

Art Studio 11

Fall Semester 2021



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.

Instructor: Mr. Catalano

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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.”

“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 art work.

Students can expect to:

- Increase awareness of important visual art concepts from their own and other cultural backgrounds.
- comment thoughtfully on their own work and the works of their classmates
- recognize that visual art creation and appreciation can impact personal growth and enhance overall levels of visual perception
- introduce new aspects of the English language through the learning of visual art terminology

- Visual art skills working with drawing tools, color theory and mixing, composition and photographic documentation/presentation of final works.
- visualization skills to do with measurement, scale, proportion and perspective
- Artist’s statement writing for self-assessment of artistic merit/intent.
- a great overview of the developments in visual art practices through the centuries, from cave painting through to the most complex layering processes in both physical and digital painting and rendering

Content overview

Assessment

- **Projects: 50%** - weekly projects culminating in midterm and final online portfolios
- **Self Assessments: 15%**- written reflections on processes and methods learned
- **Peer Assessment: 15%**- Group interviews, discussions and critiques.
- **Process- engagement in classroom activities, collaboration/cooperation with classmates to ensure a stimulating and productive working environment, studio practices and maintenance): 20%**

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

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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.**