

Mississauga Secondary School: Course Overview

Department: The Arts

Subject Area: Visual Art

Course: AWT3M0, Grade 11 Non Traditional University / College Preparation

The organization and evaluation practices of this course have been designed to conform to the requirements of [Ontario Ministry of Education policies \(Growing Success Document\)](#).



Course Description:	Course Themes and Learning Goals
<p>This course offers students an opportunity to extend their skills and knowledge in Non Traditional Visual Arts studies and leads to further studies in this subject area. This course will develop students' artistic knowledge and skills by introducing them to non traditional media technologies and processes. Student learning will include the analysis, appreciation and production of various non-traditional art forms including digital photography, digital video, computer graphics programs and collage. Studio assignments provide students with many opportunities to deepen their understanding of the elements and principles of design and the relationship of form and content in art. Students will consider how art reflects the time in which it is created by studying a variety of modern and contemporary artists and art forms.</p> <p>Prerequisite: AVI100, AVI200 or AWT200</p>	<p>Theme 1</p> <p style="text-align: center;">Digital Journal A Variety of Short Projects</p> <p>Theme 2</p> <p style="text-align: center;">Automatic Visualization</p> <p>Theme 3</p> <p style="text-align: center;">ALTER EGER: ANIMATED AVATARS</p> <p>Theme 4</p> <p style="text-align: center;">Critique Learning to Speak</p> <p>Summative Assessment & Exam ► TBA</p>

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS (Growing Success Policy 2010 and Peel Policy 14)

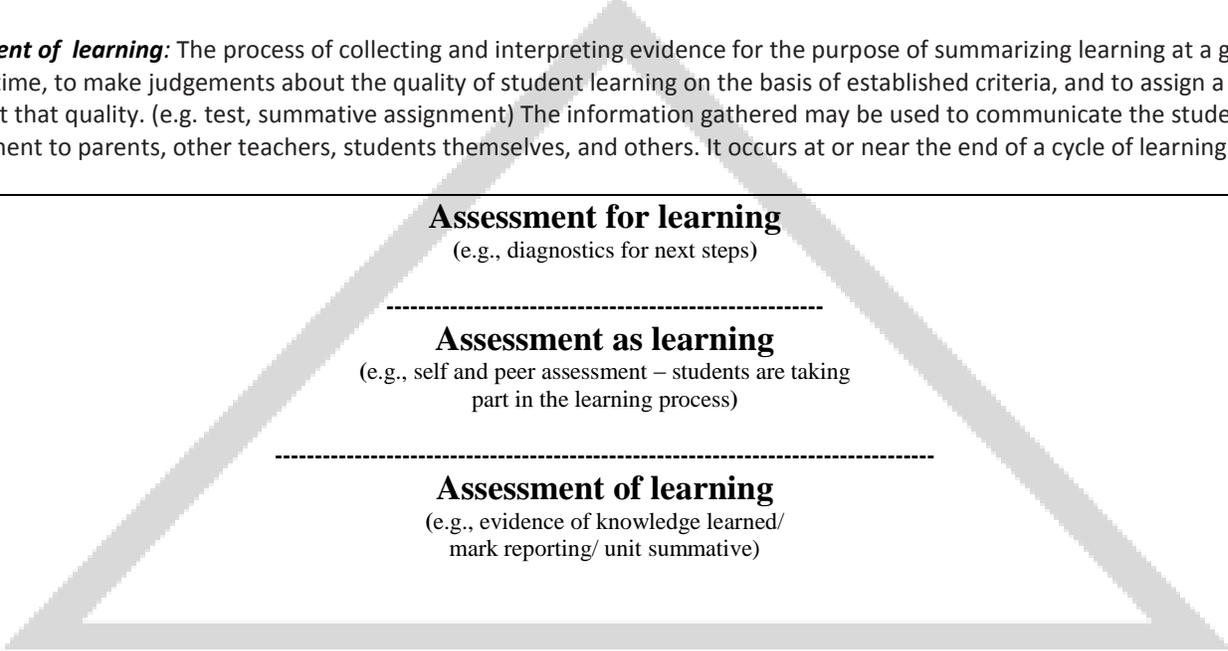
Overarching Learning Goals Ministry Course Overall Expectations	Achievement Chart Category	EVIDENCE OF LEARNING OBSERVATIONS; CONVERSATIONS; PRODUCTS																				
<p style="background-color: #e0e0e0; padding: 2px;">Creating and Presenting (A)</p> <p>(A1) The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;</p> <p>(A2) The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;</p> <p>(A3) Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.</p> <p style="background-color: #e0e0e0; padding: 2px;">Reflecting, Responding and Analysing (B)</p> <p>(B1) The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;</p> <p>(B2) Art, Society, and Values: demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;</p> <p>(B3) Connections Beyond the Classroom: describe opportunities and requirements for continued engagement in visual arts.</p> <p style="background-color: #e0e0e0; padding: 2px;">Foundations (C)</p> <p>(C1) Terminology: demonstrate an understanding of, and use correct terminology when referring to elements, principles, and other components related to visual arts;</p> <p>(C2) Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;</p> <p>(C3) Responsible Practices: demonstrate an understanding of responsible practices related to visual arts.</p>	<p style="background-color: #e0e0e0; padding: 2px;">Knowledge</p> <ul style="list-style-type: none"> • Knowledge of content(e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes) <p style="background-color: #e0e0e0; padding: 2px;">Thinking</p> <ul style="list-style-type: none"> • Use of planning skills(e.g., focusing research, gathering information,) • Use of processing skill (e.g., analysing, generating, integrating, synthesizing) • Use of critical/creative thinking processes (e.g., inquiry process, problem-solving) <p style="background-color: #e0e0e0; padding: 2px;">Communication</p> <ul style="list-style-type: none"> • Expression and organization of ideas and information (e.g., clear expression) • Communication for different audiences and purposes in oral, written, and visual forms • Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms. <p style="background-color: #e0e0e0; padding: 2px;">Application</p> <ul style="list-style-type: none"> • Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts • Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts • Making connections within and between various contexts 	<ul style="list-style-type: none"> ✓ Quiz ✓ Reflection ✓ Artwork Analysis (Written and Oral) ✓ Elements and Principles ✓ Use of technology ✓ Proposals and Planning ✓ Verbal Critique (workshops, discussions, debates) ✓ Written Critique ✓ Group Evaluation ✓ Homework ✓ Conferences ✓ Sketchbook work ✓ Reflections ✓ Artwork Analysis ✓ Group work ✓ Teacher-student meetings ✓ Conceptual elements of artwork ✓ Artwork ✓ Digital 2D art using Photoshop, Illustrator, etc ✓ Film ✓ Animation (computer generated and traditional ✓ Mixed-Media ✓ Artwork Analysis ✓ Critiques (individual and group) 																				
<p style="background-color: #e0e0e0; padding: 2px;">Course Weighting</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Term</th> <th style="width: 25%;">70%</th> <th style="width: 25%;">Final</th> <th style="width: 25%;">30%</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td>14%</td> <td>Summative</td> <td>20%</td> </tr> <tr> <td>Thinking</td> <td>14%</td> <td>Exam</td> <td>10%</td> </tr> <tr> <td>Communication</td> <td>14%</td> <td></td> <td></td> </tr> <tr> <td>Application</td> <td>28%</td> <td></td> <td></td> </tr> </tbody> </table>	Term	70%	Final	30%	Knowledge	14%	Summative	20%	Thinking	14%	Exam	10%	Communication	14%			Application	28%				
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Assessment and Evaluation - Key Terms and Definitions:

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there (e.g. portfolios, observations, conversation, Non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, peer assessment).

Assessment of learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.



Assessment for learning

(e.g., diagnostics for next steps)

Assessment as learning

(e.g., self and peer assessment – students are taking part in the learning process)

Assessment of learning

(e.g., evidence of knowledge learned/
mark reporting/ unit summative)

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation*. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined of the student agenda

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outlined in the student agenda

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Student Signature: _____

Parent Signature: _____