



**HALIBURTON HIGHLANDS
SECONDARY SCHOOL
Arts Department**

Evaluation Policy for

Visual Arts: Portfolio

"It is art that makes life, makes interest, makes importance . . . and I know of no substitute whatever for the force and beauty of its process."

~Henry James (1843-1916),

U.S. author. Letter, July 10, 1915



Marie-Denise Villers,
[Young Woman Drawing](#), 1801,
oil on canvas,
161.3 x 128.6 cm,
Metropolitan Museum of Art, NY.

Course Code: AWT 4M

Course Name: Visual Arts

Level: Grade 12 College/University

Course Overview:

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety 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 enables 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.

Course Expectations:

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 the 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 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 both social and personal values;

B3. Connections Beyond the Classroom: demonstrate an understanding of and analyse the requirements for a variety of 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.

Course Outline:

Project 1: Mural Unity & Completion **10%**

Project 2: Building Your Professional Portfolio **25%**

-Digital Portfolio of Works **2.5 %**

-Artist Statement **2.5%**

-Peer Feedback and Personal Reflection **2.5%**

-Proposal and Creation of New Work **7.5%**

Development and Maintenance of Personal Website **10%**

Project 3: Exhibiting Your Work: Leadership, Concept Development & Curatorial Concerns **20%**

As experienced artists, the portfolio students will be asked to take a lead in generating a concept for a thematic exhibition at the Rails End Gallery along with the AWN 30 (painting) students. Students will create new works for the exhibition as well as 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 20 from 2:00 to 4:00 pm.**

Project 4: Final Series of Work **25%**

Working artists often explore a theme in depth and work *in series*. Students will propose a final series of 3-5 works that explore a concept, medium and technical approach of their choosing. Students will write an artist statement to express the intent of their explorations.

Project 5: Presentation of Final Portfolio **10%**

Students will mount an exhibition of their portfolio of works, including their final series, somewhere in the school or community. Students will have to take initiative in getting the appropriate permissions and mounting the display. Students will present their portfolio orally to a grade 11 class of their choosing.

Ongoing: "Inspiration" Book and Sketchbook **10%**

Students will create a personal collection of visual resources and continue to build their personal sketchbook throughout the course. They will manipulate these images creatively, and reflect on and analyze their importance and meaning to them as an artist and individual. Students will draw from these images in the creation of their final series for the course.

Ongoing: Artist's Notebook Assignments **10%**

Students will complete a series of written reflections and research assignments that will aid in expanding their knowledge of contemporary art. These will be in the form of video studies, article reviews, presentations and gallery visits. Specific assignments to follow.

valuation:

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, cooperative 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 				

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).

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

Culminating activities include:
Final Series of Work (worth 20%).
Portfolio presentation and Artist's Website (worth 10%).

Learning Skills:

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

- Responsibility:** Fulfills 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

HALIBURTON HIGHLANDS SECONDARY SCHOOL

Welcome to **GRADE 12 VISUAL ARTS – PORTFOLIO: AWT 4M**



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.** *Work that is not seen at least 50% developed in class may not be accepted by the teacher.

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.)