

Visual Arts Gr 9-12 (VAR1A 10S-40S)

Mr. M. Matejka

Phone: 204-734-4511 Ext. 2105

Email: mmatejka@svsd.ca

Philosophy:

The Visual Arts are an exciting way to perceive, analyze, interpret, and communicate your environment. You also get to "express yourself" in a unique way. We will become more artistically literate and able to understand other art more fully while we create our own.

The MB Visual Arts Curriculum presents itself this way (visually, of course):



Art Language and Tools (*Develop Your Art "Toolbox"*) - This means we will break down art into specific skills you can learn and improve (elements and principles). You will learn and improve the use of new vocabulary, processes, and media.

Creative Expression in Art (*Imagine, Design, Create*) - You all have so many great original ideas that we will develop and share.

Understand Art in Context (*Who, Where, When, Why?*) - Art has existed in some way throughout history, at all times and places, for all people - just in a different way. We will be aware of art traditions in our own culture, as well as others'. Art has a different purpose depending on time and place. Art around us changes.

Valuing Artistic Expression (*View, Reflect, Respond*) - We will analyze, reflect on, and construct meaning in response to your own and others' art. You construct personal interpretations of art and learn to assess your own and others' creative process.

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 Connecting & Responding Inquiry Questions and will interpret art within a personal, contemporary, and historical context.

Content:

This course will be delivered in units based on the key elements of design (Key Concepts: Elements and Principles of Artistic Design - App. B, 9-12 Visual Arts Curriculum). The Elements are sequential, but the principles of design will be **infused and spiraled** throughout the year. These basic concepts of design will serve as the framework for the year as we explore the four Essential Learning Areas.

Elements:

1. Line
2. Value
3. Texture
4. Color
5. Shape and Form
6. Space

Principles:

Media (Tools and Materials)
(pencil, charcoal, ink, conté, pastel, paint, various papers, etc.)

Balance
Depth
Style

Abstract
Gesture
Proportion
Perspective

Landscape
Portrait
Still Life

Topics:

The expectations for this course in visual arts are organized into four essential learning areas. Everything you experience in the course will pertain to one or more of these areas in some way.

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

- 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.

- 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.

- 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.

- 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 Content (subject to change):

- Drawing (pencil, charcoal, conte, ink)
- Painting (watercolor, acrylic)
- Mixed Media
- Sculpture
- Art History
- Sketchbook Development - Always!

Sketchbook:

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. You can later 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 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 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 Development Assessment:

Your sketchbook development will be assessed throughout the semester 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.) Each entry should be dated and signed.

There will also be activities done in class to be done in your sketchbook, so be prepared by having it in every class. Each entry should be dated and signed.

***See attached "Sketchbook Development Rubric" for assessments.**

Materials: - What you will need

- Drawing pencils and erasers
- Sketchbook (9x12, acid-free, white paper) Available at the Tigers' Den Store!
- Ruler / Markers / Pencil crayons / Scissors / Glue
- Creative mind!

Assessment:

This is a mostly a "show and tell" course - your understanding of ideas and processes will be demonstrated by creating art products, as well as in conversation and interview with your instructor. Your success comes by using new skills in each assignment - just follow the checklist of criteria and practice. After your practice attempts, your final product will be assessed with criteria presented in the lesson in a rubric, and the rubric values converted to a total percent value.

Evaluation:

Application & Creative Expression (original artwork)	– 50%
Sketchbook Development (Concepts & Processes)	– 40%
Art Appreciation	– 10%

*See attached "Rubric for Assessment of Artwork" for assessments.

Incomplete Work/ Late Assignments/ Homework

Incomplete and/or late assignments may not be accepted:

1. Reasonable timelines for assignments will be set and clearly communicated at the time of assignment, with regular reminders of due dates.
2. Check-ins will be done to assist you to meet the due date.
3. Extensions will be granted at the instructor's discretion, for valid and legitimate reasons
4. Where the above guidelines have been followed and when assignments are not fully completed or handed in by the due date, a deduction may apply.

Attendance

- Attendance is checked daily. You cannot be successful if you are not here when instruction is taking place or when extra practice time is given. This is a class where daily demonstration and interview informs me of your assessment and evaluation. For support, school admin and your parents/guardian will be notified when a lack of attendance affects your learning.

Class Expectations

- Treat everyone, equipment, and supplies with respect.
- To participate in all activities – it's how you learn.
- All projects should be developed in class daily. Your creation process must be demonstrated daily since most of your mark is based on this.
- Be prepared with sketchbook & supplies every day.
- Arrive to class on time so you do not miss instructions given.
- We all clean up our own stations and messes. Time will be given at the end of class to do this. Be responsible for cleaning your area well at the end of each class and putting away supplies you used.
- No food or drinks should be consumed in the classroom. Water bottles are okay!

Technology Device Use in Visual Arts

- In general, **personal** phones, tablets, and other devices are prohibited in and during class.
- Regarding educational use – We have a few iPads in the classroom for research use. Chromebooks and iPads are also available in the Resource Center for your use.

It is assumed you are enrolled in Visual Arts because you have a genuine interest and enjoyment in experiencing and creating visual art. Your interest and enjoyment are something I look forward to seeing this semester! Don't be afraid to try new things and build on your artistic skill and experiences 😊

Have a great Semester in Visual Art!

Rubric for Assessment of Artwork

4 :-D All criteria met! 3 :-) Most criteria met 2 :-/ Some criteria met 1 :-0 Few Criteria Met

A. 1. Art Language and Tools (GLO A-L1 Concepts)

Elements of Design: line, texture, color, shape/form, value, space

Principles of Design: pattern/rhythm, balance, emphasis, contrast, unity/harmony, emphasis/focal point, movement, proportion, variety

4 :-D	3 :-)	2 :-/	1 :-0
Planned carefully, showed thorough understanding of elements & principles of design, <i>according to given performance criteria</i>	Some planning done, applied most principles & elements of design, <i>according to given performance criteria</i>	Little evidence of planning, applied some principles & elements of design, <i>according to given performance criteria</i>	No evidence of planning, little evidence of understanding of elements & principles of design, <i>according to given performance criteria</i>

A. 2. Tools and Craftsmanship: (GLO A-L2, AL-3 Processes) Skill with media, tools, processes, observation, and depiction

4 :-D	3 :-)	2 :-/	1 :-0
Done with excellent craftsmanship, <i>according to given performance criteria</i>	Done with appropriate level of craftsmanship, <i>according to given performance criteria</i>	Basic level of craftsmanship, <i>according to given performance criteria</i>	Minimal craftsmanship, <i>according to given performance criteria</i>

B. Creativity/Originality (GLO A-C1,2,3)

4 :-D	3 :-)	2 :-/	1 :-0
Generated many original ideas (in sketchbook), researched, tried unusual combinations, made changes on some ideas, demonstrated problem solving skills, etc.	Tried a few original ideas before selecting one, or based work on someone else’s idea modifying with own changes, solved problem in logical way.	Tried at least 2 ideas before selecting one that was adequate, or based work on someone else’s idea. Basic level of originality.	Generated one idea, which demonstrated a low level of originality, or based work on someone else’s idea with little personal modification.

C. Valuing Art (GLO A-V1,2,3,4 Student Self-Evaluation)

4 :-D	3 :-)	2 :-/	1 :-0
I worked on the project until complete - All criteria. I took pride in thoroughly fulfilling the required criteria. I could teach this!	Project completed with most criteria. With a little more time and attention, requirements could have been more thoroughly met. I can do this!	Project completed with some criteria me. Basic requirements met. I can do this (with some help and more time).	Project not adequately completed. Few criteria. I don’t get this – yet. I need help and more planning or practice in my sketchbook.

Sketchbook Development Rubric

Your sketchbook will demonstrate your development in technique and concepts. Assessment will be on a variety of assignments that show on-going process and personal exploration of different themes, subjects, media, and techniques.

There will be three types of assignments:

1. Daily Prompts that are completed in class in your sketchbook, usually in 10-20 minutes.
2. Practice sketches for development of original project assignments.
3. Personal choice, self-directed sketches (from the list below). Assigned in sets of 5 biweekly.
 - a. Representational drawings (still life, figure portraits, landscapes)
 - b. Abstract drawings
 - c. Perspective drawing (inside/ outdoors)
 - d. Collage/ mixed media
 - e. Brainstorming, random concepts, preliminary ideas
 - f. Conceptual structural/ engineering/ architectural designs
 - g. Storyboards
 - h. Cartoons, doodles, caricatures
 - i. Poetry, writing, song lyrics, quotes
 - j. Reflection entries about your works
 - k. Research drawings
 - l. Art articles from print media
 - m. Pastiche (drawing in the style of another artist)
 - n. Parody of an existing work
 - o. Fantasy dream (surrealism)
 - p. Object at extreme angle or point-of-view

Every sketchbook entry in all cases should be titled and dated.

If you ever complete all assignments, then use that extra in class to work on #3 Personal Choice sketches.

Criteria	1- Emerging	2 - Basic	3- Proficient	4 - Thorough
Design: How well did you apply the elements and principles of design?	The student did the minimum or the artwork was never completed.	The page(s) were completed in a satisfactory manner, but lack of planning for the principles &/or elements of art is evident.	The page(s) show the student applied the principles &/or elements of art when composing the pages.	The page(s) shows the student applied the principles &/or elements of art in a creative and unique way. Time and effort was put into planning the page(s).
Skill & Craftsmanship	The student showed poor craftsmanship or lack of understanding.	The student showed average craftsmanship and understanding.	The student showed above average craftsmanship and understanding.	The artwork is outstanding and was finished with a great deal of patience and pride.
Creativity, Experimentation, & Developing Personal Voice	The pages show little evidence of original thought or personality.	The pages lack sincere originality or personal reflection.	The pages demonstrate a real effort to be creative and show evidence of personal voice.	The pages demonstrate a unique level of thought, originality and personal reflection.