



Ontario eSecondary School Course Outline 2022-2023

Ministry of Education Course Title: Visual Arts, Grade 11, College/University Preparation	
Ministry Course Code: AVI 3M	
Course Type: College / University Preparation	
Grade: 11	
Credit Value: 1.0	
Prerequisite(s): <i>Visual Arts, Grade 9 or 10, Open</i>	
Department: The Arts	
Course developed by: Jaclyn Wilson	Date: June 1st, 2022
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>The Ontario Curriculum, Grades 11 and 12: The Arts, 2010</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

Course Description / Rationale

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).

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf>

OVERALL EXPECTATIONS

Category A: Creating and Presenting

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

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;

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.

Category B: Reflecting, Responding, and Analysing

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

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;

B3. Connections Beyond the Classroom: describe opportunities and requirements for continued engagement in visual arts.

Category C: Foundations

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C3. Responsible Practices: demonstrate an understanding of responsible practices related to visual arts.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: The Basics of Creation	20 hours
Unit 2: Figure Drawing	20 hours
Unit 3: Sculpture and the Environment	20 hours
Unit 4: Mixed Media	20 hours
Unit 5: Final Project and Professional Portfolio	30 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: The Basics of Creation

In this unit, students will investigate the various components to artistic creation in the visual arts field. This will begin with an introduction to the Elements and Principles of Design. In addition, students will also examine relevant terminology and conventions related to visual arts. Next, as a foundation to their development as an artist, they will prepare to analyse their work through the creative process. They will also explore the opportunities for local and global art as well as potential careers in visual art and the arts related occupations. It will be in this unit that students will learn how to begin the planning, revising, experimenting, and creating process for a work of art. Specifically, they will be developing these skills in combination with creation techniques related to painting using either watercolour or acrylic paint.

UNIT 2: Figure Drawing

In this unit, students will explore the importance of figure drawing and practice techniques related to drawing specifically and the expression of the human form. More specifically, students will examine drawing techniques through gesture drawings and contour drawings as well as mark making techniques. Students will gain an understanding of how mark making and figure expression can impact a work of art. In this unit, they will also begin their investigations of their own work and the work of others and how the issues and challenges artists face impact one's artistic development.

UNIT 3: Sculpture and the Environment

In this unit, students will explore the importance of sculpture and practice techniques related to sculpture specifically and the expression of the 3D form. More specifically, students will examine sculpture techniques through additive and subtractive forms as well as creation techniques. Students will gain an understanding of how media and structure can impact a work of art. In this unit, they will also further their investigations of their own work and the work of others.

UNIT 4: Mixed Media

In this unit, students will explore the importance of mixed media pieces and practice techniques related to different media specifically and the purposes of using a mixed media approach. More specifically, students will examine mixed media techniques through 2D and 3D pieces as well as presentation techniques. Students will gain an understanding of how media and presentation of a piece can impact a work of art and its audience. In this unit, they will also further their investigations of their own work and the work of others.

UNIT 5: Culminating Pieces: Final Project and Professional Portfolio

Students will apply the techniques and skills they have acquired throughout the course to their final piece. They will also create a portfolio documenting their growth as an artist throughout the course. Finally they will analyse and discuss the challenges they faced and how they grew in a written reflection and oral interview.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Discussions with instructors are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with the subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities can be student-led or teacher led to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Oral presentations in an online environment we have the equipment to have students either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include research seminars.

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Reading students are able to read a variety of texts online. The students may print out the material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with responses, report writing, and individual research assignments.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher’s use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students’ sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students’ understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., art pieces and from written reflections that build towards and prepare students for the end-of-course culminating pieces in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: “What does the criteria look like for this particular task?” Or “What does limited effectiveness look like?” The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

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| <input type="checkbox"/> Artistic Analysis | <input type="checkbox"/> Editing Checklists |
| <input type="checkbox"/> Individual Conference Meetings | <input type="checkbox"/> Reflections |
| <input type="checkbox"/> Sketchbook Pages | <input type="checkbox"/> Oral Presentations |
| <input type="checkbox"/> Art Pieces | <input type="checkbox"/> Quizzes |
| <input type="checkbox"/> Outlining & Planning Sheets | <input type="checkbox"/> Writing Tasks |
| <input type="checkbox"/> Completed Templates & Organizers | <input type="checkbox"/> Evaluations |

EVALUATION

The final grade will be determined as follows:

- ❑ Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ❑ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education
Publication, 2010

Weight	
Course Work	70
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	30
Final Cumulative Piece	10
Professional Portfolio	10
Course Reflection and Interview	10

TERM WORK EVALUATIONS (70%):

Unit	Evaluation Item	Description	Category	Weight
1	- Elements and Principles Quiz	Quiz on the Elements & Principles of Design terms, concepts, and applications.	K, I, C, A	16
	- Landscape Painting	Creation piece covering painting techniques.		
2	- Figure Drawing	Creation piece covering drawing techniques.	K, I, C, A	18
	- Conversation and Written Reflection	Writing task covering the artist's analysis, planning process, and critique reflection.		
3	- Nature Art	Creation piece covering sculpture techniques.	K, I, C, A	18
	- Conversation and Written Reflection	Writing task covering the artist's analysis, planning process, and critique reflection.		
4	- Mixed Media	Creation piece covering mixed media techniques.	K, I, C, A	18
	- Conversation and Written Reflection	Writing task covering the artist's analysis, planning process, and critique reflection.		

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Final Cumulative Piece	The final cumulative piece will apply all of the techniques and skills learned throughout the course. It will also demonstrate connections between the chosen topic and course concepts.	SUM	10
Professional Portfolio	The professional portfolio will be a collection of their work throughout the course.	SUM	10
Course Reflection and Interview	A written reflection analysing the artist's personal growth and development as an artist throughout this course.	SUM	10

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent(s), teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:*** such as preferential seating or special lighting.
- Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are: Provide step-by-step instructions, create organizers for planning writing tasks, provide opportunities for enrichment.