

VISUAL ARTS Grade 9, 10, 11 and 12

INSTRUCTOR: D. Ashcroft RM 107

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204-734-4511 or Classroom 204-734-7939

COURSE DESCRIPTION:

This Art Course is exploratory and project based in nature and continually takes into consideration the skill development and interests of each student. Students will develop an understanding of the **Elements of Design**; *Line, Space, Shape, Color, Form, Texture, and Value*, and the **Principles of Design**; *Balance, Emphasis, Movement, Variety, Unity, and Proportion*. Students will be given opportunities to develop and demonstrate their understanding of their skills in these areas by working through, teacher planned and student chosen projects, using various tools, materials, styles and techniques.

Students will have the opportunity to creating projects by, drawing using pencils, markers, charcoal, pencil and wax crayons, soft and oil pastels, painting projects using water and acrylic paints, sketch book activities, working with clay, boutique projects, paper machete, various cultural projects, and assisting with community and school projects like Halloween Decorations for the Annual Spooktoberfest or making props for our Drama Production!

Time will be given to study the artistic styles of Famous Canadian and Non-Canadian Artists and Local Artists will also be contacted to share their talents with our students.

Activities and projects will be organized into these The Four Essential Learning Areas:

- 1) **"MAKING"** -- *The learner develops language and practices for making visual art.*

The learner...

- develops competencies for using elements and principles of artistic design in a variety of contexts.
- develops competencies for using visual art media, tools, techniques, and processes in a variety of contexts.
- develops skills in observation and depiction.

- 2) **"CONNECTING"** -- *The learner develops understandings about the significance of the visual arts by making connections to various times, places, social groups, and cultures.*

The learner...

- develops understandings about people and practices in the visual arts.
- develops understandings about the influence and impact of the visual arts.
- develops understandings about the roles, purposes, and meanings of the visual arts.

- 3) **"CREATING"** -- *The learner generates, develops, and communicates ideas for creating visual art.*

The learner...

- generates and uses ideas from a variety of sources for creating visual art.
- develops original artworks, integrating ideas and art elements, principles, and media.

- revises, refines, and shares ideas and original artworks

4) **"RESPONDING"** -- *The learner uses **critical reflection** to enlighten visual arts learning and to develop artistic action and identity.*

The learner...

- generates initial reactions to visual arts experiences.
- critically observes and describes visual arts experiences.
- analyzes and interprets visual arts experiences.
- applies new understandings about visual arts to construct identity and to act in transformative ways.

Project Plan **subject to change*

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|-------------------------------------|--------------------------|
| ➤ Drawing | ➤ Sculpture |
| ➤ Digital Photography & Mixed Media | ➤ Art History |
| ➤ Painting | ➤ Sketchbook Development |

Sketchbook Development

Most artists keep sketchbooks in which they experiment with ideas and collect drawings of their surroundings.

Some sketchbook facts...

- The most famous artist sketchbooks are those of Leonardo da Vinci. His sketchbooks are filled with drawings, diagrams and written notes of things he saw and ideas he came up with.
- Picasso produced 178 sketchbooks in his life time. He often used his sketchbooks to explore themes and make drafts of ideas until he found the right idea and subject for a larger painting on canvas.
- Henry Moore filled one of his sketchbooks with drawings of sheep that often wandered by the window outside his studio.

If you want to improve your artistic expression, it's a good idea to start carrying a sketchbook around with you all the time. You can draw in your sketchbook, write in it and stick photographs and other things you find in it. Later on, you can return to your sketchbook when you're looking for ideas for making works of art.

Sketchbooks are useful in many ways...

- 1) It is a place for you to record your own ideas and make drafts of ideas when planning for projects.
- 2) It will serve as a way for you to refer back to your ideas over time.
- 3) You can write down good ideas you see elsewhere e.g., in various media (TV, Internet...), in your readings, in your classmates' work, etc.
- 4) You can also collect existing material (e.g., pictures from magazines, the Internet...) and glue them into the sketchbook.
- 5) You will develop your skills in freehand sketching as a way to describe visual information (ideas and descriptive details) related to the course material we are covering.
- 6) Regular use of the sketchbook will help you develop your skills, your accuracy and your confidence in sketching out your ideas.

Sketchbook Format:

Your sketchbook should be at least 8 ½ " x 11" or 9" x 12" sketchbook with acid free, *white* paper (hardcover is best). The size of your sketchbook is important. Its pages should be large enough to accommodate idea development comfortably, while still being easy to carry with you. Bee Gees is one local supplier where you can purchase your sketchbook if you do not already have one.

Sketchbook Development Assessment:

Your sketchbook development will be assessed throughout the semester (usually on a Friday) and should demonstrate your **on-going** creative process involving a variety of different entries (representational drawings, mixed media collage, photography, abstract drawings, sketches, conceptual designs, cartoons, doodles, poetry, art articles.)

*Remember to sign and date each work.

Assessment Categories

Art Projects: 50%

Sketchbook Assignments: 30%

Classroom Assignments---20%

We will enjoy creating great work

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DIGITAL CITIZENSHIP

"All members of the Swan Valley School Division Community are expected to use digital technology in a safe, respectful, responsible and ethical manner. SVSD devices are to be used in the classroom for learning. Students are encouraged to use their personal devices as supported by the classroom teacher for positive educational benefits and guided classroom instruction."

- At all times, all SVRSS students are expected to be good digital citizens, respectful of the privacy of others, and responsible for their own devices. Any damage to a cell phone either physical damage or data damage is the solely the student's responsibility.
- You may listen to music on your device, only while you are working on assignments independently once all instructions for class have been given (1 ear bud)
- Cell phones are only to be used for learning purposes, eg. If you are watching a tutorial video on drawing or a painting technique, or if you are drawing a picture that you have found on a web site.

If at any time your device interferes with your learning and you have not put it away when you have been asked, any teacher or educational assistant in our class may take your

- phone away from you for the remainder of the class.

Please remember that it is a privilege to have a device in class. You need to manage it in a respectful way, so that you are prepared for the working world!