



## **L'Art Visuel --AVI 10f**

Art Department Heads: Ms. J. Hutchinson  
 French Immersion Department Head: Mrs. H. Lorimer  
 School Principal: Mrs. B. Burns

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| <b>AVI 10f</b><br>Room 210  | <b>L'art visuel/grade 9 art</b><br><b>COURSE TEXT(S):</b><br><u>Les Arts Visuels</u> (\$150.00) | Ms. J. Taylor |
| <b>Class website:</b> <a href="https://sites.google.com/site/jfrlartvisuel9/">https://sites.google.com/site/jfrlartvisuel9/</a> |   |               |

### **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.

*Enduring Understandings for this course are posted on the Art Department's Website*

<http://johnfrosscvi.wixsite.com/jfrvisualarts/enduring-understandings>

*Ministry of Education Curriculum documents for this course:*

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf>

*You can also find out about the arts RECAP program at Ross:*

<http://www.ugdsb.ca/recapross/>

### **Grade Nine Art: Unit Overview**

\*While every attempt is made to cover all of the items listed, progression of units in the classroom are affected by many factors, which include the school schedule and each class's level of development and interest. **Please sign into GOOGLE CLASSROOM on a regular basis.** We will have a special guest, Métis artist Nathalie Bertin working with us several periods in February and March.

| <b>unit</b>                     | <b>planning (20%)</b>  | <b>knowledge (20%)</b>           | <b>application (40%)</b>   | <b>communication (20%)</b>                                 |
|---------------------------------|--|----------------------------------|--|--|
| 1-Review of the Elements Of Art | Sketchbook work  | test on the elements of art      | Artwork exploring personal narrative in response to indigenous art | Written analysis of the elements of art                    |
| 2-Collograph Printmaking        | 2 page sketchbook spread: of reference imagery and a sketch of landscape composition | test on printmaking terms/theory | 3 collographic artist proof/ prints, (best print is matted)        | Written analysis of the principles of design in best print |

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| 3-Clay Creature container                            | 2 page sketchbook spread of drawings and reference images   | test on clay terms/theory   | clay creature container with a lid/handle and a base                           |   |
| 4-Acrylic Landscape                                  | gradual blends local colour experiments   | test on colour theory/terms | *acrylic local colour study of a chosen landscape on masonite panel            | *analysis of the principles of design ( <b>oral interview</b> ) |
| 30%<br>CULMINATING<br>"20 bees, trees if you please" | <b>part one:</b> collection of coloured sketches, mini compositions (5%)<br>-larger coloured sketch planning for final artwork (2%) | EXAM 10%                    | <b>part two:</b> enlarged composition inspired by experiments in part one(10%) | artist statement (written 3%)                                   |

| <b>Student Responsibilities</b>                 |   |
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| <u>Attendance</u>                               | <p>If you are absent for any classes, you are responsible for obtaining the notes and work missed. <b>For more information of consequences for non-attendance, refer to the Student Handbook or school website.</b></p> <p><a href="http://www.ugdsb.ca/jfr/2016/11/15/2006-2017-student-handbook/">http://www.ugdsb.ca/jfr/2016/11/15/2006-2017-student-handbook/</a></p> <p>Students will be given significant in-class time to practice and develop expected skills or to work on assignments on his or her own, with peers and/or with teacher support. For students to achieve at full potential, students must attend classes regularly. <b>Many tools and materials are not available for outside classroom use.</b> Absences can be made up at predetermined lunches or after school.</p> |
| <u>Behaviour</u>                                | <p>This course is designed for all to succeed, provided instructions are followed and expectations are met. Aside from regular attendance, these expectations include:</p> <ul style="list-style-type: none"> <li>* appropriate participation in class and <u>quality time</u> spent on assignments, <b><u>in and outside of class</u></b></li> <li>*cooperation with clean-up and other classroom duties</li> <li>*openness and willingness to try new ideas, a positive attitude, willing to take creative risks</li> </ul>   |
| <u>Academic Honesty</u>                         | <p>John F. Ross requires academic honesty from all students. Academic dishonesty, including plagiarism and cheating on test or exams, <b><u>as well as use of translation sites</u></b> will result in a zero for the evaluation,. Refer to the Student Handbook for the complete policy.</p> <p><b>Phantom artwork (work not completed during at least 60% of classroom time) will not be evaluated.</b></p>   |
| <u>Tests, In-class work and Studio Projects</u> | <p>These will constitute 70% of the final grade. If a student is to be absent for a test or a presentation, a parent or <a href="#">guardian must advise the teacher before 9am on the day of, by a phone call to the school.</a> If a student is absent because of a school-sponsored activity, she/he may write the test as a pre-arranged time that is convenient for the teacher and discussed in advance with the student. In extenuating circumstances the make-up policy may be waived, if in the teacher's opinion, it is justifiable. If a test or an assignment is missed for any reason, the teacher may opt to give an alternate form of evaluation for the unit.</p>   |
| <u>Late assignments</u>                         | <p><i>Students will be told in advance when assignments are due. It is the student's responsibility to plan, complete and submit the assignment by the due date. Work</i></p>   |

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|                  | <p>handed in up to <u>one week later</u> than that established date, is subject to a penalty of 10%. Projects will not be accepted after this second deadline-<b>any work, even incomplete, should be submitted at this deadline</b>. Students who hand work in on the established deadline have the opportunity to re-work project upon its return and thus improve his or her mark.</p> <p>If extra help is required, I am often available in the art room at lunch or occasionally after school. Please make arrangements with me in advance.</p> <p><b>Time management and assignment completion are essential skills to develop at the secondary level.</b></p> |
| <u>Final 30%</u> | <p>It is your responsibility to complete all final evaluations. There is an exam (worth 10% of overall mark) in art, but the culminating activity weighs more heavily. Family trips and employment are not acceptable reasons for missing culminating activities. A doctor's note will be required to allow a student to complete a missed culminating activity.</p>   |
| <u>Safety</u>    | <p>Each art student will receive in-class instruction on safe studio practice. See handout, please have parent or guardian sign it.</p> <p>If ever in doubt, always ask the instructor!!</p>   |
| <u>materials</u> | <p><b>Some students may choose to go out and purchase their own unique materials for their personal culminating project. Owning your own brushes and drawing tools permits students to work at home easily as well as develops accountability.</b></p>   |

### How will you be Assessed and Evaluated?

**\*\*Units 1-4 total 70% of the mark.**

**\*\*Culminating task:**

- ❖ 2 part series on a chosen theme and is worth 20% of final mark. Friday homework assignments will be geared to development of this body of work. It is a project composed of several stages that reflect the creative problem solving process.
- ❖ Exam- will be worth 10% of final mark and will be written during designated exam days.  
**PLEASE use a binder or duo-tang to ORGANIZE all handouts and tests, as these will be necessary to prepare for the exam.**

You will be assessed and evaluated on your level of achievement of the Ministry expectations under the categories

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| Knowledge 20%   | 4 unit tests  |
| Application 40 %  | completed studio project associated with each unit                                |
| Communication 20%   | personal written reflections, oral interview and day-to-day observation of French |
| Thinking 20%  | sketchbook plans/ <b>creative process sketches</b> of intended studio work        |
| (Learning Skills will also be recorded and reported as part of the Ontario Provincial Report Card under the areas of <b>Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.</b> ) |   |

## The Creative Process

***Exploring the stages of the creative problem solving process involves the following :***

1. *Perceiving the artistic problem or the message desired to be conveyed*
2. *Brainstorming, creating mind-maps, t-charts*
3. *Locating reference imagery and looking at artists for inspiration and technical approaches*
4. *Making mock-ups of compositions*
5. *Creation*
6. *Reflection/critique, self evaluations*

- ☐ Students are expected to keep a sketchbook and to have it in every class. Students will keep sketches and reference images and preliminary drawings in this book;
- ☐ Each week there will be sketchbook assignments relevant to the unit of study. It is expected that the student spend an hour outside of class completing the drawing assignment.
- ☐ The sketchbook is essential to completing the final unit. In it, the student will explore the steps of the creative problem solving process: perceiving, planning, experimenting, producing, reviewing/evaluation. *Some of the work developed in the sketchbook becomes an integral part of the 20 % culminating project.*

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**I have read and understand the information contained in the entire course outline.**

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| Student Name:                          |  |
| Student Signature:                     |  |
| Parent/Guardian Name:<br>email contact |  |

