

Peace River High School

Art 10/20/30

February 2016

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Course Outline

Course Philosophy and Overview

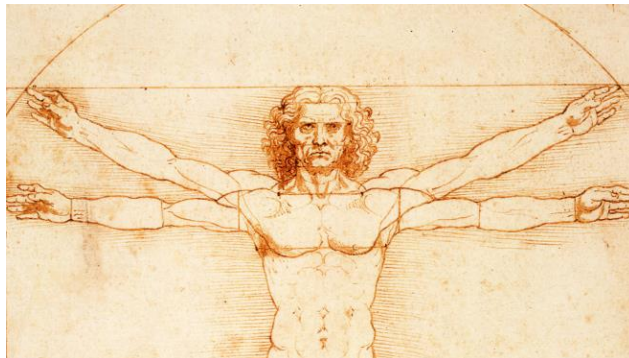
The Art program at Peace River High School is recommended for students who have a genuine interest in visual arts. Opportunities are provided for students to learn to use traditional techniques and media; to explore their skills of composition and self-expression; and to extend their knowledge of our rich visual heritage.

The following is excerpted from Alberta Education Program of Studies for Senior High Art Programs. From these three major categories and the connected detailed objectives, the teacher sets up learning experiences.

Drawings: *Drawing is a visual search for meaning. Using a variety of materials and techniques, drawing is an individual, expressive response to some specific experience. Such experience may come from the individual or the group, or may result from a problem to be solved, or from direct inquiry.*

Compositions: *Composition is a search for a unified visual statement. It articulates meaning through control of elements and their relationships. The student organizes visual material to generate thought and to make thought visible.*

Encounters: *Art making articulates thought and imagination. Through images, we communicate with one another within our communities and across time and cultures. Encounters with the sources, transformations and impact of images are essential for understanding art.*



The Art program at Peace River High School consists of studio activities, selected art history lessons, and research assignments. Instruction methods include demonstrations, use of videos, textbooks, art prints, smartboard and powerpoint presentations. Resources include print and electronic media.

Drawing, fundamental to all visual arts, forms about one third of the course. Drawing skills are developed and refined using many approaches and media. Specific instruction follows the methodology of *Drawing on the Right Side of the Brain*, by Betty Edwards (Tarcher, 1979).

Composition objectives are addressed through visual problems with opportunities to explore a variety of media. Students complete skill building exercises, and move on to more creative tasks of original composition. Texts used are *Drawing, the Creative Process*, by Simmons and Winer (Prentice Hall, 1987) and *Art: The Way It Is* (Prentice Hall 1986).

Encounters with artworks and artists from many time periods and cultures are a crucial part of the program. Students learn to understand and appreciate selected works from the vast body of artworks of human history. They may be asked to analyse individual works, to research a period or style, or to investigate the lives and works of artists in their cultural contexts. *Reading Pictures*, by Lucy Davidson Rosenfeld provides a framework for the units; and the World Wide Web is accessed for all visual examples.

Teaching Methodology

The Art curriculum is offered in a revolving format. In this system, Art 10, 20 and 30 students who are scheduled together in a shared class all follow the same course and complete the same projects. Each semester meets the objectives with variations in encounters and activities, so a student never repeats the activities, and evolves uniquely through the program. Art 20 and 30 students demonstrate increasing confidence and skill as they progress.

Units of study may be built around design elements, subject themes, a specific artist, a style, or a medium. Units of study typically begin with art history encounters, and are followed by studio activities intended to build skills, and culminate with a project which invites creative expression.

Daily work includes instruction in drawing, painting, printmaking, and sculpture techniques; discussion of design elements and principles; encounters with historic examples, and exercises which are intended to enhance creativity. Studio projects based on the current medium and discussion are completed. Research or writing assignments are assigned, and research time in the library is available for these. Writing assignments may require students to respond to the artwork in the form of a story or personal reflection.

Research projects may be submitted in formal word processed format including printed images, or by email (plaiziet@prsd.ab.ca) or in a creative format suitable for display or presentation.

Bulletin boards and display cases may be assigned to groups of students. One or more art shows may be planned during the semester, with all students encouraged to participate. A field trip to a gallery, show or museum may be scheduled.

Students are responsible for maintaining order in their individual work areas, and for classroom cleanup duties. Student involvement and attitude in this program are assessed and reported to parents. Students maintain a sketchbook, which is assessed as part of their final grade.

Tentative Schedule of Units

This schedule is flexible. Themes and projects may be changed, but all media will be explored.

<i>Starting Date</i>	<i>Encounter/Artist</i>	<i>Topic or Theme</i>	<i>Media</i>	<i>Major Project</i>
Feb 1	<i>Renaissance Artists</i>	<i>Perspective drawing</i>	<i>Drawing media</i>	<i>Perspective drawing with figures</i>
March 1	<i>15th Century Artists</i>	<i>Colour Theory</i>	<i>Acrylic</i>	<i>Tonal painting</i>
April 1	<i>North American Frontier Art</i>	<i>Creating visual mood</i>	<i>Paint, gel and collage media</i>	<i>Collage</i>
May 1	<i>Ancient and Modern Figures</i>	<i>Human Figure</i>	<i>3 dimensional media</i>	<i>Clay and wire sculpture</i>
June 1	<i>Landscape Styles</i>	<i>Depth and distance</i>	<i>Multiple media</i>	<i>Landscape painting</i>

Assessment and Reporting

Studio assignments have specific marking criteria. Generally, a demonstration of effort and skill development guarantees a passing mark on any given assignment, while superior aesthetic quality and evidence of meticulous attention to detail garners additional marks.

The final course mark will be calculated as follows.

Studio Art Projects and Portfolio	70
Encounters with Artists and Artworks: Research and Writing; Tests	20
Notebook/sketchbook/project journal	10

Grades are cumulative, and reported in percentages. The grade reflects the student's work in relation to the amount and quality of work which is expected at a given time. Students will always be able to return to unfinished projects, and take the time they personally require to complete their creative work. Report marks are adjusted when projects are completed.

Students will have access to their up-to-date marks through the teacher or the school website through Maplewood connectEd. Parents can also contact the instructor by telephoning the school at 624-4221 or by email plaiziet@prsd.ab.ca.

Success Plan

Students who abide by the following expectations will be successful in Art courses:

- ❖ **Regular attendance** – Students attend all classes and complete all of the assigned work. Students assume responsibility for work that is assigned in their absence. Students can acquire work in advance of or when returning from an absence. Normally, due dates are flexible, and plenty of time is available to complete projects satisfactorily.
- ❖ **Arrive on time** – Students are seated and ready to start class at the bell. Bell work or personal projects are started immediately.
- ❖ **Be prepared** – Sketchbooks and appropriate media are brought to class everyday. Some storage space is available in the classroom.
- ❖ **Work Habits** – Students use their class time to the best of their abilities for the whole period every class. Respectful treatment of people, equipment, and the work environment is necessary. Materials are openly accessible, and students do not misuse or waste supplies.
- ❖ **Cleanup** - Students tidy up their work areas at the end of each class. Art projects are put away in student folders each day. Brushes and tools are cleaned appropriately and put away by the people who used them. Common work areas such as sinks and countertops are a group responsibility. Each person cleans up after him/herself plus tidies any extra mess that is apparent.
- ❖ **Portfolios** – Students keep track of all completed work in a portfolio (folder). Portfolios are presented formally at the end of the term.

Materials

Portfolio

You can make a 12 x 18" construction paper portfolio in class.

Sketchbook and Idea Folder

A *Sketchbook* is the one **essential** item you will need as soon as possible, for doodles, tangles, inspirations, and working out composition ideas. Choose a coil bound book of drawing paper if you can afford one (cost is \$5-10). Alternatively, a duotang of plain white paper will work, and some are available in class with no cost to you. Keep your ideas together for maximum effectiveness. An *idea folder* is meant to hold pictures and cutouts that inspire you.

Drawing Supplies

The following supplies are required for all art students. Make sure to label everything with your name.

Please do not expect these items to be provided for you.

Some items may be purchased in the classroom.

- 2b, 4b or 6b drawing pencil (soft lead, good for shading)
- white vinyl or plastic eraser (for pencil drawing)
- kneadable eraser (for charcoal drawing)
- stomp or tortillon (shading/blending tool for pencil drawing)
- fine tipped black ink pen (sharpie)
- pencil crayons or fine tipped felt markers glue stick
- scissors
- shirt or smock to protect clothing

If you have access to charcoal sticks, conte crayons, crowquill or calligraphy pens, technical drawing pens, you could also put them in your art tool kit.

Painting supplies

Some paint is supplied in class in primary and other limited colours and quantities.

A personal set of acrylic paints is preferable for all students, but expected for Art 20 and 30 students. Your own brushes are also preferable to the multi-use class brushes.

- acrylic paints, preferably tubes of thick artist paints, red, blue, yellow, green, white, black, ochre or sienna (\$5-8 per tube)
- synthetic brushes: 1/2" or 3/4" flat, # 8 filbert, and a very fine round pointed or flat brush are recommended (cost \$2-\$5 per brush)

A limited supply of new paints and brushes is available for purchase in the classroom, at cost. Receipts will be provided.

Most specialized materials are provided in the classroom. Students and families may be asked for an extra fee for some projects.

Recycled Items from Home

Please help supply some of the following items for classroom use:

- plastic dairy containers with or without lids for water when painting
- styrofoam food trays and egg cartons to mix paint colours
- plastic ice cream buckets with or without lids
- magazines, CD's and their cases
- wire clothes hangers or other soft wire; table utensils
- any odd small items