

**Richmond Green Secondary School**  
**Course Outline & Evaluation Profile**  
 Aboriginal Beliefs, Values, and Aspirations in Contemporary Society  
**Visual Arts, Grade 11, NBV3C, Credit Value 1.0**  
 Adapted from: Revised Visual Arts Curriculum, 2012

**Subject Head:**  
 Ms. Nicolson  
**Course Developer:**  
 Ms. Nicolson revised 2012

Teacher: Ms. Nicolson, room 128

Email: mari.nicolson@yrdsb.edu.on.ca

Extra Help Hours are by appointment. Room 128 is open most days at lunch, and before or after school, as needed.

**Course Description:**

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. This will be done through a hands-on visual arts perspective. Students will examine world views of Aboriginal peoples and the political, economic, cultural, and social challenges facing individuals and communities. Students will also learn how traditional and contemporary beliefs and values influence the aspirations and actions of Aboriginal peoples and their art making practices.

**Materials Needed:**

Sketchbook\journal

**Course Fees / Other Important Information:**

- There is no course fee for grade 10 visual arts however a sketchbook is highly recommended. A hardcover, bookbound sketchbook can be purchased through the Visual Art department for \$10.00.

A sketchbook is an important addition to a student's portfolio and will be evaluated upon applying to any postsecondary art or design institution.

- 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.

**Achievement Categories & Weighting:**

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

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

When students borrow department equipment for assignments such as cameras, sound recorders, video recorders, etc., it is the student's responsibility to care for these items, and 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, 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:**

- Unit 1: Inuit Art, Culture, History
- Unit 2: Haida Art, Culture, History
- Unit 3: Ojibwe Woodland Art, Culture, History
- Unit 4: Independent Study Unit

**Course Evaluations / Mark Breakdown:**

Course Work Assignments

(Subject to change with advance notice given)

- Drawing and multi media explorations
- Acrylic Painting
- Glass Etching
- Carving: Soapstone and Wood
- Quizzes, tests, and independent research
- Sketchbook\journal assignments

Final Assessments:

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

**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. These 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).

**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.

**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.

Parent Name printed: \_\_\_\_\_

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

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

Student Name (printed): \_\_\_\_\_

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