



London District Catholic School Board
Visual Arts, Open
AVI10 Course Outline

MINISTRY GUIDELINE:	The Ontario Curriculum, Grades 9 and 10, Arts, 2010
PREREQUISITE:	None
CREDIT VALUE:	1.0

Course Description

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Course Resources:

Students will be provided with a variety of resources, some for in-class use and others to be taken home and brought to class on a regular basis. Resources are costly investments and as such are expected to be used in a respectful manner and returned in the same condition in which they were issued. Lack of student responsibility in this regard may result in a repair or replacement cost to the student and their parent/guardian.

How this Course Supports The Ontario Catholic School Graduate Expectations

The shared purpose of this course has been developed to respect the technical skills and proficiencies of the visual arts within a context of celebrating, respecting and affirming the human experience, and the environment as 'gift'. As a Catholic faith community we acknowledge and affirm the uniqueness of each person and the diversity of cultures. We see the visual arts as an opportunity for students to reflect and grow through the process of self-discovery. Students will develop a state of readiness to witness love and respect God's creation. The course will involve activities that focus on a sacramental cosmology where God's presence is found in the ordinary, making it extraordinary. The course allows students to develop attitudes and values that exemplify a community-oriented sociology where human relationships function for the common good through perseverance, discipline, commitment and teamwork.

UNIT TITLES

Unit 1	Creating and Presenting
Unit 2	Reflecting, Responding, and Analyzing
Unit 3	Foundations

Instructional Strategies:

Through brainstorming; conferencing; interviewing; and independent research students explore and research a specific topic related to art history, art processes, and careers.

Emphasized is the application of creation of artwork to demonstrate specific function, portray design concept, or communicate personal expression. The portfolio, a collection of student works reflecting skills, knowledge, and understanding, will be accumulated throughout the year/semester.

Achievement:

Achievement charts provide a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The charts provide a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers assess student achievement in four categories. The 4 categories of the achievement chart can be summarized as: Knowledge/Understanding; Thinking/Inquiry/Problem Solving; Communication; Application

Assessment:

Term Assessments	Final Course Evaluation Activities
<p>70% of the course final grade will represent the evidence of student achievement collected from all four categories throughout the course with the following designated weighting factors applied:</p> <p>Knowledge/Understanding 20% Thinking/Inquiry 20% Communication 20% Application 40%</p>	<p>30% of the course final grade will be based on one or more final evaluation activities suitable to the course content. Depending on the number and duration of these evaluation activities, one activity may take place during the school exam schedule. The category weighting factors for this 30% will be the same as those used during the term.</p> <p>Teachers will communicate the specifics for the final evaluation activities by December 1st for semester 1 courses and May 1st for full-year and semester 2 courses.</p> <p>*All students must participate in final course evaluation activities.</p>

***Should a student miss all or part of the scheduled final evaluation activities, the student will forfeit whatever portion of the thirty percent that was not completed. In extenuating circumstances (e.g., illness, death in the family, etc.) the principal shall determine an alternative resolution for a missed final evaluation.**

Late and/or Missing Summative Assessment Assignments:

Late and/or missed assignments do impact the student’s grade. The teacher will communicate to the student and parent that an assignment due date has been missed and that the student is still responsible for completing the assignment. For more detailed information about late and missed assignments and academic misconduct (skipping, cheating, and plagiarism) refer to the Procedure for Dealing with Academic Misconduct and Late and Missing Assignments.

Learning Skills:

Skills such as responsibility, organization, independent work, collaboration, initiative, and self-regulation will be assessed and reported separately from the subject grade. The separate evaluation and reporting of these learning skills reflects their critical role in students’ achievement of the curriculum expectations.

<p>Students are expected to:</p> <ul style="list-style-type: none">- attend and be punctual for all classes.- come to class prepared to work.- complete all assignments, readings and homework on time.- catch up on all notes and work missed when absent.- be present for all tests and evaluations (in the case of illness, a Doctor’s note may be required).- respect the learning environment.- adhere to the School Computer User Policies and the Board Student Internet Access Agreement.- adhere to board policy with respect to plagiarism.- adhere to the school dress code.	<p>Parents/Guardians are asked to:</p> <ul style="list-style-type: none">- encourage your son/daughter to take an active part in the life of the school.- regularly ask to see notebooks and school planner.- encourage him/her to take advantage of opportunities for extra help.- become familiar with the curriculum.- attend school functions and talk to us. <i>Teachers work best when we know the story behind the desk.</i>- encourage your son/daughter to take an active interest in current events and issues. Offer him/her opportunities to question and reflect on what is happening in the world. <p><i>“Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education.”</i></p> <p>Ministry of Education</p>
---	--

I have read and carefully considered the expectations of me as a student. I agree to adhere to these expectations.

Student _____ Date _____

I have discussed the contents of this course outline with my son/daughter and understand what is expected of us.

Parent _____ Date _____