



Course Outline

AVI3M - Visual Arts

Grade 11

OVERVIEW

All courses within HDSB are taught in learning environments that promote inclusive education, and identify and eliminate discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to participate, learn, grow, and succeed. All students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they are engaged in and empowered by their learning experiences.

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). Ontario Arts Curriculum for grades 11 and 12 - <https://goo.gl/ieKkO1>

The expectations for courses in visual arts are organized into three distinct but related strands:

STRANDS	OVERALL EXPECTATIONS
Creating and Presenting	<ul style="list-style-type: none"> ❑ Apply the creative process to create a variety of art works, individually and/or collaboratively; ❑ 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; ❑ 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.
Reflecting, Responding, and Analysing	<ul style="list-style-type: none"> ❑ Demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works; ❑ 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; ❑ Describe opportunities and requirements for continued engagement in visual arts

STRANDS (Continued)	OVERALL EXPECTATIONS
Foundations	<ul style="list-style-type: none"> <li data-bbox="719 184 1430 321">❑ Demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts; <li data-bbox="719 327 1422 428">❑ Demonstrate an understanding of conventions and techniques used in the creation of visual art works; <li data-bbox="719 434 1398 501">❑ Demonstrate an understanding of responsible practices related to visual arts.

LEARNING SKILLS AND WORK HABITS

- ❑ Responsibility
- ❑ Organization
- ❑ Self-Regulation
- ❑ Independent Work
- ❑ Collaboration
- ❑ Initiative

Learning skills and work habits are an important part of your growth. Learning Skills and Work Habits will be taught, assessed, evaluated, and shared on your report card. This gives you and your parents/guardians valuable information about your learning.

HOW YOUR GRADES WILL BE DETERMINED:

Your final grade will be calculated by combining your Term (70%) grade and your Final Evaluations (30%):

	DESCRIPTION	CATEGORIES OF KNOWLEDGE AND SKILLS
Term Work	<p>Your work throughout the semester accounts for 70% of your final grade:</p> <ul style="list-style-type: none"> • Your teacher will collect and track evidence of your learning through observations of your work; conversations with you; and by evaluating the work you produce. • Your teacher will provide feedback to help you with further study and improvement. • Your 70% work will be returned for your review and reflection. • Your learning is assessed and evaluated based on the curriculum expectation in a balanced manner with respect to the four categories of knowledge and skills. The relative importance of each of the categories reflects the emphasis accorded to them in the course curriculum expectations (Growing Success, 17). 	<p>Knowledge & Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)</p> <p>Thinking: The use of critical and creative thinking skills and/or processes</p> <p>Communication: The conveying of meaning through various forms</p> <p>Application: The use of knowledge and skills to make connections within and between various contexts</p>

	DESCRIPTION	GRADING BREAKDOWN
Final Evaluations	<p>The Final Evaluations account for 30% of your final grade:</p> <p>Final Evaluations will challenge you to demonstrate your knowledge and skills related to the overall expectations for the course.</p>	<p>30% Performance Task(s) includes overall curriculum expectations from all strands. A portion of this performance task may be scheduled into the final evaluation block.</p>

For more information about what you need to know regarding...

1) [Meeting Timelines and Academic Honesty](https://goo.gl/KTAh40) - goo.gl/KTAh40

2) [Final 30% Evaluations](https://goo.gl/W82PYL) - goo.gl/W82PYL

3) [Determining Report Card Grade](https://goo.gl/FuzbMW) - goo.gl/FuzbMW

Your teacher can provide you with a paper copy of this information, if required.