

Course Outline

School Name: Keewaytinook Internet High School

Department Name: The Arts

Ministry of Education Course Title: *Visual Arts*

Grade Level: 10 (Open)

Ministry Course Code: *AVI20*

Teacher's Name: Linda Johnson

Developed by: Linda Johnson Date: August 2009

Revision Date: September 2017

Developed from: The Ontario Curriculum, Grades 9 and 10: The Arts (Revised), 2010

Text: none

Prerequisite: none

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 11, 2017

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.

Overall Curriculum Expectations

Creating and Presenting

- apply the creative process to create a variety of art works, individually and/or collaboratively;
- apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- 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, Responding, and Analyzing

- demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;
- demonstrate an understanding of the types of knowledge and skills developed in visual arts, and describe various opportunities related to visual arts.

Foundations

- demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- demonstrate an understanding of responsible practices related to visual arts.

Course Content

UNIT	TITLES	LENGTH
Unit 1	But Is It Art?	8 hours
Unit 2	Art by Design	27 hours
Unit 3	Fine Art – Express Yourself	29 hours
Unit 4	Media Arts and Popular Culture	35 hours
Unit 5	The Art of Crafts	11 hours
Total		110 hours

Unit Descriptions

Unit 1: But Is It Art?

In this introductory unit students will explore and reflect upon the meaning of art in various aspects of their lives. Questions will be posed such as: What is art? Who decides this? What determines the value of art? Students will consider the aesthetic value and the relationship between art and society. Students will address social and religious issues through the visual arts such as social justice, spirituality, and ethics. Student artists will explore the various materials and tools used to create art and will consider the impact on the value of the artwork. The drawing journal and related activities will provide the basis for further understanding and exploration.

Unit 2: Art by Design

In this unit, students will investigate several aspects of design. Initially, they will discover how the elements and principles work together to make a good design through two-dimensional and three-dimensional exercises. As well they will look at the role of design in our community and in the world by engaging in the creation of two-dimensional and three-dimensional applied designs. The relationships between form and function, form and content, as well as product and target audience will be discovered as students grapple with both the practical and ethical aspects of designing for our world. Careers in design related fields will also be explored. A variety of two-dimensional and three-dimensional materials and tools, such as paper, paint, marker, pencils, cardboard, glue, scissors, cutting knives, etc. will be used.

Unit 3: Fine Art – Express Yourself

In this unit the student will consider important relationships they have in their lives. They will explore and create images through two major works of art, one in two dimensions and one in three dimensions, using traditional and non-traditional materials. The students will extend the expressive possibilities of the elements and principles of design. Preliminary drawings and exploration of mediums will serve as the foundation for the finished products.

Unit 4: Media Arts and Popular Culture

Students will investigate the codes and conventions (e.g., camera angles, colour, text, sound, stereotypes, etc.) used to manipulate target audiences of popular culture. The students will look at a variety of commercial products such as music videos, fashion, toys, etc. and determine how each popular culture product is constructed to convey a certain message or to elicit a particular response from its audience. Discovery and studio activities will give students the opportunity to examine the specific impact of various constructed media and to create their own media texts.

Unit 5: The Art of Crafts

This unit respects the artistic intention and craft of the artisan. Original works in the textile arts, (weaving, appliqué, quilting, needlepoint, fabric painting), pottery techniques, jewellery, glass, papermaking, plaster and cement may be explored through discovery and selected activities. Teachers will utilize Canadian artisans and their crafts as the main resource of this unit. The cottage industry (folk home-based business) and careers in crafts from the past and the present will be investigated (e.g., The Bayeaux Tapestry, ancient pottery, Gothic stained-glass windows).

Course Notes

The underlying continuum of the Grade 10 Visual Arts expectations is the emerging awareness of possible careers in the visual arts. The drawing journal and portfolio continue to be invaluable resource tools for the student artist as this course encourages exploration of a variety of art-making and art-viewing techniques. A teacher directed time-line will be developed throughout the course to help students understand the historical significance of the works of art they view, research, and use as inspiration. Whenever possible teachers should draw on local expertise to complement and enhance studio activities/discussions to give students post-secondary academic and career options in the visual arts. From Grade 10, students' Annual Education Plan should also include their tentative post-secondary destinations. This course may assist students in completing their plan while learning about possible options and choices, and the impact of their decisions on their educational and career goals. All students should be encouraged to develop and maintain a portfolio. Students will continue to refine their artistic skills, accumulate knowledge and experience new art-making processes. The WHMIS Safety Manual located in the school will provide information for the safe disposal of materials and is a must for art educators. The appropriate clean up, disposal, and use of art materials must be integrated into the process aspect of evaluation whenever possible. Responsibility, respect for materials and each other are part of the goal we envision for First Nations Schools.

Teaching/Learning Strategies

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- brainstorming;
- video conference;
- interviewing;
- independent research (e.g., students explore and research a specific topic related to art history, art processes, and careers);
- application (creation of an artwork to demonstrate a specific function, portray a design concept, or communicate personal expression);
- presentation, ongoing oral, visual, and written presentation;
- viewing artwork, present art visuals to focus discussion regarding subject matter, content, use of the elements and principles of design, cultural influences, and styles;
- group display of art timelines;
- critiques, critical analysis of student, peer, historical, and contemporary artwork;
- exploration, experimentation with a variety of materials and techniques;
- drawing journal/information file, collection of visual and written information for art-making, research and experimentation;
- display, refinement and preparation of work for formal public display;
- portfolio, a collection of student works reflecting skills, knowledge, and understanding accumulated throughout the year/semester.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment tools will include some of the following:

- Art Critiques (creating art critiques; personal reflections on the creative process);
- Art Journal;
- Art Portfolio (digitally generated);
- Artist Statements;
- Critical Analysis Process;
- Oral Presentation (recorded on video live from community and submitted and/or presented in person in video conference broadcasts to all communities, including student participation via synchronized internet chat and blogs sessions);
- Research process by documenting and recording findings;
- Student Self-Assessment (strategies to understand criteria such as specific skills; peer assessment by creating art critiques; personal reflections on creative process);
- Rubrics, marking schemes and anecdotal comments with suggestions for improvements.

Final Evaluations

- internet and online tests, quizzes;
- digital portfolio presentations;
- student organizing their own art show;
- formal presentations (video including audio art statement of specific artworks);
- video conferencing.

The assessment information will include some of the following:

- Personal communication;
- drawing journal/portfolio;
- self/peer assessment;
- student-teacher conferences via video conferences and webcam sessions;
- ongoing verbal feedback; and
- critique (record reflections on experiences, plans for improvements, recommendations for changes).

Evidence of student achievement will include some of the following collected from a variety of sources:

- Observation of individual contribution in a group online activity;
- Ongoing observations of most consistent work, with consideration given to most recent work;
- Conversation regarding student's eportfolio, including discussions about personal growth, creative growth and areas for improvement;
- research project assigned artwork;
- assigned artwork;
- eportfolio entries;
- drawing journal;

- presentation.

Special Note

Teachers are expected to be acquainted with students' Individual Education Plans (IEPs) and the unique learning characteristics of their individual students and to make the necessary accommodations.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing Success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting %
Term Work (70%)	Knowledge/ Understanding	- use concepts and procedures from other art forms in creating visual artworks - demonstrate an understanding of conventions as they apply to the practice of visual arts production - identify connections between visual arts and possible future education and careers	13
	Thinking	- use concepts of visual art in their own work - explain the elements and principles of visual arts as they apply to their own work and the work of others - use the stages of critical analysis to examine and discuss the aesthetic and compositional components of current and historical visual artworks	19
	Communication	- use the stages of the creative process to communicate their ideas individually and in groups (e.g. exploration, experimentation, productions, evaluation); all artworks and writings to be collected in a Visual Arts Portfolio and Visual Arts Journal throughout the course - explain the historical foundations of visual arts; explain the elements and principles of visual arts as they apply to their own work and the work of others - identify the impact of visual artworks and productions on themselves and their community; identify the function of visual art in society	19

	Application	- demonstrate skills in manipulating traditional art tools related to visual art (e.g., camera, video camera, photocopier, tape recorder); demonstrate skills in manipulating new and emergent digital technologies used in creating visual art (e.g. digital camera, scanner, digital recorder, computer); creating Visual Arts Portfolio and Visual Arts Journal containing all artworks and writings demonstrate an understanding of conventions as they apply to the practice of visual arts production in creating their own artworks -use the stages of critical analysis to examine and discuss the aesthetic and compositional components of their creative visual artworks	19
Final Evaluation (30%)	Culminating Activity (10%)	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
	Visual Arts Portfolio and Journal (10%)	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
	Final Exam (10%)	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
TOTAL			100%

Resources

- Ontario Ministry of Education. (2017). Indigenous education strategy. *The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*. Retrieved from <http://ontario.ca/page/journey-together-ontarios-commitment-reconciliation-indegenous-peoples>
- Ontario Ministry of Education. (2016). Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>
- Ontario Ministry of Education. (2010). *Growing Success: Assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.
- Ontario Ministry of Education. (2010). *The Ontario Curriculum Grades 9 and 10: The Arts*. Toronto, ON: Queen's Printer for Ontario.
- Clark, Roger. *An Introduction to Art Education*. London: Plan B Books, 1998.
- Profile Name: Catholic Profile, Visual Arts, Grade 10, Open

- Henley, David R. *Exceptional Children Exceptional Art Teaching Art to Special Needs*. Worcester, Mass: Davis Publications, 1992.
- Markus, Janet; Middleton, Melissa; Yamashita, Kathy; MacCallum, Arleen; Willianson, Janet *Art Works (textbook and teacher's resource)* Edmond Montgomery Publications Limited, 2011

Web Sites: Indigenous and Northern Affairs Canada www.aadnc.gc./eng
www.artednet.getty.edu
www.artlex.com
www.artsconnected.org/toolkit/explore.cfm
www.pixlr.com/express
[Google Drive & Photos](#)
 Career Gateway www.edu.gov.on.ca

Program Planning

This course is offered to Indigenous students living in isolated northern First Nation communities, which do not have access to the usual high school facilities, amenities and equipment associated with standard secondary education.

The course is uniquely tailored to the KiHS program in part, as many of the units require use of computer software and computer access time, both of which are provided. The course makes use Internet for some instruction, direction and research. Where applicable, the course attempts to make use of the computer equipment and resources available, to provide a practical experience. As the course is related to many fields of work in the computer and media industry, where appropriate, reference will be made to opportunities and trends that currently exist in the workplace. This is done through Internet research with reference to software and course material that is covered.

Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.