



Visual Arts 9 - Course Outline

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This course is designed to unleash students' creative genius! Students will have the opportunity to survey a variety of different techniques and mediums as well as gain a foundational understanding of the principles and elements of design. Students will work both three dimensionally and two dimensionally. A variety of projects will be completed using 2-d and 3-d media, including, but not limited to:

- Drawing: Pencils, Charcoal, Pen and Ink.
- Painting: Watercolour and Acrylic
- Pastels: Chalk and/or Oil
- Printmaking: Water inks and techniques

Course Expectations

Cougars have GRIT. And the expectation in this course is that you work on developing your GRIT.

Growth: In order to demonstrate a commitment to growth, a student should be aware of their strengths and abilities. They should reflect, set goals and take action. A student with GRIT will focus on learning and improvement and seek out feedback to do so. A student with GRIT pushes themselves to be better than they were yesterday.

Resilience: In order to demonstrate resilience, a student should use strategies to regulate emotions and behaviour. A student with GRIT knows that mistakes and errors are opportunities to learn. They persist, even through hard things and have an "I can" attitude.

Integrity: In order to demonstrate integrity, a student should embrace a culture of high expectations. This means that they do their very best and help others to do so as well. A student with GRIT demonstrates kindness and respect for themselves, others, and the environment. They do what is right.

Time Management: In order to demonstrate time management a student should organize themselves so that they are prepared for learning. A student with GRIT is not only in class all the time on time; they are also productive and effective with their time.

Supports

Part of showing your GRIT is advocating for your learning. There are a number of supports available for students at BSS including tutorial times, online supports, library, and learning assistance resources. Bottom line: if you need help, ask for it.

Assessment:

We are focused on learning the following curricular competencies:

Exploring and creating - Embrace the creative journey and create something amazing!

Connecting and expanding - Expand what you have learned to your own work!

Reasoning and reflecting - Reflect on your learning and make changes for next time.

Communicating and documenting - Document the process of your learning.

Learning will be assessed each and every day through activities done in class and with the assignments that you work on individually and collaboratively.

Formative assessments (these are the things we do for practice) give me valuable information about where you are at today, and how to help you grow tomorrow. These activities are the foundation and building blocks for our summative assessments.

Summative assessments are the measures of success that end up forming your report card mark and comment. Because these are so closely linked to the formative assessments, it's really impossible to do one without the other.

It's all learning and it all counts!

Proficiency Scale (This is what we will use to measure success)				
Not Yet	Getting There	Developing Independence	Got it!	Wow!!
Even with help, the student does not grasp the concept.	With help, the student can demonstrate understanding.	Demonstrates understanding with limited support.	Demonstrates understanding independently.	Demonstrates sophisticated understanding. Able to move beyond the concepts covered in class (transfers understanding)

Core Competencies

These are the skills in [communication, thinking, and personal and social](#) abilities that students work on in every class they take. They make up an important component of the learning we do each day.