

HALIBURTON HIGHLANDS SECONDARY SCHOOL

ARTS DEPARTMENT



Evaluation Policy for

Visual Arts



Course Name : Visual Arts
Course Code: AVI 10 / AVI 20 AD
Level: Grade 9, 10 Open
Department Head: Mrs. K. Gervais

Please note: This course will have a **digital classroom component** in which students will document their creative process and their evolving art portfolio. All assignments and deadlines will also be posted here. We will be piloting a new program called Sesame Snap to do this. **Parents are encouraged to view their child's progress through this online platform. If you would like to have your e-mail added to your student's profile so you may view their work and our course, please e-mail the instructor:** karen.gervais@tidsb.on.ca.

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 and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Please note: This course is being taught as a **multi-level class** to allow students more opportunities to take the courses of their choosing. While course content will be similar as the overall curriculum expectations are identical, AVI 20 students will be presented with extensions on projects that provide more challenge and an increased level of difficulty. Evaluation will be differentiated to reflect the increased level of expectations. Next year's course content will be entirely different and the courses will be taught on an alternating basis.

Strands of Study and Overall Expectations include:

CREATING AND PRESENTING:

The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively.

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.

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.

REFLECTING, RESPONDING AND ANALYZING:

The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works.

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.

Connections Beyond the Classroom: demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.

FOUNDATIONS:

Terminology: demonstrate an understanding of, and use correct terminology when referring to elements, principles, and other components related to visual arts.

Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works.

Responsible Practices: demonstrate an understanding of responsible practices related to visual arts.

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met

Course Outline / Units of Study:

| Unit | Title | Key Concepts | Major Projects |
|------|--|--|---|
| 1 | Course Intro, Personal Expression and Line | What is Creativity? Line | Personal Portfolio Two Kinds of Line |
| 2 | First Nations Art | Shape, Pos/Neg Space Balance Symbolism Abstraction | Abstracted Ink Drawing Based on a First Nations Style |
| 3 | Colour! | Colour Theory Colour Symbolism Colour Schemes Non-Objective Art | Creative Colour Wheel (Paint) Monoprinting |
| 4 | This Surreal Space | Perspective Drawing Value and Shading Surrealism | Surrealist One or Two- Point Perspective Drawing |
| 5 | The Art of Ancient Egypt | Egyptian Art History Texture & Repetition | Mixed Media Egyptian Portraits |
| 6 | Course Summary and Portfolio Reflection | | Digital Portfolio and Course Reflection |

Evaluation Structure:

The expectations for visual arts are organized into three distinct but related strands listed on the previous page that will encompass all four of the learning categories.

Course assignments aim to assess all three of these strands. While projects will form the basis of the course, it is essential students also complete all written assignments. Term work will be weighted as follows:

| | |
|-------------------------|-------|
| Knowledge/Understanding | -10% |
| Thinking/Inquiry | - 15% |
| Application | - 30% |
| Communication | - 15% |

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). **The culminating activity is portfolio evaluation worth 30%.** This open notebook activity will require students to demonstrate their knowledge of key concepts as well as select and reflect on their work and how they meet specific criteria outlined in the course curriculum.

Resources:

Textbook: *Exploring Visual Design*,
Davis Publications. June 1999.
(This textbook is used in the classroom only and not distributed to the students, except on an individual sign-out basis.)

Policy Document:

The Ontario Art Curriculum, Grades 9 and 10, 2010

Evaluation:

Students will be assessed and evaluated according to the work produced and skills displayed. Methods of providing feedback will include assessing work in process and evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer and self-evaluations will also be utilized.

Student marks will be determined by evaluating process and product according to 4 categories and 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

| Category | Level 1: 50-59% | Level 2: 60-69% | Level 3: 70-79% | Level 4: 80-100% |
|--|--------------------|--------------------|--------------------|--|
| Knowledge/Understanding <ul style="list-style-type: none"> ➤ Knowledge of facts and terms ➤ Understanding of concepts and relationships | | | | Thorough understanding of concepts and ability to communicate, think creatively and apply concepts |
| Thinking/Inquiry <ul style="list-style-type: none"> ➤ Critical thinking skills ➤ Creative thinking skills ➤ Planning skills | | | | |
| Communication <ul style="list-style-type: none"> ➤ Expression and organization of ideas and understandings in visual arts ➤ Communicating for different audiences ➤ Use of conventions and arts vocabulary and terminology in oral and written forms | | | | |
| Application <ul style="list-style-type: none"> ➤ Applications in familiar contexts ➤ Transfer of knowledge and skills to new contexts ➤ Making connections within and between various contexts | | | | |

Learning Skills:

Students are expected to reflect the following skills throughout the course:

Responsibility: Fulfils responsibilities. Completes and submits work ON TIME. Manages own behaviour.

Organization: Devises and follows a plan. Establishes priorities and manages time. Uses resources to complete tasks.

Independent Work: Monitors, assesses and revises plans to complete tasks and meet goals. Uses class time wisely. Follows instructions with minimal supervision.

Collaboration: Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.

Initiative: Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.

Self-Regulation: Sets goals. Seeks help when needed. Reflects on own strengths, needs and interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

REQUIRED SUPPLIES :

Please note: In the past, there has been a course fee students have been expected to pay a fee to provide them with the materials needed to complete course work. Due to a change in board policy, these fees are no longer permitted and consequently, students will be expected to provide many of their own materials. Basic materials will be provided. Upgraded materials will be available at a nominal cost.

For this course, you will need:

- A sketchbook with good quality drawing paper.
- drawing pencils (HB, 4B or 6B)
- eraser
- ruler
- coloured pencils
- glue stick
- fine tip black pen or marker (eg. Sharpie)

ART KITS AVAILABLE FOR PURCHASE IN CLASS:

Hardcover sketchbook kits are \$10 which also includes a fine tip Sharpie, 4B drawing pencil and gum eraser.

Softcover book kits are \$5 which also include Sharpie, 4B drawing pencil and gum eraser.

STUDENT PREPAREDNESS and STUDENT OWNERSHIP:

As this is a project-based course, students will be expected to come each day with the necessary supplies for engagement in class. Students who continually are unprepared will be asked to remain after class to make up the time missed in class.

After three class detentions, the student will be referred to the vice principal for counselling.

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to GRADE 9 & 10 VISUAL ARTS: AVI 10 / 20

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension. *Artwork that is not seen at least 50% developed in class may not be accepted for evaluating.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)