

FRANK HURT SECONDARY SCHOOL
ART 9/10 Course Outline- Ms. S. Trujillo

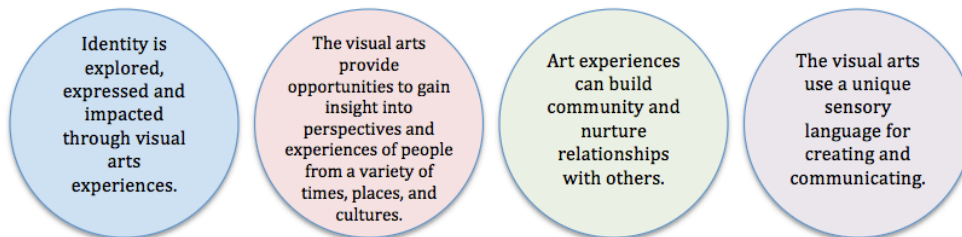
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BRIEF COURSE DESCRIPTION:

Art 9/10 students will work in a variety of media to improve their skills and visual literacy. The major component of the course will consist of work in design, drawing, painting, printmaking, sculpture and art appreciation. Students will also gain an appreciation and knowledge of the elements and principles of design. Students will apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

COURSE BIG IDEAS:



LEARNING STANDARDS:

Students will develop the following competencies through their visual art course.

REASON and REFLECT

- Describe, reflect, interpret, respond & evaluate how artists use material, tools & techniques to create art & communicate ideas.
- Develop, refine (make changes as necessary) ideas, skills & processes to improve quality of artwork Explore relationships between identity, place, culture, society & belonging through artistic experiences.

EXPLORE and CREATE

- Create Art that explore personal & cultural identity in Connection to a specific time, place & context
- Create Art collaboratively (group) and individually
- Create Art from my imagination
- Create Art from observation (looking at something)
- Create Art by exploring and playing with material & ideas
- Create Art by experimenting & combining Elements & Principles of Design
- Create Art by experimenting & combining materials & tools (brushes, pens...)
- Create Art and processes & technologies (printing press, potters wheel...)
- Create Art that expresses meaning, emotions & feelings

COMMUNICATE and DOCUMENT

- Adapt new skill for use in new contexts and for different purposes/audiences (viewers)
- Use symbols & elements of Art to communicate ideas & meaning
- Take creative risks to express feelings, ideas & experiences
- Document & share your art in a variety of ways (shows, portfolio, sketchbook)
- Use your art to show an understanding of environmental & global issues

ASSESSMENT:

Students will be responsible for planning and creating work to satisfy the learning standards (curricular competencies). Evaluation will take place during projects and sketchbook critiques. Students will be assessed using these two methods:

FORMATIVE ASSESSMENT

Students will receive descriptive feedback that has no letter grade or numerical value. The purpose of this type of assessment is to help students understand what they need to learn/practice/review in order to grow as art students.

Students will use this feedback to plan their next project or upgrade the project they are working on, or past projects from current reporting period.

SUMMATIVE ASSESSMENT

Students will receive feedback that has a letter grade. The purpose of this type of assessment is to determine student's level of achievement in relation to the learning standards.

These assessments will be used to determine student's marks for each formal reporting period

ASSESSMENT TOOLS

- Self-evaluations of major projects based on criteria & performance standards
- Daily check in with each students
- Sketchbook
- Critiques

Your mark in the class will be based on the following:

Sketchbook/ Critiques	Your brainstorming, preliminary drawings and image collection help show me your thinking process and how you develop ideas. Also, you will be assigned daily journal and weekly sketchbook assignments throughout the term. Sketchbook assignments are DUE at the end of every month.	30%																																													
Completed Projects	Participate in class critiques. Students are encouraged to post their progress, assignments, finished product or any artwork of their choosing on social media weekly. #frankhurtart #fhart9and10 #surreysharesart Includes process, progress, participation as well as the product made in each media area. Projects will be evaluated by self and teacher assessment. Criteria as follows: <table border="1" data-bbox="342 531 1338 814"> <thead> <tr> <th>Mark</th> <th>Descriptor</th> <th>Re. Curricular Competencies</th> <th>Description of student understanding</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>MASTER</td> <td>Exceeding</td> <td rowspan="2">Student demonstrates excellent or outstanding performance in relation to the curricular competencies. Able to transfer knowledge Finds ways to go beyond process or material limitations</td> </tr> <tr> <td>9.5</td> <td>MASTER</td> <td>Exceeding</td> </tr> <tr> <td>9</td> <td>EXPERIENCED</td> <td>Outstanding</td> <td rowspan="2">Student demonstrates good performance in relation to the curricular competencies. Projects reflect refined techniques & great accuracy with processes/materials. Communicates creative ideas</td> </tr> <tr> <td>8.5</td> <td>EXPERIENCED</td> <td>Fully meeting</td> </tr> <tr> <td>8</td> <td>APPRENTICE</td> <td>Fully meeting</td> <td rowspan="2">Student demonstrates good performance in relation to the curricular competencies. Knowledge is apparent but needs more evidence of learning or practice to improve technique & communicate ideas.</td> </tr> <tr> <td>7.5</td> <td>APPRENTICE</td> <td>Meeting</td> </tr> <tr> <td>7</td> <td>APPRENTICE</td> <td>Meeting</td> <td rowspan="4">Student is not demonstrating the minimally acceptable performance in relation to the curricular competencies.</td> </tr> <tr> <td>6.5</td> <td>NOVICE</td> <td>Minimally meeting</td> </tr> <tr> <td>6</td> <td>NOVICE</td> <td>Minimally meeting</td> </tr> <tr> <td>5.5</td> <td>NOVICE</td> <td>Minimally meeting</td> </tr> <tr> <td>5</td> <td>NOVICE</td> <td>Minimally meeting</td> <td></td> </tr> <tr> <td>0-4</td> <td>INCOMPLETE</td> <td>Incomplete</td> <td></td> </tr> </tbody> </table>		Mark	Descriptor	Re. Curricular Competencies	Description of student understanding	10	MASTER	Exceeding	Student demonstrates excellent or outstanding performance in relation to the curricular competencies. Able to transfer knowledge Finds ways to go beyond process or material limitations	9.5	MASTER	Exceeding	9	EXPERIENCED	Outstanding	Student demonstrates good performance in relation to the curricular competencies. Projects reflect refined techniques & great accuracy with processes/materials. Communicates creative ideas	8.5	EXPERIENCED	Fully meeting	8	APPRENTICE	Fully meeting	Student demonstrates good performance in relation to the curricular competencies. Knowledge is apparent but needs more evidence of learning or practice to improve technique & communicate ideas.	7.5	APPRENTICE	Meeting	7	APPRENTICE	Meeting	Student is not demonstrating the minimally acceptable performance in relation to the curricular competencies.	6.5	NOVICE	Minimally meeting	6	NOVICE	Minimally meeting	5.5	NOVICE	Minimally meeting	5	NOVICE	Minimally meeting		0-4	INCOMPLETE	Incomplete
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CLASSROOM EXPECTATIONS:

- **BE ON TIME-** When late sign in at the front of counter and indicate why you are late. There will be consequences for students who have unexcused lates and absences.
- **IF AWAY,** students must make up missed work. Classroom is open at lunch and after school. Visit the class website for missed lessons and sketchbook assignments.
- **NO FOOD** or beverages (unless it has a lid) in the classroom.
- Bring your supplies, be prepared to work at the start of the bell and do your BEST!
- **BE RESPECTFUL** (of yourself and others) and clean-up after yourself!
- Don't touch others projects or supplies without permission.
- Students can document their work via social media at **#frankhurtart, #fhart9and10 and #surreysharesart**
- **ABSOLUTLY NO CELL PHONES OR PERSONAL MUSIC DEVICES** in the classroom unless with teacher permission. If such devices (including EAR PHONES) are displayed, students will be asked to return devices to their lockers and the missed time will be made up after school.

ART SUPPLIES:

MUST BRING ART SUPPLIES (items with an asterisk*) to EVERY class... NO EXCEPTIONS!!

* **Pencil (HB, 2B, 5B), * Eraser, *Sketchbook, *Fine Tip Black Felt Pen,** Pencil Crayons, Ruler, Glue Stick and acrylic paint brushes (students who don't choose to purchase their own brushes will share the class set). Sketchbooks are 30% of the student's grade. It is **recommended** to get a coil bound sketchbook with over 50 pages (8.5x11). Sketchbooks can also take any form, such as old novels, lined workbooks or even a binder with white paper inside. Students will work on their sketchbooks on a daily basis.

THE ART CLASSROOM IS A FUN, SAFE, CREATIVE AND RESPECTFUL PLACE. STUDENTS MUST UNDERSTAND THAT RULES ARE PUT IN PLACE TO FOSTER THIS TYPE OF ENVIRONMENT. IF STUDENTS ARE ASKED TO MAKE UP TIME AFTER SCHOOL, THEY ARE EXPECTED TO BE THERE. IF STUDENTS CHOOSE OTHERWISE, HOME AND ADMINISTRATORS WILL BE CONTACTED TO MAKE OTHER ARRANGMENTS. THANK YOU IN ADVANCE FOR YOUR RESPECT OF THESE CLASSROOM RULES AND LET'S HAVE A GOOD SEMESTER!