



**The Bishop Strachan School  
Department Name: The Arts**

**Course Title: Visual Art**

**Grade Level: 10**

**Ministry Course Code: AVI20**

**Teacher's Name, Sharon Epstein, Tania Kitchell-DiRosa, Atsmon Ganor**

**Developed by: Stephen Zeifman**

**Date: September 2, 2009**

**Revision Date: September 2, 2009**

**Developed from: Ontario Curriculum Grade 9 and 10  
The Arts, 2000**

**Text: Visual Arts - No Textbook Required**

**Prerequisite: none**

**Credits: 1.0**

**Length: 110 hours**

## 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. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

## Overall Curriculum Expectations

### Theory

1. demonstrate an understanding of the design process;
2. differentiate historical artworks by content, theme, style, techniques, and materials;
3. explain the social and historical context and the chronology of distinctive artistic styles;
4. identify the skills required in various visual arts and art-related careers.

### Creation

5. produce a work designed around specific objectives and challenges (e.g., composition issues, subject matter, use of visual language);
6. demonstrate the ability to take varied and creative approaches to using materials, tools, processes, and technologies in studio activities;
7. explain the importance of process in relation to the final product;
8. use concepts of visual literacy in describing their art activities.

### Analysis

9. apply critical analysis processes to their artwork and works studied;
10. identify sensory, formal, expressive, and technical qualities in their own works and works studied;
11. describe interrelationships among art, the consumer, and the community

### Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Drawing & Composition: Analysis	12	n/a	n/a	n/a	
2. Communication & Design	14	n/a	n/a	1	
3. Artist's Book Project	17	n/a	n/a	1	
4. The Open Door: Colour, Painting & Expression	20	n/a	n/a	n/a	
5. Canadian Painting	10	5	n/a	n/a	
6. Printmaking: Relief	15	n/a	n/a	n/a	
7. Assemblage sculpture	5	5	n/a	n/a	
8. Reflections in Time: Exploring Portraiture	5	n/a	n/a	n/a	
<b>Total</b>	<b>98</b>	<b>10</b>		<b>2</b>	<b>110</b>

### Unit Descriptions

#### **Unit 1 – Drawing & Composition: Analysis**

Drawing with an introduction to various concepts like mass/volume and proportion. Then a series of illustrations will be created with the idea of giving visual and expressive form to abstract concepts.

#### **Unit 2 – Communication & Design**

A poster dealing with a social issue the student considers significant that will be done both with manual and digital techniques. The students will choose a concept and create an image and slogan that communicates their ideas. Students will also look at contemporary artists that use graphic design as a means to provoke their audience into thinking about social issues.

#### **Unit 3 – Artist's Book Project**

Students will develop a book through individual contributions of ideas and work produced. Emphasis will be placed on compositional structures and artistic process.

#### **Unit 4 – The Open Door: Colour, Painting & Expression**

Students will create a series of three paintings that move from pure abstraction to figurative imagery. These will involve colour theory, the development of technique as well as the production of large scale works.

**Unit 5 – Canadian Art**

This unit will introduce Art History and Critical Theory. Students will investigate and discuss Canadian female and male artists from different historical time periods.

**Unit 6 – Printmaking: Relief**

Students will experiment with a variety of printmaking and relief techniques. They will create editions of signed and numbered prints.

**Unit 7 – Assemblage Sculpture**

Students will create sculptures with found objects using the same concept of Andy Goldsworthy’s environmental works. They will have the opportunity to create sculptures in the art studio as well as work in an outdoor environment on a field trip.

**Unit 8 – Reflections in Time: Exploring Portraiture**

Students will create three small self portraits in which they will use prior knowledge based on the design process, colour theory and composition. Each portrait will be created in a different medium with a different technique. The students will discuss how this affects the viewer’s response to the artworks.

**Teaching/Learning Strategies**

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Group critique
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Group work	<input type="checkbox"/> Videotape critique
<input type="checkbox"/> Reading	<input type="checkbox"/> Debate	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Research project	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Practical exercise		<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Discovery		<input type="checkbox"/> Field trip
		<input type="checkbox"/> Independent study

**Assessment/Evaluation Strategies**

<b>Paper and Pencil</b>	<b>Performance Methods</b>	<b>Personal Communication</b>	<b>Other</b>
Works sheets	Projects	Classroom discussion	Teacher anecdotal records
	Portfolios	Portfolio interview	Teacher log
	Presentations	Self evaluation	Checklists
	Demonstrations	Peer evaluation	Rubrics
	Journals/sketchbook		

## Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see page 2)	Assessment Strategies
<b>70%</b>	1. Drawing & Composition: Analysis	1,5,9	Practical exercise
			Class Discussion
			Rubric
	2. Communication & Design	1,4,6,7,10,11	Practical exercise
			Class Discussion
			Rubric
	3. Artist's Book Project	1,5,6,7,10	Practical exercise
			Class Discussion
	4. The Open Door: Colour, Painting & Expression	1,5,8,9,10	Practical exercise
			Class Discussion
Self evaluation			
Teacher observation			
	5. Canadian Painting	2,3,9,11	Class Discussion
			Teacher observation
	6. Printmaking: Relief	1,5,6,10	Rubric
	7. Assemblage sculpture	1,5,8,9	Practical exercise
			Peer Evaluation
<b>30%</b>	Reflections in Time: Exploring Portraiture	Final Assessment 1,5,6,9,10	
			Total

## Course Resources

A wide selection of books, magazines, slides, videos and websites relevant to specific artists and techniques presented

Magazines

Art Forum

Canadian Art

Applied Arts Magazine

Border Crossings

Print

Drawing as Design Process, Peter Olpe

History of Art, H.W. Janson

Web Sites

[www.tate.org.uk](http://www.tate.org.uk)

[www.artchive.com](http://www.artchive.com)

[www.artnet.com](http://www.artnet.com)

**Achievement Chart – The Arts, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., facts, genres, terms, definitions, techniques)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, theories, ideas, procedures, processes, methodologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., formulating questions, focusing research, gathering information, organizing a project)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, evaluating, inferring, interpreting, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., creative process, design process, problem solving, reflection, elaboration)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information in art forms (visual arts, music, drama, dance, media arts) and in oral and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences and purposes (e.g., expression of emotion in art forms, expression of critical responses in oral and written forms)	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions in art forms (e.g., symbolic representation), and vocabulary and terminology of the discipline in oral and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, processes, technologies, techniques) in familiar contexts (e.g., work requiring accurate repetition)	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, processes, techniques) to new contexts (e.g., work requiring stylistic variation, an original composition, an interdisciplinary or a multi-disciplinary project)	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between the arts; between historical, global, social, environmental, and/or cultural contexts; between personal experiences and the arts)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness