



## Art 20 Course Outline

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Sturgeon Composite High School  
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### **Objectives:**

Art 20 is designed to introduce the student in developing competence in a variety of visual techniques using different medium to produce meaningful works of art. Throughout the course, development of skill and style will enable confidence of head-to-hand skills. We will develop and refine drawing skills and styles, and explore how personal expression and cognition play a role in the drawing process. We will use non-traditional approaches to creating compositions in 2-dimensional and 3-dimensional images. The student will study the art of using composition, shape, dominance, abstraction and spatial relations to create specific visual effects. Students will recognize that images through art history may be universal throughout time periods but yield different interpretations. Students will investigate the impacts of technology of different art forms. Most importantly, the student will be encouraged to develop an appreciation for art and use vocabulary and techniques of art criticism to analyse their work and the work of others.

*“When the spirit does not work with the hand, there is no art.”*

~Leonardo da Vinci

### **Course Information:**

**\*\*Homework** will be minimal, however projects need to be completed for the given deadline, therefore class time needs to be used appropriately.

**\*\* Students** need to follow process and technique directions the first time they are given.

**\*\*Each student** should show respect for the classroom they are in and the materials they are using. You are responsible for the clean up of your area and materials.

**\*\*Please bring** your Art tools and Creative Journal with you to each class. You are responsible for what you bring to class. You will be provided **only one** Creative Journal from the school. You will be responsible to replace any lost Creative Journals.

**\*\*When creating** works of Art, a student is expected to have taste and respect for the environment in which they find themselves.

## **Materials:**

Students should have the following:

- Drawing pencils
- Black Sharpie
- Black fine tip Sharpie
- White Eraser
- Glue Stick
- Specialty Materials will be supplied to students as needed throughout the course.

## **Course Evaluation:**

### **5 credit**

Major Projects	30%
Creative Journal	40%
Final Year Project	30%

## **Marking Criteria:**

Students work will be marked using ARTS PROPEL model. Students' marks will not be made strictly on completion but on covering a number of dimensions of student's learning. These dimensions are as follows:

- I. Production
  - Captures qualities of student's working process as well as those of the final product.
- II. Perception
  - Captures student's general sensory awareness and powers of discrimination of visual and non-visual arts.
- III. Reflection
  - Captures how the student thinks about art making and about works of art.
- IV. Approach to Work
  - Captures the student's working style.

*Refer to Arts Propel – Project Zero (Attached)*

## Major Projects:

The class will explore a visual technique together in their creative journals, practice this technique with a guided project and then students will have the opportunity to experiment with this technique and their own creativity through their major projects.

Explorations:

- 1) Personal Expression
- 2) Drawing Skills and Style (Head-to-Hand Skills)
- 3) Art Criticism
- 4) Design Elements for Specific Visual Effects
- 5) Composition
- 6) Art History
- 7) Technology Impact
- 8) Visual Skills

Each **final** piece, for the above explorations, will be properly presented, for example, mounted on black paper. The student will also introduce their project by providing a *response* on their piece in their Creative Journals. The *response* should include three or four of the following:

- a) recorded observations
- b) your intentions behind your work
- c) an analysis and evaluation of other sources (ie. Artists' works) and students' work
- d) an understanding of why and how your "artist in study" influenced your work
- e) an explanation of how you experimented with media and materials
- f) how your ideas developed throughout the project
- g) record continued experimentation with materials and a review of your progress and the value and appropriateness of your ideas and any minor changes made to these as you worked through your project

**\*\*Remember:** marks are available not just for a 'quality' response, but for a response that shows how and why you made connections with the works of others.

## Presentation:

**\*\*Art work will be displayed throughout the school and on the school website. If you have any objections to this please attach a note to your project requesting it not be shown. Parent permission will need to be granted before submission to the website.**

*"I dream my painting and then I paint my dream"*

~Vincent Van Gogh

## ***Arts Propel - Project Zero Assessment in the Arts.***

### **1. Production**

#### **Craft**

Student has control over elements, principles, and materials of the visual arts.

#### **Pursuit**

Student can develop a work or a problem over time and in depth.

#### **Inventiveness**

Students experiments with materials, solves assignments in imaginative ways initiates own projects.

#### **Expressiveness**

Students' works show depth of feeling; student's images are powerful, sensitive or evocative.

### **2. Perception.**

#### **Awareness of Sensuous Aspects of Experience**

Student is aware of visual and non-visual sensory experiences, and can draw upon these in her/his work.

#### **Awareness of Qualities of the Materials**

Student is aware of uses and limitations of materials, and can make discriminations among similar types of materials.

#### **Capacity to Make Discriminations and Connections about Art**

Student notices technical, functional, aesthetic, properties of art from various genres, cultures.

### **3. Reflection**

#### **Ability and Proclivity to Assess Own Work**

Student can articulate and defend judgments about his/her own work.

#### **Ability and Proclivity to Take on Role of Critic**

Student can articulate and defend judgments about others work.

#### **Ability and Proclivity to Use Criticism and Suggestions**

Student can use criticism to Improve.

#### **Ability to Articulate Artistic Goals**

Student can talk about goals as an artist, and the role of art in her/his life.

### **4. Approach to work.**

#### **Engagement.**

Student works hard, carries projects through to completion, pays attention to details, meets deadlines.

#### **Ability to work independently**

Student can work on a project independently for long periods without distraction.

#### **Ability to work collaboratively**

Student can cooperate with others and is willing to help others when needed.

#### **Ability to use cultural resources**

Student can make use of resources for art making (eg. Books, museums, tools, experts)