



The Bishop Strachan School
Department Name: Art

Course Title: Visual Arts, Computers

Grade Level: 12

Ministry Course Code: AWS4M

Teacher's Name: Paul Toth

Developed by: Paul Toth

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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: AWS3M

Credits: 1.0

Length: 110 hours

Course Description/Rationale

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

Overall Curriculum Expectations

Theory

1. use a wide range of appropriate terminology related to all areas of art theory to describe art works, crafts, and applied design forms;
2. demonstrate an understanding of modern and contemporary art, especially Canadian (including Native Canadian) art, as well as African, Oceanic, and Central and South American art;
3. demonstrate an understanding of the historical context and stylistic evolution of some fine art, applied design, and craft forms.

Creation

4. identify and develop ideas and concepts to shape and unify their own art works;
5. choose the materials, tools, techniques, themes, and processes best suited to their fine art, applied design, or craft forms, and use materials and tools safely;
6. produce a body of art work, using the stages of the creative process;
7. document and evaluate their creative process and art works, using portfolios.

Analysis

8. evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products;
9. analyse and evaluate modern and contemporary Western works of art, as well as selected works of fine art, works in applied design, and works in crafts from African, Oceanic, Central and South American, and emerging art communities;
10. analyse the role of critics and art criticism in the understanding of art;
11. explain the influence of aspects of social, cultural, and political contexts, including arts organizations, on the creation and understanding of fine art, applied design, and craft works;
12. describe the relationship between the knowledge and skills acquired through visual arts and postsecondary educational opportunities.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Currency of Youth Parts 1 & 2	20				15
2. Intteractive Flash	35				35
3. Artist's Book	20				30
4. Digital Artists and Culture	5				5
5. Major Independent Project	20				15
Total	110				110
Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total

Unit Descriptions

Unit 1 – Currency of Youth Part 1

Using already established skills gained from the pre-requisite course, students will use Adobe Photoshop and Illustrator to design a currency bill that reflects the values and sensibilities of contemporary youth. Students will also focus on design and production standards.

Unit 1a - Currency of Youth Part 2

Using the images and digital files of the first part of the project, students will do a semiotic deconstruction of the images they produced. While further developing their graphic skills, students will design didactic companion graphic to explain the elements of their initial designs in a way that is clear and organized.

Unit 2 - Interactive Flash

Students will learn basic Flash image development and animation techniques such as motion and shape tweening through a series of tutorials. They will then produce a short animation that will be part of a larger class project, using not only Flash but also audio composition and editing software. Further developing their technical skills and developing a non-linear narrative structure, students will create an interactive web-based flash animation.

Unit 3 – Artist's Book

As a class, the students will develop the theme and content of a hand-made book. Using digital imagery, each printed page will be hand-bound by the group. Students will take on the various production roles in a creative project (Director, Artistic Director, Production Manager etc.)

Unit 4 – 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 5 – Major Independent Project (Summative)

Working either independently or in small groups, students will produce a project in a medium of their choice. The project will be a reflection of the student’s own interests and creative pursuit. Students will be required to produce sketches, production plans, notes, storyboards, and other development materials as appropriate.

Teaching/Learning Strategies

<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"/> Research project	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Workshop	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Case study	<input type="checkbox"/> Field trip	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Discovery	<input type="checkbox"/> Game	<input type="checkbox"/> Independent study

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
	Projects	Classroom discussion	Teacher anecdotal records
	Portfolios	Portfolio interview	Teacher log
	Presentations	Self evaluation	Checklists
	Demonstrations	Peer evaluation	Rubrics
	Diagrams	Sketchbook/Journal	
	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. Currency of Youth 20h	Ability to develop artwork using multiple graphic software programs.	Formative and summative review of file formats and structure, final artwork.
		Able to integrate imagery from a variety of sources including print, online and student/artist generated.	Formative and summative self reflection, peer and teacher critique (both formal and informal).
		Ability to develop didactic content and effective supportive graphic design.	Formative and summative self reflection, peer and teacher critique (both formal and informal).
		Students will understand the basic elements of visual semiotics and be able to articulate this understanding through written and graphic materials.	Formative and summative self reflection, peer and teacher critique (both formal and informal).
	2. Interactive Flash 35h	Students will develop a working understanding of Adobe Flash and production standards.	Both formative and in-class discussion/critique/review.

		Students will develop an understanding of, and application of design for user interaction.	Formative and summative self reflection, peer and teacher critique (both formal and informal).
		Students will develop skills in a variety of media including motion, graphic, and audio.	Formative and summative self reflection, peer and teacher critique (both formal and informal).
		Development of personal imagery and aesthetic.	Formative and summative self reflection, peer and teacher critique (both formal and informal).
	3 . Artist's Book 20h	Students will develop particular social, technical and professional skills related to roles undertaken to produce a large graphic artwork.	Formative and summative self reflection, peer and teacher critique (both formal and informal).
		Development of personal imagery and aesthetic.	Formative and summative self reflection, peer and teacher critique (both formal and informal).
		Students will develop an understanding of, and application of design for user interaction.	Formative and summative self reflection, peer and teacher critique (both formal and informal).
	4. Digital Artists and Culture	Students will develop online and traditional research skills.	Journals, notes and teacher anecdotal. Final summative assessment of project.
		Students will introduce themselves to and broaden their interests in both historical and contemporary digital artists and cultures, creating a deeper understanding of their own practice as artists.	

		Students will be able to plan, organize and present research in a multimedia project.	
30% Final Assessment	5. Major Independent Project	Students will plan, research and execute a self-defined project (or series of projects) that reflect their own interests in digital art-making and culture.	Formative self reflection, peer and teacher assessment. Teacher anecdotal. Final summative assessment of project.
		Students will deepen their skill levels in preferred media.	Formative self reflection, peer and teacher assessment. Teacher anecdotal. Final summative assessment of project.
		Students will develop a portfolio of work produced during the course and independently.	Formative self reflection, peer and teacher assessment. Teacher anecdotal. Final summative assessment of project.

Course Resources

World Wide Web, Course Specific Video Tutorials, Gallery Visits as appropriate, Student-lead research, Handouts as appropriate.

Achievement Chart – The Arts, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
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
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
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
Communication <i>The conveying of meaning through various forms</i>				
The student:				
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)
Communication (cont.)				
The student:				
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
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
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