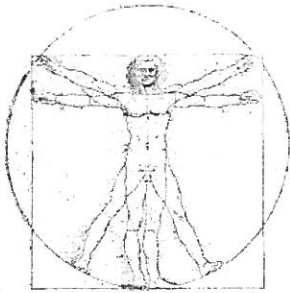


Visual Arts: Art Studio 12: Drawing and Painting Course Outline



Instructor: Constance Doucette

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Room: 19- The Art Room

Student's name: _____

Big Ideas

An artist's intention transforms **materials** into art.

Visual arts are an essential element of culture and personal identity.

Refining artistic expression requires perseverance, resilience, and risk taking.

Purposeful artistic choices enhance the depth and meaning of artistic work.

Aesthetic experiences have the power to transform our perspective.

Curricular Competencies

We will explore and create individually and collaboratively artistic works through observation, imagination and inquiry by experimenting with a variety of material, processes and technologies to express our thought and emotions through appropriate risk taking.

We will investigate and identify ways that drawing and painting allow artists to reflect on and respond to social and environmental issues.

We will demonstrate active and disciplined engagement in creating works of art and resolving creative challenges.

We will apply thinking skills in our exploration of design and creation of our work.

We will share and appreciate each other's work by showing respect for self and others by responding with constructive feedback.

We will explore First Peoples ways of knowing and local cultural knowledge through artistic works.

We will demonstrate safe and responsible use of materials, tools and work space.

Curricular Content

This term we will study drawing with the basic elements of line, shape, form, perspective, texture, colour and space using pencils, charcoal, oil and dry pastel, ink, acrylic paint, and multi-media.

Through the creative process we will create images of our own and together.

We will learn about a variety of artistic movements and view artist's works at the Vancouver Art Gallery.

Assessment

Formative Assessment - 30%

Active and Independent learning

- Communication – explain, recount and reflect
- One-on one dialogue
- Self and peer assessments
- Daily practice assignments
- Gallery walks
- Teacher comments, checklists and rating scales

Summative Assessment - 70%

- Unit rubrics
- Portfolio
- Projects
- Presentation. **100%**

Classroom Expectations

Students will take an active role in their own learning by participating in all class activities;

including skill development, assignments, presentations, portfolios, gallery walks and so on.

Students will arrive to class on time, start by doing warm ups, daily practice assignments and continue working on assignments and projects. If you are late, please enter quietly.

Students are responsible for their learning and must send me an e-mail or tell me beforehand if they will be absent.

Students will be working individually and collaboratively with other students.

Students will be respectful to teachers, other students and all school and personal property.

Students will take ownership of their goals, learning and behaviour.

Students **may not** use cell phones in class unless teacher directed.

Relax, focus, explore and enjoy creating art through drawing and painting.

Visual Arts 12 Coquitlam College Course Overview

Drawing Skills: line, form, perspective; Design: composition, the rule of thirds; Image Development Statement: thumbnail sketch, abstraction, point of view; Materials, Techniques and Technologies: charcoal, pastel, coloured pencil, ink, acrylic paint/hatching, layering, multimedia/3-8B pencils, paintbrushes/History of Artistic Movements: Realism, (Post) Impressionism, Symbolism, Fauvism, Cubism, Surrealism, Abstraction/First Peoples Visual Arts/ Vancouver Art Gallery Walk

Big Ideas: What students will UNDERSTAND

- An artist's intention transforms **materials** into art.
- Visual arts are an essential element of culture and personal identity.
- Refining artistic expression requires perseverance, resilience, and risk taking.
- Purposeful artistic choices enhance the depth and meaning of artistic work.
- **Aesthetic experiences** have the power to transform our perspective.

Inquiry Questions:

- How can we use the drawing and painting process to develop engaging and meaningful art work for a variety of purposes and audiences?
- How can we explore other people's experiences and perspectives (including First Peoples through art to help students understand aspects of who they are?
- What artist's work or style do you connect to? What art movement do you want to explore in a group and present to the class?
- What do you want to learn and paint this term?

Curricular Competencies: What students will DO:	Concepts & Content: What students will KNOW
<ul style="list-style-type: none"> • Create artistic works using sensory inspiration, imagination, and inquiry • Examine artistic possibilities using a range of materials, processes, and technologies • Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices • Take creative risks to express thoughts and emotions through artistic works • Refine artistic skills from a variety of styles • Demonstrate innovation in creating artistic works and resolving creative challenges • Examine contributions of traditional, innovative, and intercultural visual 	<ul style="list-style-type: none"> • Develop drawing skills through elements of visual arts: colour, form, texture, etc. • Apply the principles of design: balance, contrast, etc. • Explore image development strategies: abstraction, point of view, etc. • Use materials, techniques, and technologies: canvas, washes, palette. • Explore creative processes. • Use symbols and Metaphors: ovoid. • Link the roles of and relationships between artist and audience in a variety of contexts • Connect the influence of visual culture in social and other media

<p>artists from a variety of movements, periods, and contexts</p> <ul style="list-style-type: none"> • Recognize and engage in the reciprocal process of critique • Investigate and respond to social and environmental issues through visual arts • Explore First Peoples local cultural knowledge through artistic works 	<ul style="list-style-type: none"> • Learn about the First Peoples worldviews, stories, and history, as expressed through visual arts • Study and present an artistic movement and their role historically and now • Know the moral rights and the ethics of cultural appropriation and plagiarism • Practice health and safety protocols and procedures.
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FIRST PEOPLES PRINCIPLES OF LEARNING

- Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning is embedded in memory, history, and story.
- Learning involves recognizing the consequences of one's actions.

UNITS/RESOURCES /REFERENCES

Unit 1: Line (2 Weeks)

Big Ideas-Refining artistic expression requires perseverance, resilience, and risk taking. Aesthetic experiences have the power to transform our perspective.

Line an Element of Visual Art (2 Weeks)

- **Curricular Competency:** *Create artistic works using sensory inspiration, imagination, and inquiry.*
- **Curricular Competency:** *Demonstrate respect for self, others and place through art making*

Students will practice "the art of seeing" by drawing a variety of lines: diagonal, radial, correct proportions, hatching, continuous contour blind, silhouette, calligraphy, creative doodles, image development strategies: abstraction, fragmentation and metamorphosis with green peppers, perceptual training with paper clips

Competency Illustrations: Assessment Strategies

Students will use journal booklets with the core competencies with "I can Statements" and First Peoples Principles of Learning for self-assessment of their work, a unit rubrics, teacher feedback and self-reflection by explaining, recounting and reflecting on and experience and accomplishments

1. What was your experience during the process of drawing with different ways of using line (Critical Thinking)?
2. What did you enjoy and why, and what didn't you enjoy and why?
3. Did you do your best working patiently and focusing on your work daily?
4. What artistic skills did you refine?
5. How did you resolve creative challenges (Personal Awareness and Responsibility)?

What social or environmental issue do you want to explore and express this term through your art work? (**Social Responsibility**)? What are your thoughts and feelings with using line to create

your own image? What interest you that you are passionate about expressing in your drawing and painting this term? (**Creative Thinking**).

Social or Environment Project (Semester Long)

- **Curricular Competency:** *Examine artistic possibilities using a range of materials, processes, and technologies.*
- **Curricular Competency:** *Take creative risks to express thoughts and emotions through artistic works.*
- **Curricular Competency:** *Investigate and respond to social and environmental issues through visual arts.*
- **Curricular Competency:** *Express ideas, emotions, and values through art making.*

Students will think about and explore social and environmental issues that they connect with and start to sketch ideas for a final project.

Materials and Resources

- 2HB Pencil, rulers, erasers
- Skeleton life size and a smaller one , block model of a person, wire mummy models of human and dog
- 3 Power points of Line explanation and examples of work by artists and other students
- Files of prompts for line work
- Binders of examples
- Large pieces of work displayed and illustrated for the unit
- Many books to refer to
- Youtube video and DVDs in teacher's library

Unit 2: Form (2 weeks)

- 3/8B pencils, blending stump, sandpaper, kneaded erasers, charcoal, chalk/dry pastels
- Glasses, vases, bones, objects to draw

Unit 3: Perspective, Landscape, Texture (2 weeks)

- Pencil, oil pastels
- One, two, and three point perspective
- Landscape drawings with oil pastels
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Unit 4: Portraiture (2 weeks)

- **Coloured pencil and acrylic paint**

Unit 5: Painting (2 Weeks)

Unit 6: Native Art and Ink (2 weeks)

Final Week is for students own work Summative of Term prepped throughout

<p><u>Communication</u></p> <p>Connect and engage with others (to share and develop ideas)</p> <p>Acquire, interpret and present information (include inquiries)</p> <p>Collaborate to plan, carry out and review constructions and activities</p> <p>Explain, recount and reflect on experience and accomplishments</p>	<p><u>Creative Thinking</u></p> <p>Generating ideas</p> <p>Developing ideas</p> <p><u>Critical Thinking</u></p> <p>Analyze and critique</p> <p>Question and investigate</p> <p>Develop and design</p> <p><u>Problem-Solving</u></p> <p>Question and investigate</p>	<p><u>Positive Personal and Cultural Identity</u></p> <p>Personal values and choices</p> <p>Personal strengths and abilities</p> <p><u>Personal Awareness and Responsibilities</u></p> <p>Self-determination</p> <p>Self-regulation</p> <p>Well-being</p> <p><u>Social Responsibilities</u></p> <p>Contributing to community and caring for the environment</p> <p>Valuing diversity</p> <p>Building relationships</p>
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Assessment throughout Semester		
FOR LEARNING	FORMATIVE ASSESSMENT:	<ul style="list-style-type: none"> • Practice drawings • 3-2-1- Exit Slip • Twitter Posts • Unit Marking Rubrics • To check understanding, ask students to draw or paint the skill taught and practiced • Ask students questions, have them respond on paper anonymously. Students then hand their papers in. Instructor immediately and randomly gives them back to students for grading. Students get practice grading others work but shouldn't know who the other student is •
AS LEARNING	REFLECTION/SELF-ASSESSMENT:	<ul style="list-style-type: none"> • Ongoing self-assessment of core competencies • Partner Talk • Journals • "I Can" Statements from Core Competencies Booklet
OF LEARNING	SUMMATIVE ASSESSMENT:	<ul style="list-style-type: none"> • Student interviews (one on one with teacher) • Personal Project (ongoing throughout semester) • Portfolio • Self-assessment of performance