

**Forest Hill Collegiate Institute  
Course of Study and Evaluation Statement**

**Grade 11 Visual Arts: University/College Preparation**

**Note 1:** All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

**Note 2:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

### 1. Course Details

- Program Area: Visual Arts
- Assistant Curriculum Leader: Mrs. Neumann
- Course title: Visual Arts, Grade 11, University/College Preparation Credit Value 1.0
- Prerequisites(s) and co-requisite(s): Visual Arts, Grade 9 or 10, Open

### 2. Overall Goals

- Course Description:

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyze art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.
- Overall Expectations in the areas of Theory; Creation; and Analysis. By the end of the course, students will:
  - in Theory:
    - \* use appropriate visual arts terminology in all areas of visual arts theory;
    - \* demonstrate an understanding of a segment of Canadian art, fifteenth- to nineteenth-century Western art, and the art of Asian and other cultures;
    - \* describe the impact of art practices and materials on the environment.
  - in Creation:
    - \* demonstrate through their studio assignments the ability to solve visual and conceptual problems;
    - \* produce original art works, using a variety of materials, tools, processes, and technologies appropriately;
    - \* document and evaluate their creative process and art works, using portfolios.
  - in Analysis
    - \* evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements;
    - \* analyse works of art in relation to their cultural, social, political, and historical contexts;
    - \* analyse ways in which cultural institutions shape our perception and understanding of art;
    - \* analyse the influence of art on their lives;
    - \* analyse postsecondary educational and career opportunities in visual arts.
- Specific Curriculum Expectations  
Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr.txt>
- Course content:
  - \* Drawing: Pencil, conte & chalk pastel portraits
  - \* Painting: Watercolour.
  - \* Printmaking: Monoprint landscapes
  - \* Sculpture: Biomorphical plaster carving.
  - \* Culminating: Final project of student choice and Artist statement.

### 3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum*. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this course will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

#### 4. Learning Skills

*Learning Skills* are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

#### 5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

#### 6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

#### 7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used:
  - \* Ongoing assessment of student progress will occur daily through monitoring of process during studio time. Students will receive continuous feedback through one on one discussion, group discussion and activities as they work up to major projects.
  - \* Evaluation will be structured to follow the areas of expectation, as laid out in the Ontario curriculum (Theory, Analysis & Creation). Prior to the evaluation all assignments, a rubric will be supplied to students outlining all criteria under the 4 levels of achievement.

### 8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

|   |   |   |   |
|---|---|---|---|
| Knowledge/Understanding<br>(Theory)<br>Specific content acquired in the course and the comprehension of its meaning and significance. | Thinking<br>(Analysis)<br>The use of critical and creative thinking skills and inquiry, research, and problem-solving skills. | Communications<br>(Creation)<br>The conveying of meaning through various forms. | Application<br>(Creation)<br>The use of knowledge and skills to make connections within and between various contexts. |
| 20%   | 20%   | 30%   | 30%   |

### 9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.
- 28% of the 70% course work will be allotted to Theory and Analysis. This includes tests, research assignments, analyses, reflections and most written work.
- 42% of the 70% course work will be allotted to Creation. This includes sketches, and all work oriented to the application of a variety of materials and skills.

### 10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.
- 12% of the 30% culminating project will be allotted to Theory and Analysis. This involves a final Artist statement to accompany the final project.
- 18% of the 30% culminating project will be allotted to Creation. This includes sketches, and all work oriented to the application of a media of the student's choice.

### 11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

**12. Determining the Mark for the Final Report Card**

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

**13. Teacher-Specific Information**

The studio will be open daily (as needed) after school throughout the year for students to complete work and seek extra help. Students seeking success in the course should take advantage of this time.

In order to help facilitate communication between teacher and parents/guardians/caregivers, students at risk, or struggling significantly in the course, will receive a call home and/or a markbook printout of their achievement to date to share with parents/guardians/caregivers.

Any concerns regarding a students' achievement by a parent/guardian/caregiver are welcomed via telephone or email. All messages will be returned promptly.