



ST. MARY HIGH SCHOOL
380-14th Street West
Prince Albert, SK S6V 3L5

ST. MARY HIGH SCHOOL COURSE OUTLINE 2017-18

COURSE NAME: Art 10	PRE-REQUISITE: None
TEACHER: Miss K. Hawryluk	ROOM NUMBER: B18
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SUBJECT COMPETENCIES

Creative/Productive- Exploration, development, and expression of ideas using visual art materials, forms, and styles.

Cultural/Historical- The role of visual art in culture, the development of visual art throughout history, and the factors that influence visual art and artists.

Critical/Responsive- Ability to respond critically to visual art works and become participants in the interactive process between the art works and themselves.

COURSE AIMS AND GOALS (Taken directly from Curriculum)

Aim

The Arts Education program has one major aim: to enable students to understand and value arts expression throughout life.

Goal

The aim of the arts education program can be achieved through meeting the following goals. Students will:

- *Respect the uniqueness and creativity of themselves and others*
- *Express themselves through languages other than spoken or written language*
- *Understand the contributions of the arts and artists to societies and cultures, past and present.*
- *Gain a lasting appreciation of art forms experienced as participant and as audience*

Recognize the many connections between the arts and daily life.

COURSE DESCRIPTION

Module One: Visual Art and Ways of Thinking (Approximately 20 hours)

In this module of study, students will examine how artists' thoughts and imagination can be communicated in their art works. Students might be especially interested in exploring fantasy, myth, the unreal, illusionism, surrealism, etc. They should look at a variety of approaches in craft, traditional, functional, popular, commercial and fine art. Students can explore how artists create new realities through unusual environments, juxtaposed objects, exaggerated forms, animation, unusual lighting and unrealistic elements. They should ultimately make connections between artists' works and their own.

Module Two: International Visual Art (Approximately 20 hours)

Students will explore theme-related art works from a variety of cultures from around the world and in a variety of time periods. In this module, students should examine a variety of art movements, such as the Renaissance, romanticism, impressionism, fauvism, expressionism, neo-plasticism, environmental art, etc. Students will discover commonalities and differences in the way artists have expressed their own ideas and the popular ideas of their society and/or culture.

For the purposes of this module, the theme of nature has been selected. Many cultures have a rich tradition of using natural images in their art works. Students could study the art of the peoples of the Arctic, Islam, Egypt, the western United States, etc.

Module Three: Local and Regional Culture (Approximately 20 hours)

In this module, students will explore their own local and regional culture. They will become more aware of local art and artists and the institutions and organizations representing the arts within their community.

It is expected that students will keep their assignments and hand-outs until the end of the term to use a reference for the final project. It is also useful to refer back to your assignment sheets for the multiple aspects of the assignment expectations.

ASSESSMENT AND EVALUATION

Grades 10-12 students will be provided with a percentage score and competency levels. The student's achievement mark will be based on the following:

Assessment Categories	Assessment Weighting	Learning Outcomes Assessed
Studio Work	80%	Initiate and develop ideas for art-making, transpose these ideas into art forms using a variety of media and reflect upon their processes and their completed works with in the contexts of visual art.
Critical/Responsive Activities	20%	Use analytical and critical thought to respond to art works and infer meaning based on the many context of visual art and global issues.
Total	100%	

There will be a term project at the end of the course. Its weight will be announced at a later date.

End of semester evaluation is based on the following formula:

- a) if the student's semester mark is greater than the final exam mark the semester's work is worth 70% and the final exam mark is calculated at 30%.
- b) if the final exam mark is greater than the semester mark the final exam and semester work shall each be worth 50%.

COMPETENCIES RUBRIC

The competencies come from the aims and goals of the curriculum which are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study of this course:

1-Beginning	2-Developing	3-Progressing	4-Established
With help understands parts of the simpler concepts and performs a few of the simpler processes.	Understands the simpler concepts and performs the simpler processes.	Understands more complex concepts and is able to perform complex processes that are explicitly taught.	Has a deep understanding of complex concepts and processes and can apply to new situations.

FACTORS AFFECTING ACHIEVEMENT RUBRIC

Those habits, expectations, behaviours and attitudes that affect learning: The Factors Affecting Achievement have been grouped under four categories: Confidence, Collaboration, Organization, and Responsibility.

1-Beginning	2-Developing	3-Progressing	4-Established
Meets some expectations with continual guidance and frequent reminders.	Meets most expectations with some guidance and several reminders.	Meets all expectations with minimal guidance and occasional reminders.	Meets all expectations independently, provides a positive influence.

Academic Legend

Grades 10-12
95-100 - Demonstrates mastery of the term outcomes 80 -94 - Consistently meets the term outcomes 65 -79 - Usually meets the term outcomes 50-64 - Approaches the term outcomes <49 - Does not yet meet the term outcomes INS - Insufficient evidence to evaluate NA - Not Applicable this term

ASSESSMENT EXPECTATIONS

Teacher Guidelines as per *Division Policy and the Assessment and Evaluation Handbook*

In instances where it isn't practical to speak directly to the classroom teacher due to time restrictions students are asked to speak with an administrator. It is always preferable to be done in advance but we understand that in legal, medical and compassionate situations time does not always allow for advanced warning.

Submitting/Demonstrating Assessments	Please submit your assignments directly to the classroom teacher or to the location determined by the teacher for submitted work on the assigned due date.
Late Assessments	In the event that an extension is needed, the student is required to meet with the teacher in advance, if possible to determine a mutually agreed-upon plan of action. If extensions are becoming habitual, the teacher may contact an administrator to determine the best course of action.

Reassessment	Circumstances may warrant the provision of the opportunity to be reassessed on an assignment, activity, or an examination in order to establish the most consistent demonstration of learning. If a student thinks this applies to his/her situation the student is required to meet with the teacher to determine a mutually agreed-upon plan of action.
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Recommend Policy
<p>The following criteria must be met for a student to be considered for a recommend in each of his or her classes: student absences must fall within the guidelines in the school handbook and students are to have no more than ten lates in a semester. Although school approved absences are excluded, students need to be aware that when combined with excused and unexcused absences, school approved absences could take a student over their totals. If this occurs, a meeting between the appropriate grade level administrator and the teacher will take place to consider the absences.</p> <p>All assignments and exams must be completed by their due dates and examinations must be written on the assigned date unless alternative arrangements have been made between the student and teacher in advance of the due date. The student is responsible to initiate such a request. <i>Completion is dependent upon the student adequately meeting the criteria of the assignment in breadth and depth.</i></p> <p>The number of exams that must be written are as follows: Grade ten through twelve students will be required to write a minimum of two final exams per semester regardless of the number of classes the student takes in a particular semester. <i>Where required, Language Arts classes written may be either in French or English.</i></p> <p>In grade ten a student must write one Math or Science exam and one <i>Language Arts</i> or Social Science exam as two of the four exams written; for Immersion students a minimum of one of these core exams must be in French.</p> <p>During the grade eleven and twelve years combined, a student must write each of the following: one Math, one Science, one Language Arts, and one Social Science; of these four exams a minimum of two must be at the 30 level. As well Immersion students must write at least two exams in French.</p> <p>If a student attends St. Mary for only grade twelve the grade twelve student exam requirements would be one Math or Science and one Language Arts or Social Science; for Immersion students one of which must be in French.</p>

ACADEMIC INTEGRITY
<p>St. Mary High School supports the development of a culture of student responsibility and academic integrity. Students are expected to familiarize themselves with the expectations outlined in the student handbook regarding academic honesty and to uphold the expectations with regard to plagiarism, cheating, timeliness and overall student responsibility.</p>
<p>Academic Integrity is:</p> <ul style="list-style-type: none"> • Providing evidence of one's own learning through demonstration of responsibility, honesty, trust and respect. • Planning for and completing assignments and assessments to the best of one's ability by following the assignment guidelines given by the teacher. • Citing research, knowledge and evidence of others.

- Meeting deadlines set by the teacher. Extenuating circumstances must be discussed with the teacher.

Lack of Academic Integrity is:

- Cheating.
- Plagiarism:
 - turning in someone else's work as your own;
 - copying words or ideas from someone else without giving credit;
 - failing to put a quotation in quotation marks;
 - giving incorrect information about the source of a quotation;
 - changing words but copying the sentence structure of a source without giving credit;
 - copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not ;
 - **Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism.**
What Is Plagiarism? (n.d.) Retrieved May 20, 2015, from <<http://plagiarism.org/citing-sources/whats-a-citation>>
- Having others complete the work.
- Buying papers from the internet.
- Resubmission of previously submitted work.

Cases of Infringement

- Each incident infringement with academic integrity must be reported to the grade-level administrator.

Criteria for Recommends

Grade 10
1 Math OR 1 Science
1 Language Arts (English or French) OR 1 Social Science
<ul style="list-style-type: none"> • Students must write at least 2 exams per semester (4 within the year) regardless of the number of classes taken each semester. • French Immersion students must write a minimum of 1 exam in French. • Social Science options include History, Native Studies, Psychology, Law.

Grade 11 and Grade 12
1 Math
1 Science
1 Language Arts (English or French)
1 Social Science
<ul style="list-style-type: none"> • Students must write at least 2 exams per semester (4 within the year) regardless of the number of classes taken each semester. • Of the 4 required exams, 2 must be at the 30 level. • French Immersion students must write a minimum of 2 exams in French. • Social Science options include History, Native Studies, Psychology, Law.

Students Attending SMHS in Grade 12 ONLY
1 Math OR 1 Science
1 Language Arts (English or French) OR 1 Social Science
<ul style="list-style-type: none">• Students must write at least 2 exams per semester (4 within the year) regardless of the number of classes taken each semester.• Of the 2 required exams, 1 must be at the 30 level.• French Immersion students must write a minimum of 1 exam in French.• Social Science options include History, Native Studies, Psychology, Law.