Ms. C. Spencer

**Art 8**

**Course Syllabus 2016-17**

**Course Description**

This course is designed to allow students to further expand their knowledge of the visual arts building on skills and concepts learned in Art 7.

There are four main goals in Visual Art at Collingwood:

1. Understanding how to use the artistic process combined with‘Big Ideas’ (larger themes) to create personally meaningful work
2. Further developing skills using a variety of art materials and processes.
3. Understanding art in both a historical and contemporary context.
4. Fostering an environment where curiosity and critical thinking guide student learning

Our units are designed to help you learn what it is like to think like an artist, creating work using a variety of materials. Our aim is to teach you how to use the artistic process (thinking, planning and creating like an artist) to create work that is meaningful to you. Each unit you will work through skill building exercises (in your sketchbook and elsewhere), and then use these prompts as a warm-up for each major project. Rather than having a specific end point, you will be given an overall theme, or ‘Big Idea’ to focus on. Your work will be original, and involve your own unique ideas, with a focus on interpreting and developing themes within your work. You will learn to work independently by choosing what supplies to use, and how to interpret each project.

We will use technology to research, share, and create works. You will create and maintain a blog. You will turn in your work for each unit by creating a blog post with images of your work (both finished, and in progress) along with a written reflection.

You will also participate in a critique at the end of each unit where you will be expected to share your work and develop and share opinions regarding the work of others.

Important Contact information:

Email: courtenay.spencer@collingwood.org

## My website: (go here to find project instructions, that I will update as units progress) [the ART smock](http://www.weebly.com/weebly/toSite.php?site=583574030433307484)

[http://theartsmock.weebly.com](http://theartsmock.weebly.com/)

Basic Requirements for Art 8:

* 3 Classroom Pencils
* 1 White eraser
* 1 Glue Stick
* 1 Pair of Scissors
* 1 Ruler
* 1 Box of Pencil Crayons
* Plastic Box labeled with the student’s name to transport supplies to and from class

\*\*As these are only the basics, supplies for each individual classroom project will be provided (students may include other items they see fit in their art kits, though this is NOT NECESSARY)

***Learning Standards:***

*Students will be able to use creative processes to:*

Exploring and creating

* Intentionally select and apply materials, movements, **technologies**, environments, tools, and techniques by combining and arranging artistic **elements**, processes, and principles in art making
* Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
* Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences
* Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Reasoning and reflecting

* Describe, interpret and evaluate how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas
* Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
* Reflect on works of art and **creative processes** to understand artists motivations and meanings
* Interpret works of art using knowledge and skills from various **areas of learning**
* Respond to works of art using one’s knowledge of the world

Communicating and documenting

* Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
* Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
* Take creative risks to express feelings, ideas, and experiences
* Describe, interpret and **respond** to works of art
* Experience, **document,** choreograph, perform, and share creative works in a variety of ways
* Use the arts to communicate, respond to and understand environmental and global issues
* Demonstrate increasingly sophisticated application and/or engagement of curricular content

*Students are expected to Know the following:*

* **image development strategies**
* manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
  + visual arts: elements of design: line, shape, space, texture, colour**, form, value; principles of design:** pattern, repetition, **balance**, contrast, emphasis, **rhythm**, **movement**, variety, **proportion**, **unity, harmony**
* **symbolism** and metaphor to explore ideas and perspective
* traditional and contemporary **Aboriginal arts** and arts-making processes
* a variety of national and international **works of art** and artistic traditions from diverse cultures, communities, times, and places
* **ethical considerations** and **cultural appropriation** related to the arts

**personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment

**SKETCHBOOK** – students will be provided with a sketchbook. It will be used regularly in class and may occasionally be taken home for some assignments. Students are expected to have it with them during EVERY CLASS. Although we will start with drawing, students can expect that drawing fundamentals will be stressed all year long, and students will regularly use their sketchbooks as an important resource throughout the duration of the course.

**Assessment and Evaluation**

**Late Work Policy**

After each assigned project due date, you will no longer be allowed to work on this project during class time. Keep in mind if you wish to be considered for major awards, (including colours), your work must be submitted by the end of the term in which the project was assigned. Should you wish to redo and resubmit an assignment after it has been marked, please make arrangements with me.

**Assessment Breakdown**

Artwork…60%

Critique / Group Participation…10%

Sketchbook /Journal exercises / Reflections and Blog Posts…30%

**Collingwood’s Habits of a Successful Learner:** It is expected students will work to improve their learning habits over the duration of the course. Please refer to the rubric, which outlines the various criteria and levels for meeting the criteria in the attached handout. Student progress of the Learning Habits will be evaluated by both the student and the teacher several times throughout the year.

**IN ART 8 WE WILL COVER THE FOLLOWING MEDIA AREAS:**

**Drawing**

* **Drawing Media and Materials:**

Pencils, pastels, pencil crayons, charcoal, conte, ink, pens, markers, smudge sticks, papers, and erasers.

* **Drawing Processes and Techniques:**

Contour lines, blind contour lines, observational drawing, gesture drawing, drawing from imagination, use of line, tone and value, transfer methods.

**Painting**

* **Painting Media and Materials:**

Tempera and acrylic paints, papers, brushes, palettes, and mediums.

* **Painting Processes and Techniques:**

Brush techniques, paint application, layering, value, tints and shades, complementary, secondary and analogous colors, and color theory.

**Sculpture**

* **Sculpture Media and Materials:**

Sculpture materials and papers, paint, drawing materials, found objects, and mediums.

* **Sculpture Processes and Techniques:**

Sculpture techniques, construction techniques, etc.

**Printmaking**

* **Printing Media and Materials:**

Image sources, lino relief tools, lino block, papers, printing inks, brushes, brayers, and papers.

* **Printing Processes and Techniques:**

Planning and design, lino carving, printing.

**Mixed Media/Collage**

* **Mixed Media and Materials:**

Collage materials and papers, glue, photocopy transfer mediums, paint, drawing materials, and found objects.

* **Mixed Media Processes and Techniques:**

Juxtapose, assemblage, Xerox composition, collage techniques, construction techniques, etc.

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| **Course Overview & Timeline**  \*\*Schedule is subject to change\*\*  The following will be covered in Art 8:  **TERM 1**  ***With the implementation of the Art 8 cross curricular project & Explore experience, students will have an introductory four classes in Visual Art, followed by four weeks of work with their peers on this water related challenge.***  ***After October 14th, students will resume the regular Art 8 curriculum.***  **September/October:** Content and Skills/Materials to Be Explored – DRAWING  * Introductory Week: Course Outline, ‘Iron Artist’ Challenge, Artistic Behaviours Discussion, Student Blog Set-up * Contour Line Drawing, Blind Contour Line Drawing, Continuous Contour Line Drawing * Line as Expression * Tonal Drawing, Value Studies * Drawing from Life * Enlarging a Drawing using a Grid * Elements and Principles of Art and Design * Intro to Perspective Drawing   **Assignments:**  Sketchbook Work  Zentangles  Value Exercises  Marshmallow Still-Life Drawing  Visual Journal inspired by Coast Salish Design Elements Mini Blog Assignment  **Major Drawing Assignment: ‘The Layered Life’ (Student choice with a focus on composition, incorporating Layers, and observational drawings)**  **November/December/January:**  **Content and Skills/Materials to Be Explored –** PAINTING   * Colour Wheel and Colour Theory * Value Scale * Paint Application Techniques * Blending Techniques * Watercolour experimentation * Painting Mediums: Acrylic & Watercolour * Elements and Principles of Design   **Assignments:**  Sketchbook Work  Colour Theory Exercises  Colour Wheel and Value Scale Exercises  Mini Tonal Portrait  **Major Project: ‘The Mapping Project’ (A conceptual piece focusing on ‘Place & Belonging’)**  **(CHRISTMAS BREAK December 16th -January 9TH!)**  **TERM 2**  **January/February/March:**  **Content and Skills/Materials to Be Explored –** SCULPTURE (CLAY)   * Clay hand building techniques (Slap, Coil, Pinch Pot, Scoring etc)   **Assignments:**  Sketchbook Design Work  Mini handbuilding challenge  **Major Sculpture Assignment: ‘The Dinner Project’**  **(SPRING BREAK March 11TH-March 26th)**  **April/May:**  **Content and Skills/Materials to Be Explored –** PRINTMAKING   * Artist Focus– Shepard Fairey * Positive/Negative Space * First Nations inspired Printmaking * Printmaking Serialization * Intro to Lino Block Carving * Proper Use of Press and Other Printmaking Tools   **Assignments:**  Sketchbook Work  Positive/Negative Space Sharpie Exercise  Experimentation with Colour Schemes  **Major Project: Shepard Fairey /Design inspired printmaking piece**  **TERM 3**  **May/June:**  **Content and Skills/Materials to Be Explored –** MIXED MEDIA / COLLAGE   * Art History – Surrealism * Exploration and experimentation with mixed media materials & techniques (ink, drawing materials, collage, found objects, layering, texture) * Work on unfinished assignments/Work collection   **Assignments: Major Mixed Media Assignment: “DreamScapes” – Layered Collage** |
| **Final Week (June):**  This week will be used for unfinished assignments and work collection |

# ASSESSMENT AND EVALUATION IN THE VISUAL ARTS PROGRAM

**How is your work marked and what do the marks mean?**

***(Assessment, Evaluation and Expectations are always based on a student's level of ability and experience.)***

**EFFORT GRADING** is based on the **Collingwood** **Habits for a Successful Learner Rubric**

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| --- | --- | --- | --- | --- |
| **Work Habits** | **FULLY MEETING (FM)** | **MEETING (M)** | **MINIMALLY MEETING (MM)** | **NOT MEETING (NYM)** |
| **RESPONSIBILITY** | **FM (ALWAYS)** | **M (\*MOSTLY)** | **MM (INCONSISTENTLY)** | **NYM (SELDOM)** |
| **Punctuality** | Always on time for class | Mostly on time for class | Inconsistently on time for class | Seldom on time for class |
| **Preparedness - materials** | Always prepared for class | Mostly prepared for class | Inconsistently prepared for class | Seldom prepared for class |
| **Completion of in-class assignments** | Always completes work on time and is on-task during classroom activities | Mostly completes class work in a focused manner | Inconsistently – work is completed in class in a focused manner | Seldom completes work during class time; focus frequently slips |
| **Respect for work** | Always respects the quality of own work | Mostly respects the quality of own work | Inconsistently respects the quality of own work | Seldom respects the quality of own work |
| **Homework** | Homework assignments are always completed on time | Homework assignments completed on time | Inconsistently – Homework is completed on time | Seldom completes homework |
| **Catches up on missed work** | Independently catches up on missed work; work always fully meets expectations | Mostly makes up missed work and meets expectations | Missed work is made up, but might require extended deadlines | Seldom is missed work completed |
| **ATTITUDE** | **FM (ALWAYS)** | **M (\*MOSTLY)** | **MM (INCONSISTENTLY)** | **NYM (SELDOM)** |
| **Attitude (overall)** | Engages in and demonstrates great interest in learning | Mostly engages in and demonstrates an interest in learning | Inconsistently engaged in classroom activities | Seldom engages in class activities |
| **Participation (attitude/contributes)** | Participates and/or makes a positive contribution in classes | Mostly participates in class discussions | Inconsistently participates in classes/discussions | Seldom contributes to the classroom environment |
| **Team work** | Acts as a leader with other students | Mostly works well with others | Inconsistent ability to work with other students | Seldom works well with others |
| **Respect for others** | Respectful and encouraging of other students and their work | Most often is respectful of other students and their work | Generally respectful of other students and their work | Seldom is respectful of other students and their work |
| **Following instructions** | Listens and follows teacher instructions | Mostly listens and follows teacher instructions | Inconsistently listens and follows teacher instructions | Seldom follows instructions |
| **INDEPENDENCE** | **FM (ALWAYS)** | **M (\*MOSTLY)** | **MM (INCONSISTENTLY)** | **NYM (SELDOM)** |
| **Effort** | Puts forth an energetic/vibrant effort | Mostly puts forth strong effort | Inconsistently puts forth effort | Seldom applies him/herself |
| **Time Management** | Manages time extremely well and is able to work without direct supervision; on task | Mostly often manages time well and is able to work without direct supervision | Inconsistently manages time; does require direct supervision | Seldom is on task and often requires direct supervision |
| **Extra help** | Seeks extra help when needed; regularly attends tutorials | Mostly attends tutorials when needed | Inconsistently seeks help when needed | Seldom seeks help and does not attend tutorial sessions |
| **Initiative** | Willing to ask for assistance and helps other | Most often helps others | Inconsistently helps others | Seldom helps others |
| **Risk Taking** | Demonstrates a high degree of willingness to take chances | Mostly willing to take chances | Inconsistently willing to take chances | Seldom willing to take chances |
| **06/09/2016** |  | \*Mostly or with rare exception................. | |  |

# CLASS WORK GRADING

*The following questions are considered when assigning marks for class work:*

* Was an honest effort made to complete the project as required?
* Was the work planned, created, and presented with care and respect?
* Was attention given to the project expectations as explained in written and verbal form?
* Did the student demonstrate a full understanding of the project?
* Was the technical achievement the very best that could be expected?
* Was the interpretation and creation of the project ordinary or creative?
* Did the student take risks in the interpretation and creation of the project?
* Does the finished project demonstrate that the student is learning and advancing compared to previous work? Is the student underachieving or succeeding beyond expectations?
* Does the student demonstrate understanding and appropriate use of learned art vocabulary?
* Does the student demonstrate the safe and appropriate use of tools and materials?

**Students and teachers are considered partners in the marking process.**

* Students will always be clearly informed of how any individual project is to be marked, and what the expectations will be. It is the students’ responsibility to inform their teacher if they do not understand what is required. Students will often be asked to participate in the marking of their own work and in the assigning of their own Effort marks.
* When a student creates a work of art, their attitude, and the process and experience of planning and making the art is as important as the final product. Students will therefore be marked on their performance at every stage of the process as well as on the finished piece.

*Letter grades are assigned as required by the Ministry of Education. These are as follows:*

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| --- | --- |
| **LETTER GRADE:** | **MINISTRY DESCRIPTION:** |
| **A (86 – 100)** | The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject/ grade. |
| **B (73 – 85)** | The student demonstrates very good performance in relation to expected learning outcomes for the course or subject/ grade. |
| **C+ (67 – 72)** | The student demonstrates good performance in relation to expected learning outcomes for the course or subject/ grade. |
| **C (60 – 66)** | The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject/ grade. |
| **C- (50 – 59)** | The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject/ grade. |
| **I (below 50)** | In Progress. The student is making progress, but it has been determined that additional time is required to meet the expected learning outcomes for the course, subject or grade. |
| **F (below 40)** | Failed or failing. The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to expected learning outcomes for the course or subject/ grade. |

***In the Visual Arts Program we interpret these Ministry descriptions as follows:***

**A**

You have met the criteria, beyond expectations, in a confident and capable manner.

You have demonstrated your skills and understanding in a unique and creative way.

Imagination and inventiveness is evident in your work.

You have taken risks and explored the media in depth.

You are very self-motivated.

**B**

You have met the criteria in a confident and capable manner.

Your skills and understanding are at the expected level, and you have demonstrated a strong creative process.

Some imagination and inventiveness is evident in your work.

Your explorations of the media meet expectations.

You are self-motivated.

**C+**

You have met the criteria in a satisfactory way.

You have demonstrated adequate skill and technique, but need to give more attention to expectations.

You may be experiencing difficulty with understanding the nature and purpose of this project. If so, you would be wise to explore this with your teacher before moving on.

Your confidence will develop with time, practice, and more focused explorations of media.

**C**

You have met the criteria in a limited way.

Your skills and creative process are inconsistent with expectations.

You are encouraged to give more time and energy to the development of course basics.

You have demonstrated your ability but need to recognize your difficulties and discuss them with your teacher.

**C-**

You have not met the criteria as expected.

You are progressing but require more time, instruction, and focus.

You need to recognize your difficulties and discuss them with your teacher.

**PROGRAM GUIDELINES FOR ART and PHOTOGRAPHY STUDENTS.**

* Please ALWAYS put your name on all artwork/photographs and sketchbooks, and keep them in portfolios or assigned storage. Handouts and sketchbooks must be available for possible use in all classes.
* Basic tools and materials will be supplied. You may be asked to purchase a sketchbook. You are required to provide yourself with some form of protective covering such as an old shirt.
* The Art Department has zero tolerance toward any behavior that results, or could result, in damage to the fabric of the studio and its contents, or threatens the safety of any person.
* No studio property may be removed from the studio without written permission from the teacher. Books and Cameras are not loaned for use outside the school.
* All persons using the studio and its materials are responsible for the care, storage and clean up of their own work.
* Please show respect to all students and faculty, their ideas, their work, their property, their feelings, and their efforts.
* Please show respect for the studio environment, all tools and materials, and the rules that ensure the safety of all who use the studio.
* You are expected to participate and cooperate to maintain a clean, safe and productive studio.
* It is hoped that you will enjoy art class as a relaxing, yet challenging experience, and not allow the social atmosphere of the studio to become an obstacle to your growth as an art/photography student.
* It is hoped that you will treat both frustration and success not as walls, but as bridges, which you cross to explore new ideas and ways of self-expression.
* It is hoped that you experience pride and satisfaction in your work and in the honest effort that you give to creating it. Respect and honour your artistic endeavours as they are a reflection of who you are.

**I look forward to a creative year with you in Art 8 ☺**

**Let’s get started!**