

Rocky View School Division`  
**BEISEKER COMMUNITY SCHOOL**  
Art 10/20 Option Course Outline

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**ART PROGRAM GOALS**

- Students will combine description, expression and cognition in the drawing process
- Students will develop and refine drawing skills and styles
- Students will investigate varieties of expression in making images
- Students will use the vocabulary and techniques of art criticism to analyze their own works
- Students will extend their knowledge of and familiarity with the elements and principles of design in composing two- and three-dimensional images
- Students will solve teacher-directed problems of unity and emphasis in creating compositions
- Students will solve teacher-directed spatial problems of movement and direction in the creations of compositions
- Students will experiment with various representational formats
- Students will be conscious of the emotional impact that is caused and shaped by a work of art
- Students will investigate the process of abstracting form from a source in order to create objects and images
- Students will compare the image content of certain periods
- Students will become aware of the relationship between function and form in artistic productions

**UNIT 1: SPACE - Elements of design**

**UNIT 2: LINE - Elements of design**

**UNIT 3: TEXTURE - Elements of design**

**UNIT 4: SHAPE - Elements of design**

**UNIT 5: COLOUR - Elements of design**

**UNIT 6: VALUE - Elements of design**

**Potential Units:**

Two to three units will be chosen upon evaluation of class needs and interests.

- Cartooning
- Printmaking
  - Creative materials
  - lino-cut
  - silk screening
- 3D Sculpture
  - wire, clay, other materials

- Coil pots or monster head pinch pots
- Animation
  - Claymation - making something move, making something change
  - Stop-animation using photography, drawings, other items
- Painting
  - acrylic, watercolour
- Paper Art
- Encaustic (wax medium)
- Collaborative pieces
  - graffiti wall in library

### **ONGOING:**

- **Sketchbook:** skill-building tasks, elements and principles of design, research and planning

### **REQUIRED MATERIAL**

Students will **always** need a pencil and eraser, and should always have their journal/sketchbook with them. Students are provided with consumable art materials, such as paint, pencil crayons, etc. Students are welcome to bring their own materials with the expectation that they are responsible for them.

### **EVALUATION CRITERIA**

There are two main components of this course for assessment: Larger projects and assignments (which includes individual and group tasks), and sketchbook assignments in which students explore and practice skills in elements and principles of design. A smaller component includes students reflecting on their process and their progress through self and peer evaluation. The following questions are used to determine the achievement level of students in this course:

*Is the student willing to search out and explore new ideas?*

*Does the student investigate various solutions to problems?*

*Does the student use terminology/vocabulary appropriate to the subject area?*

*Has the student developed an increased level of skill?*

*Is the student able to relate Arts learning to other subject areas?*

*Does the student demonstrate good citizenship in the artroom?*

Please see the *Assessment in the Arts* rubric at the bottom of this course outline for a more detailed description.

### **Weighting of assignments:**

- Projects and Assignments – 60%
- Sketchbook assignments – 30%
- Self-assessments and peer-evaluations (group projects) - 10%

## BEHAVIOR AND EXPECTATIONS

- Attendance / Lates – The studio element of this class requires regular attendance. Students who are late for class disrupt the entire learning environment of the classroom. If a student is late, they must first report to the office before arriving to class. If a student misses a class it is their responsibility to check ART 8/9 in Google Classroom to inquire about anything they missed or need to know.
- Behavior/Etiquette – The art room must be a safe and respectful place for students and their work. Disruptive behavior and misuse of supplies and materials will not be tolerated. Jackets and large bags are discouraged in the art classroom, as they create clutter and risk being damaged by inks and stains. All students are expected to keep their space tidy and clean up art supplies
- Preparedness – Students must be prepared for class with the required materials, a positive and productive attitude, and must complete work on time.
- POD: Technology may be used for some online research, but will be minimal. If students are using technology for course related content, they must use a laptop or device that has an external keyboard and NOT a smart phone. Students may wish to use a personal device to listen to music during independent work time; this will be monitored on a case-by case basis. If the device is being misused, privileges will be removed at the discretion of the classroom teacher.
- Food and beverages: There is to be NO FOOD in art class. This is for multiple reasons: disruptive, smelly, potential to spill and ruin student work, etc. Beverages must be in a container with a sealed lid.



### Assessment in the Arts

100-90% Mastering (MAS) - Can apply the learning to complex tasks independently.

89-80% Advancing (ADV) - Can apply the learning to increasingly difficult tasks with prompts.

79-70% Progressing (PRG) - Can apply the learning to moderate tasks with support.

69-60% Emerging (EMG) - Can apply the learning to basic tasks with guidance.

59-50% Beginning (BEG) - Can apply the learning to simple tasks with direction.

Below 50% Limited (LIM) - Cannot yet apply the learning to simple tasks. Extensive support required.

Objective:	100-90	89-80	79-70	69-60	59-50	49->	Comments:
Is the student willing to search out and explore new ideas? <ul style="list-style-type: none"> <li>Research using a variety of sources (books, digital media, artists, current events/world issues)</li> <li>Takes risks and tries things out of student's comfort zone</li> </ul>							
Does the student investigate various solutions to problems? <ul style="list-style-type: none"> <li>Utilizes sketchbook for planning purposes, has constructive conversations with peers and teacher about ideas</li> </ul>							
Does the student use terminology/vocabulary appropriate to the subject area? <ul style="list-style-type: none"> <li>Elements and Principles of Design: Value, line, size, shape/form, color, texture, balance, gradation, repetition, contrast, harmony, dominance, unity</li> <li>Critique: participation, suggestions, encouragements</li> </ul>							
Has the student developed an increased level of skill? <ul style="list-style-type: none"> <li>Elements and Principles of Design: Value, line, size, shape/form, color, texture, balance, gradation, repetition, contrast, harmony, dominance, unity</li> <li>Attention to appropriate and valid details</li> <li>Exceptional craftsmanship and care in student's work</li> </ul>							
Is the student able to relate Arts learning to other subject areas? <ul style="list-style-type: none"> <li>Make real-world and meaningful connections</li> <li>Make connections to current units of study in other classes</li> </ul>							
Does the student demonstrate good citizenship in the artroom? <ul style="list-style-type: none"> <li>Attends class prepared and uses time effectively on a consistent basis</li> <li>Respects materials, space and people</li> <li>Completes work on time</li> </ul>							

*Criteria in grey indicates formative assessment - these marks will be posted in PowerSchool but will not factor into the final grade*