

District School Board of Niagara
Welland Centennial Secondary School
AVI 10, Grade 9 Visual Arts-Open

Pre-requisite or Co-requisite: *none*

Textbook(s):

A variety of material will be used in the course including various textbook references, periodicals, and web resources.

Course Description:

This course offers 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. Students will experiment with a wide range of materials, processes, techniques and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian Art and the art of other cultures.

Course Expectations:

The expectations for grade 9 and 10 visual arts courses are organized into three distinct but related strands:

Creating and Presenting:

- ✓ Apply the creative process
- ✓ Create and present original art works use tools, technologies, and the elements and principles of design with increasing sophistication to create art works for a variety of purposes.

Reflecting, Responding, and Analysing:

- ✓ Reflect on their responses to and assess art works, developing a deeper understanding of themselves and the communities in which they live.
- ✓ Expand their awareness of past and present societies.
- ✓ Explore opportunities for continuing engagement in postsecondary study and careers of personal interest in arts-related fields.

Foundations:

- ✓ Enhance their understanding of conventions, techniques, and processes that people use to produce visual art works.
- ✓ Refine their specialized vocabulary, engage in responsible practices when creating and presenting art works, and investigate increasingly complex ethical and legal issues associated with visual arts.

Overall Expectations: By the end of this course, students will:

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 Analysing

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.

Unit Titles and approximate time allotted per unit:

Units / Summative	Length of Time
<p>REVIEW, REVIEW, REVIEW</p> <p>Students will review the basics of the elements and principles of art. A variety of drawing and painting exercises will allow students to explore and review the basics.</p>	Week One
<p>Unit 1- The Need to Create</p> <p>Students will investigate various aspects about themselves as creative and thoughtful individuals, and their connections to broader cultures. Students will use art production skills and certain elements and principles of design to explore problems relating to drawing. Concepts such as motifs, artistic inspiration and distortion/exaggeration are examined through studio responses to art history and critical analysis exercises.</p>	15 hours
<p>Unit 2- Cultural Diversity</p> <p>Students will use art production skills and certain elements and principles of design to explore problems related to drawing, printmaking and sculpture. Concepts such as Cultural Identity, symbolism, and point of view are explored through studio responses, art history images and critical analysis exercises.</p>	25 hours
<p>Unit 3- Mixed Media</p> <p>Students will work through a number of activities that lead to the creation of a mixed media design project. History, Criticism Design and Aesthetics, Collage and a resource journal will be considered in the delivery of this unit.</p>	25 hours
<p>Unit 4- Technology and Pop Culture</p> <p>Students will work through a number of activities that lead to the creation of a digital design project. Criticism, design and aesthetics, photography, and Photoshop software will be explored in the delivery of this unit. Links will be made with other arts courses.</p>	25 hours
<p>Summative Project</p> <p>Students will produce a final video portfolio project, which will include three of their favourite created artworks and an artist statement defending their choices.</p>	20 hours
<p>Final Written Exam</p> <p>Students who achieve 70% in their term mark and less than 9 absences may be approved to be exempt from the written final exam.</p>	Exam week

Assessment and Evaluation

According to Ministry policy the primary purpose of assessment and evaluation is to improve student learning. It will be based upon the Provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

Assessment is the process of gathering information from a variety of sources such as assignments, demonstrations projects, learning skills etc...

Evaluation is the process of judging the value of the student's work on the basis of established criteria and assigning a value to represent that quality.

Note: The provincial report card separates the evaluation of curriculum expectations from learning skills

Learning Skills

A student's ability to work with others, to attend class regularly, to be punctual, and keep up with the work maintain an accurate and complete notebook is very important and has an impact upon how well the student performs. The report card allows these skills to be recorded for public record. Therefore, teachers will continue to record information on these skills and assign a value (G, S, E, N) to them for the report card.

Types of Assessment and Evaluation Activities:

Activities will include Art Journals, Skill building and Review of artistic techniques (drawing, painting etc...), art projects, art history, and class critiques (peer, self and teacher directed)-analysis of student work.

Course Assessment Evaluation: *(The course evaluation is based on a consistency agreement)*

Component				
Term Assessment 100% (overall term value 70%)			Final Summative Assessment 30%	
Creating and Presenting <i>(Creation and Application)</i>	Reflecting and Responding <i>(Analysis)</i>	Foundations <i>(Theory and Knowledge)</i>	Final Summative Project	Final Exam Written and Practical
70%	20%	10%	10%	20%
General Principles- The final 30% should: <ul style="list-style-type: none"> ✓ Address the overall expectations ✓ Address process as well as product ✓ Produce a solid individual result ✓ Be integrated work across the strands ✓ Have a timed component- an exam done during the school exam period ✓ Have an in-class Performance/Culmination component completed prior to the exam 				

Arts Department Late Policy

Late assignments will receive a late penalty of up to 5% per day. These include artwork, Summative Art Assignments, Written Analyses and Art Projects.

Class websites

www.centennialvisualarts.com

www.grade9artcentennial.weebly.com

<https://dsbn.elearningontario.ca/>