



NAC10 Course Overview

Course Description:

This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, printmaking and some traditional Aboriginal art forms. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

The Ontario Curriculum: Native Studies, Grades 9 and 10, 1999

Class Requirements:

- Sketchbook
- pencil, pen, ruler & eraser
- lined paper
- 3-ring binder
- Each student will contribute \$10 toward the subsidized cost of an art kit. Alternately, students may purchase their own materials, and will be provided with a list of materials for a basic set of supplies required for home and school use.

Course Requirements/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

Curriculum strands:

- Identity
- Relationships
- Sovereignty
- Challenges

Achievement Categories and Weighting

- | | |
|---------------------------|-----|
| • Knowledge/Understanding | 25% |
| • Thinking | 25% |
| • Communication | 20% |
| • Application | 30% |

Learning Skills:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation

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

Final Mark

Year's Work:

Term 1 + Term 2 = 70%

Final Summative Evaluation 30%

- Culminating Tasks = 20%
- Written Evaluations = 10%

Credit Value: 1.0



Evaluation Profile and Units of Study NAC10

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

• 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

• 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)

20% Communication

• Application involves the use and transfer of knowledge, techniques, processes, concepts, technologies and skills to make connections within and between various contexts

30% Application

• 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 emotion 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 Tasks = 20%: Near the end of the course, students will demonstrate, in class, the skills and knowledge acquired throughout the course.
- 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.

Units of Study

Units are subject to change, or may be added, based on particular class and individual student needs and teacher expertise. Units will not necessarily follow in the order outlined below.

- ✓ Ancestry, Identity and History: Mixed Media
- ✓ The Land that I Love: Painting
- ✓ Animals and our Environment: Clay and Sculpture
- ✓ Mythology, Truth, and History: Printmaking
- ✓ Sketchbook Assignments (throughout the course): a variety of technical and creative explorations through a variety of media.

Learning Skills and Work Habits Achievement:

Learning skills and work habits are instructed, assessed and evaluated separately from your academic work. You will be assessed frequently on your level of achievement of the following six learning skills and work habits (e.g. through conferences with your teacher; observation during class activities; and completion of assignments where specific learning skills are addressed). Learning skills and work habits will be evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement).

Responsibility *(e.g. fulfils responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour)*

Organization *(e.g. devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks)*

Independent Work *(e.g. independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)*

Collaboration *(e.g. accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of other; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions)*

Initiative *(e.g. looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others)*

Self-regulation *(e.g. sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks critically on own strengths, needs and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges)*