



Course: Visual Arts: Art Studio 12

Course Description: Students will know:

- elements of visual art (colour, form, line, shape, space, texture, tone, value)
- principles of design (balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity)
- image development strategies (processes that transform ideas and experiences into visual images e.g., abstraction, compression, distortion, elaboration, exaggeration, gesture, figure, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch)
- materials, techniques, and technologies (any visual image-making technology, such as paint brush, scissors, pencil, stamp; includes the improvisational use of miscellaneous items creative processes)
- symbols and metaphors
- roles of and relationships between artist and audience in a variety of contexts
- influences of visual culture in social and other media
- traditional and contemporary First Peoples worldviews, stories, and history, as expressed through visual arts
- history of a variety of artistic movements, including their roles in historical and contemporary societies
- moral rights and the ethics of cultural appropriation and plagiarism
- health and safety protocols and procedures

Big Ideas: By the end of this course, 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

Core Competencies:

Communication

The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The Communication competency is fundamental to finding satisfaction, purpose and joy.



Thinking

The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.

Personal & Social

The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Resources:

<https://juliannakunstler.com/art1.php>

Assessment:

Formative (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: (70%)

- Unit rubrics
- Portfolio
- Projects
- Presentation

With respects to the First People's Principles of Learning, students may be alternatively assessed in ways that people can display knowledge and subject mastery. The alternative assessment can be storytelling, art or other expressions of self, knowing and learning.

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Expectations: Attendance in the classroom is mandatory. Students are expected to use their electronics responsibly, speak English, and participate in daily activities. Students will take an active role by



discussing, doing work, working in partners or groups, and taking notes. Students are responsible for any missed assignments.

WEEKLY COURSE OUTLINE

Week	UNITS	Activities/ Assignments
1	Assessment Line	Still Life Emotions Art History
2	Principles of Design	Balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity
3		Famous Canadian Painters
4	Shape	Tangrams Name/ Tessellations Grid Drawing
5	Value	Value Scales Shading Hand Study
6		Forms Shadows
7	MIDTERM	Line emotions/ Forms
8	Colour	Colour Theory Colour Wheel
9		Monochromatic Scheme Project
10	Space	1-Point / 2-Point Perspective
11		
12	Texture	Rubbings Textured apples
13	Final Proposal	
14	FINAL	