



# Visual Arts 8

Karyn Harrison

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## Course Outcomes

1. Learners will analyse how a variety of contemporary and historical works of art across various communities and cultures communicate multiple perspectives.
2. Learners will create purposeful and meaningful works of art
3. Learners will formulate personal responses to a variety of works of art

## Concepts

Elements of Art and Principles of Design  
Personal meaning  
Media  
Creative Process  
Studio Etiquette and Safe Practices

## Approach

### Teaching for Artistic Behaviour (TAB)

In art class students experience the visual arts as artists responsible for their learning. Following introductions to available media, student artists advance their individual artistic processes through *exploration and discovery, inquiry and ideation, skill development and artmaking, reflection and revision, self-evaluation and presentation*. Students learn to persevere through challenges and to trust their own judgement while receiving input from, and offering feedback to, peers and teachers. When students self-direct their work, they engage deeply with their learning because the work's purposes align with their values and interests.

TAB classrooms are highly structured studio environments with clearly delineated expectations for self-directed learning in choices of varied work spaces. Available tools and art materials are introduced to students who can then access and arrange these materials independently to initiate and explore their artwork.

## Expectations and Support

Each student is expected to arrive on time to class each day. Most art materials will be available in the classroom for students to use. Students are expected to use materials and tools safely and sustainably.

Students are encouraged to try everything with their full effort.

Students are responsible for any missed work due to absence. Additional time outside of class to catch up will be available by appointment at lunch most days.

## Evaluation

Students will be assessed using the Department of Education and Early Childhood Development's 1 to 4 scoring system for assessing outcomes:

|    |  |
|----|--|
| 4  | In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.  |
| 3+ | Competent +  |
| 3  | Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.    |
| 2+ | Developing +   |
| 2  | Developing knowledge and understanding of content and concepts. Developing in the application of related skills. |
| 1+ | Limited +  |
| 1  | Limited knowledge and understanding of content and concepts. Limited application of related skills.              |

\* A grade of 3 demonstrates that students are currently meeting outcomes at grade level.