



**Guelph Collegiate-Vocational Institute**  
**AVI 3MB - Visual Arts**  
**Course Outline 2016-2018**



**Course Overview:**

Over the two years of this course, students will be working in a variety of techniques and media to develop their skills and understanding of visual arts. This will encompass experimentation in both two and three dimensional formats. Students will develop and maintain a close relationship between investigation and documentation of their creative process. They will produce relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness while developing a personal artistic style.

**Course Organization:**

Year One and Two:

**Part 1:** Comparative Study (Context)

**Part 2:** Process Portfolio (Methods)

Year Three

**Part 3:** Exhibition & Curatorial Rationale (Communicating)

**Year One:**

**Part 1: Comparative Study**

In this part of the course students will be given specific assignments to help them become familiarized with visual arts and history. Once this is established, students will then be expected to complete a comparison study using historical artworks. Students will examine and compare the work of artists from different cultural contexts and consider the contexts influencing their own work and the work of others.

**Part 2: Process Portfolio**

Process Portfolios: Each student will be required to keep an active research workbook throughout the year. These books will be a place for students to experiment and pursue various ideas and techniques. They should include a balance of text and visual imagery. An integrated relationship between studio work and your process portfolio is essential to your success in the course.

**Part 1 & 2 learning outcomes are achieved through global art historical study and comparisons and documentation of experimentation and artistic process.**

## **Historical Comparative**

As we look at different art movements, intentions and purposes in the creation of art throughout the world and time, we will compare analyse different pieces and artists to search for common elements in the concept of art.

### **Guiding questions**

1. Can anything be art? Does have to be realistic to be good? Is the idea of beauty specific to an individual or a culture?
2. What knowledge of art can be gained by focusing on its social, cultural or historical content?
3. What methodologies are the most appropriate to analyse, interpret and appreciate art? When does art play a role in form or function versus an object of desire or want?
4. How has exploring these contexts influenced students own art making and purpose?
5. How does art provide insight into societal happenings globally?

### **Learning outcomes**

- Look at different techniques for making art and investigate how and why they have evolved.
- Examine and compare the work of artists from different cultural contexts.
- Evaluate their ongoing work and how it communicates meaning and purpose.
- Develop concepts through processes informed by various skills, techniques and media

## **Defining Art**

This topic allows us to dissect the concept of art and the role it plays within society. We will look at the reasons for creating art and the impact of art globally.

### **Guiding questions**

1. What is art? What makes good art?
2. Can art make a statement? What kind of artists are you?
3. What prior understandings or judgments can be assumed?
4. Does art have to have meaning? Can an artist impact society? Should art reflect the artist? How do our ideals and environment influence us artistically?
5. Should art be judged on its ability to shock or please?
6. Can art change the way we interpret the world?

### **Learning Outcomes**

- Consider the contexts influence their own artwork and the work of others
- Make art through a process of investigation, critical thinking and experimentation with techniques
- Apply identified techniques to their own developing work

- Develop an informed response to artwork and exhibitions they have seen and experienced
- Begin to formulate personal intentions for creating and displaying their own artwork
- Make artistic choices about how to most effectively communicate knowledge and understanding.

## **Year 2**

### **Part 3: Exhibit & Curatorial Practice**

Here we will explore theme development and how to gather various artworks and showcase them as a cohesive body of work.

#### **Learning Outcomes**

- Explore ways of communicating through visual and written means.
- Make artistic choices about how to most effectively communicate knowledge and understanding.
- Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
- Select and present resolved works for exhibition.
- Explain the ways in which the works are connected
- Discuss how artistic judgments impact the overall presentation.
- Begin to formulate personal intentions for creating and displaying their own artwork

#### **Guiding questions**

1. What makes something a body of work? How do you create art that makes a statement? How to successfully show that artwork to maintain its impact?
2. Can an artist still be successful if their theme fluctuates or changes?
3. What are your major influences artistically?
4. How does your art impact others? What is your artistic intent?

### **Course Assessment**

In **Studio Work** (40%)

There is evidence of:

- Experimentation and the development of ideas in artwork
- Selection and variety of artistic and cultural references, media and styles
- inventive approaches to experimentation and exploration in ideas, techniques and media
- strong development of self in relation to artwork, other people and the world
- cultural and historical sources used throughout to inform and construct artwork

- reflective and critical judgments used in evaluating artworks from others and your own studio work

### In **Process Portfolio** (40%)

There is for evidence of:

- Depth of ideas and exploration of arts in historical and cultural contexts
- Strong investigative strategies in visual qualities who discussing artworks, theory and practice
- Use of appropriate vocabulary and language in relation to discussing art and art making
- Clear communicated ideas throughout
- all work presented articulately, coherently and thoughtfully.
- Range of fully referenced sources including primary and secondary
- Practical exploration and use of various skills, techniques and processes
- Strong connections between student artwork and work of others

### In **Comparative Study** (20%)

There is evidence of:

- Demonstrate knowledge and understanding of specified content
- Identify various contexts in which the visual arts can be created and presented
- Describe and analyse artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- Recognize the skills, techniques, media, forms and processes associated with the visual arts
- Apply knowledge and understanding of skills, techniques, media forms and processes related to art-making
- Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
- Evaluate how and why art-making evolves and justify the choices made in their own visual practice

## Visual Arts

How your IB grade will be determined by the end of Year 2

Visual Arts	Timeline	Weight of final grade %
<b>External Assessments</b>		60
<p><b><u>Comparative Study:</u></b></p> <ul style="list-style-type: none"> <li>- 10-15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists</li> <li>- 3-5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined</li> <li>- A list of sources used (Total of 18-20 screens)</li> </ul>	<ul style="list-style-type: none"> <li>· Spring (March) of Year One</li> </ul>	20
<p><b><u>Process Portfolio:</u></b></p> <ul style="list-style-type: none"> <li>- 13-25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art making practices</li> </ul>	<p>Spring (March) of Year Two</p>	40
<b>Internal Assessments</b>		40
<p><b><u>Exhibition:</u></b></p> <ul style="list-style-type: none"> <li>- A curatorial rationale that does not exceed 700 words</li> <li>- 8-11 completed pieces of artwork</li> <li>- Exhibition text (stating title, medium, size and intention) for each artwork.</li> </ul>	<p>Spring (March) of Year Two</p>	40

## STUDENT RESPONSIBILITIES

Attendance	Regular and punctual attendance is essential for the successful completion of each course. If you are absent for any classes, you are responsible for obtaining the notes and work missed. For more information of consequences for non-attendance, refer to the student handbook.
Academic Honesty	GCVI and the IB require academic honesty from all students. Academic dishonesty, including plagiarism and cheating on tests or exams, will receive a zero for that evaluation. Refer to the student handbook for the complete policy. Academic Dishonesty committed with any submission to the IB will result in forfeiture of the Visual Arts credit.
Evaluation	<p>All assignments will be submitted through Google classroom and to the teacher.</p> <p>You will be assessed and evaluated on your level of achievement of the Ministry expectations as well as the IB Guide.</p> <p>Learning skills will be recorded and reported as a part of the Ontario Provincial Report Card.</p>
Tests, Assignments, and Exams	<p>If a student is absent for a critique or presentation, a parent or guardian must advise the teacher the day before or on the day of by a phone call to the school. If a student is absent because of a school-sponsored activity, s/he may present at a time that is convenient for the teacher. In extenuating circumstances, the makeup policy may be waived if, in the teacher's opinion, it is justifiable.</p> <p>A deduction of 10% will be applied to all late assignments.</p> <p>If a test or an assignment is missed for any reason, the teacher may opt to give an alternative form of evaluation for that unit.</p> <p>You will be told in advance of when assignments are due. It is your responsibility to plan, prepare, complete and submit the assignment by the due date. If you require extra help you may make arrangements with your teacher.</p> <p>It is your responsibility to attempt all evaluations. Any parts not attempted will be given a mark of "zero" on the OSSD report card.</p>