Ontario eSecondary School
Course Outline
2024-2025

Ministry of Education Course Title: Visual Arts, Grade 12, College/University Preparation	
Ministry Course Code: AVI 4M	
Course Type: College / University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): *Visual Arts, Grade 11, College/University Preparation*	
Department: The Arts	
Course developed by: Jaclyn Wilson	**Date:** June 1st, 2022
Length: One Semester	**Hours:** 110
This course has been developed based on the following Ministry documents: 1. *The Ontario Curriculum, Grades 11 and 12*: The Arts, 2010 2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)* 3. *Learning for All (2013)*	

COURSE DESCRIPTION / RATIONALE

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf

OVERALL EXPECTATIONS

Category A: Creating and Presenting

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 the 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 emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

Category B: Reflecting, Responding, and Analysing

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 both social and personal values;

B3. Connections Beyond the Classroom: demonstrate an understanding of and analyse the requirements for a variety of opportunities related to visual arts.

Category C: Foundations

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

Unit	*Length*
Unit 1: The Basics of Creation	20 hours
Unit 2: Mixed Media	20 hours
Unit 3: Social Issues Assemblage (Sculpture)	20 hours
Unit 4: Public Art (Painting)	20 hours
Unit 5: Final Project and Professional Portfolio	30 hours
Total	**110 Hours**

UNIT DESCRIPTIONS

UNIT 1: The Basics of Creation

In this unit, students will investigate the various components to artistic creation in the visual arts field. This will begin with a review of the Elements and Principles of Design. In addition, students will also examine relevant terminology and conventions related to visual arts. Next, as a continuation to their development as an artist, they will prepare to analyse their work through the creative process. They will also explore the opportunities for local and global art as well as potential careers in visual art and the arts related occupations. It will be in this unit that students will revisit how to begin the planning, revising, experimenting, and creating process for a work of art. Specifically, they will be developing these skills in combination with creation techniques related to colour theory, drawing, and mark making.

UNIT 2: Mixed Media

In this unit, students will explore the importance of mixed media pieces and practice techniques related to different media specifically and the purposes of using a mixed media approach. More specifically, students will examine mixed media techniques through 2D and 3D pieces as well as presentation techniques. Students will gain an understanding of how media and presentation of a piece can impact a work of art and its audience. In this unit, they will also further their investigations of their own work and the work of others.

UNIT 3: Social Issues Assemblage (Sculpture)

In this unit, students will explore the importance of sculpture and practice techniques related to sculpture specifically and the expression of the 3D form. More specifically, students will examine sculpture techniques through additive and subtractive forms as well as creation techniques. Students will gain an understanding of how media and structure can impact a work of art. In this unit, they will also further their investigations of their own work and the work of others.

UNIT 4: Public Art (Painting)

In this unit, students will explore the importance of paintings and practice techniques related to different paint specifically and the purposes of using specific types of paint. More specifically, students will examine painting techniques through a variety of styles as well as presentation techniques. Students will gain an understanding of how paint and presentation of a piece can impact a work of art and its audience. In this unit, they will also further their investigations of their own work and the work of others.

UNIT 5: Culminating Pieces: Final Project and Professional Portfolio

Students will apply the techniques and skills they have acquired throughout the course to their final piece. They will also create a portfolio documenting their growth as an artist throughout the course. Finally they will analyse and discuss the challenges they faced and how they grew in a written reflection and oral interview.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role

in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Portfolios are a collection of student work that represents student learning and achievement over a period of time. It allows students to relate learning artefacts into a whole in a meaningful story.

Creating artefacts involves active learning with reflection and critical thinking. They provide evidence of skill development as a basis for providing feedback to help students improve and further develop knowledge and skills.

Reflective analysis and self-assessment is very important in this course. Concepts and skills/techniques are modelled in examples (exemplars), which students can refer to and utilize to further develop their own work. Students are encouraged to relate their work to real life situations and their growth and learning over time.

Graphics/images are visual representations of ideas/concepts. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- ❑ Artistic Analysis
- ❑ Individual Conference Meetings
- ❑ Sketchbook Pages
- ❑ Art Pieces
- ❑ Outlining & Planning Sheets
- ❑ Completed Templates & Organizers

- ❑ Editing Checklists
- ❑ Reflections
- ❑ Oral Presentations
- ❑ Quizzes
- ❑ Writing Tasks
- ❑ Evaluations

EVALUATION

The final grade will be determined as follows:

- ❑ Seventy percent of the grade will be based on evaluation 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 will be given to more recent evidence of achievement.

- ❑ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010

Weight	
Course Work	**70**
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	**30**
Final Cumulative Piece (2.5K, 2.5T, 2.5C, 2.5A)	10
Professional Portfolio (2.5K, 2.5T, 2.5C, 2.5A)	10
Course Reflection and Interview (2.5K, 2.5T, 2.5C, 2.5A)	10

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1 Elements and Principles Quiz	Quiz on the Elements & Principles of Design terms, concepts, and applications.	K, T, C, A	10
Unit 1 Natural Object Abstraction	Creation piece covering drawing techniques.	K, T, C, A	
Unit 2 Mixed Media	Creation piece covering mixed media techniques.	K, T, C, A	20
Unit 2 Conversation and Written Reflection	Writing task covering the artist's analysis, planning process, and critique reflection.	K, T, C, A	
Unit 3 Social Issue Assemblage	Creation piece covering sculpture techniques.	K, T, C, A	20
Unit 3 Conversation and Written Reflection	Writing task covering the artist's analysis, planning process, and critique reflection.	K, T, C, A	
Unit 4 Public Art Painting	Creation piece covering painting techniques.	K, T, C, A	20
Unit 4 Conversation and Written Reflection	Writing task covering the artist's analysis, planning process, and critique reflection	K, T, C, A	

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Final Cumulative Piece	The final cumulative piece will apply all of the techniques and skills learned throughout the course. It will also demonstrate connections between the chosen topic and course concepts.	K, T, C, A	10
Professional Portfolio	The professional portfolio will be a collection of their work throughout the course.	K, T, C, A	10
Course Reflection and Interview	A written reflection analysing the artist's personal growth and development as an artist throughout this course.	K, T, C, A	10

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ❏ *Instructional accommodations:* such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.

- ❏ *Assessment accommodations:* such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ❏ Provide step-by-step instructions.

- ❏ Help students create organizers for planning writing tasks.

❑ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.

❑ Permit students a range of options for reading and writing tasks.

❑ Where an activity requires reading, provide it in advance.

❑ Provide opportunities for enrichment.