



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

**Course Title: Visual Arts, Computers**

**Grade Level: 11**

**Ministry Course Code: AWS3M**

**Teacher's Name: Paul Toth**

**Developed by: Paul Toth**

**Date: September 2007**

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

**Text: Visual Art—No Books Required**

**Prerequisite: AVI20, AVI3M, AWQ3M**

**Credits: 1.0**

**Length: 110 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.Magic Boxes	3				3
2.Self Portraits	25				25
3.Digital Artists and Culture	7				7
4.DaDa and Surrealism	25				30
5.Transformation Animation	15				15
6.Virtual Sculpture	35	3			30
<b>Total</b>	<b>110</b>				<b>110</b>

## Unit Descriptions

### **Unit 1- *Magic Boxes and Windows***

The use of technology has shaped the way artists create art and in the process visually conceive of the world. Using visualization tools of the Renaissance, such as Durer's grids, and Camera Obscuras students will capture what we observe. We will discuss and analyze these first developments of virtual space, and the ethics of capturing images through technology and its ongoing effects on art-making practice.

### **Unit 2a – *Self Portrait***

Adobe Illustrator is a powerful professional 2D design tool that uses vector graphics to develop imagery for print, animation and film. Using integrated technologies of a digital camera and the computer, students will create “hand-drawn” self-portraits. Students will use direct observational analysis to determine contour, hue and tonality in their images. These images will be printed large and in high definition.

### **Unit 2b – *Creative Self-Portrait***

Using the images created in the first part of this unit, students will be challenged to develop them as a reflection of their personalities. Students will explore the creative potential of the software as well as establish an understanding of graphic design standards and principles. This project will initiate the practice of class critiques used throughout the rest of the course.

### **Unit 3 – *Digital Artists and Culture***

The use of digital technology has become central to the practice of a growing number of artists, both fine and commercial. The conceptual framework for much of today's dynamic cultural developments was established over one-hundred years ago. Each student will research a particular innovative artist, composer, inventor, philosopher, or company analyzing their particular contribution to, and effect on contemporary culture. Students will present their findings to the rest of the class through a Powerpoint and/or demonstration.

### **Unit 4 – *DaDa and Surrealism***

The radical creative methods of “cut and paste” and “collage” were developed by artists of the early and mid 20C. Students will explore how contemporary art-making still relies on these methods by creating new images from scanned, photographed and downloaded images. Using Adobe Photoshop, the imagery will be integrated, and manipulated to create a commentary on contemporary life. Students will also continue to develop their particular graphic sensibilities and solid production practices. High quality, large scale images will be printed. The ethics of image appropriation and the concept fair use will guide our discussions and practice.

### **Unit 5 - *Transformation Animation***

Adobe Flash is not only a powerful animation application, but also an essential web application used for commercial, research and online interactivity. Students will learn the basic methods for transforming images through motion and shape tweening as well as using audio to create a collaborative class animation.

## Unit 6 – *Virtual Sculpture*

The illusion of deep dynamic perspective through digital technology has had a profound effect on film, industrial design and sculpture. Using Maya 3D design software, students will create a virtual sculpture as part of a proposal for a public sculpture installation. Starting with an actual site visit and assessment, students will create a proposal integrating their designs into photographs of the site and using text and graphics, explain their concepts and intentions in a graphically compelling way. As part of the proposal, sculptures will be printed as models on the 3D printer.

### Teaching/Learning

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

### Assessment/Evaluation

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Classroom discussion	Teacher anecdotal records
Works sheets	Portfolios	Portfolio interview	Teacher log
	Presentations	Self evaluation	Checklists
	Demonstrations	Peer evaluation	Rubrics
	Constructions		

### 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	Assessment Strategies
70%	1. <i>Magic Boxes</i> 3h	Students will be able to use the tools to analyze objects and develop a basic understanding of the effect and evolution of technology in art.	Formative: Observation and feedback of students while completing exercises.
	2a/b. <i>Self Portrait</i> 25h	Students will gain the skills to effectively formally analyze visual images in terms of tone, hue, contour etc. while developing precise drawing skills using the mouse. They will develop the technical skills of working with graphic software including file management. In the second stage of the project, students will further explore the creative capabilities of the software while developing individual graphic sensibilities and basic design principles including typography.	Formative: Observation and feedback of students while completing tutorials and production of artwork.
	Observation and feedback during and after the development of Self-Portrait image.		
	Group critique of work produced during this unit.		
	3. <i>Digital Artists and Culture</i> 7h	Students will develop research and presentation skills from a variety of sources appropriate to their particular subject. They will discover the rich and varied heritage of technologically oriented media in both fine and popular media. Students will develop vocabulary specific to visual arts and engage in discussions	Formative: Observation and feedback of students while completing exercises.
	Presentation as a demonstration of, and sharing of material learned.		

		regarding the evolutionary and revolutionary role new technologies have on culture.	Observation and feedback during and after the presentation.
	4. <i>DaDa and Surrealism</i> 25h	Students will develop technical proficiency in Adobe Photoshop and in graphic production standards.	Tutorial completion Group discussion of the Surrealism movement and close examination of Dada and Surrealist artworks.
			Formative self reflection, peer and teacher assessment. Teacher anecdotal. Final summative assessment of project.
	4. <i>Transformation Animation</i> 15h	Students will use Adobe Flash to create one part of a collaborative animation that shows the creative application of software skills and image production. Working as a team as well as individuals, the students will plan the overall production strategy as well as the creative direction of the project.	Flash tutorial completion Formative self reflection, peer and teacher assessment. Teacher anecdotal. Final summative assessment of project.
Final Assessment 30%	6. <i>Virtual Sculpture</i> 35hrs	Students will do a site assessment, planning and creative development of a public sculpture. They will then integrate the virtual sculpture into a graphic and	Formative self reflection, peer and teacher assessment. Teacher anecdotal. Final summative assessment of project.

		text proposal.	Sketchbook and supplementary research materials.
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### Course Resources

World Wide Web, Gallery Visits and Professional Visits as appropriate, Student-lead research, Handouts as appropriate.

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

<b>Categories</b>	<b>50–59% (Level 1)</b>	<b>60–69% (Level 2)</b>	<b>70–79% (Level 3)</b>	<b>80–100% (Level 4)</b>
<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