

Canterbury High School
Ottawa-Carleton District School Board
Visual Art Department
Semester I – 2010– Course Outline

Course Title: Visual Art Grade 12	Grade Level: 12
Visual Arts, Grade 12, University/College Preparation	
Course Code: AVI4M	Credit Value: 1
Prerequisite: Visual Arts, Grade 11, University/College Preparation. AVI3M	

Course Overview 110 hours

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.

Strands:

Course Expectations

Theory

By the end of this course, students will:

- * use a wide range of appropriate terminology related to all areas of art theory to describe art works, crafts, and applied design forms;

- * 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; demonstrate an understanding of the historical context and stylistic evolution of some fine art, applied design, and craft forms.

Creation

By the end of this course, students will:

- * identify and develop ideas and concepts to shape and unify their own art works;

- * 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;

- * produce a body of art work, using the stages of the creative process;

- * document and evaluate their creative process and art works, using portfolios

Analysis

By the end of this course, students will:

- * evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products;

- * 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;

- * analyse the role of critics and art criticism in the understanding of art;

* 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;

* describe the relationship between the knowledge and skills acquired through visual arts and postsecondary educational opportunities.

Units of Study

Units #	TITLE	Weeks
1 30%	Studio Work Term 1 *Stylized Object in 3 media *Altered Books *Ceramic unit *Painting – Social Commentary	8
2 20%	10% Sketchbook 10% Proposal, development of theme	Process work
3 20%	*Art History (10% Seminar/10% Test)	1
4 30%	*Studio Work Term 2 Self directed ;theme based Graduate Exhibition	7

Stylized Object. Students will investigate pivotal artists of the 20th Century. Following this research they will create 3 panels related by a common object, and impart something of 3 chosen artists sensibilities.

Altered Books . Students will create a work of art using a book as the canvas. At least 3 pages to be developed where the outside cover relates to the artwork contained within.

Ceramic Unit. Students will complete one piece with preparatory work in sketchbook.

Painting. Students will complete a work with social content on masonite

Art History. Students will study Modern and Contemporary Art in Painting, Video, Sculpture, Photography and Installation, present a seminar, and complete an Art History exam at the end of the unit.

Graduating Exhibition. Students will prepare and curate an exhibition reflecting their personal theme developed over the course of the 2nd term. A proposal for at least 3 related pieces will preface this final show.

Teaching Strategies

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

Assessment and Evaluation Strategies

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

Assessment and Evaluation:

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

Determination of Final Grade

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

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- Knowledge/Understanding 15%
- Thinking/Inquiry 15%
- Communication 15%
- Application 25%

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

Attendance:

- Due to regular attendance being 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 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.

Academic Honesty: (board policy)

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