



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

**Course Title: Visual Art**

**Grade Level: 12**

**Ministry Course Code: AVI4M**

**Teacher's Name: Stephen Zeifman, Tania Kitchell**

**Developed by: Stephen Zeifman**

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**Developed from: The Ontario Curriculum Grades 11 and 12  
The Arts, Common Course Codes**

**Text: Visual Art—No Text Required**

**Prerequisite: AVI3M, AWQ3M, AWS3M**

**Credits: 1.0**

**Length: 112 hours**

## Course Description/Rationale

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

## Overall Curriculum Expectations

### Theory

1. use appropriate visual arts terminology in all areas of visual arts theory;
2. demonstrate an understanding of a segment of Canadian art, fifteenth- to nineteenth-century Western art, and the art of Asian and other cultures;
3. describe the impact of art practices and materials on the environment.

### Creation

4. demonstrate through their studio assignments the ability to solve visual and conceptual problems;
5. produce original art works, using a variety of materials, tools, processes, and technologies appropriately;
6. document and evaluate their creative process and art works, using portfolios.

### Analysis

7. evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements;
8. analyse works of art in relation to their cultural, social, political, and historical contexts;
9. analyse ways in which cultural institutions shape our perception and understanding of art;
10. analyse the influence of art on their lives;
11. analyse postsecondary educational and career opportunities in visual arts.

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Proposal	5				
2. 3 Major works	21			3	
3. 3 Major drawings	21			3	
4. Minor drawing	2				
5. Figure drawing	7				
6. Mixed media piece	8			1	
7. Sketch book	9				
8. Art History	20				
9. Written Piece	5			1	

10. Final Exam 11. Gallery Visits		4	2		
<b>Total</b>	<b>98</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>112</b>

## Unit Descriptions

### Unit 1 – Proposal

Proposal outlining the media or medium the student chooses to work in as well as the themes they wish to explore, the nature of the works themselves and the choice of an artist/mentor who would be a suitable collaborator for their work.

### Unit 2 – 3 Major Works

Throughout the year the student will produce 3 major works conforming to their proposal.

Content and Expression in Figure drawing

### Unit 3 – 3 Major Drawings

The student will also produce 3 major drawings and 1 minor drawing. These works will be on themes suggested by the teacher. A major drawing is 16”x20” and is graphite on paper. A minor drawing is 10”x12”.

### Unit 4- Minor Drawing

A minor drawing is 10”x12”. The theme Can’t be Ignored.

### Unit 5 – Figure Drawing

Working with life models the student will explore various approaches to rendering the figure in a variety of traditional media.

### Unit 6 – Mixed Media Piece

Based on the experience with the figure the student will produce a major work, eg. 4’x5’ canvas, using a variety of media and taking a decidedly modern approach.

### Unit 7 – Sketch Book

Each student will use a sketch book throughout the year to develop their ideas, dialogue with their mentor, experiment with various media, and generally draw, doodle, collage, and comment. They may also use the sketch book for their art history notes

### Unit 8 – Art History

Art History will involve at least one class every two weeks throughout the year. There will be a series of lectures as well as student presentations and discussions. (Independent study and research in Art History and Art Historical processes is also involved in the creation of the independents works and the dialogue with the student’s chosen Artist mentor.)

**Unit 9 – Written Piece**

There will be a major written piece, 1500 words, on an art related theme.

**Unit 10 – Final Exam**

A final exam in art history involving slide identification, short answer, historical overview essay and a sight piece.

**Unit 11—Gallery Visits**

As students of the visual arts each student will be required to visit an art gallery at least once a month and write a brief commentary on the chosen exhibition.

**Teaching/Learning Strategies**

√ Lecture	√ Brainstorming	√ Group critique
√ Demonstration	√ Group work	√ Videotape critique
√ Reading		√ Self analysis
√ Structured discussion		√ Peer analysis
√ Practical exercise		
		√ Teacher analysis
√ Case study	√ Seminar	√ Field trip
		√ Game
		√ Independent study
√ Discovery	√ Research project	
	√ Workshop	
√ Interview		

**Assessment/Evaluation Strategies**

<b>Paper and Pencil</b>	<b>Performance Methods</b>	<b>Personal Communication</b>	<b>Other</b>
	Projects	Interviews	Teacher anecdotal records
	Portfolios		Teacher log
	Presentations	Classroom discussion	
	Essays	Seminars	Rubrics
		Portfolio interview	
		Self evaluation	
	Demonstrations	Peer evaluation	
	Constructions		
	Journals		

### 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. Proposal	1,2,4,5,6,7	
			Practical exercise
			Self analysis
			Teacher anecdotal
	2. 3 Major Works	1,2,4,5,6,7	
			Practical exercise
			Group critique
			Teacher anecdotal
	3. 3 Major drawings	1,2,4,5,6,7,8,9,10	
			Practical exercise
			brainstorming
			Structured discussion
	4. Sketch Book	1-11	
			Practical exercise
			groupwork
			Group critique

			Research project Teacher anecdotal
	5. Figure Drawing	1,2,4,5,6,7	Practical exercise Group critique Self and peer analysis
	6. Mixed Media Piece	1-10	Practical exercise Research Teacher analysis
	7. Written Piece	1-11	Practical exercise Research Teacher analysis
	8. Art History	1,2,3,7,8,9	Research Independent written project
	9. Gallery Visits	1-10	Practical exercise Research Teacher analysis
<b>30%</b>	Final Exam	Final 1-11	Practical exercise Research Teacher analysis Self critique
			Total

### Course Resources

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

The Natural Way To Draw, Niccolades

Drawing as Design Process, Peter Olpe

History of Art, H.W. Janson

Great French Paintings from the Barnes Foundation

Matisse Portraits, John Klein

Degas, Jean Adhemar

Odd Nerdrum Paintings, Richard Vine

Magritte, The Montreal Museum of Fine Arts

Max Ernst Collages, Werner Spies

Matisse, A Retrospective

Van Gogh in Saint-Remys and Auvers

Women Seeing Women by Lothar Schirmer

Cassatt, The Masterworks, Alison Effeny

Website:

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