

# Catholic District School Board of Eastern Ontario

## Notre Dame Catholic High School

<b><i>COURSE TITLE:</i></b>	Visual Arts, Grade 12
<b><i>COURSE CODE:</i></b>	AEA40
<b><i>CREDIT VALUE:</i></b>	1
<b><i>LEVEL:</i></b>	Open
<b><i>AREA OF STUDY:</i></b>	Visual Arts
<b><i>SUGGESTED PREREQUISITE(S):</i></b>	Visual Arts, Grade 9 or 10
<b><i>NUMBER OF SCHEDULED HOURS:</i></b>	110
<b><i>FACILITATOR(S):</i></b>	Mrs. Sarah Jaynes
<b><i>WRITER(S):</i></b>	Mrs. Sarah Jaynes
<b><i>DATE OF PREPARATION:</i></b>	Sept., 2011
<b><i>MINISTRY GUIDELINES:</i></b>	Visual Arts, Grade 12 (Course Profile)

### ***COURSE DESCRIPTION:***

This course emphasizes the acquisition and application of knowledge and skills related to the creation, interpretation, and production of works of visual art. Students will study, evaluate, create, and promote art works and will use a variety of established and experimental techniques in individual or group projects.

### ***PROJECTS AND GENERAL EXPECTATIONS***

Students will be assigned a variety of activities including quizzes, tests, critiques, artworks, and a major culminating activity/exam. Students will meet all due dates assigned throughout the course. If a student is not capable of meeting a deadline it is the responsibility of the student to see the teacher for a Completion Contract on or before the original due date. Work not submitted by the date stated on the Completion Contract will receive an Incomplete.

Students are expected to come to class ready to learn with all necessary equipment and materials. Due to the collaborative nature of the arts disciplines, students must work cooperatively, support others in their endeavours, and proactively seek out guidance when required.

## **Overall Expectations**

### **Theory**

- describe the concepts (the elements, principles, styles, genres and techniques) used in various art forms;
- describe artistic works in terms of their historical contexts;
- demonstrate an understanding of safety and interpersonal skills within the arts.

### **Creation**

- apply arts concepts (elements, principles, genres, styles and techniques) in the creation of artworks;
- identify and apply appropriate techniques and technical effects –both traditional and emerging- In the creation of a work of art;
- apply appropriate steps in the creative process (e.g. researching, exploring, experimenting, executing, evaluating) in completing individual or group projects.

### **Analysis**

- analyse and interpret their own and other's works of art, demonstrating an understanding of the process of critical analysis;
- analyse aspects of cultural identity found in works of art;
- analyse the socio-economic importance of the arts and their impact on the community;
- research and identify career possibilities in the arts and related educational and skill requirements/

Note: the teacher will address specific expectations for each arts discipline.

### **Ontario Catholic School Graduate Expectations**

Students will strive for excellence, originality and integrity in their own artwork while supporting these qualities in the work of others. Students explore how, through the arts, the human experience is affirmed and respected.

#### **Students will strive to be:**

1. a discerning believer in the Catholic faith
2. an effective communicator
3. a reflective and creative thinker
4. a self-directed, responsible, life-long learner
5. a collaborative contributor
6. a caring family member
7. a responsible citizen

## Course Evaluation

Student achievement will be assessed using the achievement chart categories (knowledge/understanding, thinking/inquiry, communication, and creation (application) and individual demonstration of the overall and specific expectations. Lesson specific rubrics will be posted or distributed to students for greater awareness and understanding of assessment. Levels will evaluate all major assignments. Grades will be determined, using the students' most consistent and most recent levels of achievement. For purposes of reporting, the grade range will correspond to the following levels as defined by the Board:

LEVEL	Mark/Code
4+	95/100
4	90
4-	84
3+	79
3	75
3-	72
2+	69
2	65
2-	62
1+	59
1	55
1-	52
I	Insufficient achievement of curriculum standard

**Formative Assessment:** class productivity, preparation, participation, learning skills assessment, homework, notebook, diagnostic assessment, attendance and punctuality etc. Formative evaluation is used to measure students' learning skills and as a means of diagnostic assessment to improve student learning. Learning skills are reported to parent/student using a checklist on report cards under the following headings: Excellent, Good, Satisfactory and Needs Improvement.

### Summative Assessment- 70%

Knowledge and Understanding	25%
Thinking and Inquiry	25%
Communication	25%
Application	25%

### Final Summative Assessment- 30%

The final summative assessment will demonstrate the student's accumulated knowledge and skills in Visual Arts. Students will be asked to incorporate and express in a meaningful manner the various visual art principles and elements explored during the course.

## **Expectations**

1. Come prepared with all the materials necessary to be successful.
2. Be on time for class. You must be in your seat before the bell rings.
3. Keep the classroom in order. There is no tolerance for destructive or wasteful behavior. Students that damage or waste materials in the art room may be required to replace or pay for damages.
4. Maintain notes, artworks, or whatever else is deemed necessary to your success in the course. There will be a cost associated with providing basic materials. A studio fee of 20.00\$ is required for each student taking a visual art course. The visual arts are traditionally one of the costlier courses to run. If this fee is problematic please don't hesitate to contact me. Please note. Field trips organized by the Department of Visual Art are mandatory.

### **Ontario Academic students are required to supply any materials for major art projects not found in the classroom.**

5. Record upcoming homework tasks, assignments and test dates in your student agenda. Time in the art room is available to students who wish to work outside of class time.
6. Catch up on all classes and work missed due to absence. This is the student's responsibility.
7. Since each learning activity and evaluation tool measures specific expectations, it is necessary for students to be present for all tests and to submit all assignments on the scheduled due date. Failure to write tests on a scheduled day will result in an "I" (Incomplete) unless compassionate grounds or a doctor note is provided. Students may seek an extension for an art assignments by requesting a Completion Contract (see attached copy) on or before the original due date. This procedure allows a student to negotiate a new date with the teacher. This procedure may only be used 2 times per course. If the assignment is not handed in on the new negotiated due date, the assignment is given an "I". Assignments handed in late after 2 extensions have been used will also receive an "I". An extension based on compassionate grounds or sickness are the exceptions.
8. If you are involved in a school approved extra-curricular activity on the day of the test, it becomes your responsibility to inform the teacher well in advance so that arrangements can be made for a make-up test.
9. Ask for help when experiencing difficulty. I will willingly help you at a time convenient for both of us.
10. The culminating activity is mandatory and worth a total of 30% of the total grade. You must be in attendance for the entire block of time set aside for this activity. An 'I' will be earned for any portion of the culminating activity not completed. An extension based on compassionate grounds or sickness are the exceptions.

Please show this course outline to a parent/guardian and ask them to read it over with you. Have him/her sign the portion below and return it to me in class tomorrow.

Thank you,

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Student

I have read and understood the expectation outlined in the Visual Arts Course Outline.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent / Guardian

Please be aware of the expectations set for your son/daughter in this course. If you have any questions, please contact any one of us at Notre Dame Catholic High School, 253-4700 or write the information in the space below. Your input into the continue design of this course will enable us to structure the curriculum to the specific needs of your son or daughter. Your questions, concerns and suggestions will be most welcome and we look forward to working with you to ensure the success of your child in this course.

Comments/Questions/Concerns/Suggestions?

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Please note that students will not be provided with their art kits until the above signature and the 20\$ art fee have been turned in.***

## Notre Dame Catholic High School Late Assessment of Learning Guideline

### Step 1

1. Student completes a Pre-approved Late Form and submits to teacher. PAL forms must be signed by parent or guardian.
2. Teacher and student determine a new date for submission.
3. If a Pre-approved Late Form is not completed the student will move directly to Step 2.

Assignment is accepted for full marks

Assignment is accepted for full marks

### Step 2

1. **Notify Parents** that the assignment has not been submitted and their child will now have to complete it in a supervised setting. If the assignment does not come in after the supervised setting or the student fails to attend the supervised setting marks will / may be deducted.
2. Student completes assignment in a supervised setting (Maximum 5 days).
3. If a student fails to attend the supervised setting marks will be deducted after the due date.
4. If assignment is not complete at the end of the 5<sup>th</sup> day student will move to Step 3.

### Step 3

1. **Notify parent** that the assignment has not been submitted and that marks will be deducted from this point.
2. Submitted assignment **may** receive a mark penalty. Any mark penalty will not result in a mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.
3. Any mark deduction will not begin until after the supervised setting opportunity has been completed unless the student does not attend the supervised setting then the mark deduction will begin after the due date.