

Course Profile

Course Overview

Visual Arts

Grade 9

Open

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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COURSE OVERVIEW

Visual Arts, Grade 9

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District:

Course Title: Visual Arts

Grade: 9

Course Type: Open

Development Date: April 1999

Credit Value: One

Ministry Course Code: AVI10

Revision Date:

Description/Rationale

In this course, units are organized according to themes that reflect issues which are relevant to most adolescents. Foremost, students will use a variety of mediums, tools, processes, and technologies to create art works. They will also apply the creative process and the design elements and principles to their own work. Students will demonstrate understanding of visual arts concepts by viewing artworks which represent historical, Western, non-Western, Canadian, and contemporary cultures. They will also explore aspects of and options for visual arts careers. Unit themes will provide students with enduring knowledge and essential skills for further studies in visual arts. Each theme is framed by three essential questions, a strategy that will model problem solving and develop creative thinking skills. Connections among essential questions and concepts will be made evident from one unit to the next. Each of the essential questions addresses either production, context, or reflection within the Visual Arts program. "Production" refers to the creation of works of art and design. "Context" addresses the cultural and historical relevance of artworks and artifacts, and "Reflection" refers to both philosophical questions about art making and more personal questions of value and significance as seen from the student's point of view.

Unit Titles (Time and Sequence)

UNIT AND TITLE	TIME	Creation	Theory/Analysis
1 The Need To Create	22.5 hours	-contour and value drawings -simple clay vessels -representational drawing -"Grotesque Goblet" (ceramics)	-art image preferences -prehistoric art/Greek vases -what is art for? -notions of beauty in art

2 Cultural Diversity	22 hours	-drawing interior spaces -collage -relief printmaking -quilt (collaborative project)	-point of view -similarities and differences in expression (style) -Canadian Art and Identity sorting and comparing art -“Museum Curators”
3 Environments	22.5 hours	-poster (graphic design) -“Portable Landscape” (found sculpture) -Installation art (sculpture)	-social responsibility -words and images -landscape as subject matter -contemporary artists -preserving and valuing art
4 Technology	22.5 hours	-distortion exercise -painting (tempera/acrylic) -image manipulation	-historical chronology (style) -technology use in art history -art and popular art (what is a masterpiece?)
5 Identity (Final Evaluation) 30%	22.5 hours	-words and images (layout) -drawing, painting, collage bookmaking use of technology	-words as expression -portraits as subject matter -art as personality identity -portfolio presentation
Resource Journal (used in all units)	constant use through all units	-visual thinking activities -preliminary drawings -project designs -collection of images	-record of notes and ideas -reflections -research/inquiry file
Portfolio 70%	-used to accumulate all performance tasks and projects that students complete during the course -tasks are graded as they are completed in each unit (70%) -the portfolio presentation is a part of the Unit 5 evaluation (a part of the 30% final evaluation mark) -this assists teachers in determining the most consistent level of achievement at which a student is performing -time allocation for individual interviews is built into Unit 5		

UNIT ORGANIZATION

Unit #1: The Need to Create

Time: 22.5 hours

Unit Description:

This introductory unit will allow students to investigate various aspects of themselves as creative and thoughtful individuals, and their connections to broader culture. In this unit, students will use art production skills and certain elements and principles of design to explore problems related to drawing and ceramic sculpture. Concepts such as motifs, learning from artifacts, artistic inspiration, and distortion/exaggeration are examined through studio responses, art history images, and critical analysis/interpretation exercises. The three essential questions which frame this unit are:

Where does art come from? (context)

What is art for? (production)

Why does art matter? (reflection)

Strands: Theory; Creation; Analysis.

Overall Expectations: VCV.01X-4X; VAV.01X-3X; VTV.01X- 4X.

Specific Expectations: VC1.01X-3X; VC2.01X-6X; VC3.01X-3X; VA1.01X-4X; VT1.01X-2X; VT2.01X-3X; VT3.01X-4X

Unit #2: Cultural Diversity

Time: 22 hours

Unit Description:

The central theme for this unit is “Cultural Diversity.” Students will use art production skills and certain elements and principles of design to explore problems related to drawing, printmaking, and collage. Concepts such as Canadian identity, symbolism, and point of view are explored through studio responses, art history images, and critical analysis/interpretation exercises. Three essential questions which frame this unit are:

1. How does art communicate cultural values, beliefs, and roles? (context)

2. How can art be different and the same? (production)

3. What role does the artist play within society? (reflection)

Strands: Theory; Creation; Analysis.

Overall Expectations: VCV.01X-5X; VAV.01X-3X; VTV.01X-4X.

Specific Expectations: VC1.01X-2X; VC2.01X, 4X, 6X; VC3.01X, 3X; VA1.01X-2X,4X; VA2.01X, 3X; VT1.01X; VT2.01X-3X; VT3.01X-4X.

Unit #3: Ecology/Environment

Time: 22.5 hours

Unit Description:

Students will create a two or three dimensional installation piece that is thematically based on environmental and ecological issues. Students will address health and safety issues, environmental issues, and ecological issues through a number of sequential activities. History, criticism, design and

aesthetics, art and the community, special needs, and a resource journal will be considered in this unit. Links can be made with other units covered in the course. This unit is framed by three essential questions:

1. Why is the past worth preserving? (context)
2. How as an artist, do I improve the environment? (production)
3. What are the rights and responsibilities of the artist? (reflection)

Strands: Theory; Creation; Analysis.

Overall Expectations: VCV.01X, 2X, 3X, 4X, 5X; VAV.01X, 2X, 3X; VTV.01X, 2X, 3X.

Specific Expectations: VC1.01X, 2X, 3X; VC2.01X, 2X, 3X, 5X, 6X; VC3.01X, 2X, 3X; VA1.01X, 2X, 3X, 4X; VA2.02X; VT1.01X, 2X; VT2.02X, 3X; VT3.02X.

Unit #4: Technology

Time: 22.5 hours

Unit Description:

Students will work through a number of activities that lead to the creation of an information design project. History, criticism, design and aesthetics, art and the community, special needs, and a resource journal will be considered in the delivery of this unit. Links can be made with other units covered in this course. Three essential questions that frame this unit are:

1. Does art define the culture or does the culture define the art? (context)
2. How do images influence people? (production)
3. How is art different and the same? (reflection)

Strands: Theory; Creation; Analysis.

Overall Expectations: VCV.01X-5X; VAV.01X-3X; VTV.01X-4X.

Specific Expectations: VC1.01X-X3; VC2.04X; VC3.01X- 3X.

Unit #5: Identity: The Artist's Notebook

Unit Description:

Students will address three essential questions in this unit that will evoke thinking and draw closure to many of the ideas developed throughout the course. Those questions are:

1. How do others speak to me through their art work? (context)
2. What does my art say about me? (production)
3. Why is art important to me? (reflection)

The unit will culminate with students creating a book. Connections can be made to other units covered in the course.

Strands: Theory; Creation; Analysis.

Overall Expectations: VCV.03X, 2X, 3X, 4X, 5X; VAV.01X, 2X, 3X; VTV.01X, 2X, 3X, 4X.

Specific Expectations: VC1.01X, 2X; VC1.03X; VC2.01X, 2X, 3X, 5X, 6X; VC3.01X, 2X, 3X; VA1.01X, 2X, 3X, 4X; VA2.01X, 2X; VT1.01X, 2X; VT2.02X; VT3.01X, 2X.

Course Notes

1. Although art classes do not need to have artist quality materials, access to a wide variety of visual and technical resources is important see **Appendix A**.

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2. Teachers should adapt this profile in response to student and community resources, supplies available, and limitations.
 3. Modifications need to be made to accommodate students with special needs – see *Appendix I*.
 4. Health and safety in the classroom must be a priority when dealing with materials, equipment and routines.
 5. Portfolio assessment is an important student assessment tool for visual arts – see *Appendix C*.
 6. The course content develops essential learning and creative thinking in students – see *Appendix F, G, H, J, K, L*.
 7. Connections should be made across the units.
 8. Students should keep a resource journal for the collection of sketches, visuals, information, etc. – see *Appendix B*.
 9. Looking at art is an important component of learning about creating art – see *Appendix F, G, H, J, K, L*.
 10. For further discussion of the approach to curriculum design used in this course profile, see *Appendix Y*.

Instructional Strategies

Direct instruction, indirect instruction, interactive instruction, and independent instruction are strategies that can be incorporated into teaching strategies for visual arts. Individual learning styles of students need to be addressed in lesson delivery – see *Appendix I*.

Assessment and Evaluation

The grade 9 visual arts course will prepare students for grade 10 visual arts and media arts programs. Assessment will occur throughout the course to determine whether students have demonstrated course expectations based on the process and product of student work. Evaluation will occur to complete Ministry requirements for the Ontario Secondary School Report card. See *Appendix D* for strategies.

Resource Summary

In Ontario, visual arts teachers have many resources available to them. Many college and university programs offer courses for teachers that are recognized by the Ontario College of Teachers. OSEA, the Ontario Society for Education Through Art, is a subject association for art teachers in Ontario. Resources are available from the association. Internet access has opened up the art world for educators. Most galleries around the world have web sites with virtual galleries that show master works of art. CD ROMs for art classes are numerous. Periodicals, books, newspapers, community galleries, and business partnerships can often be found to enhance resource lists.

OSS Policy Applications

This course profile has been developed to assist in the implementation of *The Ontario Curriculum, Grades 9 and 10, 1999*. In using this material, teachers and administrators must take careful note of the applicable sections of:

1. *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)*, Sections 4, 5, 6, 7
2. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*
3. *The Ontario Curriculum, Grades 9 and 10: The Arts, 1999*
4. *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*

Assessment and Evaluation of Program

The reflective nature of a student's resource journal will provide on-going feedback from students. More formal types of course reviews (questionnaire, rubrics, checklists, etc.), will provide periodic and/or final feedback to teachers.

Coded Expectations: Visual Arts, Open Grade 9

Theory

Overall Expectations

VTV.01X

- apply an understanding of the elements and principles of design to personal, historical, and contemporary artworks;

VTV.02X

- differentiate artworks by period, style, method, and materials;

TVT.03X

- demonstrate knowledge of a segment of early Western art history, Canadian art, and examples of the art of other cultures, nations, and groups;

VTV.04X

- demonstrate an understanding of career options in the visual arts.

Specific Expectations

Design and Composition

VT1.01X

- apply the elements and principles of design to their own art, to historical artworks, and to natural and constructed environments;

VT1.02X

- understand and apply the elements and principles of design as expressive components in their personal creative works.

Art History and Cultural Community

VT2.01X

- demonstrate knowledge of a segment of the early art history timeline (e.g. prehistoric times, Egyptian, ancient civilizations);

VT2.02X

- identify, research, and describe visual characteristics and themes found in Canadian and other cultures' art;

VT2.03X

- classify artworks according to specific historical qualities or styles (e.g. prehistoric cave paintings, Roman mosaics, Chinese bronzes).

Personal Applications

VT3.01X

- demonstrate the ability to incorporate personal interests and hobbies in their art;

VT3.02X

- describe how some of their own studio activities are influenced by historical artworks;

VT3.03X

- identify, research, and describe careers in visual art;

VT3.04X

- demonstrate an understanding of how the aptitudes and experience required for art careers are applicable in other fields.

Creation

Overall Expectations

VCV.01X

- use materials and processes to create art objects that express their intent;

VCV.02X

- apply the elements and principles of design;

VCV.03X

- produce two- and three-dimensional artworks, using a variety of materials, tools, processes, and technologies;

VCV.04X

- apply the creative process (i.e. perception, exploration, experimentation, production, and evaluation) in their work;

VCV.05X

- explain the function of research and technology in visual arts.

Specific Expectations

Perceiving and Planning

VC1.01X

- demonstrate appropriate selection of tools, materials, processes, and technologies for use in their art production;

VC1.02X

- compile a collection of visual resources;

VC1.03X

- identify and implement perception-enhancing design devices (e.g., magnification, distortion, reversals, partial views) to create images.

Experimenting and Producing

VC2.01X

- demonstrate an understanding of basic drawing skills and concepts through the use of various materials (e.g. pencils, conté, charcoal) and a variety of strategies (e.g. contour, value, proportion);

VC2.02X

- demonstrate an understanding of materials, basic skills, and concepts in painting (e.g. tempera, gouache, colour theory; experimentation with tools and materials), printmaking (e.g. simple stencil, collagraph, simple relief or intaglio print; registering, proofing, editioning), and sculpture (e.g. plaster, clay, found materials; carving, modelling, assembling);

VC2.03X

- complete studio projects in fine art and applied design using the creative process;

VC2.04X

- produce artworks using traditional and new technologies (e.g. video, computer, scanner, photocopier, digital camera);

VC2.05X

- complete exercises and produce artworks in a variety of media to solve open-ended problems (e.g. illusion of depth, creating balance, designing a functional object);

VC2.06X

- demonstrate the ability to create representational, abstract, and non-objective artworks that convey ideas or concepts (e.g. warmth, conflict).

Reviewing and Evaluating**VC3.01X**

- use appropriate art vocabulary related to materials, processes, and technologies;

VC3.02X

- understand how to apply criteria for ongoing review and evaluation of processes and products;

VC3.03X

- identify possible meanings in examples of fine and applied art (e.g. paintings, sculptures, advertisements).

Analysis**Overall Expectations****VAV.01X**

- apply a framework of critical analysis to their own and acknowledged artworks through participation in a variety of art-viewing strategies;

VAV.02X

- explain, through critical analysis, the function (e.g. political, religious, social) of their own artworks and those of other cultures;

VAV.03X

- demonstrate an understanding of connections between art and cultural identity or context.

Specific Expectations**Critical Process****VA1.01X**

- demonstrate an understanding of several art-viewing strategies;

VA1.02X

- describe the materials used and steps followed in the creation of a particular artwork;

VA1.03X

- use critical analysis to examine expression in student and professional artworks;

VA1.04X

- explain how artistic intentions are expressed in specific examples of historical and student artworks (e.g. the Group of Seven's intent to establish a new direction in Canadian art).

Aesthetics**VA2.01X**

- describe how art can imitate life (imitationalism);

VA2.02X

- explain the organization of visual content in the creation of artworks;

VA2.03X

- demonstrate an understanding that the function of art may vary from culture to culture.