



**NIAGARA ACADEMY
VISUAL ARTS, GRADE 9, OPEN
COURSE OUTLINE**

COURSE CODE: AVI10

DEVELOPED BY: Rina Villavicencio, 2009

REVISED BY: Rina Villavicencio, 2012, 2016, R. Lott, 2017, C. Byart, 2018

DEVELOPED FROM: The Ontario Curriculum Grades 9 and 10, The Arts, 2010,
<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf>

PREREQUISITE: None

COURSE DURATION: 110 hours

COURSE VALUE: 1.0 credits

COURSE DESCRIPTION AND RATIONALE

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 creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

OVERALL EXPECTATIONS

Strand A. CREATING AND PRESENTING By the end of this course, students will:	
A1.	The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;
A2.	The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
A3.	Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
Strand B: REFLECTING, RESPONDING, AND ANALYSIN By the end of this course, students will:	
B1.	The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
B2.	Art, Society, and Values: demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;
B3.	Connections Beyond the Classroom: demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.
Strand C: FOUNDATIONS By the end of this course, students will:	
C1.	Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
C2.	Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
C3.	Responsible Practices: demonstrate an understanding of responsible practices related to visual arts

COURSE CONTENT AND EVALUATION

Evaluation in each unit will include Knowledge/Understanding - 25%, Thinking - 25%, Communication - 25%, Application - 25%. Examples of term work evaluation sources are: reflections/journals, written/oral art analyses, observations, studio work: portrait drawings, still-life/ landscape/painting, collages, colour/composition designs, tests, essays.

Unit	Description	Evaluation	Hours
Unit One	Understanding Art: 1. Art and Visual Culture 2. Viewing Art 3. Elements and Principles 4. Visual Art Disciplines 5. Art, Culture, and Values	17%	26 hrs
Unit Two	Creating and Presenting: 6. Finding Ideas 7. The Creative Process 8. Documenting the Creative Process 9. The Finishing Touches 10. How to Talk About Your Art 11. Safety in the Studio	17%	26 hrs
Unit Three	Making Meaning 12. Applying the Elements and Principles 13. Visual Conventions 14. Kinds of Meaning 15. Media and Meaning 16. The Language of Symbols 17. Words and Pictures 18. Points of Viewing 19. Personal Expression	18%	29 hrs
Unit Four	Art and Society 20. The Functions of Art 21. The Art of Stories 22. Portraying Identity 23. Art and the Environment 24. When Art Meets Science 25. Art, Law, and Ethics 26. Art Connects!	18%	29 hrs
	Total Term Work	70%	110 hrs
Final Evaluation	Culminating Activity	10%	
	Final Exam	20%	
	Final Mark	100%	

TEACHING AND LEARNING STRATEGIES

The arts curriculum is based on the premise that all students can be successful in arts learning. One of the keys to student success in mastering arts skills and knowledge is high-quality instruction. Since no single instructional approach can meet all of the needs of each learner, teachers will select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practices.

The teacher will provide a wide range of activities and assignments for students to rehearse, practise, and apply skills and strategies, using a wide range of approaches that they require students to explore, to create their own works, and to interpret the works of others either individually or in a group. A variety of teaching and learning strategies will be employed, such as:

- brainstorming
- collaboration
- enquiry
- modelling
- personal reflection and analysis
- experimentation
- studio work
- constructive or creative dialogue
- teacher and peer feedback

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement: Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course which are described in the achievement chart on pages 24-25 of The Ontario Curriculum Grades 9 and 10, The Arts, 2010, (Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf>)

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

Assessment for Learning will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative

assessment will occur frequently and in an ongoing manner to monitor students' progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student's capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers' progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the chart below for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. This final evaluation consists of the following: Culminating Activity 10% and Final Exam 20%.

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. For those students the teacher or school identifies as requiring accommodation, such as ELL or IEP students, the teacher may make accommodations without changing the knowledge and skills course requirements.

The following are examples of accommodations:

- The use of visual clues
- A variety of learning resources, such as bilingual dictionaries, assistive technologies
- Alternative assignments, or summative tasks
- Peer tutoring
- The granting of extra time and the use of oral interviews.

The program will also include opportunities for students to apply their skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

Teachers will model safe practices at all time and communicate safety requirements to students in accordance with the school, the Ministry of Education policies and Ministry of Labour regulations. This is particularly important in the case of off-site excursions. Teachers will also adhere to the policies of the First Nation, Métis and Inuit Education policy framework should the class include students from these communities.

RESOURCES

- Art Works, Markus, Janet, et al, Emond Montgomery Publications, 2011, ISBN 978-1-55239-320-8-ON
- Visual Arts and How to Teach Art to Children (ILC), Joy Evans and Tanya Skelto, EvanMoor Corp.
- Variety of books on art
- Variety of websites on art galleries and art museums
- Variety of websites on artists and styles
- AVI10-A, (ILC), The Ontario Education Communications Authority, 2009