

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: The Arts

Ministry of Education Course Title: Visual Arts

Grade Level: 10 (open)

Ministry Course Code: AVI20

Teacher's Name: Linda Johnson

Developed by: Linda Johnson Date: August 2009

Revision Date: September 2021

Developed from:

Ontario Ministry of Education. (2010). *The Ontario curriculum, grades 9 and 10, The Arts*.  
Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 2021

## **Course Description/Rationale**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

## **Overall Curriculum Expectations**

### **Creating and presenting**

- Apply the creative process to create a variety of art works, individually and/or collaboratively;
- Apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- Produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

### **Reflecting, Responding and Analyzing**

- Demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- Demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;
- Demonstrate an understanding of the types of knowledge and skills developed in visual arts, and describe various opportunities related to visual arts.

### **Foundations**

- Demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- Demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- Demonstrate an understanding of responsible practices related to visual arts.

## **Course Content**

<b>Unit</b>	<b>Length</b>
<b>1. But is it Art?</b>	8 hours
<b>2. Art by Design</b>	27 hours
<b>3. Fine Art - Express Yourself</b>	29 hours
<b>4. Media Arts and Popular Culture</b>	35 hours
<b>5. The Art of Crafts</b>	11 hours
<b>Total</b>	110 hours

## **Unit Descriptions**

Through exposure to modern and traditional First Nations artists, students are guided through a journey of expressing themselves and their individual First Nations communities in multiple artistic mediums. Exemplars provided to students include Indigenous artists from around the world such as Lakota sculpture artist Dale Lamphere, as well as artists from many of the home northern communities of students such as North Caribou Lake First Nation's Saul Williams and Jordan

Quequish. The painting unit devotes itself to the Woodland style, in particular the movement started by the local Anishinaabe artist Norval Morriseau.

### **Unit 1 – But is it Art?**

In this introductory unit students will explore and reflect upon the meaning of art in various aspects of their lives. Questions will be posed such as: What is art? What is Indigenous art? Who decides this? What determines the value of art? Students will consider the aesthetic value and the relationship between art and society in both local and more global contexts. Students will address social and religious issues through the visual arts such as social justice, spirituality, and ethics. Student artists will explore the various materials and tools used to create art and will consider the impact on the value of the artwork. The drawing journal and related activities will provide the basis for further understanding and exploration.

### **Unit 2 – Art by Design**

In this unit, students will investigate several aspects of design. Initially, they will discover how the elements and principles work together to make a good design through two-dimensional and three-dimensional exercises. They will look at the role of design in their communities and in the world by engaging in the creation of two-dimensional and three-dimensional applied designs. The relationships between form and function, form and content, as well as product and target audience will be discovered as students grapple with both the practical and ethical aspects of designing for (could it say: designing for their local communities and for the larger world?) our world. Careers in design related fields will also be explored. A variety of two-dimensional and three-dimensional materials and tools, such as paper, paint, marker, pencils, cardboard, glue, scissors, cutting knives, etc. will be used.

### **Unit 3 – Fine Art - Express Yourself**

In this unit the student will consider important relationships they have in their lives, such as their families, communities and the Land. They will explore and create images through two major works of art, one in two dimensions and one in three dimensions, using traditional and non-traditional materials. The students will extend the expressive possibilities of the elements and principles of design. Preliminary drawings and exploration of mediums will serve as the foundation for the finished products.

### **Unit 4 – Media Arts and Popular Culture**

Students will investigate the codes and conventions (e.g., camera angles, colour, text, sound, stereotypes, etc.) used to manipulate target audiences of popular culture. The students will look at a variety of commercial products such as music videos, fashion, toys, etc. and determine how each popular culture product is constructed to convey a certain message or to elicit a particular response from its audience. Discovery and studio activities will give students the opportunity to examine the specific impact of various constructed media and to create their own media texts.

### **Unit 5 – The Art of Crafts**

This unit respects the artistic intention and craft of the artisan. Original works in the textile arts, (weaving, appliqué, quilting, needlepoint, fabric painting), pottery techniques, jewellery, glass, papermaking, plaster and cement may be explored through discovery and selected activities. Teachers will utilize Indigenous and settler Canadian artisans and their crafts as the main resource of this unit. The cottage industry (folk home-based business to include and explore what's available in their communities such as beading, moccasins, sewing etc.) and careers in crafts from the past and the present will be investigated (e.g. The Bayeaux Tapestry, ancient pottery, Gothic stained-glass windows).

### **Course Notes**

The underlying continuum of the Grade 10 Visual Arts expectations is the emerging awareness of possible careers in the visual arts. The drawing journal and portfolio continue to be invaluable resource tools for the student artist as this course encourages exploration of a variety of art-making and art-viewing techniques. A teacher directed time-line will be developed throughout the course to help students understand the historical significance of the works of art they view, research, and use as inspiration. Whenever possible teachers should draw on local expertise to complement and enhance studio activities/discussions to give students post-secondary academic and career options in the visual arts. From Grade 10, students' Annual Education Plan should also include their tentative post-secondary destinations. This course may assist students in completing their plan while learning about possible options and choices, and the impact of their decisions on their educational and career goals. All students should be encouraged to develop and maintain a portfolio. Students will continue to refine their artistic skills, accumulate knowledge and experience new art-making processes. The WHMIS Safety Manual located in the school will provide information for the safe disposal of materials and is a must for art educators. The appropriate clean up, disposal, and use of art materials must be integrated into the process aspect of evaluation whenever possible. Responsibility, respect for materials and each other are part of the goal we envision for First Nations Schools.

## ***Teaching/Learning Strategies***

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- brainstorming;
- video conference;
- interviewing;
- independent research (e.g., students explore and research a specific topic related to art history, art processes, and careers);
- application (creation of an artwork to demonstrate a specific function, portray a design concept, or communicate personal expression);
- presentation, ongoing oral, visual, and written presentation;
- viewing artwork, present art visuals to focus discussion regarding subject matter, content, use of the elements and principles of design, cultural influences, and styles;
- group display of art timelines;
- critiques, critical analysis of student, peer, historical, and contemporary artwork;
- exploration, experimentation with a variety of materials and techniques;
- drawing journal/information file, collection of visual and written information for art-making, research and experimentation;
- display, refinement and preparation of work for formal public display;
- portfolio, a collection of student works reflecting skills, knowledge, and understanding accumulated throughout the year/semester.

Teacher and students will communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors will assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

## ***Evaluation***

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing Success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen’s Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	Use concepts and procedures from other art forms in creating visual artworks. Demonstrate an understanding of conventions as they apply to the practice of visual arts production. Identify connections between visual arts and possible future education and careers.	13
	Thinking	Use concepts of visual art in their own work. Explain the elements and principles of visual arts as they apply to their own work and the work of others. Use the stages of critical analysis to examine and discuss the aesthetic and compositional components of current and historical visual artworks.	19
	Communication	Use the stages of the creative process to communicate their ideas individually and in groups (e.g. exploration, experimentation, productions, evaluation); all artworks and writings to be collected in a Visual Arts Portfolio and Visual Arts Journal throughout the course. Explain the historical foundations of visual arts; explain the elements and principles of visual arts as they apply to their own work and the work of others. Identify the impact of visual artworks and productions on themselves and their community; identify the function of visual art in society.	19
	Application	Demonstrate skills in manipulating traditional art tools related to visual art (e.g., camera, video camera, photocopier, tape recorder); demonstrate skills in manipulating new and emergent digital technologies used in creating visual art (e.g. digital camera, scanner, digital recorder, computer); creating Visual Arts Portfolio and Visual Arts Journal containing all artworks and writings.	19

		Demonstrate an understanding of conventions as they apply to the practice of visual arts production in creating their own artworks. Use the stages of critical analysis to examine and discuss the aesthetic and compositional components of their creative visual artworks	
Final Evaluation (30%)	Culminating Activity (10%)	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
	Visual Arts Portfolio and Journal (10%)	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
	Final Exam (10%)	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
<b>TOTAL</b>			<b>100</b>

## Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g. of students Artist Statements and oral presentations)
- Self-assessment (e.g. sharing understanding of specific skills and creative processes, personal reflections, Art Journal, Art Portfolio)
- Peer assessment (e.g. the creation of art critiques)
- Mentor observations (e.g. during student creative activities)
- Teacher observations (e.g. during video conferences and synchronous chat sessions)
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g. assigned artwork, research project, eportfolio entries, drawing journal, presentations)
- Conversations with students (e.g. video conferencing about personal growth, creative growth and areas for improvement)
- Online tests and quizzes
- Summative unit activities (e.g. students organizing their own art show)
- Presentations (e.g. videos including art statements of specific artworks)

- Culminating activity (My Blueprint portfolio);
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

## Resources

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Toulouse, Pamela Rose (2016). *Achieving Indigenous Student Success – A Guide for Secondary Classrooms* Portage & Main Press [www.portageandmainpress.com](http://www.portageandmainpress.com)

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## **Program Planning**

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.