

Canterbury High School

Ottawa – Carleton District School Board

~~Visual Arts Department~~

Semester I – 2010 - 11 – Course Outline

Course Title : (Ceramics / Illustration & Western Art History)

Course Code AWC2OW

Grade Level: 10

Credit Value: 5

COURSE Overview: 55hrs

Course Description/Rationale:

This course emphasizes learning skill building through practice: building on what students know: and introducing them to new ideas, and processes for artistic thinking and experimentation. The course will try to give students a thorough analysis and understanding of: (A, CERAMICS), a variety of hand building techniques. It will incorporate additional carving techniques such as imprinting and texturing to support the concepts and ideas expressed in individual assignments throughout the course; (B, Illustration), a variety of working processes in the production of illustrative works of art, stressing draftsmanship and awareness of form and context in the development of a concept for 2 dimensional works; and (C, Art History) of a variety of movements from the Early Christian/ Gothic eras through the Renaissance ending at the Baroque movements throughout Europe.

* Mastery of craftsmanship and sensitivity to the materials is a large component of this introductory, (review), course, stressing image building and aesthetic awareness through intensive research, brain storming processes/ concept webs and creative problem solving

Strands and Overall Expectations:

A) Ceramics Section

- THEORY** Demonstrates an understanding of the clay medium and working processes
Demonstrates an understanding of the researched artworks by content and aesthetics
Understanding of ceramic and sculptural terminology
- CREATION** Produce a work designed around specific objectives and challenges
Demonstrates the ability to take varied and creative approaches to using materials, tools, processes, and technologies in studio activities
- ANALYSIS** Apply critical analysis processes to their artwork and works studied
Identify sensory, formal, expressive, and technical qualities in their own works and works Studied

B)Illustration Section

- THEORY** Demonstrates an awareness of a variety of dry and wet drawing materials and working processes
Understanding of the design process and stages involved in the creation of an illustration
- CREATION** Produce a work or works designed around specific objectives and challenges
Document visually the working design process
Demonstrates the ability to take varied and creative approaches in the production of a Work on paper
- ANALYSIS** Apply critical analysis processes to their works, as well as their peers
Identify sensory, formal, expressive, and technical qualities in given works of art.

C) Art History Section

THEORY Demonstrates an awareness of individual periods of art, as well as the fluent transitions between historical movement.

Identify individual characteristics of individual artists, as well as individual historical movements

CREATION Produce a contemporary illustration using the characteristics and concept from historical movements taken in class

Demonstrates the ability to take varied and creative approaches to using materials and creative image problem solving and evolution.

ANALYSIS Apply critical analysis to historical works covered in lectures with precision and insight

UNIT BREAKDOWN:

HANDBUILDING TECHNICAL VESSELS

HANDBUILDING NARRATIVE VESSELS

FIGURATIVE CERAMIC NARRATIVE

ILLUSTRATION EXPLORATION a) mentor b) realism c) graphic d) combination/collage

ACADEMIC ART HISTORY and Conceptual Art History influenced illustration

Teaching Strategies

- **teacher demonstration**
- **written assignments**
- **brainstorming**
- **small group work**
- **field trips**
- **videos and library resources**
- **skill development and review**
- **exemplars**
- **investigative research**
- **models**
- **student / teacher conferencing, interviews**
- **portfolio reviews**

RESOURCES:

Researched Historical ref., material processes, mentor works and image building

Workshops (working processes)

Gallery visits

Texts and readings.

ASSESSMENT BREAKDOWN (GRADE 10 CERAMICS / ILLUSTRATION / ART HISTORY)

Legend..... T/I THINKING/ INQUIRE
K..... KNOWLEDGE
Co..... COMMUNICATION
C/A.... CREATION / APPLICATION

UNIT WEIGHT	UNIT/ PROJECT	ASSIGNMENT BREAKDOWN	STRANDS
20%	1) Functional Vessel (Texture / form /balance exploration)	a) prep / braining storming and creative image building (documentation) 20 b) aesthetic awareness 30 technical skill 30 c) resolved project 20	T/I K Co C/A
30%	2) Cultural Figurative Vessel (Symbol / Iconography narrative exploration)	a) prep. / brainstorming creative image building 20 b)aesthetic awareness 20 c) technical execution 20 d) creative narrative 20 e) resolved project 20	T/I K Co C/A C/A
30%	3) Illustration Exploration i)mentor influence ii)realism iii)graphic iiii)combination/collage	a) prep and C.I.B 20 b) aesthetic awareness 40 c) creative narrative 20 d) resolved design 20	T/I K C/A C/A
5%	4) Art History (understanding and documentation)	a)note summaries 50 b)essays 50	T/I K/Co
15%	5) Art History influenced contemporary Illustration (mentor / historical exploration)	a)Research/Historical Understanding 25 b)Image development (reference to historical base) 25 c)Creative and Technical execution 25 d) resolved product 25	T/I T/I Co C/A

Timeline (Units)

Ceramic Section	50 %.....	30hrs	
Illustration Section	30% (Homework).....	5hrs	
History Section	20%.....	20hrs.....	TOTAL 55 Hrs

Assessment and Evaluation:

(Based on school assessment and evaluation policies and Visual Art Department expectations)

Determination of Final Grade

70% of the grade will be based on evaluations conducted throughout the course.

- *The 70% mark should include evaluations of the four categories (Knowledge/ Understanding, Thinking/Inquiry, Communication and Application).*
- *Weighting of categories may vary from discipline to discipline in visual art, reflecting the difference in the program and expectations for that subject e.g. Photography, Printmaking, Ceramics..*
- *Knowledge/Understanding 15% – 20%*
- *Thinking/Inquiry 15% – 20%*
- *Communication 20% – 30%*
- *Application 30% – 40%*

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 may take the form of an examination, portfolio, class test, essay, and/or other methods of evaluation suitable to the course content in specific areas of study e.g. Ceramics, Printmaking, Photography.*
- *The summative evaluation process will allow the student to fully demonstrate the key course expectations across the four Achievement Chart categories.*

Attendance:

- *Because regular attendance is an integral part of learning and assessment, irregular attendance may jeopardize a student's ability to earn a credit in a particular course. Students will be responsible for all materials studied in classes. (OCDSB-Evaluation Policy 5.9.1) Teachers will assist students in catching up but are not expected to re-teach the missed work.*
- *Under no circumstances will marks of "0" be assigned for tests, assignments, etc. missed for legitimate documented reasons. (OCDSB Policy 5.9.3)*

Learning Skills:

- *The report card provides a record of the learning skills demonstrated by students in every course, in the following five categories: Works independently, Teamwork, Organization, Work Habits, and Initiative. The separate evaluation and reporting of learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations.*

Late and missed evaluations:

- *see handout - (board policy)*
- *incorporate specific procedures form each department*

Academic Honesty: (board policy)

- *If a student participates in academic fraud (e.g., cheating on tests, plagiarism in assignments), he/she is deemed not have met the expectations associated with that particular grading activity; **a mark of zero will be assigned.***