

**AVI3M1 COURSE OF STUDY**

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**VISUAL ART, Grade 11, University/Collage Preparation**

This course is exploratory in nature. AVI3M is designed to encourage advanced exploration of drawing, painting, sculpture, design and photography. Composition and meaning are the prime focuses of the studio part of the course. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.<sup>1</sup>

**Prerequisite:**

Grade 9 or 10 Visual Arts Course e.g. AVI1O1, AVI2O1, ASM2O1, AWQ2O1

**Expectations****A. CREATING AND PRESENTING**

**A1. The Creative Process:** apply the creative process to create media art works, individually and/or collaboratively;

**A2. The Elements and Principles of Design:** apply the elements and principles of design to create 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.

**B. REFLECTING, RESPONDING, AND ANALYSING**

**B1. The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting and reflecting on various art works;

**B2. Art, Society and Values:** demonstrate an understanding of how art works reflect the societies in which they were created, and 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.

**C. FOUNDATIONS**

**C1. Terminology:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts related to visual arts;

**C2. Contexts and Techniques:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

**C3. Responsible Practices:** demonstrate an understanding of responsible practices in visual arts works.

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<sup>1</sup> *The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).*

Developed from Ministry documents *The Ontario Curriculum, The Arts: Grades 9 & 10 and Growing Success: Assessment, Evaluation, and Reporting* and *ART WORKS*, Emond Montgomery Publications, 2011

## **COURSE OUTLINE**

**Students will create and experiment using each of the following PROCESSES / MEDIA:**

Drawing, painting, sculpting, printmaking, collage, multimedia works and photography.

### **CREATIVE PROCESS: EXPLORATION / EXPERIMENTATION**

Students will document their the creative process / multi-media experiments in a traditional sketchbook, digital sketchbook or portfolio.

## **UNITS OF STUDY**

### **1a) Drawing**

**The act of drawing, then, is about learning how to look.**

**AIM:** to engage in drawing exercises that require you to analyse the human form, how you see and represent it. Develop skills in a variety of media through an exploration of their qualities.

### **1b) Media Experimentation**

**CHALLENGE:** explore and experiment with media, including alternative media, to generate and elaborate on ideas for the creation of art works through layering.

### **2a) Remix**

**CHALLENGE:** to update or remix an artwork influenced by art histories. The starting point is A survey of late 18<sup>th</sup> and early 19<sup>th</sup> century art and architecture, from Neo-Classicism to Post-Impressionism.

Suggested media **painting**, consider the requirements of a future portfolio and media you have yet to explore. *Artwork may also be digital/photography, an installation, sculpture or a drawing; this is on of two opportunities to create an installation.*

What are you lacking in your portfolio? Where would you like to experiment?

### **2b) Artist Presentation**

**Produce** a handout and brief introduction regarding an artist from your survey to be distributed to the class. There will be a test containing a choice of critical

### **3) Sculpture:**

**CHALLENGE:** to create a sculpture that explores a social justice issue and considers how the location and display of the sculpture can affect the impact and meaning of the works and the size and type of audience they can reach.

#### **4) Digital Photography: New Perspective**

**AIM:** To explore P.O.V for drastic results regarding mood, architecture, pushing the boundaries of a photograph or de-constructing a portrait.

#### **5) Final Summative Project**

Students will create a final artwork using techniques and skills learnt throughout the year. Students may use or combine techniques and skills.

**CHALLENGE:** all students will be given the same item that will be their starting point from which to create a new art work. Students may use the item itself, e.g. using a children's book to collage, or may be inspired by the item to create a photograph/digital manipulation.

#### **SKETCHBOOK / IDEAS BOOK**

As part of this course you will be expected to keep a sketch book for ongoing documentation of ideas, work in progress, design plans, notes, etc...

There is no final exam in this course.

#### **ASSESSMENT AND EVALUATION**

Formative and summative evaluations will be carried out using achievement charts, checklists, self-reflection, and peer and teacher critiques. Each project may be evaluated under one, two, three or all four categories: **knowledge/Understanding, Thinking, Communication and Application.**

#### **Communication 30%**

*The conveying of meaning through various forms*

Examples of activities used to evaluate: The product/students final media artworks, speaking and writing about one's own and other media artworks. These activities include conveying a message, artist analysis, presentations and reflections: evaluation and analysis of own artwork.

#### **Application/Creation 30%**

*The use of knowledge and skills to make connections within and between various contexts*

Examples of activities used to evaluate: The product/students final artworks and experiments. Ability to self-adjust and demonstration of ability.

#### **Thinking/Inquiry 20%**

*The use of critical and creative thinking skills and/or processes*

Examples of activities used to evaluate: students are expected to maintain a record of the creative process/problem-solving and preparatory work used in the creation of their art. Students are required to maintain one, or a combination of, a sketchbook, process journal, digital collections of images, sounds, studies, sketches, prints and research.

## **Knowledge / Understanding 20%**

*Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)*

Examples of activities used to evaluate: Art history assignments, comprehension, tests, and quizzes, critical analysis of art and exhibitions. Subject specific content is also be demonstrated in final artworks.

**Marks** are cumulative and are not averaged. Report card marks are not used to calculate final marks.

*COURSEWORK IS WORTH 70% OF THE WHOLE GRADE. THE FINAL 30% COMES FROM THE SUMMATIVE ACTIVITIES.*

## **REPORTING OF LEARNING SKILLS**

The development of learning skills and work habits is an integral part of a student's learning.

The learning skills that will be assessed are:

Responsibility / Organization / Independent Work / Collaboration / Initiative / Self-regulation

These will be reported on the Provincial Report Card by using the following categories: Excellent (E) / Good (G) / Satisfactory (S) / Needs Improvement (N)

## **Expectations: Policies and Practices**

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Information regarding homework procedures, late assignments, absences, missed work, and academic integrity is listed in the agenda.

**Supplies:** Students are expected to come to class with the basic materials for the Visual Arts: a pencil, eraser, 3-ring binder for notes and handouts, fine-liner black marker, coloured pencils, a standard watercolour brush (#6) and acrylic brush, and a good quality sketchbook. All other materials used in class will be provided by the art department.

**Extra help:** Students may use the art rooms to work on their projects at lunch and after school if they need extra time. The art teachers are available at those times for assistance and consultation. It is the student's responsibility to contact the teacher for extra help.