

**Teacher:** Ms. M. Nicolson  
905 780 7858 ext 117  
Ext 611

**Extra help:** by appointment  
**Classroom:** Rm 128  
**Office:** Rm 131

York Region District School Board

**Richmond Green Secondary School**  
Course Outline & Evaluation Profile

Visual Arts Department  
**Visual Arts, Grade 10, Open (AVI201)**  
(1 Credit)

Adapted from: Ontario Visual Arts Curriculum 2010

**Subject Head:**  
Mari Nicolson

**Course Developers:**  
Mari Nicolson, Shane Clodd

**Revision Date:** Sept 2013  
**Prerequisite(s):** None

### Course Description / Rationale

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. These historical components are studied through experiential studio activities that bring to light the connections that surround our visually overloaded culture everyday.

### Materials Needed:

- Art kit (provided with lab fee)
- Sketchbook\journal
- USB memory stick is very helpful

### Course Fees / Other Important Information:

- The Grade 10 Visual Art **Moodle** can be accessed at <http://moodle.yrdsb.ca>, and under R.G.S.S. courses, click on "Grade 10 Art". Your student number and password will work allow access, and when you are asked for **the enrolment key**, it is "art".
- Experiential learning is a very important part of the Visual Arts, and we will be going on several field trips this semester, including a visit to Graffiti Alley in downtown Toronto, a visit to the Art Gallery of Ontario, and possibly one other venue, depending on availability.

### 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, Ontario College of Art and Design's open house. Assignments are related to these excursions, and are very enriching, please encourage attendance.

### 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, ANALYZING:** 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:

- A visual evolution: Medieval to Mannerism
- Graffiti, symbols, and Visual Culture.
- Intro to digital imagery and manipulation.
- Painting techniques and styles.  
Representations and Re-Presentations

### Course Evaluations / Mark Breakdown:

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

- Drawing and multi media explorations
- Acrylic canvas painting.
- Expressionist portraits and colour studies.
- Quizzes, tests, and independent research
- Sketchbook\journal assignments

### Final Assessments:

- Culminating activities will include work from all learning strands, and be a mix of practical and formal assessments.

### Achievement Categories & Weighting:

COURSE WORK (70% of final), and the CULMINATING ACTIVITY: (30% of final grade) are divided as follows:

Knowledge & Understanding	20%
Communication	15%
Thinking	15%
Application	50%

### Equipment and Textbooks:

Students who borrow department texts or equipment for assignments, such as cameras, sound recorders, video recorders, are responsible for these items. The student will be responsible for repair or replacement costs of damaged or lost equipment.

### **Assessment & Evaluation**

Assessment is the ongoing process of collecting information about student achievement.

In this course, a variety of assessment tools will be used. Assessment may be diagnostic, formative or summative. Diagnostic and formative assessments (assessment for learning and assessment as 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, and therefore, must be taken as seriously as summative assessments. Summative assessments (assessment of learning) are evaluated formally and they count towards the final mark.

Seventy percent of the final mark will be based on assessments conducted throughout the course; thirty percent will be based on final assessments administered towards the end of the course.

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.

### **Late and Missed Assignments**

Students must provide evidence of their achievement by completing assessments and submitting assignments within the time frame specified by the teacher. Teachers may use a number of strategies to address late and missed assignments. They may include:

- Asking the student to clarify the reason for not completing the assignment;
- Maintaining ongoing communication with students and/or parents about due dates and late assignments;
- Setting up a student contract;
- Planning for major assignments to be completed in stages;
- 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.

After addressing a student's late or missed work, the teacher may assign a mark of zero to work that is still not submitted.

### **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 for definitions, procedures and consequences regarding cheating and plagiarism.

### **Attendance**

Students are expected to attend every class, be punctual, and follow the attendance and punctuality policy outlined in the student agenda. Being on time every day for every class helps to build a richer learning environment and it is integral to a student's success in the course.

If students have an anticipated absence (e.g. field trip, medical appointment), it is expected that they speak directly with the teacher prior to the absence to discuss missed content or alternative assessment arrangements.

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

### **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. iPods 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 without permission. Students may not have these on or in their ears during classroom time.

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

Parent\Guardian name printed: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent email: \_\_\_\_\_

Student name printed: \_\_\_\_\_

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