

# Art Studio 12

Fall Semester 2019

**Instructor:** Mr. Catalano

**Email:** [chris.catalano@pattisonhighschool.ca](mailto:chris.catalano@pattisonhighschool.ca)

**Office Location/Hours:** Room 120 - Hours after school or by appointment



## Course Description

Students work with drawing and painting media and processes, utilizing 2D and 3D sources (human face and figure, still life, architectural, landscape, works of significant art historical importance) in an open and exploratory way. The foundation of most of the projects involves devising plans of intent and a series of drawings/sketches all supporting a final work. Students are expected to demonstrate advanced multi-skill development in the care and handling of diverse visual art materials and techniques, to work as individuals and collaboratively on ideas related to cultural and personal identity, and to devise learning paths that enable them to deepen the connections both in their creative work and in their lives. Students are given opportunities to utilize self/peer assessment (self-reflection questionnaires that addressed both core and curricular competencies, group critiques of student projects) and to guide personally relevant inquiries into local and international first nation's forms of artistic tradition/culture (incorporating first nations learning principles into art processes/research/reflection). A final digital portfolio with artist statements and titled work is mandatory for all students.

This course will provide an opportunity for students to work with a variety of drawing and painting media to create work that is expressive, well crafted, and personally meaningful. The classroom will be an open and friendly environment for students to explore all available art materials and to have meaningful discussions about the works they create. By reflecting on the work around them and the new processes they discover, their creative problem solving abilities and critical thinking faculties will evolve.

### **Big Ideas**

“An artist’s intention transforms **materials** into art.”

“Visual arts reflect the interconnectedness of the individual, community, history, and society.”

“Growth as an artist is dependent on perseverance, resilience, refinement, and reflection.”

“Purposeful artistic choices enhance the depth and meaning of artistic work.”

“Aesthetic experiences have the power to transform our perspective.”

### **Students must:**

- show a commitment to working with many sources of imagery including: **People, animals imaginary worlds and creatures and forms, landscape, buildings, still life**
- have their own pencils (preferably 4B), a kneaded eraser, a watercolor brush with a good point, and a sketchbook with acid free, white paper.
- a **positive attitude** toward the contributions of other students and great respect for the classroom atmosphere and available tools and supplies.
- a **willingness to understand** the processes involved in the preparation of any piece of art through to final execution of completed art work.

## Core Competencies

By reflecting on the work around them and the new processes they discover, they will:

- **enhance their creative and critical thinking abilities**
- **become increasingly more self-aware and socially responsible**
- **increase awareness of important visual art concepts from their own and other cultural backgrounds**
- **develop communication skills through analysis and discussion of their own work and the works of their classmates**
- **recognize that visual art appreciation can impact personal growth**
- **be introduced to new aspects of the English language through the learning of visual art terminology**
- **develop problem solving/analysis skills to do with measurement, scale, proportion and perspective**

Students will be given opportunities to use both self and peer assessment tools (self-reflection questionnaires that address both core and curricular competencies, group discussions of student work) and to guide inquiries into local and international First Nations' forms of artistic tradition/culture (incorporating first nations learning principles into art processes/research/reflection).

## Curricular Competencies

### **Explore and create**

- Create artistic works using sensory inspiration, imagination, and inquiry
  - Examine artistic possibilities using a range of materials, processes, and technologies
  - Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices
  - Take creative risks to express thoughts and emotions through artistic works
- Refine artistic skills from a variety of styles
- Demonstrate innovation in creating artistic works and resolving creative challenges
  - Examine contributions of traditional, innovative, and intercultural visual artists from a variety of movements, periods, and contexts
8. Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices

### **Reason and reflect**

- Recognize and engage in the reciprocal process of critique
- Interpret and evaluate, using discipline-specific language, how artists use materials, technologies, processes, and environments in art making

- Evaluate design choices in artistic works
- Reflect on personal answers to aesthetic questions

### **Communicate and document**

- Document, share, and appreciate artistic works in a variety of contexts
- Anticipate audience impact of design choices and artistic works
- Demonstrate respect for self, others, and place through art making
- Express ideas, emotions, and values through art making

### **Connect and expand**

- Create artistic works to reflect personal voice, story, and values
- Explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through artistic works*
- Examine the reciprocal relationships between visual arts, culture, and society
- Evaluate personal, educational, and professional opportunities in visual arts
- Connect with others on a local, national, or global scale through visual arts
- Demonstrate safe and responsible use of materials, tools, and work space

## Evaluation Scheme

**40%- Projects:** weekly projects culminating in midterm and final online portfolios

Compositional strategies should be evident in all work. Work should also be carefully presented and fully documented with work titles and short descriptions of processes used. Students at this level are expected to work with a greater degree of independence and innovation when working with visual art processes, materials, and concepts.

**30%- Process-** engagement in classroom activities, collaboration/cooperation with classmates to ensure a stimulating and productive working environment, studio practices and maintenance

**20%- Self Assessments:** written reflections on processes and methods learned

**10%- Peer Assessments:** Group interviews, discussions and critiques

## Class Rules and Expectations

1. Make your very best effort to always be on time for class.
2. Bring a journal or sketchbook every day.
3. Phones may only be used for research or digital software processes being explored in class. If they are being used for anything else they will be taken away for the remainder of the class.
4. Stay actively engaged in all classroom activities and lessons. Take notes in your journals and do not rely on taking photographs of the whiteboard.
5. Be responsible for coming up with your own ideas and your own solutions to problems unless you are working in collaboration with other students..
6. Take care of the space and all related tools/supplies/materials. Doing so shows you care about your work and your environment.
7. **Understand that the study of all art forms involves managing and exploring entire processes as well as achieving results. Mistakes that come about from honest effort are more likely to be rewarded than punished in my classes.**