

# Art Studio 10

Fine Arts Winter 2025



The Pattison High School Fine Arts programs provide opportunities for students to work within several fine art disciplines, while at the same time making decisions about pursuing specialties in greater depth. It is easy to see that there is a huge demand for artists who have knowledge of multiple creative disciplines including video/still camera work, storyboard development, video editing, sound design and film scoring, music performance, composition/production, animation, 3d modelling, installation, performance art and more. Students will be asked to collaborate with their classmates, to research and explore ideas on their own, and to share their works and findings with their peer groups. Ultimately, they will be able to take the knowledge they gain as transferable sets of skills into other secondary and post-secondary education studies.

***Students must designate a specialty (either visual arts or music) before the midterm assessment period has ended. Prior to that time, they are encouraged to explore multiple media in a variety of creative contexts.***

## Winter Semester 2025

**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

This course will provide an opportunity for students to work with visual art materials 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 tools/supplies and to have meaningful discussions about the works they create.

### **Big Ideas explored**

“The Creation of Visual Art relies on the interplay of the mind and the body.”

“Traditions, perspectives, world views, and stories are shared through aesthetic experiences.”

“An Artist’s intentions transforms materials into art.”

“Visual arts offer unique ways of exploring our identity and sense of belonging.”

“Growth as an artist requires time, patience, and reflection.”

### 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

### **Students will: Explore and create**

- Create artistic works using sensory inspiration, imagination, and inquiry
- Explore artistic possibilities and take creative risks
- Express meaning, intent, and emotion through visual art

### **Reason and Reflect**

- Describe and analyze how artists use materials, technologies, processes, and environments in art making
- Develop personal answers to aesthetic questions

### **Communicate and Document**

- Document, share, and appreciate works of art in a variety of contexts
- Create artistic works that demonstrate personal, cultural, and historical contexts
- Demonstrate respect for self, others, and place

### **Connect and Expand**

- Explore First Peoples' perspectives and knowledge, other ways of knowing, and local cultural knowledge through artistic works
- Create artistic works that demonstrate personal, cultural, and historical contexts

## 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.

**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.**