

Course Syllabus - AVI20

Visual Arts, Grade 10 Open

Teacher: **Tristan Käärid**

Semester 1, 2017-2018

Course Introduction:

This course encourages students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will build an understanding of the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary and historical context.

This is a studio course where all work is completed in class (with the exception of a weekly drawing or inspiration page). Throughout the semester, we will be exploring a wide variety of mediums and techniques. Students are expected to experiment with various materials and, using the visual language they have created, convey the ideas they have. This visual language will be informed by their personal experience and the experience of various contemporary and historical artists. Students will also learn to analyse and reflect on their own work and the work of their peers.

Scriptural Foundation:

Then the Lord said to Moses, “See, I have chosen Bezalel son of Uri, the son of Hur, of the tribe of Judah, and I have filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills— to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood, and to engage in all kinds of crafts. Exodus 31:1 - 5

Unit Methodology and Student Expectations:

Every unit will introduce a new foundational technique for students to build their art literacy. The unit will culminate in a project that is informed by an artist or movement and the medium it is focused on. The course will be heavily work oriented as much time is needed to produce artworks, and *can* result in the need for projects being completed as homework. Instruction will be approached with a multimodal style and include relevant videos, readings, and technical workshops.

Creating good art takes practice and time. Students should expect to be working hard, but enjoying their time in the art room and to be filled with the Holy Spirit to create art out of love, worship, and glorification of God!

Student Responsibilities:

1. I will respect my own work and treat it with care.
2. I will respect the work of my peers and treat it with care.
3. I will do my best to not distract others so they can create.
4. I will do my best to be on time for class.
5. I will do my best to complete assignments on time.
6. If I am experiencing difficulty I will talk to the teacher.

Teacher Responsibilities:

1. I, the teacher, will speak to the students with respect and encouragement.
2. I will respect the students' work.
3. I will make myself available for students when they are working on projects in class for advice or assessment of progress.
4. I will hand back assessments promptly.

Assessment:

Assessment As Learning (not counting towards the final grade): Peer and small group critiques will ensure that students become their own best assessors

Assessment For Learning (not counting towards the final grade): Frequent check-ins and diagnostic activities will be used by the teacher to inform future instruction

Assessment Of Learning (counting towards the final grade):

- Seven Major Projects (55 %)
- Sketchbook/Inspiration Page (15 %)
- Summative Research Project (30 %)

Daily work, projects and sketchbook assignments will be worth 70% of the course.

The summative project will be worth the remaining 30% of the course.

Assessment Of Learning will be divided into the four knowledge and skills categories: Knowledge/Understanding; Thinking/Problem Solving; Communication; Application. You must hand assignments in by the due date, as specified by the teacher. Late assignments will have a 10% a day deduction for up to 5 school days.

Outline of Course Assignments:

Project 1:

Students will begin to unlearn habits that inhibit their ability to draw loosely and gesturally through a process of simple, repeated drawings

Project 2:

After learning to loosen up and become gestural, students will create a greyscale portrait with creative restrictions

Project 3:

Students will explore quality of line to create a drawing of a bird

Project 4:

Building on their understanding of quality of line students will begin their first colour work by studying the Impressionists

Project 5:

Following in the footsteps of the Impressionists and great Canadian history, students will create a pastel drawing in the style of the Group of Seven

Project 6:

Students will learn about artistic and cultural appropriation when they study the Pop Artists and "steal" art to make their own

Project 7:

Students will create a Christmas card for those who need it most

Sketchbook Assignments:

Every week students will complete either a detailed drawing of the subject matter of their choosing or complete a page showing and artist or art that inspires them. These assignments will be due on alternating weeks.

Summative Research Project:

The culminating project will allow for students to complete research on a chosen artist*. Students will write a short biography on said artist, choose a piece of their artwork, reproduce it and give it a formal critique. Students will then present their reproduction and critique of the piece.

*One that is approved by the teacher