

HALIBURTON HIGHLANDS SECONDARY SCHOOL

ARTS DEPARTMENT



Course Code: **AWN 30**
Level: **Grade 11, Open**
Credit Value: **1.0**

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 focuses on studio activities in painting. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Prerequisite: None

Strands of Study and Overall Expectations include:

CREATING AND PRESENTING

- A1. The Creative Process:** apply the creative process to create a variety of art works, individually and/or collaboratively;
- A2. 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;
- A3. 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

- B1. The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- 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 personal values;
- B3. Connections Beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and describe various opportunities related to visual arts.

FOUNDATIONS:

- C1. Terminology:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C2. Conventions and Techniques:** demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C3. 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:

The painting course will be divided into several distinct, but related units. Within each unit there will be several technical studies and sketchbook assignments to hone student skills and ideas, and a culminating project at the end in which students will be expected to demonstrate what they have learned. These culminating activities will account for the majority of marks for the term (70% of overall mark).

The units covered in the course are as follows:

Unit	Theory	Creation
1	Colour Theory Design Principles & Composition Hard Edge Abstraction	Paint Reference Chart Colour Web Design Squares in Acrylic
2	Watercolour Painting: Form & Value	Masking – Preserving the White Value & Form: Fruit Study Landscape Painting
3	Acrylic Painting & Personal Symbolism Actual & Simulated Texture	Personal Logo with Actual Texture Animal Totem with Simulated Texture
*4	Acrylic Application Techniques & Mixed Media Approaches	Visual Communication & Mixed Media Painting
5	Historical Trends in Painting	Research Project Painting Based on Historical Style (time permitting)
6	Summative Portfolio & Course Reflection	Digital Portfolio

*As part of an authentic learning experience, students will be working under the lead of the AWT 4M students in creating a work for a thematic exhibition at the Rails End Gallery. Students will participate in the promotion of the show and installation of the works at the gallery alongside director Laurie Jones. **Students will be expected to travel to and from the Rails End Gallery as well as attend the opening reception on Saturday, May 27 from 2:00 to 4:00 pm.**

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 research and written assignments and oral presentations.

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: None

Policy Document:

The Ontario Art Curriculum, Grades 11 and 12, 2010

Evaluation:

Students will be assessed and evaluated according to the work produced and skills displayed. Methods of providing feedback will include a

ssessing 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 	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	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

Supplies:

Students will be provided with a basic supply kit that includes several brushes and palette. These will be signed out to the student for the semester and it is expected they are returned in the same condition they were received. **Lost or damaged brushes and palettes will be paid for by the student.**

For this course you will also need to provide :

- A sketchbook with good quality drawing paper (no newsprint or manila scrapbook paper please)
- Basic drawing supplies (pencil, eraser)

Other recommended supplies:

- Rag
- Small spray bottle
- Apron or smock
- Additional brushes - fan brush, filbert, variety of sizes
- Collage materials
- Magazines
- Additional canvasses or painting surfaces if you wish to work larger

ART KITS AVAILABLE FOR PURCHASE IN CLASS:

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

Softcover book kits are \$5 which also include Sharpie, 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 required for engagement in class. Students will be given advance warning of the supplies that will be required to complete projects. 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.

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COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to GRADE 11 PAINTING : AWN 30

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.)