

**Updated September, 2011**

**Level of Instruction:** Senior High Level II and Level III

**Curriculum Overview:**

Art and Design 2200 and Art and Design 3200 are companion studio art courses. Although each is a distinct one year two credit course, Art and Design 2200 will be completed before or simultaneously with Art and Design 3200. These courses share the same philosophies, goals and outcomes. However, the time consuming nature of studio courses, the potential number of visual arts disciplines to explore and the potential content within each of these disciplines dictate the necessity of dividing this workload over a period of two years.

Art and Design should be available as options to all students. It equips students with a perceptual education that is received nowhere else in the curriculum. It provides students with new communication abilities and a deeper insight into themselves, others, and their environment.

**Authorized Learning Resources:**

A total of nineteen resources are provided to Art and Design teachers. Eight of these support each of eight studio units. These resources are not to be used as text books. They may be shelved so that students as well as the teacher have easy access to them.

*Art and Design 2200/3200 Interim Teaching Guide/Handbook*  
*Design Synectics*  
*New Technology in the Art Room (Binder and CD)*  
*World History and Art Transparencies*  
*Graphic Communications + Instructor's Resource Guide*  
*Applied Photography + Instructor's Guide*  
*From Ordinary to Extraordinary*  
*Exploring Drawing*  
*Practical Sculpture*  
*Photography*  
*Crafts: Contemporary Design and Techniques*  
*Exploring Painting*  
*Printmaking*  
*Do-It-Yourself Graphic Design*  
*Claywork*  
*Safety in the Art Room*  
*Careers in Art*  
*Living with Art*

## **Unit Break Down/Theme/Organizers:**

The Art 2200/3200 is designed to address nine specific content areas to offer students the opportunity to develop personal imagery using a variety of media. Students work with visual problems, study past and present cultures through a visual lens, and participate in the creative process and production of art. The nine units from which to build studio explorations include: Drawing, Fibre Arts, Graphic Arts, Media Arts, Painting, Photography, Pottery, Printmaking and Sculpture. Three of these units will be studied in Art and Design 2200. Art and Design 3200 involves the study of three units different than those studied in Art and Design 2200 so that a student completing both courses will have had exposure to a total of 6 different units of study. Teachers should provide instruction in the units in which they feel they have the greatest strength or personal interest. Because students explore only three units per year, they have the opportunity to immerse themselves in the content for an extended period of time. This allows a depth versus breadth approach to the material, and it also gives the teacher some flexibility in planning for each year's work.

### **Assessment:**

Assessment in this course is governed by the *Assessment and Evaluation Policy* of the Eastern School District. This policy is located at [http://www.esdnl.ca/about/policies/esd/1\\_IL.pdf](http://www.esdnl.ca/about/policies/esd/1_IL.pdf). The regulations are located at <http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=1&code=IL>

### **Assessment and Evaluation Plan for Art 2200/3200:**

Studio Work/Portfolio 70%

Written/Oral work (tests, presentations, self-assessments, research, etc.) 15%

Sketchbook/Process 15%

### **Note:**

1. All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.
2. Homework and student behaviour (except where specified in Provincial documents) shall not be given a value for assessment.
3. Teachers are encouraged to use varied assessment tools and techniques throughout the instructional year to:
  - a. Enable teachers to assess and describe student achievement across the curriculum
  - b. Provide information about how students learn, as well as what they learn
  - c. Take into consideration students' abilities both to learn and to apply their learning
  - d. Enable teachers to observe overall performance
  - e. Provide multiple indicators of student performance
  - f. Reflect curriculum balance and emphasis
  - g. Reflect that experimentation, risk taking, and creativity are valued

- h. Enable students to discover their own interests, strengths, and weaknesses
  - i. Engage students in assessing, reflecting upon, and improving their own learning
  - j. Encourage students to take responsibility for their own growth
  - k. Engage students in assessing their own and others' skills in co-operative and collaborative projects
  - l. Allow for description of students' progress in terms of increased control, depth of understanding, and ability to work independently
4. A portfolio is a folder of a student's gathered work - both completed works and works in progress.

**Resource Links:**

Art and Design 2200/3200 Curriculum Guide

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/art/index.html#2200-3200>