

# **Canterbury High School**

Ottawa-Carleton District School Board

## **Visual Arts Department**

Semester II – 2010 / 11 – Course Outline

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**Course Title: Visual Arts Comprehensive**

**Grade Level: 9**

**Course Code: AVI10**

**Credit Value: 1**

**Prerequisite: N/A      Teacher: Heather Evans**

**Course Overview** 55 hours , ( 50% of course ) .

This course unit offers an overview of visual arts as a foundation for further study. Students will become familiar with the principles and elements of design and how these are the essential building blocks for appreciation, application, and analysis in all visual arts disciplines. The expressive qualities of various materials through working with a range of processes, techniques and styles will be explored .This half of the course will focus on developing basic drawing skills using line and tone, basic perspective, application of the principles and elements of design, analytical drawing and design studies.

### **Strands:**

#### **Course Expectations:**

##### **Theory**

By the end of this course, students will:

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

##### **Creation**

By the end of this course, students will:

- \* use materials and processes to create art objects that express their intent;
- \* apply the principles and elements of design;
- \* produce two- and three-dimensional artworks, using a variety of materials, tools, processes, and technologies;
- \* apply the creative process ( i.e. , perception , exploration ,experimentation, production ,and evaluation ) in their work .

\* explain the function of research and technology in visual arts .

## **Analysis**

By the end of this course, students will:

\* apply critical analysis processes to their artwork and works studied through participation in a variety of art-viewing strategies.

\* explain , through critical analysis , the function ( e. g., political , religious , social ) of their own artworks and those of other cultures ;

\* demonstrate an understanding of connections between art and cultural identity or context.

## **Units of Study / Assignments**

### **1 . Drawing Foundation:**

#### **Still life:**

Use of line to analyze and render three dimensional objects. Create the illusion of space and depth; Wrapped Animal assignment.

Use of tone to convey structure, volume, materiality, space and depth.

Research and planning in sketchbook.

Media: pencil, ink, and conte, color pastel & paint.

#### **Aerial and linear perspective;**

Students will create formal perspective studies to create the illusion of space and depth .

Media: pencil/ ink / paint.

Research and planning in sketchbook.

### **2. Design foundation:**

The Elements of Design; the Principles of Design (rules that govern how artists organize the elements to create a composition ) .

Students will produce:

A series of design studies based on drawings of bicycles.

A tonally simplified still life study using black, grey and white paper.

A two or three dimensional work based on theories of Cubism.

Drawings and notes in sketchbook on each design principle and element, (from Art Talk textbook ) .

### **3. Analytical Drawing / Design Analysis through Visual Enquiry.**

Summative task:

Analytical studies of masks (structure, line, colour, texture.)

An enlarged oil pastel study of mask, examining, simplifying, and clarifying design elements through drawing .

#### **Teaching Strategies**

- teacher demonstration
- written assignments
- brainstorming
- small group work
- field trips
- department video and library resources
- skill development and review
- exemplars
- investigative research
- models
- student/teacher conferencing
- portfolios

#### **Assessment and Evaluation Strategies**

- observation (formal and informal)
- portfolios
- sketchbooks
- self evaluation
- written work
- artist statements
- exhibition

#### **Evaluation Summary**

<b><u>Achievement Category</u></b>		<b><u>Levels ( circle one in each category )</u></b>			
<b>Knowledge / Understanding</b>	<b>/15</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Thinking / Inquiry</b>	<b>/15</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Communication</b>	<b>/15</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Application**

**/25**

**1**

**2**

**3**

**4**

**Assignment mark weighting (Formative) , 70% :**

**Wrapped Animal 10%**

**Still life ( line ) 10 %**

**Still life ( tone ) 10 %**

**Perspective studies 10 %**

**Design studies based on bicycles 10 %**

**Design study based on Cubism 10 %**

**Principles and elements of design summary ( in sketchbook ) 5 %**

**Sketchbook research and planning ( homework ) 5 %**

**Assignment mark weighting ( Summative ) , 30 % :**

**Analytical drawing & Mask creation 20%**

**Portfolio presentation 10%**