



Sir Wilfrid Laurier Secondary School-OCDSB

Creative Technologies and Art Department
Student Course Policy and Evaluation
 Handout

Visual Arts:
AVI 10 1 Credit

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Expectations: By the end of this course, students will:

Creating and Presenting

- 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 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/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 Analyzing

- B1. The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B2. Art, Society, and Values:** demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;
- B3. Connections Beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.

Foundations

- C1. Terminology:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C2. Conventions and Techniques:** demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C3. Responsible Practices:** demonstrate an understanding of responsible practices related to visual arts.

Strands/Units:

1. **Elements and Principles of Design** (on-going): Students will learn the fundamentals of line, shape, colour, texture, value and space. They will learn basic compositional rules and gain an understanding of balance and unity in a work of art.
2. **Drawing:** Students will demonstrate an understanding of basic drawing skills and concepts through a variety of drawing mediums (pencil, charcoal, pen and ink, pastel) and strategies.
3. **Sculpture:** Students will gain an understanding of working in 3 dimensions through the use of clay and/or other sculpture projects.
4. **Painting:** Students will develop an understanding of materials, basic skills and concepts through colour theory, guided exercises and experimentation
5. **Printmaking:** Students will develop an understanding of printmaking by advancing from simple printing to experiments with linoleum cut prints (block relief printing) and screen printing.
6. **Art History:** Students will demonstrate knowledge of the early art history timeline (prehistoric, Egyptian, Greek Roman art, Medieval art and the Art of the Renaissance) In addition, students will research and identify visual characteristics and themes found in Canadian Art, Contemporary art and in the artwork of other cultures. In many cases, art history will be interwoven throughout each studio assignment.
7. **Sketchbook** (on-going): The sketchbook will reflect students' personal interests in the form of sketches, clippings and written entry. Formal sketchbook assignments and project planning should also be included in each student's sketchbook.

Evaluation Policy:

70% Formative Evaluation practical assignments, discussions, critiques, written reflections, sketchbook evaluations, creative process.

30% Summative Evaluation

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| Summative Task 1 (test) | - | 10% |
| Summative Task 2 (practical summative) | - | 20% |

As with formal examinations, a legitimate absence from a summative evaluation is one resulting from student illness or family emergency, and **appropriate documentation** must be provided to the student's vice-principal. In the case

of a legitimate absence, the vice-principal will consult with the teacher and an alternate due date will be established. If the summative is time-sensitive, an alternate task may be assigned.

Assessment and Evaluation Policy:

Refer to the SWL Assessment and Evaluation Policy

Attendance Policy:

Students are responsible for catching up on class notes and completing any assignments for which they were absent. *It is up to the students to ask the instructor what they missed when they return.** If students are absent for a task using equipment, they are still responsible for understanding the material, and arranging for time to make up the task in the lab or shop. Parents will be contacted for any student who skips class. Any student who skips four or more times will be referred to the Vice-Principal.

General Course Information:

Classroom Expectations:

1. Every student is expected to keep a neat, well-organized notebook or portfolio for:
 - class notes and handouts
 - homework assignments and tests
 - project and task materials
 - research work (collection of images and **source material**)
2. Students are expected to be willing and active participants in all course activities. This includes completing all assignments both on time and with sufficient effort and honoring all of their commitments. (Try your best and remain open to new ideas and to use your time in class for reflection and exploration!)
3. Students will contribute to a positive learning environment by:
 - arriving in class on time and either taking their seat or going directly to work.
 - bringing **sketchbook, notebook, and pencils to every class.**
 - working quietly and staying on-task at all times.
 - Being respectful to others and respecting their property: The art room is a place where all students should feel safe and respected for who they are. Art is an expression of the self that should reflect who we truly are. This cannot happen in a classroom where there is judgment, or hostility.
 - practicing safe work habits at all times and reporting unsafe or hazardous situations to the teacher.
 - **cleaning up the art room and putting everything away before they leave the class in an orderly and safe manner** – part of your final mark will reflect your care for your peers and the classroom.
 - **Respect and care for the planet.** As artists we have a duty to care for the materials that we use (paper, paints etc.) to avoid waste. We also should be mindful of the effects on the environment of disposing of materials (ie. Paint and other materials down the sink).