



**London District Catholic School Board
Visual Arts, University/College
AV14M Course Outline**

MINISTRY GUIDELINE:	The Ontario Curriculum, Grades 11 and 12, Arts, 2010
PREREQUISITE:	AVI3M
CREDIT VALUE:	1.0

Course Description

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Visual Arts, Grade 11, University/College Preparation

Course Resources:

Students will be provided with a variety of resources, some for in-class use and others to be taken home and brought to class on a regular basis. Resources are costly investments and as such are expected to be used in a respectful manner and returned in the same condition in which they were issued. Lack of student responsibility in this regard may result in a repair or replacement cost to the student and their parent/guardian.

How This Course Supports the Catholic School Graduate Expectations

This course calls all Christian students to a life of service. Our main goal is to provide graduating students with the skills and tools they need to make wise choices based on their faith and the support of the Catholic Church. This course also utilizes the guidance of the Catholic Graduate Expectations from the Institute for Catholic Education in Ontario. These expectations form the basis for all activities, interactions, and assessments of student skills. Our Catholic faith leads us to ask “why” we are teaching this curriculum and to develop a course that is Christ-based. As Catholic educators, we are called to support the belief that “Catholic education believes in a humanism that accords dignity and freedom to human activity but also recognizes a distinctive world view in which this human activity takes place” (Larry Trafford). The value of human life, the faith journey of all whom we encounter, and the special God-given gifts each of us possesses are fundamental components at the core of this course.

We must remember that “The life of faith is very personal and delicate and ultimately mysterious” (John Cardinal O’Conner). It is our job to lead our students on the path to fulfillment as young Catholics who will become stewards of our church and keepers of our land. This course not only prepares students for technical encounters but also for life experiences that will challenge their faith, with the ultimate hope of fulfilling and rewarding them as young Christian adults.

UNIT TITLES

Unit 1	Creating and Presenting
Unit 2	Reflecting, Responding, and Analysing
Unit 3	Foundations

Instructional Strategies:

1.

Achievement:

Achievement charts provide a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The charts provide a standard province-wide method for teachers to use in assessing and evaluating their students’ achievement. Teachers assess student achievement in four categories. The 4 categories of the achievement chart can be summarized as: Knowledge/Understanding; Thinking/Inquiry/Problem Solving; Communication; Application

Assessment:

Term Assessments	Final Course Evaluation Activities
<p>70% of the course final grade will represent the evidence of student achievement collected from all four categories throughout the course with the following designated weighting factors applied:</p> <p>Knowledge/Understanding 20% Thinking/Inquiry 20% Communication 20% Application 40%</p>	<p>30% of the course final grade will be based on one or more final evaluation activities suitable to the course content. Depending on the number and duration of these evaluation activities, one activity may take place during the school exam schedule. The category weighting factors for this 30% will be the same as those used during the term.</p> <p>Teachers will communicate the specifics for the final evaluation activities by December 1st for semester 1 courses and May 1st for full-year and semester 2 courses.</p> <p>*All students must participate in final course evaluation activities.</p>

***Should a student miss all or part of the scheduled final evaluation activities, the student will forfeit whatever portion of the thirty percent that was not completed. In extenuating circumstances (e.g., illness, death in the family, etc.) the principal shall determine an alternative resolution for a missed final evaluation.**

Late and/or Missing Summative Assessment Assignments:

Late and/or missed assignments do impact the student’s grade. The teacher will communicate to the student and parent that an assignment due date has been missed and that the student is still responsible for completing the assignment. For more detailed information about late and missed assignments and academic misconduct (skipping, cheating, and plagiarism) refer to the Procedure for Dealing with Academic Misconduct and Late and Missing Assignments.

Learning Skills:

Skills such as responsibility, organization, independent work, collaboration, initiative, and self-regulation will be assessed and reported separately from the subject grade. The separate evaluation and reporting of these learning skills reflects their critical role in students’ achievement of the curriculum expectations.

<p>Students are expected to:</p> <ul style="list-style-type: none"> - attend and be punctual for all classes. - come to class prepared to work. - complete all assignments, readings and homework on time. - catch up on all notes and work missed when absent. - be present for all tests and evaluations (in the case of illness, a Doctor’s note may be required). - respect the learning environment. - adhere to the School Computer User Policies and the Board Student Internet Access Agreement. - adhere to board policy with respect to plagiarism. - adhere to the school dress code. 	<p>Parents/Guardians are asked to:</p> <ul style="list-style-type: none"> - encourage your son/daughter to take an active part in the life of the school. - encourage him/her to take advantage of opportunities for extra help. - become familiar with the curriculum. - attend school functions and talk to us. <i>Teachers work best when we know the story behind the desk.</i> - encourage your son/daughter to take an active interest in current events and issues. Offer him/her opportunities to question and reflect on what is happening in the world. <p><i>“Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education.”</i></p> <p style="text-align: right;">Ministry of Education</p>
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I have read and carefully considered the expectations of me as a student. I agree to adhere to these expectations.

Student _____ Date _____

I have discussed the contents of this course outline with my son/daughter and understand what is expected of us.

Parent _____ Date _____