|  |  | **Course Outline and Evaluation Summary****Course Code**  |  |
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|  | Title of Course: Grade 11 Life Drawing AWL 3M1  | 416-395-3210 |
|  | Department: Visual Arts |  |

| **Course Description** |
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| In this course, students will learn to draw from observations, including the human figure, focusing on studio activities. The purpose of this course is to help students obtain the basic skill of drawing the human form, including anatomy, observation of the human form and fundamental exercises in gesture, contour, structure, and tonal modeling. Students will be introduced to a wide variety of both traditional and contemporary media in rendering the human body. Emphasis will be placed on the development of a portfolio for post secondary studies.  |

| **Class requirements**All materials and supplies for this course will be provided by the Visual Arts Department. |
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| **Course Assessment**Student/teacher conferencing, group and self critiques, self/teacher checklists, observational assessments by teacher. Artist statements, reflective writing and documentation of all process work.  |
| **Course Evaluation**Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | **Summative****Evaluation:** | **Marked summative tasks which assess your learning on the entire course** |
| 70% | 25% | Knowledge & Understanding  | 30% | 70%20%10% | Culminating TaskProcessArtist Talk/Statement |
| 25% | Thinking & Inquiry  |
| 40% | Application  | N/A | Final Exam  |
| 10% | Communication  |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17). **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **School/Departmental/Classroom Expectations** |
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| **Attendance:** Attending all classes is mandatory as all of this course is studio driven. During class time, students are instructed (through demonstrations) on specific techniques and processes necessary for completing their works successfully. All classes begin with crucial lessons and hands-on demonstrations. Lateness results in missed information. As well, it is disruptive and disrespectful to the class as a whole. **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.**Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is **their** responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.**Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation.**Studio Practice:** All work executed for this course will be in class only.  |

**Course Outline/Curriculum Strands:**

**Creating & Presenting**

**A1. The Creative Process:** apply the creative process to create a variety of art works, individually and/or collaboratively; **A2. The Elements and Principles of Design: apply** the principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and /or messages;

**A3. Production and Presentation:** produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate and understanding of a variety of ways of presenting their works and the works of others. **Reflecting, Responding, and Analyzing**

**A1. The Critical analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various arts works;

**A2. Art, Society, and Values:** demonstrate an understanding of how art works reflect the society in which they were created, and how they can affect personal values;

**A3. Connections Beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.

**Foundations**

**A1. Terminology:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

**A2. Conventions and Techniques:** demonstrate an understanding of the conventions and techniques used in the creation of visual art works; **A3. Responsible Practices:** demonstrate an understanding of responsible practices related to visual arts.

**Ongoing throughout the semester: Skeletal**

*This is an ongoing unit with the human skeleton, anatomy and proportions as the main subject of focus. Each week students will be given a new set of criteria for approaching the skeletal form as their subject.*

*Sketchbook & Technical Portfolio (Ongoing throughout the course)*

| Unit 1  | **Anatomy Studies – Full body skeleton** This unit covers the skeletal system to develop awareness of its intricacies and understand its structure and composition.  |
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| Unit 2  | **Gesture Drawing** This unit covers traditional ways of depicting the body in various stages of motion using gesture drawing. |
| Unit 3  | **Hands & Feet** This unit covers the proportion, perspective & foreshortening, and gesture & movement of the hands and feet.  |
| Unit 4  | **Innards Beauty** This unit covers tonal representation of the body with attention to the skeletal landmarks. |
| Culminating Project: TBA |