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**Course Description:**

This course is designed to introduce students to the knowledge and skills that they need to meet the entrance requirements for specific college and university programs. Through a series of studio projects and support assignments, students will continue their exploration of the elements and principles of design in the solution of visual problems stemming from art history, as well as from a wide range of themes and contemporary issues. Units of study will focus on further developing practical skills and building toward a presentation portfolio that includes artworks representing both traditional and contemporary media and techniques within the disciplines of drawing, painting, printmaking, sculpture, and mixed-media, as well as through traditional and new technologies. All studio work and units will be supported by the theory studied, and will be developed through a variety of sketchbook and preliminary assignments which will serve as an integral part of the creative process. Critical thinking, creative problem solving, research, and design theory will be used to inform the expression of original ideas and personal imagery in the creation of artworks. Students will also continue to develop their analytical skills and an aesthetic sensitivity when studying contemporary artworks as well as specific aspects of 15th-19th century Western (including Canadian) and non-Western art history.

**AVI3M**

**Course Overview**

###  Grade 11 Visual Art

### University/College Prep.

### Arts Department

### 2019/2020

**Birchmount**

**Park**

**Collegiate**

**Institute**

**Class Requirements:**

•Text: Art in Focus, 4th Ed.

(Replacement cost $120.00)

•The Annotated Mona Lisa ($30.00)

•Sketchbook, pencils, eraser

•binder, paper, pen, ruler

•Each student will contribute $10 toward the cost of additions to their art kit and specialized supplies.

###### Department Policies

Late Assignments: Late assignments must be accompanied with a note signed by a parent or guardian stating the reason for tardiness of the assignment. The note must list the due date of the assignment and the actual date of submission.

If an assignment is handed in after it has been taken up/handed back, the student may not receive a mark for it.

Missed Tests

It is the student’s responsibility to make arrangements, ahead of time, for any tests/quizzes that are missed. If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent or guardian and be prepared to write the test/quiz immediately upon return to school.

Homework: Please be aware of the TDSB policy found in the student handbook.

#### Assessment and Evaluation Strategies

The goal of assessment is to improve learning. Assessment will be ongoing and varied, and will include diagnostic, formative and summative/evaluative tasks. Examples of potential assessment strategies:

•oral/visual presentations, critiques, discussions

•written reflections, critiques, analyses

•exhibition/demonstration of processes, procedures, behaviours, skills, techniques, etc.

•quizzes, tests, examinations

•student self-assessments, peer assessments and teacher anecdotal observation, checklists, rating scales, rubrics

Achievement Categories and Weighting

• Knowledge/Understanding (F, C/P) 25%

• Thinking (C/P) 25%

• Communication 25%

• Application 25%

 (F, R/R/A, C/P)

**Learning Skills:**

**Curriculum strands:**

• Creating & Presenting (C/P)

• Reflecting, Responding &

 Analyzing (R/R/A)

• Foundations (F)

##### Final Mark

Year’s Work:

Term 1 + Term 2 = 70%

Final Summative Evaluation 30%

* Culminating Activities = 20%
* Written Evaluations = 10%

Credit Value: 1.0

Prerequisite:Visual Arts, Grade 9 or 10

**Evaluation**

Each term will include some or all of the following tasks:

•major studio/creative projects

•visual problem solving

•classroom discussions

•textbook readings

•homework assignments

•independent study

•collaborative/cooperative work

•written critiques

•short oral presentations

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**AVI3M**

**Evaluation Profile**

**And Overview of Units**

### Grade 11 Visual Art

### University/College Prep.

### Arts Department

**Birchmount**

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**Evaluation Profile**

**Achievement Categories**

Student achievement in this course will be evaluated out of 100% using the Achievement Chart for the Arts and the following weighting and criteria. Each achievement category contains criteria that are scaled across four levels of performance, each of which corresponds to a numerical percentage range (Level 1:50-59%, Level 2: 60-69%, Level 3: 70-79%, Level 4: 80-100%).

**Weighting**

**25% Knowledge/Understanding** (Creating& Presenting and Foundations)

•Students will show an understanding of the concepts, theories, ideas, procedures, processes and methodologies of visual art and visual literacy including: design, composition, art history, community and personal applications. This understanding will be demonstrated by the student in his/her practical studio work, written assignments, tests, sketchbook/log, and culminating/summative activities.

**25% Thinking/Inquiry** (Reflecting, Responding, Analyzing, and Creating & Presenting)

•Involves the use of critical and creative thinking skills and/or processes

•Students will use planning skills (formulating questions, focusing research, gathering information, organizing projects), processing skills (analyzing, evaluating, inferring, interpreting, forming conclusions), and critical/creating thinking processes (creative process, design process, problem solving, reflection, elaboration)

**25% Application** (Foundations, Reflecting, Responding, Analyzing and Creating & Presenting)

• Application involves the use and transfer of knowledge, techniques, processes, concepts, technologies and skills to make

 connections within and between various contexts

**25% Communication**

• Communication involves the conveying of meaning through various forms including the following:

 the effective expression and organization of ideas and information in artwork, with consideration of different audiences and

 purposes (ie. appropriate expression in critical responses, expression of feelings and ideas in artwork; the use of conventions in artwork

 (eg. symbols), and appropriate vocabulary and terminology specific to the art form

**Final Summative Student Evaluation**

The following activities are weighted at 30% of the final mark:

•Culminating Task = 20%: Students will demonstrate knowledge and skills through the documentation of their inquiry and in the creation of an artwork. Students will present their culminating process and product to their peers and teacher. Culminating activities must be completed under the supervision of the teacher.

•Final Written Evaluations = 10%

**Learning Skills**

Learning skills may be included as a part of some of the curriculum expectations. However, the separate evaluation and reporting of the learning skills on the report card reflects their critical role in students’ achievement of the curriculum expectations. The six learning skills are: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation.* The learning skills are evaluated using a four-point scale (E–Excellent, G–Good, S–Satisfactory, N–Needs Improvement). Learning skills are observed on an ongoing basis by the teacher and are a part of the assessment of every studio project. Checklists or rubrics are typically used to assess learning skills.

Overview of Units

A variety of media will be studied throughout the course including any or all of the following: traditional drawing media (e.g. graphite, conte, pen & ink), various 2-D media, mixed media, watercolour, acrylic painting, oil pastel, intaglio and relief printmaking, sculpting with traditional media and found objects. Topics to be covered may connect to any or all of the following: Early Photography to 20th C. Photography, Early Renaissance, High Renaissance, Aboriginal Arts and issues, Contemporary Art (a selection of Canadian artists), Mannerism and the Northern Renaissance, Baroque/17th Century Art in Italy, Flanders, Holland, Spain, 18th C. art in England, Rococo in France, Landscape Painting in Chinese Art.

1. Tradition and Innovation--Foundation Skills, Media Exploration and Composition
2. Human Expression—The Light and The Dark
3. Space—Inside and Out
4. Politics and Propaganda
5. Culminating activities