



**London District Catholic School Board
Visual Arts, Open
AV120 Course Outline**

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

Course Description

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and 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 focus of this course is to frame the Visual Arts experience within the context of celebrating, respecting, and affirming the human experience. The students will reflect upon loving relationships, self-discovery, and spiritual growth. Students will become increasingly aware how powerful the Visual Arts are in our society and how individuals whose career is related to the visual arts can inspire thought-provoking images of a world view. Students will strive for excellence, originality, and integrity in their own artwork while supporting these qualities in the work of others. Essential life skills such as perseverance, discipline, commitment, and teamwork will be the binding characteristics of this course.

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.

1.

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> <table border="0"> <tr> <td>Knowledge/Understanding</td> <td align="right">20%</td> </tr> <tr> <td>Thinking/Inquiry</td> <td align="right">20%</td> </tr> <tr> <td>Communication</td> <td align="right">20%</td> </tr> <tr> <td>Application</td> <td align="right">40%</td> </tr> </table> | Knowledge/Understanding | 20% | Thinking/Inquiry | 20% | Communication | 20% | Application | 40% | <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> |
| Knowledge/Understanding | 20% | | | | | | | | |
| Thinking/Inquiry | 20% | | | | | | | | |
| Communication | 20% | | | | | | | | |
| Application | 40% | | | | | | | | |

*All students must participate in final course evaluation activities.

***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.

Students are expected to:

- 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.

Parents/Guardians are asked to:

- 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. *Teachers work best when we know the story behind the desk.*
- 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.

"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."

Ministry of Education

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 _____