



York Region District School Board
King City Secondary School
 Course Outline & Evaluation Profile 2021-2022
GRADE 11 VISUAL ARTS AVI3M1



Teacher: Ms. Williamson & Ms Folmeg

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Extra Help Hours: By Appointment

Subject Head: Ms. T. Folmeg

Classroom: 27

Office room #: 27

Course Description / Rationale:

Grade 11 Visual Arts allows students to broaden their knowledge and skills in the visual arts. It reflects their interests while providing students with a broad educational base and equipping them for an active and rewarding participation in the visual arts. Students create artworks that explore a range of subject matter, and evaluate artworks providing grounds for their aesthetic judgments. In this course students are encouraged to produce a body of creative work that represents a progressive record of studio development in both technique and expression. Students will examine historical and cultural contexts of Western art and art from various world cultures to support their study of specific media. Historically this course will generally examine the time period between the 14th- 19th centuries. During this time painting, sculpture, printmaking, architecture and drawing experienced renewed levels of interest and sophistication; both in content and competency. Students will be given assignments that draw on these time periods in order to help them make concrete parallels between the history and the practice.

Credit Value: 1.0

Prerequisite(s): Visual Arts - Grade 9 or 10 Open

Overall Curriculum Expectation:

By the end of Grade 11 Students will:

- 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.

Units of Study:

- **Unit 0: Exploring Drawing**
- **Unit 1: Optical Illusion - Ink & Drawing**
- **Unit 2: Plaster Sculpture - Carving**
- **Unit 3: Scientific Rococo - Intaglio Printmaking**
- **Unit 4: Expressive Self-Portrait - Acrylic Painting/Canvas Stretching**
- **ISU: Storytelling/Oral Traditions**

Achievement Categories & Weighting:

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

These categories will be weighted as follows:

Knowledge & Understanding	10 %
Thinking	20 %
Communication	15 %
Application	25 %

Assessment and Evaluation:

- 70% of final grade will be based on evaluations conducted throughout the course.
- 30% will be based on final evaluations administered towards the end of the course.

(Refer to Assessments of Learning)

Assessments of Learning

Semester Evaluation: 70% of Final Grade

- *Units 1-4: Mini Tasks and Major Assignments*
- *Sketchbook Assignments*

Final Evaluation: 30% of Final Grade

- *Culminating Performance Task*
- *Summative/Portfolio (3 parts) - Research, Mixed media art piece, Presentation*

Materials Needed

Art Kit - Course Enhancement Fee \$35

(5 tubes acrylic paint, jumbo artist pencil, kneading eraser, thin tip Sharpie, quality rubber grip coloured pencils, gesso brush, artist quality brushes, paint containers, artist pouch)

Items are available through **School Cash Online**

Artist Sketchbook Provided (48 pages)

Upgraded sketchbook available - Fee \$7

Art Portfolio Tube - \$5

Other items: Scissors, tape, pencil sharpener

Textbooks & Replacement Costs: TBD

Assessment & Evaluation

The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning.

Mid-semester and final marks are determined through evaluations or **Assessments of Learning**, which typically occur towards the end of a unit and end of semester. During the learning process, information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as **Assessment as Learning** and **Assessment for Learning** do not carry a mark weight, but do play a crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Timely Completion and Submission of Assignments for Evaluation:

Students are responsible for providing evidence of their achievement of the overall expectations, both within the timeframe and format specified by the teacher. Students must understand that there will be consequences for not completing an Assessment of Learning within the time-frame specified. Where, in the teacher's professional judgement, it is appropriate to do so, a number of progressive strategies will be used to help prevent and/or address late and missed assignments. These strategies may include:

- Setting up a student contract;
- Maintaining ongoing communication with students and/or parents about due dates and late assignments;
- Asking the student to clarify the reason for not completing the assignment;
- Referring the student to the Student Success team;
- Providing alternative assignments or tests where it is reasonable and appropriate to do so;
- Deducting marks for late assignments.
- Missed/ Not submitted assignments may result in a mark of zero

Academic Integrity:

At KCSS, we will make every effort to support student learning and achievement through various assessment, evaluation and communication practices in order to promote academic honesty. Students shall provide original evidence of their learning and achievement and appropriately acknowledge the work of others. Students are expected to use skills and strategies offered to them as well as actively seek clarification and support to prevent cheating and plagiarizing. Acts of cheating and/or plagiarism can result in severe consequences for students. Please refer to the School Start-Up Guide and the YRDSB Guide to the School Year for more details.

Attendance:

Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. If a student has an **anticipated absence** (e.g. field trip, sports event, medical appointment), it is expected that he/she speak with the teacher and main office **prior** to the date to discuss alternative assessment arrangements or missed content.

In the case of **illness or family emergency** on a due date for an Assessment of Learning, it is expected that the parent/guardian or the student (if 18 years or older) notify the classroom teacher and main office. Please refer to the YRDSB students' handbook for more details.

Technological Devices:

King City supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community. Please refer to the YRDSB students' handbook for more details.

I have read and understood the above guidelines.

Student Name: (please print) _____ Student Signature: _____

Parent Signature: _____ Date: _____

The above guidelines were informed by the 'Guidelines for Assessment and Evaluation, YRDSB, 2006' and 'Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Ontario Ministry of Education, 2010.'



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Course Syllabus

Unit	Analysis/Art Appreciation	Theory/Design	Creation/Studio Projects
1			
Exploring Drawing & Optical Illusions	<ul style="list-style-type: none"> Graphic Design Figurative Drawing Shading Perspective Optical Illusions 	<ul style="list-style-type: none"> Persian/Middle Eastern Art Elements and Principles of Art Chiaroscuro Timed drawings – as an asset Background to drawing/shading 	<ul style="list-style-type: none"> Sketchbook Task (All Semester) Figure Drawing Exercises Graphic Tectonics Portrait/Emotion Drawing Process Work
2			
Exploring Sculpture	<ul style="list-style-type: none"> Renaissance Art from 1500s to 1700s Renaissance and architectural design Art as a communicator Pre-modernity 	<ul style="list-style-type: none"> Research seminar Sculpture Techniques (mastery) Sculpture from the ages – studying relief and stand alone Additive and subtractive sculpture 	<ul style="list-style-type: none"> Renaissance Art Analysis “Dinner Party” Persian Design Inspired Sculpture
3			
Scientific Rococo	<ul style="list-style-type: none"> Baroque and Rococo Art East Asian Art Art from 1700-1850 Juxtaposition 	<ul style="list-style-type: none"> Appropriation vs. Appreciation Scientific Drawings Shading - hatching cross hatching Etching Design Work 	<ul style="list-style-type: none"> Scratchboard Printmaking – screen print/mixed media/ transfers, etching Process work
4			
Expressive Self-Portrait	<ul style="list-style-type: none"> Art from the 1800s – beginning of the ‘isms’ Art changing around the world Art from Native cultures 	<ul style="list-style-type: none"> Canadian Art from the 1600s-1800s Photography – the new media! Artists beginning to look to non-conventional ways to create Art and Mental Health/Emotions 	<ul style="list-style-type: none"> Photo Transfer Wet-to-wet, pour techniques, mastering acrylic Found object/installation art
5/ISU			
Storytelling/Oral Traditions Final Summative/ Culminating Project	<ul style="list-style-type: none"> Final theme passion Cultural perspectives Stories/myth as guidance Personal response to exploring art making/alternative media 	<ul style="list-style-type: none"> Creative process-self proposed and self-directed Documentation of the creative process Mixed media exploration 	<ul style="list-style-type: none"> Culminating Activity Mixed media Portfolio Presentation/Conversation Research & Self-reflection/artist statement
SKETCHBOOK ASSIGNMENTS			
Honing your Skill	<ul style="list-style-type: none"> Diving deeper into your talent 	<ul style="list-style-type: none"> Form, shape, value Elements and Principles 	<ul style="list-style-type: none"> Self-directed throughout the semester 6 Tasks



Grade 11 Visual Arts

Welcome to Grade 11 Visual Arts! This semester will be an exciting one as we begin to develop your artistic skills and knowledge. You will learn to use a visual language and find a mode of self-expression like no other!

Evaluation

The artwork, process work/idea building, sketchbook assignments which showcases greater understanding of technique and development of seeing., written work, and tests from Units 1-4 will comprise **70% of the final mark.**

Knowledge/Understanding	10%
Thinking/Inquiry	20%
Communication	15%
Application /Creation	25%

Your Culminating Project is equivalent to a final exam. You must be present, and your project must be handed in, on the day and time assigned or else a mark of zero will be given. This includes research, your final art composition, and presentation/critique.

Final Summative - 30%

All assignments will enforce the Ministry of Education Coded Expectations in Theory, Creation and Analysis for Grade 11 Visual Arts.

Learning Skills

The following Learning Skills are assessed throughout the course and are featured on the term report cards:

Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation

*These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Materials

Students are encouraged to bring their own personal technology device to access the classroom website for handouts and assignments. A pencil, eraser and ruler are also required. Students are encouraged to provide their own sketchbook.

Communication

The classroom website allows students to access handouts, resources and exemplars.

How can I get in contact with my Teacher?

TEACHER'S OFFICE: Room 27 workroom

Email: tiffany.folmeg@yrdsb.ca

terri.williamson@yrdsb.ca

CLASSROOM CODE:

Make sure you have alerts on your devices for
your Gapps accounts for Google Classroom

How do I know my Mark?:

All marks are available on **Teach Assist**



Grade 11 Visual Arts Expectations and Dept. Policies

Come to Class Prepared to Learn – Students are to arrive at class with their binder, writing utensils, any art materials required and a sketchbook and be prepared to work. Washroom breaks will be allowed on occasion however it is very disruptive to the focus of the class.

Late to Class – If a student is late, upon entering the room, the student is required to sign the Late Book. Upon three lates, the student must serve a detention with the teacher and for every late thereafter. After six lates, parents will be contacted and after nine lates, administrative action will be taken.

Missed Classes and Work - If a class is missed, it is the responsibility of the student to catch up on the assignments and notes. If a scheduled test or presentation is missed without a valid note then the mark will be zero. If a student knows there is a conflict ahead of time, please make alternate arrangements with the teacher.

Use of Class Time -Class Assignments are to be worked on in class time. Do not leave your work at home to work on. It must be brought to class to be worked on. Use your time productively and seek teacher feedback. Work that has not been seen by the teacher in class time will not be marked.

Late Assignments – Difficulty in completing work on time should be discussed with the teacher in advance and will be dealt with on an individual basis. Marks will be deducted at 2% per day to a maximum of 10% for late assignments unless previous arrangements have been discussed.

Studio Care and Clean Up – Students will be working with various media during the course which requires cleaning of the student's personal equipment and work space as well as department equipment and classroom space. All students will participate in this clean up routine! We all have the right to work in a clean and organized space.

Homework – Homework will mainly take the form of sketchbook assignments. The completion of unfinished class work such as studio projects, research and note making is also considered homework. Students must work on the project during class time in order to be considered for evaluation. Students will also have to study for the unit tests.

Incomplete Assignment Contract – If a student is achieving below 60% and/or has three or more assignments not handed in, then the student will be put on contract to finish the work. Parents will be notified and required to sign the notice of contract. Failure to fulfill the terms of the contract will result in administrative involvement.

Mark Updates – Students will receive mark updates at the end of every unit.

Attitude and Participation - All students are expected to actively participate in the given tasks. Marks are based on both the process and the product. All students will respect the artwork of others as well as their own. Vandalism is not tolerated. Negative verbal criticism of others' artwork is also not tolerated. An atmosphere that encourages risk taking will be ensured by the teacher and protected by the students.

Digital Ethics – Occasionally computers and iPads will be used for classroom projects. Appropriate subject matter and the student code of behaviour must be strictly adhered to. Stay on the programs and apps for the project.

I understand the above information and agree to do my best to act within these policies.

I have also read the Course Outline and understand the course content, workload and evaluation procedures.

Student signature

Parent signature

Date