



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	Grade 12 Drawing	Course Code:	AWL 4M1
Course Type:	Grade 12 University / College Preparation	Credit Value:	1.0
Teacher:	Ms Anne Fong		

Course Description:
<p>This course concentrates on allowing students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using varieties 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 allows 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. This course is designed to enable the senior student to experience a concentrated, individual approach to drawing. It gives students an opportunity to build their portfolios while stressing the importance of developing their personal styles.</p> <p>Prerequisite: AVI-3M1 or AWL-3M1</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. Creative Process: apply the creative process to create a variety of art works, individually &/or collaboratively</p> <p>A2. 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		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	30	Term Evaluation	70
Thinking/Inquiry	15	Final Evaluation	30
Communication	15	• ISP 20	20 %
Application	40	• Exam	10 %

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
Introduction to drawing techniques and media * review foundations / elements-principles of design * overview & exploration of techniques * investigation of classical idealism of drawing * advanced drawing techniques	* exercises in form / content * art history research and multi-media presentation * proposal for and creation of one major narrative drawing, critique or quiz * sketchbook exercises
The Figure/ 3D Drawing/ Ink Illustration * advanced figure and life drawing * introduction of mixed media portrait drawing * exploration of ink media, various India ink and pen/brush * 3D exploration of perspective in art * advanced understanding of positive & negative space, distortion	* plan, proposal and creation of a series of drawings identifying connections * completion of a major composition * critique and / or quiz * gallery curatorship
Sketch Books / Portfolio * utilizing sketch book's optimally to process and develop ideas * gauging development and style by completion of a series of personal / assigned drawing exercises * the importance of building an impressive portfolio	* utilizing the sketch book to plan, propose and create of a series of drawings and/or identify connections throughout all units * students will complete a series of drawing exercises * sketch books and portfolios will be assessed as a working unit
Connecting with Art, Science and Society * explore drawing with connections to the universe * understanding the role of art in various cultures * the artist's role in society	* plan, proposal and creation of a series of drawings identifying universal connections * gallery visits, contemporary artist connections * critique or quiz & sketchbook exercises * completion of a major composition
Course Culminating Activity / Independent Study * planning & 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	* documented research and preparation * completed finished production or a major composition and critique * essay reflection, sketchbook work
Final Exam 'papers, tests'	

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