



Winter 2026

Art Studio 10, 11, 12 TERM PLAN

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Office Location/Hours: Art Room /Period 3

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 are encouraged to explore multiple media in a variety of creative contexts.

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."

"Artistic expression is an artist's physical and cognitive articulation of our humanity."

"Artistic works offer unique aesthetic experiences in a variety of contexts."

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 artwork.

Curricular Competencies:

Students will: Explore and create

Create artistic works using sensory inspiration, imagination, and inquiry

Explore artistic possibilities using a range of materials, processes, and technologies

Intentionally select and combine materials, processes, and technologies to convey ideas

Take creative risks to express thoughts and emotions through artistic works

Refine artistic skills from a variety of styles

Demonstrate active engagement in creating artistic works and resolving creative challenges

Explore contributions of traditional and innovative visual artists from a variety of movements and contexts

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

60%- Art Portfolio: weekly or bi-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, year, materials, size, and short descriptions of processes used. Students at higher levels are expected to work with a greater degree of independence and innovation with working with visual art processes, materials, and concepts.

25%- Process and Participation- engagement in classroom activities, collaboration/cooperation with classmates to ensure a stimulating and productive working environment, studio practices and maintenance. Be safe and clean up after yourself. Show respect to your space and peers.

15%- Artist Presentation: You will be assigned artists or artworks to research and discuss in class. The presentations will be 5-30mins long.

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 documentation, 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 unique ideas and creative solutions 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.*

Weekly Plan: (This plan is subject to change at any time depending on student needs.)

- 1. Self-portrait: leaning observational skills, expressiveness, and playing around with various materials.*
- 2. Still life: drawing an object practicing values using pencil and/or charcoal.*
- 3. Figure drawing: learning to draw full bodies and detailed anatomy in motion or still.*
- 4. Landscape drawing: using perspective lines, learn how to place things in the foreground, midground, and background.*
- 5. Mark-making with Ink: Learning how to use ink, cross-hatching and other techniques, and water.*
- 6. Color theory and composition: exploring color using watercolor and crayons. Learning about the color wheel.*
- 7. Illustration assignment: combine your knowledge of the learned techniques to create a story. Could be a comic, poster, zine, etc.*

8. *Acrylic Painting: Experimentation with acrylic, discussions about projects, etc.*
9. *Acrylic Painting continued: Paint on Canvas.*
10. *Mixed media exploration: This artwork is an exploration of appropriate appropriation using collage or assemblage.*
11. *New Media Exploration: This artwork should be time-based. Create a film, animation, or durational performance.*
12. *Start Compiling Portfolio: Complete any unfinished work and start working on your portfolios.*
14. *Submit and present your finished portfolios. Put together artwork from the class, fix up things you feel are unfinished. Write an artist statement to accompany your work.*
15. *Finish and demonstrate final project and portfolio to class.*

By the end of the course, you'll have a completed portfolio of work that demonstrates a range of skills.

You'll also develop communication skills regarding your art, your peers, or art in galleries.

We will go on field trips to Vancouver Art Gallery and maybe other art galleries as well.

You may always ask for help and approach the art projects in creative and experimental ways. What we learn in class is meant to support your technical and cognitive skills. Your art is your own and your teacher and peers are here to help you make the most authentic art that you can make.

We will all have our own styles and ways of approaching assignments. Be kind to yourself and your peers.

January 2026				
Week 1 5-9 (5 days)	Week 2 12-16 (5 days)	Week 3 19-23 (5 days)	Week 4 26-30 (5 days)	
<p>[Important dates or events this week] Jan. 7 - Faculty Meeting</p> <p>TOPIC: Identity Class Activities: Self-portrait using material of your choice. Homework: Complete self-portrait and share it on Friday. Submit finished work on TEAMS.</p>	<p>EXAMPLE: Jan. 12 – 16 – Provincial Assessments</p> <p>TOPIC: Observational Drawing Class Activities: Set up a still-life and draw it from observation. Use pencil, charcoal, and or eraser to complete your drawing. Draw a value scale to warm up. Homework: Complete value scale and still-life for Friday. Share and submit on TEAMS.</p>	<p>Jan. 19-23 – Provincial Assessments</p> <p>TOPIC: Figure Drawing Class Activities: Draw a range of gesture drawings of Teacher Vee. Work on personal figure drawing. You can use any medium of your choice. Homework: Draw someone you know in real life ideally from life, but you could also use a photo reference that you take yourself.</p>	<p>Jan. 26-30 – Wellness Week Jan. 28 – End of 1st reporting period Jan. 29 – Emergency Drills Jan. 30 – IPR #1 Due</p> <p>TOPIC: Landscape Drawing Class Activities: Weather permitting, we will go outside and draw what we see. We will learn perspective and composition techniques. Homework: Complete a landscape drawing demonstrating perspective.</p>	

February 2026

Week 5 2-6 (5 days)	Week 6 9-13 (5 days)	Week 7 16-20 (4 days)	Week 8 23-27 (5 days)	
Feb. 2 – IPR #1 Published TOPIC: Mark-Making in Ink Class Activities: We will practice hatching, cross-hatching, stippling, and other inking techniques. Homework: Demonstrate your inked value scales. Make an inked drawing. This can be a collaborative process.	Feb. 13 – Professional Development Day TOPIC: Colour theory and composition. Class Activities: We will do some colour theory and composition assignments to get us warmed up for our illustration project. Homework: Finish in-class assignments and start thinking about illustration.	Feb. 16 – Family Day (No School) TOPIC: Illustration Assignment Class Activities: Combine your knowledge of everything we've learned so far to create a narrative based artwork. Could be a comic, poster, etc. Homework: Complete illustration and create write up ready for presentation.	Feb. 25 – End of 2nd Reporting Period Feb. 25 – Faculty Meeting Feb. 27 – Activity Day TOPIC: Acrylic Painting Class Activities: We will experiment with acrylic paint on paper before starting to paint on canvas. Playing around with thumbnails too. Homework: Start working on your painting.	

March 2026

Week 9 2-6 (5 days)	Week 10 9-13 (4 days)	Week 11 16-20 (5 days)	Week 12 23-27 (5 days)	
Mar. 2 – Midterm Comments Due Mar. 3 – Midterm Published TOPIC: Acrylic painting continued Class Activities: Finish paintings and present them. Homework: Complete your acrylic painting, have it ready to share, accompanied by a reflection.	Mar. 12 – Parent Teacher Night TOPIC: Mixed Media Class Activities: Making collages (2D) and assemblages (3D) out of magazines and recyclables. Homework: Complete 1 collage and 1 assemblage to share with the class.	TOPIC: New Media Exploration Class Activities: Create a time-based artwork such as a film, animation, or performance piece. You can work in teams. Homework: Continue working on this project as it will take some time.	Mar. 23 - End of Third Reporting Mar. 24 – IPR 2 Marks and Comments Due Mar. 26 – IPR 2 Published Mar. 26 – Emergency Drills TOPIC: New Media Continued Class Activities: Try to finish your time-based work this week. Homework: Start portfolio.	

April 2026

Week 13	Week 14 6-10 (5 days)	Week 15 13-17 (5 days)		
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March 30, 31 April 1-3 (5 day)				
<p>April 3 – Good Friday (No School)</p> <p>TOPIC: Portfolio</p> <p>Class Activities: You time-based work should be ready for presenting. We will also discuss how to make a portfolio of the work you have made this term.</p> <p>Homework: Finish portfolio and present your final work next week.</p>	<p>April 6 – Easter Monday (No School)</p> <p>April 10 – Awards Day</p> <p>TOPIC: Presentations</p> <p>Class Activities: Finishing up projects and presenting portfolios in class.</p> <p>Homework: Make edits to your portfolios and re-submit them if necessary.</p>	<p>April 13 & 14 - Final Exam</p> <p>April 16 – Graduation</p> <p>April 17 - Last Day of Classes</p> <p>April 17 - Final Marks Due</p> <p>TOPIC: Presentations Continued</p> <p>Class Activities: If you didn't present last week, you are presenting this week.</p> <p>Homework: Submit all of your work on TEAMS and present your portfolios.</p>	<p>April 20 - Final Report Card</p>	