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York Region District School Board

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

Visual Arts Department  
**Visual Arts, Grade 12 (AV14M)**  
(1 Credit)

Adapted from: Ontario Visual Arts Education Curriculum

**Subject Head:**  
Mari Nicolson

**Course Developer:**  
Mari Nicolson

**Revision Date:** Sept 2011  
**Prerequisite(s):** None

## Course Description / Rationale:

The Grade 12 University/College Visual Arts course is the culmination of the secondary school visual arts program. It is the preparatory course for post-secondary study and therefore is designed around a variety of media-based units in order to encourage more personal growth, creative problem solving, and personal expression. The expectations are evaluated within the framework of three main strands of learning, based on the revised curriculum, 2009: **CREATING AND PRESENTING, REFLECTING, RESPONDING, ANALYSING, and FOUNDATIONS.**

## Materials Needed:

- Art kit and sketchbook\journal.
- USB memory stick
- Materials appropriate to students chosen theme

## Course Fees / Other Important Information:

The Grade 12 Visual Arts online material can be found on our **Moodle**. Go to: <http://moodle.yrdsb.ca>, and under R.G.S.S. courses, click on "Grade 12 Visual Art". Your student number and password will work allow access, and when you are asked for the "enrolment key", it is "art".

**In Grade 12, the art kit fee is \$20.00, which covers using resin and encaustic medium, and the access to a live model. For the majority of the major assignments though, it should be anticipated that students will need to purchase individual supplies, depending on the scope and personal direction of their work. Materials are available at wholesale costs through several of our school suppliers.**

Experiential learning is a very important part of the Visual Arts; we attempt to expose students to authentic leaning through field trips and inviting guest artists to conduct workshops. Please encourage attendance for these events and outings.

## Achievement Categories & Weighting:

COURSE WORK (70% of final), and the CULMINATING ACTIVITY: (30% of final grade) are divided into the following categories:

Knowledge & Understanding	20%
Communication	20%
Thinking	20%
Application	40%

## Course Evaluations / Mark Breakdown:

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

- Hands-on, in-class activities.
- Sketchbook\journal assignments: The Information File.
- 2-d and 3-D artworks and multi media assignments

- Critiques and written reflections.
- Tests and quizzes

Final Assessments:

- Summative studio assignments and written work.
- Theory Tests and art history presentation
- Final portfolio and presentation.

## Overall Curriculum Expectations:

**CREATING AND PRESENTING:** apply the creative process to plan, produce, and reflect on a variety of artworks, individually and/or collaboratively; 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; 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, 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 both social and personal values; demonstrate an understanding of a variety of 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:

- Signs and symbols, and working with a theme: THE Macabre.
- Creativity recap and why do we create?
- Modes of creation and representation.
- Proposal for Major Works: completion of 2/3 major thematic works based on student developed research, interest and media choice.
- Art Flash: Art history presentation.
- Culminating Activity and presentation of portfolio and final work
- The exam is a presentation of portfolio and body of work.
- Ongoing tests and assignments relevant to material covered.

## 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 the repair or replacement cost of the 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.

The following signatures indicate that both the student and parent/guardian have read the above information. This will act as a receipt of art kit payment:

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

Parent /Guardian Name Printed: \_\_\_\_\_

Parent /Guardian Daytime Phone Contact: \_\_\_\_\_

Parent /Guardian Email Contact: \_\_\_\_\_

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

Student Name Printed: \_\_\_\_\_

Student Email Contact: \_\_\_\_\_

Art Kit Payment Included	Yes	No
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Sketchbook Required	Yes	No
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