

COURSE NAME: **ARTS EDUCATION – VISUAL ARTS 10**

UPDATED: May 31, 2016

Ministry Outcomes:	Strategies and Activities	Resources	Assessment
- Create artworks collaboratively and as an individual, using imagination, observation, inquiry, and ideas.	<u>Unit 3, Lesson 2: Mixed-Media</u> Using your imagination, or through observation, create a piece of artwork using a range of materials and processes. Your artwork should express some sort of meaning, intent, emotions or feeling.	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.
- Explore artistic possibilities with a wide range of material, processes, and technologies .	<u>Unit 3, Lesson 2: Mixed-Media</u> Using your imagination, or through observation, create a piece of artwork using a range of materials and processes. Your artwork should express some sort of meaning, intent, emotions or feeling.	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.
- Express meaning, intent, emotions, and feelings through visual art	<u>Unit 3, Lesson 2: Mixed-Media</u> Using your imagination, or through observation, create a piece of artwork using a range of materials and processes. Your artwork should express some sort of meaning, intent, emotions or feeling.	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.
- Combine materials, processes, and technologies in a variety of ways.	<u>Unit 3, Lesson 2: Mixed-Media</u> Using your imagination, or through observation, create a piece of artwork using a range of materials and processes. Your artwork should express some sort of meaning, intent, emotions or feeling.	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.
- Apply creative processes that engage the body and mind.	<u>Unit 1, Lesson 1: Blind contour</u> For this assignment, you will be completing three blind contour drawings (4 points each). Select three objects to draw (keys, your hand, a family member's face, etc.). Try to avoid simple, straight-lined objects (a ball, a pencil, a computer monitor, etc.). As you participate in this exercise, try to imagine that your pencil point is actually touching the contour of the object you're drawing. As your eyes follow the precise contours of the	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.

	object you're looking at, your pencil should be doing the exact same thing along the paper it is drawing on		
- Develop skills and techniques in a variety of styles and movements	<u>Unit 1, Lesson 4: Form & Value</u> For this assignment, you will be experimenting with various shading techniques (see example below). First draw a series of circles, and then use different shading techniques to apply form to each of the circles. In total, you will need to experiment using the following shading styles: 1. Cross-hatching or Hatching - use a series of straight lines. The closer the lines, the darker the value. 2. Smudging or Blending - use a blending stick (ideal) or your finger (less ideal). 3. Stippling - use the tip of a pencil or pen. The closer the dots, the darker the value. 4. Scribble or Scumble - use random and/or circular lines. The closer the lines, the darker the value.	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.
- Use problem-solving skills that are unique to visual arts	<u>Unit 3, Lesson 1: Image-Development Strategies</u> Using an image-development strategy of your choice, create an artwork that incorporates nature in any way you see fit. You must put 5-10 hours of work into this artwork. Once you have completed the assignment, be sure to scan your artwork, and then save it as a PDF document for submission. Assignment value: 36 marks.	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.
- Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges.	<u>Unit 3, Lesson 1: Image-Development Strategies</u> Using an image-development strategy of your choice, create an artwork that incorporates nature in any way you see fit. You must put 5-10 hours of work into this artwork. Once you have completed the assignment, be sure to scan your	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.

	<p>artwork, and then save it as a PDF document for submission.</p> <p>Assignment value: 36 marks.</p>		
<p>- Evaluate design choices through creative processes.</p>	<p><u>Unit 3, Lesson 1: Image-Development Strategies</u></p> <p>Using an image-development strategy of your choice, create an artwork that incorporates nature in any way you see fit.</p> <p>You must put 5-10 hours of work into this artwork.</p> <p>Once you have completed the assignment, be sure to scan your artwork, and then save it as a PDF document for submission.</p> <p>Assignment value: 36 marks.</p>	<p>Teacher-created.</p> <p>Web-based videos.</p> <p>Image samples from the web.</p>	<p>Student-created artwork, teacher marked.</p>
<p>- Describe, using discipline-specific language, how artists use materials, technologies, processes, and environments in art making.</p>	<p><u>RESEARCH PROJECT #1:</u></p> <p>Research a classical artist, keeping in mind how this artist uses at least one of the eight elements of design that you just learned about. Submit a one-paragraph submission on your findings.</p>	<p>Teacher-created.</p> <p>Image samples from the web.</p>	<p>Student-created artwork, teacher marked.</p>
<p>- Apply thinking skills (critical, creative, and reflective) in the exploration, design, creation, and refinement of artistic creations.</p>	<p><u>Unit 3, Lesson 1: Image-Development Strategies</u></p> <p>Using an image-development strategy of your choice, create an artwork that incorporates nature in any way you see fit.</p> <p>You must put 5-10 hours of work into this artwork.</p> <p>Once you have completed the assignment, be sure to scan your artwork, and then save it as a PDF document for submission.</p> <p>Assignment value: 36 marks.</p>	<p>Teacher-created.</p> <p>Web-based videos.</p> <p>Image samples from the web.</p>	<p>Student-created artwork, teacher marked.</p>
<p>- Recognize knowledge and skills for other areas of learning in the planning, creating, interpreting, and analyzing of artistic creations.</p>			<p>Student-created artwork, teacher marked.</p>
<p>- Share and appreciate art works in a variety of ways and contexts</p>	<p><u>RESEARCH PROJECT #1:</u></p> <p>Research a classical artist, keeping in mind how this artist uses at least one of the eight elements of design that you just learned about. Submit a one-</p>	<p>Teacher-created.</p> <p>Image samples from the web.</p>	<p>Student-created artwork, teacher marked.</p>

	paragraph submission on your findings.		
- Create works of art with an audience in mind.	FINAL PROJECT Using an image-development strategy of your choice (refer to Unit 3 if you are unsure), create a work of art using symbols and metaphors to represent a tradition, worldview, perspective, or story of your choice. You can use graphite, ink, paint, or any other medium of your choice. Keeping an audience in mind, you must include an artist's statement (100 words) along with your art submission. You should put a minimum of ten hours of work into this assignment.	Teacher-created. Image samples from the web.	Student-created artwork, teacher marked.
- Communicate ideas and express emotions through art making	<u>Unit 3, Lesson 2: Mixed-Media</u> Using your imagination, or through observation, create a piece of artwork using a range of materials and processes. Your artwork should express some sort of meaning, intent, emotions or feeling.	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.
- Demonstrate respect for self and others through image making and use of materials	Course-wide initiative. During orientation, students are reminded to demonstrate respect through image making.	Teacher-created. Web-based videos. Image samples from the web.	
- Create personally meaningful artistic works that demonstrate an understanding of and appreciation for personal, social, cultural, environmental and/or historical contexts.	<u>Unit 3, Lesson 2: Mixed-Media</u> Using your imagination, or through observation, create a piece of artwork using a range of materials and processes. Your artwork should express some sort of meaning, intent, emotions or feeling.	Teacher-created. Web-based videos. Image samples from the web.	Student-created artwork, teacher marked.
- Explore and engage in the reciprocal relationship between visual arts, cultures, and society.			
- Adapt learned artistic skills of processes for use in new contexts.	<u>Unit 3, Lesson 3: What is Art?</u> With the concept of "What is art?" fresh in your mind, the time has come for you to adapt your newly-learned ^[1] _{SEP} artistic skills for a new context: map-making! Whether it's	Teacher-created. Image samples from the web.	Student-created artwork, teacher marked.

	<p>mathematically-accurate cartography of real^[SEP]placed, stylized maps of tourist attractions, or illustrations of fictional lands, the artistic possibilities within^[SEP]map-making are endless.^[SEP]Feel free to use any processes and materials you'd like, but please work on a drawing surface that is^[SEP]approximately 11 inches by 18 inches.</p>		
<p>- Recognize cross-cultural similarities in visual art.</p>	<p><u>Unit 1, Lesson 6: Colour</u></p> <p>Artists from all cultures, throughout the history of mankind, have used colour in their artworks- and many of them have chosen colour schemes for each of their artworks. For this assignment, you'll first need to choose one of the three colour schemes you've learned about (monochromatic, complementary, or analogous). Once you have decided on a colour scheme, contact your teacher. You and your classmates will be working on the same project together, and will be assigned a small section of a larger artwork. When each student has completed and submitted his/her own portion, your teacher will bring them all together. So, in short, you will need to do the following:</p> <ol style="list-style-type: none"> 1. Choose a colour scheme. 2. Contact your teacher for your section of the collaborative art piece. 3. Use any media you'd like (paint, ink, pastel, etc.) to complete your section. 4. Don't just fill in the blanks with solid colour. Be creative! Use different designs, patterns, and values. 	<p>Teacher-created. Web-based videos. Image samples from the web.</p>	<p>Student-created artwork, teacher marked.</p>
<p>- Students are expected to know visual elements, principles of design, and image-development strategies, including but not limited to elements (colour, line, shape, space, texture, tone, value) principles (balance, contrast, emphasis, harmony,</p>	<p><u>Unit 1, Lesson 1: Line</u> <u>Unit 1, Lesson 2: Shape</u> <u>Unit 1, Lesson 3: Space</u> <u>Unit 1, Lesson 4: Form and Value</u> <u>Unit 1, Lesson 5: Texture</u> <u>Unit 1, Lesson 6: Colour</u> <u>Unit 2, Lesson 1: Balance</u> <u>Unit 2, Lesson 2: Contrast</u> <u>Unit 2, Lesson 3: Emphasis</u></p>	<p>Teacher-created. Web-based videos. Image samples from the web.</p>	<p>Student-created artwork, teacher marked.</p>

<p><i>movement, pattern, repetition, rhythm unity) and image-development strategies (abstraction, compression, distortion, elaboration, exaggeration, gesture, figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minifaction, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch).</i></p>	<p><u>Unit 2, Lesson 4: Harmony</u> <u>Unit 2, Lesson 5: Movement</u> <u>Unit 2, Lesson 6: Pattern</u> <u>Unit 2, Lesson 7: Repetition</u> <u>Unit 2, Lesson 8: Rhythm</u> <u>Unit 2, Lesson 9: Unity</u> <u>Unit 3, Lesson 1: Image-Development Strategies</u></p>		
<p><i>Symbols and metaphors represent ideas and perspectives in visual art</i></p>	<p>RESEARCH PROJECT #3: Choose a symbol or metaphor that is used in a variety of artworks throughout history (skull, flowers, various religious imagery). Submit a one-paragraph entry on your findings, and include at least three different examples of artworks featuring the symbol you have chosen.</p>	<p>Teacher-created. Image samples from the web.</p>	<p>Student-created artwork, teacher marked.</p>
<p><i>The role of the artist and audience in a variety of contexts</i></p>	<p>Various. During several lessons (Lesson 1.1 and Lesson 1.3, to name a few), students are asked to ponder the relationship between the artist/artwork and audience.</p>	<p>Teacher-created. Web-based videos. Image samples from the web.</p>	<p>Student-created artwork, teacher marked.</p>
<p><i>The influence of visual culture on self-perception and identity</i></p>			
<p><i>The influence of time and place on the emergence of artistic movements.</i></p>	<p>RESEARCH PROJECT #1: Throughout history, artists have been influenced by social, cultural, historical, political and personal movements. Abstract Expressionists (1943-1965) were influenced by the era's leftist politics, and came to value an art grounded in personal experience; the Dada movement (1916-1924) arose as a reaction to World War I and the nationalism that many thought had led to the war.^{[1][1][1][1]} For this assignment, research any artist of your choosing. In your 100-word response (minimum) make comments about how the artist</p>	<p>Teacher-created. Image samples from the web.</p>	<p>Student-created artwork, teacher marked.</p>

	was influenced (socially, culturally, historically, politically, or personally), and how the artist used at least one of the eight elements of design that you just learned about. Submit a one-paragraph submission on your findings.		
<i>Contributions of innovative visual artists from a variety of movements, contexts, time periods, and cultures.</i>	<p>RESEARCH PROJECT #1: Throughout history, artists have been influenced by social, cultural, historical, political and personal movements. Abstract Expressionists (1943-1965) were influenced by the era's leftist politics, and came to value an art grounded in personal experience; the Dada movement (1916-1924) arose as a reaction to World War I and the nationalism that many thought had led to the war. For this assignment, research any artist of your choosing. In your 100-word response (minimum) make comments about how the artist was influenced (socially, culturally, historically, politically, or personally), and how the artist used at least one of the eight elements of design that you just learned about. Submit a one-paragraph submission on your findings.</p> <p>RESEARCH PROJECT #2: Research three contemporary artists, including at least one contemporary Aboriginal artist, keeping in mind how each artist uses at least one of the eight principles of design that you just learned about. Write at least 100 words per artist.</p>	Teacher-created. Image samples from the web.	Student-created artwork, teacher marked.
<i>A range of local, national, global, and inter-cultural artists and movements.</i>	<p>RESEARCH PROJECT #2: Research three contemporary artists, including at least one contemporary Aboriginal artist, keeping in mind how each artist uses at least one of the eight principles of design that you just learned about. Write at least 100 words per artist.</p>	Teacher-created. Image samples from the web.	Student-created artwork, teacher marked.

<i>Traditional and contemporary Aboriginal worldview and cross-cultural perspectives as communicated through visual arts.</i>	RESEARCH PROJECT #2: Research three contemporary artists, including at least one contemporary Aboriginal artist, keeping in mind how each artist uses at least one of the eight principles of design that you just learned about. Write at least 100 words per artist.	Teacher-created. Image samples from the web.	Student-created artwork, teacher marked.
<i>The influence of social, cultural, historical, political and personal context on artistic works.</i>	RESEARCH PROJECT #1: Throughout history, artists have been influenced by social, cultural, historical, political and personal movements. Abstract Expressionists (1943-1965) were influenced by the era's leftist politics, and came to value an art grounded in personal experience; the Dada movement (1916-1924) arose as a reaction to World War I and the nationalism that many thought had led to the war. ^{[1][1][1]} ^[SEP:SEP] For this assignment, research any artist of your choosing. In your 100-word response (minimum) make comments about how the artist was influenced (socially, culturally, historically, politically, or personally), and how the artist used at least one of the eight elements of design that you just learned about. Submit a one-paragraph submission on your findings.	Teacher-created. Image samples from the web.	Student-created artwork, teacher marked.
<i>Personal and social responsibility associated with creating, perceiving, and responding in visual arts.</i>			
<i>The ethics of cultural appropriation and plagiarism.</i>			
<i>The role of visual art in exploring social justice issues.</i>			