|  |  | **Course Outline and Evaluation Summary**  **Course Code** | |  |
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|  | Title of Course: Grade 12 Painting (AWN4M1) | 416-395-3210 | |
|  | Department:Visual Arts |  | |

| **Course Description** |
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| In this course, students will be exposed to a variety of painting processes, techniques and applications using acrylic paints and other mediums. As well, they will be familiarized with a variety of both historical and contemporary painters and their approaches to painting. Students will explore and experiment with colour theory, paint application, various surfaces and mixed media applications. Emphasis will be placed on the development of personal imagery, colour use and signature mark making. Students will also develop a body of process and analytical work through their sketchbooks and process folders. |

| **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. | | | | | |
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| **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% | % | Culminating Task |
| 25% | Thinking & Inquiry |
| 40% | Application | % | 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 |

| **Required Materials:** Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. |
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| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if latest/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **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. |

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| **Course Assessment Tasks** | | | |
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| ***Unit/Topic/Strand*** | ***Big Ideas*** | ***Major Assignments / Evaluations*** | ***Estimated Duration*** |
| Unit 1:  **Colour Theory** | *This unit is intended to further familiarize students with the complexities of colour and its application using acrylic paints* | *Culminating task: Colour matching- Students will match all of the clours found throughout the surface of a personal photograph : primary, secondary, tertiary, tints, shades, tones , analogous and complementary matches.*  *Artists will drive personal meaning from selections used in commercial design.* | **Two weeks** |
| Unit 2:  Colour Field Painting | *The psychological/emotional impact of colour use will be analyzed and demonstrated in non representational colour field painting inspired by the palette of original source photo from the previous unit.* | *Culminating task: Students will create a hard-edge, colourfield piece using acrylic paints based on the mood, atmosphere and ideas evoked from personal source photo.* | **Three weeks** |
| Unit 3: Surface Painting- “Corrugate” | *This unit examines experimental design as informed by the inherent purpose and markings present on a cardboard surface.* | *Culminating task: Process and final piece on selected cardboard surface.*  *Final piece will be supported by in class process work and artist talk.* | **Three-**  **four weeks** |
| Unit 4: Reading/Viewing Response | *A critical examination and reflection on contemporary practices of painting (architecture/design as focus)* | *Culminating task: Students will research and reflect on a specific artist whose work addresses the design of space through painting.* | **Two weeks** |
| Unit 5: Architectural Abstraction | *Students will examine,chose and document a specific form of architecture as their subject for abstraction in a mixed media painting.* | *Culminating task: Painting of architectural abstraction on large-scale paper surface, using acrylics and a variety of other materials.*  *Final piece will be supported by in class process work and artist talk.* | **Three Weeks** |
| Culminating Task(s) | *The ongoing development of personal style through knowledge-based activities combined with personal experimentation/interpretation of broader themes.* | *Three unique pieces on three different surfaces, addressing prompts and themes that can be navigated back to the artist’s personal choice of style/imagery.* |  |