Canterbury High School
Ottawa-Carleton District School Board
Visual Arts

Semester II – 2010/11 Course Outline

Course Title: Visual Arts (Computers)	**Grade Level: 10**
Course Code: AWS3M	**Credit Value: 1.0**
Prerequisite: Grade 10 Media Arts	

Course Overview (110 hours)

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience percep- tions of identity, culture, and values.

Strands: Course Expectations

• **The Creative Process**: apply the creative process to create media art works, individually and/or collaboratively;
• **The Principles of Media Arts**: design and produce media art works, applying the principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts);
• **Using Technologies, Tools, and Techniques**: apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes.
• **The Critical Analysis Process**: demonstrate an understanding of the critical analysis process by using it to monitor the creative process, and by examining, interpreting, assessing, and reflecting on media art works;
• **Identity and Values**: demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values;
• **Connections Beyond the Classroom**: demonstrate an understanding of the types of knowledge and skills that are transferable beyond the media arts classroom.
• **Terminology**: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts;
• **Contexts and Influences**: demonstrate an understanding of the socio-cultural and historical contexts of media arts;
• **Responsible Practices**: demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media art works.

Units of Study

The course is divided into three sections: Graphic Design, Digital Illustration and Animation. While students will appreciate the similarity of approaches, tools and vocabulary involved in each, they will also learn to distinguish their unique contribution to the field of digital arts.

Unit 1: Graphic Design
Understanding principles of graphic design, layout, typography, as well as a functional knowledge of computer graphics software. Exploring the concept of an "unreal" in the areas of fine & commercial arts; redefining the term "artifact" and the hybrid between traditional and multimedia artistic expression.

Unit 2: Digital Illustration
Understanding basic principles of design and composition, anatomy, form, value with use of digital illustration and painting tools. Furthing the notion of the "unreal" in commercial environments (e.g. magazines, graphic novcls), students will look at how to transpose drawing/painting skills to the digital medium.

Unit 3: Computer Animation
Demonstrate an understanding of the principles of animation through digital and traditional processes; recognizing the evolution of digital animation and the importance of a classical animation vocabulary.

Unit 4: Summative
Transforming artworks from previous units into a new creative form using some aspect of digital or emergent technology, e.g. gallery website; digital installation; animated short. These will be presented to the class and analysed as a cummulative expression of media art and communication. Summative for the Fall 2010 semester will begin during the week of 3 January upon return from Winter Holidays.

Teaching Strategies

- Teacher demonstration
- Research and Reflective papers
- Brainstorming
- Storyboarding
- Integrated project work
- Skill development and review
- Exemplars

Assessment and Evaluation Strategies

- Observational assessment (formal and informal)
- Information file
- Process work (mock-ups, thumbnails, storyboards)
- Self- and Peer- evaluation
- Submitted work for publication (online and print)
- Artistic statement and reflection
- Tests and quizzes (theoretical and practical)

Evaluation Summary

- The 70% mark should include evaluations of the four categories (knowledge/understanding, Thinking/Inquiry, Communication and Application).

- Weighting of categories may vary from subject to subject, reflecting the difference in the program and expectations for that subject.

- 30% of the final grade in all courses will be based on a final evaluation that will be administered at or towards the end of the course.

- This summative evaluation will take the form of a major assignment that draws on the four learning categories, with particular emphasis on Application/Connections and Communication. Further focus should be placed on the process and integration of traditional/new media techniques/practices with a weighing of 20%.

- The summative evaluation process will allow the student to fully demonstrate the key course expectations across the four Achievement Chart categories.