



AVI 3M
Visual Arts Grade 11 - College / University
McEwan

Course Description:

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Course Breakdown:

Term work:

projects, sketchbooks, critiques, self-evaluations, classroom observations & studio etiquette
(Knowledge 20% / Thinking 25% / Communication 25% / Application 30%)

70%

Culminating Assignment 15%

Examination 15%

100%

In this course, you will experiment with a variety of materials and techniques. Many assignments allow student choice in materials.

We use pens, pencils, conté, charcoal, clay, acrylic paint, watercolour paint, India ink, brushes, alcohol markers, pencil crayons / Lyras, found objects, collage, paverpol, inks, printing techniques - basically anything we can get our hands on and are willing to play with.

This is a list of specific assignments which may or may not be included in this course:

- bad art
- protest throughout the ages: research project / response
- cancel production of that toy!: found objects sculpture with photography and ad
- surreal dream drawing - perspective drawing with the inclusion of dream like objects
- self portrait in an artistic style: baroque, impressionism
- apple or pear: realism or mannerism
- mood / emotion piece: wax resist piece with india ink
- clay: renaissance and baroque, rococo - functional pottery
- paper impressions - 3d sculpture in paper
- Paverpol material sculpture
- when I grow up research assignment - particular career / field of interest
- in my past life: research assignment - art history

Culminating Activities:

- museum mutant - the child of two famous works comes together
- sacred cow - the personalization of a famous work of art
- school commission process

Alternative assignments will be chosen based on time, materials and class wants/needs.



FREEDOM FRIDAYS!

Students will have self directed time to explore their personal and varied interests in art.

Specific assignments are noted in the course expectations below as an example of how our assignments address the requirements set in ministry documents. Section 3.1 - 3.3 address responsible studio etiquette - something we promote in the arts department.

Prerequisite: Visual Arts, Grade 9 or 10, Open

Curriculum Expectation	Specific expectation	Assignment / Specific focus
A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively	A1.1 use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of art works that address a variety of creative challenges	<ul style="list-style-type: none">• critiques• self evaluations• sketchbooks

Curriculum Expectation	Specific expectation	Assignment / Specific focus
	A1.2 apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety of traditional and contemporary media	<ul style="list-style-type: none"> • sketchbooks • self evaluations • this is an expectation of all assignments
	A1.3 document their use of each stage of the creative process, as well as varied and extensive research, in a portfolio that includes art works created for a variety of purposes and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process	<ul style="list-style-type: none"> • sketchbooks • self evaluations
A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages	A2.1 explore how elements and principles of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience	<ul style="list-style-type: none"> • this is an expectation of all assignments • sketchbooks • self evaluations • art history • ‘Unbirthday party’ assignment • ‘Protest throughout the ages’ assignment
	A2.2 apply elements and principles of design as well as art-making conventions to create art works that comment and/or communicate their personal perspective on issues related to social justice or the environment	<ul style="list-style-type: none"> • ‘Protest throughout the ages’ assignment
A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.	A3.1 explore and experiment with media, including alternative media, and current technologies, and use them to create a variety of art works	<ul style="list-style-type: none"> • this is an expectation of all assignments • ‘Cancel production of that toy!’ assignment • classroom observations documented
	A3.2 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists	<ul style="list-style-type: none"> • art history • project introductions will include examples from visual artists • this is an expectation of all assignments • documented classroom observations

Curriculum Expectation	Specific expectation	Assignment / Specific focus
	A3.3 describe appropriate standards and conventions for the presentation of different types of visual art works, and apply these standards and conventions when preparing their art works for presentation	<ul style="list-style-type: none"> • critiques • rubrics will include expectations for all works to be signed, labelled, dated, matted, and/or mounted
	A3.4 explain how variations in where and how art works are displayed (e.g., as public art, in private and public galleries, on the Internet, in the mass media, in virtual and traditional museums, as transient art works) can affect the impact and meaning of the works and the size and type of audience they reach	<ul style="list-style-type: none"> • art history • self evaluations • “Career research” oral presentation component
B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works	B1.1 analyse their initial response to art works	<ul style="list-style-type: none"> • art history • critiques • self evaluations
	B1.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others	<ul style="list-style-type: none"> • art history • critiques • self evaluations • ‘Bad Art’ assignment
	B1.3 explain, with reference to particular works, both historical and contemporary, how knowledge of an art work’s cultural and historical context, achieved through research, has clarified and enriched their understanding of the work’s intent and meaning	<ul style="list-style-type: none"> • art history • self evaluations • critiques • final exam • ‘Protest throughout the ages’ assignment
	B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria.	<ul style="list-style-type: none"> • critiques • self evaluations • ‘Bad Art’ assignment
B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect both social and personal values	B2.1 analyse the function and social impact of different kinds of art works in both past and present societies	<ul style="list-style-type: none"> • critiques • ‘Protest throughout the ages’ assignment • self evaluations • sketchbooks
	B2.2 explain, on the basis of research, ways in which various art works are a response to and a reflection of the society in which they were created	<ul style="list-style-type: none"> • ‘Protest throughout the ages’ assignment

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	B2.3 reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their perceptions of society and social issues	<ul style="list-style-type: none"> • self evaluations
B3. Connections Beyond the Classroom: describe opportunities and requirements for continued engagement in visual arts.	B3.1 identify a variety of careers in fields related to visual arts	<ul style="list-style-type: none"> • ‘When I grow up ...’ assignment
	B3.2 describe, on the basis of research and investigation, a variety of personal opportunities in their community in cultural or other fields related to visual arts	<ul style="list-style-type: none"> • ‘When I grow up ...’ assignment
	B3.3 describe, on the basis of investigation, a variety of local, national, and global arts-based organizations, and identify ways they could become involved with one or more of these organizations	<ul style="list-style-type: none"> • ‘When I grow up ...’ assignment
C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts	C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art work	<ul style="list-style-type: none"> • this is an expectation of all assignments • ‘Bad Art’ assignment • critiques • self evaluations
	C1.2 explain terminology related to a variety of techniques, materials, and tools (e.g., additive and subtractive techniques, blazing, gesso, intaglio, layering, palette knife, scumbling, transfers, single-lens reflex [SLR] cameras, software used to edit digital photographs), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art works	<ul style="list-style-type: none"> • this is an expectation of all assignments • ‘Bad Art’ assignment • documented classroom observations • critiques
	C1.3 using appropriate terminology, explain the creative process and describe in detail the critical analysis process, with particular reference to the role of deconstruction in the latter process	<ul style="list-style-type: none"> • self evaluations • critiques • final exam
C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works	C2.1 demonstrate an understanding of a wide variety of techniques that artists use to achieve a range of specific effects	<ul style="list-style-type: none"> • art history • self evaluations • sketchbooks

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	<p>C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration, juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art), and explain how they are used in different types of art works</p>	<ul style="list-style-type: none"> • art history • self evaluations •
<p>C3. Responsible Practices: demonstrate an understanding of responsible practices related to visual arts</p>	<p>C3.1 demonstrate an understanding of legal and ethical issues related to the appropriation of images, materials, or ideas, or to the display of art works and apply legal and ethical practices when appropriating images, materials, and/or ideas</p>	<ul style="list-style-type: none"> • this is an expectation of all assignments • documented classroom observations
	<p>C3.2 demonstrate an understanding of health and safety issues and conscientious practices associated with the use of materials, property, techniques, tools, and technologies in visual arts and apply these practices when creating and/or presenting art works</p>	<ul style="list-style-type: none"> • documented classroom observations • this is an expectation of all assignments • self evaluations
	<p>C3.3 demonstrate an understanding of how the production and presentation of art works can affect the environment and apply environmentally responsible practices when creating, presenting, and promoting art works</p>	<ul style="list-style-type: none"> • documented classroom observations