

York Region District School Board  
Richmond Green Secondary School  
Course Outline & Evaluation Profile  
**Visual Arts, Grade 9, Open (AVIO)**  
Adapted from: Revised Visual Arts Curriculum 2010

Subject Head: Ms. M. Nicolson  
Course Developers:  
Ms. Nicolson and Mr. Clodd  
Revision Date: 2009  
Credit value: 1.0

**Teacher:** Ms. M. Nicolson

**Email:** [mari.nicolson@yrdsb.edu.on.ca](mailto:mari.nicolson@yrdsb.edu.on.ca)

**Phone:** 905 780 7858 ext 117

**Extra Help Hours:** Room 128\142 is open most days at lunch. It is recommended that students to book extra studio time.

Classroom : 128\142 Workroom/ Office room: 131

### Course Description / Rationale:

In this course, units are organized according to themes that reflect issues which are relevant to most adolescents. Foremost, students will use a variety of media, tools, processes, and technologies to create art works. They will also apply the Creative Process and the Elements and Principles of Design to their own work. Students will demonstrate understanding of visual arts concepts by viewing artworks which represent historical, Western, non-Western, Canadian, and contemporary cultures. They will also explore aspects of, and options for, visual arts careers. Unit themes will provide students with enduring knowledge and essential skills for further studies in visual arts. Each theme is framed by three essential questions, a strategy that will model problem solving and develop creative thinking skills. Connections among essential questions and concepts will be made evident from one unit to the next. Each of the essential questions addresses either production, context, or reflection within the Visual Arts program. "Production" refers to the creation of works of art and design. "Context" addresses the cultural and historical relevance of artworks and artifacts, and "Reflection" refers to both philosophical questions about art making and more personal questions of value and significance as seen from the student's point of view.

### Materials Needed:

Sketchbook. Does not have to be new.

Some supplementary supplies can be purchased for students to keep at the schools wholesale cost.

### Important Information:

If students are borrowing class materials for personal use, they are responsible for the care and safe return of materials. If lost or destroyed, student is responsible for replacement.

### Field Trips:

Several field trips are planned throughout the semester as a means to enrich the art student's learning: Royal Ontario Museum, Art Gallery of Ontario, or other venues. Assignments are related to these excursions, and are very enriching, please encourage attendance.

### Achievement Categories & Weighting:

Course Work (70% of final grade), Research Project: (20% of the final grade), Exam: (10% of final grade)

### Course Work Weighting Categories:

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

### Equipment and Textbooks:

When students borrow department texts or equipment for assignments, such as cameras, sound recorders, video recorders, etc; it is the student's responsibility to care for these items. Students who damage or lose equipment will be responsible for repair or replacement costs.

### Overall Curriculum Expectations:

**Creating and Presenting:** Apply the creative process to plan, produce, and reflect on a variety of art works, individually and/or collaboratively; apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages; 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 Analysing:** Demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works; demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values; demonstrate an understanding of the types of knowledge and skills developed in visual arts, and describe various opportunities related to visual arts.

**Foundations:** demonstrate an understanding of terminology related to visual arts; demonstrate an understanding of conventions and techniques used in the creation of visual art works; demonstrate an understanding of responsible practices in visual arts.

### Units of Study:

- Foundations
- Drawing and Portraiture
- Sculpture – resin casting, clay or plaster
- Painting
- Printmaking
- Animation
- Research Project

### Course Evaluations / Mark Breakdown:

Course Work Assignments (Subject to change with advance notice given)

- Hand-on, in-class activities.
- Sketchbook/journal assignments (preliminary plans and design work for projects)
- Critiques and written reflections
- Tests and quizzes

### Final Assessments:

- Summative studio assignments and written work.
- Research Project
- Tests / Exam

**Assessment & Evaluation:**

Assessment is the ongoing process of collecting information about student achievement. A variety of assessment tools will be used. Assessment may be diagnostic, formative or summative. Diagnostic and formative assessments do not carry a mark weight but do play a crucial role in student success and therefore must be taken as seriously as summative evaluations. Summative assessments and evaluations count towards the final mark. Seventy percent of the final mark will be based on evaluations conducted throughout the course; thirty percent will be based on final evaluations administered towards the end of the course. Learning Skills (independent work, teamwork, organization, work habits/homework, initiative) will be reported on with a letters (N- Needs Improvement, S- Satisfactory, G- Good, E-Excellent). Concentrating on these skills supports a high level of success in meeting the course expectations. The above guidelines were informed by the 'Guidelines for Assessment and Evaluation, YRDSB, 2006'

**Attendance:**

It is expected that students will attend class, be punctual, and follow the attendance and punctuality policy outlines in the student agenda book. Being present and on time helps to build a richer learning environment and are integral to a student's success in the course.

**Completion of Assignments, Tests, and Homework:**

Meeting deadlines is an important responsibility and students cannot earn a grade for work that they do not submit. An effort will be made to set reasonable timelines for assignments and ask for student input in determining due dates. Students will develop self advocacy skills in negotiating varied timelines if needed.

If a student has an anticipated absence (e.g., field trip, medical appointment) it is expected that they speak with the teacher directly prior to the date to discuss missed content or alternative assessment arrangements or obtain handouts or materials.

In the case of illness or family emergency on a due date / test date it is expected that the classroom teacher is notified directly by a parent / guardian or student (if 18 years or older).

**Group Presentations:** It is imperative that students be present on days on which they are involved in a group presentation. It is very difficult for group members to carry on if one member is unexpectedly not in class. If a student is going to be absent from class on a group presentation day, he/she should make every possible attempt to contact another group member or the teacher before class begins.

If a group member knows he/she is going to be absent on a scheduled presentation day, it is the responsibility of the student to inform the teacher so alternate arrangements can be made. If a group member knows he/she is going to be absent on a scheduled presentation day, it is the responsibility of the student to inform the teacher so alternate arrangements can be made.

**Academic Integrity:**

Learning is enhanced when students think independently and honestly. True learning in an intellectually stimulating environment is enhanced when students consistently demonstrate respect for the intellectual property rights of others and adhere to a code of honour in all evaluated activities. Acts of academic dishonesty can lead to severe consequences for students. Please refer to the student agenda book for definitions, procedures and consequences.

**Plagiarism:**

Plagiarism is using someone else’s words, pictures, or even ideas without documenting your source.

It is legally the theft of intellectual property, and is a serious offence in the academic world. When writing any assignment, students must produce their own work. Rewording an article or text is not good enough. Students instead should focus on what the information means, and write their own research notes.

Any plagiarism, even if unintentional, will receive a zero on the assignment.

Repeat offences will be dealt with by the administration.

A discussion on how to avoid plagiarism will take place in class.

**Technological Devices:**

No technological devices are permitted in the classroom in any capacity (cell phones as calculators, recording devices, cameras, video, etc.). Such devices are disruptive to the smooth operation of the school and its learning environment. iPod’s and other listening or communication devices can be used only outside of class, but not in any classroom at any time. These devices may be confiscated if used inappropriately. Students may not have these on or in their ears during classroom time.

Please refer to the student agenda book for more detailed information regarding policies and procedures regarding technology.

**Classroom Etiquette:**

In consideration of the health and safety of all students and teachers in the school, neither food nor drink is permitted in the classroom. You may bring a water bottle, but please fill the bottle before you arrive in class (please discuss special circumstances with the teacher)

Please refrain from chewing gum in class.

The elements of Character Education as adopted by the York Region District Board of Education will be in effect in the art classroom at all times. Students are expected to act appropriate in class and to demonstrate respect for their peers and their teacher. Students exhibiting inappropriate behaviour may be asked to leave the classroom, meet with a Vice-Principal, or meet with the teacher at a later date to discuss the behaviour.

-----*Please detach, sign, and return*-----

**I have read and understand the Visual Art Department Policies and Procedures**

Student Name: \_\_\_\_\_  
(please print)

Student Signature: \_\_\_\_\_

Student email address: \_\_\_\_\_

Parent /Guardian Name: \_\_\_\_\_  
(please print)

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Contact: email: \_\_\_\_\_

phone: \_\_\_\_\_