

Visual Arts AVI10/AVI105 (Grade 9 Open, English & Immersion) Toronto District School Board, Richview Collegiate Institute

Curriculum Policy Document: *The Ontario Curriculum, Grades 9 and 10, The Arts. Revised 2010.*

Credit Value: 1 **Prerequisite:** None

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.

CURRICULUM STRANDS & OVERALL EXPECTATIONS

**For specific expectations see The Ontario Curriculum, Grades 9 and 10, The Arts, Revised 2010.*

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 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/or 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

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 personal values;

B3. **Connections Beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.

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.

ASSESSMENT AND EVALUATION

The Achievement Chart for Drama in *The Ontario Curriculum, Grades 9 and 10, The Arts. Revised 2010* and *Growing Success 2010* policy documents will guide evaluation and assessment.

THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is above the provincial standard.
3	70-79%	A high level of achievement. Achievement is at the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
1	50-59%	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

The Provincial Report Card report card focuses on 2 aspects of student achievement:

1. The achievement of curriculum expectations (represented by a percent grade)

70% Course Evaluation (based on the following % breakdown):

- Knowledge and Understanding 30%
- Thinking and Inquiry 20%
- Communication 20%
- Application 30%

30% Final Evaluation (based on the above % breakdown)*:

- Test
- Art Project

**A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.*

Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.

2. The development of 6 Learning Skills

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Demonstrating skills in class is a specific expectation of the Visual Arts curriculum; therefore students will be evaluated on their participation in class
- ❖

Visual Arts, AVI2O (Grade 10 Open)

Toronto District School Board, Richview Collegiate Institute

Curriculum Policy Document: *The Ontario Curriculum, Grades 9 and 10, The Arts. Revised 2010.*

Credit Value: 1 **Prerequisite:** none

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.

CURRICULUM STRANDS & OVERALL EXPECTATIONS

**For specific expectations see The Ontario Curriculum, Grades 9 and 10, The Arts, Revised 2010.*

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 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/or 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

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 personal values;

B3. **Connections Beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and describe various opportunities related to visual arts.

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.

ASSESSMENT AND EVALUATION

The Achievement Chart for Drama in *The Ontario Curriculum, Grades 9 and 10, The Arts. Revised 2010* and *Growing Success 2010* policy documents will guide evaluation and assessment.

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30% Final Evaluation (based on the above % breakdown)*:

- Test
- Art Project

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Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.

2. The development of 6 Learning Skills

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

OTHER NOTES:

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- ❖ Demonstrating skills in class is a specific expectation of the Visual Arts curriculum; therefore students will be evaluated on their participation in class.

Visual Arts, AVI3M (Grade 11 University/College Preparation)

Toronto District School Board, Richview Collegiate Institute

Curriculum Policy Document: *The Ontario Curriculum, Grades 11 and 12, The Arts, Revised 2010.*

Credit Value: 1 **Prerequisite:** Visual Arts, Grade 9 or 10, Open

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).

CURRICULUM STRANDS & OVERALL EXPECTATIONS

**For specific expectations see The Ontario Curriculum, Grades 9 and 10, The Arts, Revised 2010.*

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.

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.

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.

ASSESSMENT AND EVALUATION

The Achievement Chart for Drama in *The Ontario Curriculum, Grades 11 and 12, The Arts. Revised 2010* and *Growing Success 2010* policy documents will guide evaluation and assessment.

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Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

The Provincial Report Card report card focuses on 2 aspects of student achievement:

1. The achievement of curriculum expectations (represented by a percent grade)

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- Knowledge and Understanding 30%
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- Communication 20%
- Application 30%

30% Final Evaluation (based on the above % breakdown)*:

- Test
- Art Project

A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.

2. The development of 6 Learning Skills

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

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Visual Arts, AVI4M (Grade 12 University/College Preparation)

Toronto District School Board, Richview Collegiate Institute

Curriculum Policy Document: *The Ontario Curriculum, Grades 11 and 12, The Arts, Revised 2010.*

Credit Value: 1 **Prerequisite:** Visual Arts, Grade 11, University/College Preparation

Course Description

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

CURRICULUM STRANDS & OVERALL EXPECTATIONS

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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.

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: demonstrate an understanding of and analyse the requirements for a variety of opportunities related to visual arts.

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.

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