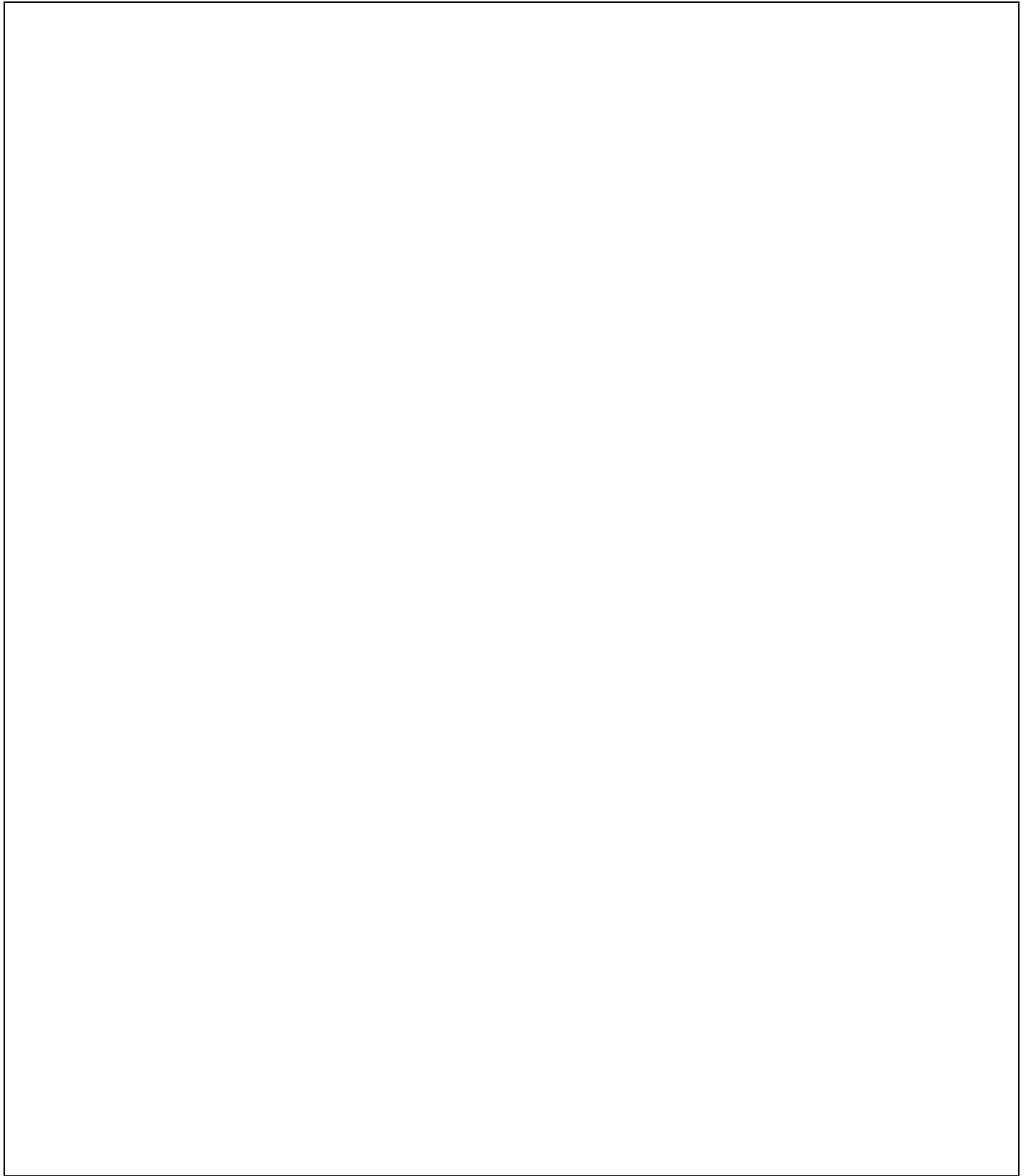
The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they 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:**

<b>Achievement Chart Categories</b>	
<b>Achievement Category</b>	<b>Percentage</b>
<b>Knowledge/Understanding</b>	<b>30</b>
<b>Thinking/Inquiry</b>	<b>15</b>
<b>Communication</b>	<b>15</b>
<b>Application</b>	<b>40</b>

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

<b>Unit Overview</b>	<b>Assessment and Evaluation Methods (May include major evaluations)</b>
<b>Introduction to Design</b> * the Design Process * Creativity and Innovation * the Elements and Principles of Art	* sketchbook process * collaborative work * print-making * class critique
<b>Corporate Identity</b> * Personal Stationary * Principles of Graphic Composition * Manipulation of images using software	* sketchbook process * production of series of computer generated compositions * production of collection of personalized stationery * class critique
<b>Illustration</b> <b>LP Cover</b> * Analysis of Design and Composition * Experimentation with Illustration techniques * Preparation of LP Cover Design	* sketchbook processes * formal analysis * production of a number of proposals for illustration in variety of media * complete mock-up of re-designed LP cover * class critique
<b>Interior Design</b> * Research historical background of Verner Panton * Research contemporary interior design * Create proposal for integrated architectural and interior design * Build scale model of interior and furniture	* sketchbook process * preparation of a mood board (multi-media) * drawn proposals for a number of interior designs * scale model (multi media) * class critique
<b>Culminating Activity</b> * Culminating activity or ISP takes place during the final four weeks of classes * The subject is announced at that time * Focus will be on the Process of Designing and application of basic principles/skills acquired	*sketchbook process *proposal *creation *reflection
<b>Final Exam</b> Papers covering unit material including design history and knowledge of design principles	*winter or spring exam



**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*