



## **CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE**

### **Visual ART 30S 2025-26**

**Teacher's Name:** Anne Barbro Boychuk

**Contact Information:** boychuk.anne@bsd.ca

**Course Description:** This course is designed to increase self-directedness and confidence in the young artist's creative processes and products. The content of the course is drawn from *modern and contemporary art history and practice*.

Visual Art 30S challenges you to acquire a critical and informed perspective of your artwork. At this level, the teacher starts facilitating you as an independent learner. You are expected to assume responsibility for decision making at most levels of the creative process. You get encouraged to demonstrate understanding of a range of artistic approaches, techniques, compositions and subject matter. You are expected to organize the resources and learning which are needed for making creative solutions to the visual problems encountered. You have the opportunity, to explore personal interests, work with medium that addresses certain issues and your expressive styles. You must complete a specific number of quality artworks to demonstrate your mastering using various media and subject matter. You will continue to develop your understanding of craftsmanship, composition, content and sketchbook research when completing and critiquing artwork and when participating in group critiques.

The Manitoba Visual Arts Framework identifies the following four essential learning areas, along with a statement summarizing the overall learning intent of each area:

**Making:** The learner develops language and practices for making visual art. Art Elements and Principles. Art Media, Tools, Techniques and Processes. Observation and Depiction.

**Creating:** The learner generates, develops, and communicates ideas for creating visual art. Idea Generation. Integration and Development. Revision, Refinement, and Sharing.

**Connecting:** The learner develops understandings about the significance of the visual arts by making connections to various times, places, social groups, and cultures. People and Practices. Influences and Impact. Roles, Purposes, and Meanings.

**Responding:** The learner uses critical reflection to inform visual arts learning and to develop agency and identity. Initial Reaction. Observation and Description. Analysis and Interpretation. Identity, Action and Agency.

**Source:** Grades 9 To 12 Visual Arts Manitoba Curriculum 2015

### **Course Evaluation:**

<b>Term Projects.....</b>	<b>50%</b>
<b>Journal, Stamps, Terminology with examples, Research project.....</b>	<b>20%</b>
<b>Figure drawing.....</b>	<b>5%</b>
<b>Final project &amp; Exam.....</b>	<b>25%</b>

#### **Course Final Standing:**

The final mark for term work will be cumulative. All Summative assignments will be listed in PowerSchool.

#### ***Regarding late and missing assignments:***

**One extension given After this an assignment can be given a zero.**

### **2025-26; You all need this Journal - \$15.00**

#### **Fast and easy payment through School Cash:**

[https://media.bsd.ca/docs/3676e82e-5e7a-4e75-95f6-5267b8866119\\_Brandon%20Parent%20Step%20by%20Step%20Registration%20Guide.pdf](https://media.bsd.ca/docs/3676e82e-5e7a-4e75-95f6-5267b8866119_Brandon%20Parent%20Step%20by%20Step%20Registration%20Guide.pdf)

#### **Course Evaluation Structure:**

You will produce **8** Visual Art projects, 4 research projects, plus the final and your journal. Project marks will be determined based upon formative assessment done throughout the working process, documentation of the creative process, and a summative reflection on the final work. You will be expected to write a project reflection for each piece you submit.

**Important Final Notes:**

**Student self-motivation and time management are critical to the successful completion of this course. All studio time should be used and “the big picture” kept in mind as you plan your use of time.**

**The work you hand in for evaluation must be original work. If you refer to, are inspired by, include, alter, appropriate, etc. visual or written source material created by others, you must clearly cite this. Use your own photos, observations, experiences, imagination as often as possible to avoid copyright infringement issues.**



Focus of Study	Learning Outcomes	Assessment Plan	Proposed Time (Based on 75 school days)
<b>Sketchbook:</b> Contains sketches, research, notes, written assignments, critiques, visual ideas, plans, photos, thoughts, and reflections.	<ul style="list-style-type: none"> <li>Students will be able to demonstrate a commitment, planning, and organization of ideas.</li> <li>Students will be able to demonstrate creative learning processes concerning media and technical explorations.</li> <li>Students will be able to develop an understanding of creative process is ongoing, and all preliminary work and research is an important as the final artwork.</li> <li>Students will be able to develop an understanding that sketchbooks are another indication of learning and an essential tool in demonstrating the overall art process.</li> </ul>	<b>Formative Assessment</b> May include experimenting with various media, teacher observations, student media presentations, investigations, conversations, self-assessments, and research.  <b>Summative Assessment</b> May include media application assignments, in-class assignments, written assignments, art history research, individual and class critique evaluations, preliminary development of ideas and final design for each studio artwork.	Ongoing over the course of the semester.
<b>Research Skill Development</b>	<ul style="list-style-type: none"> <li>Students continue to develop skills to research various art movements, artists, techniques, and specific artwork.</li> <li>Students continue to appropriately document their sources when researching artists and their artwork. For example, artists name, artwork title, date the artwork was created, artwork media, and reference to where the specific artwork can be found.</li> </ul>	<b>Formative Assessment</b> May include assignment introductions lesson, day-to-day dialogue, and discussions.  <b>Summative Assessment</b> May include written assignments and/or creating studio artwork.	Ongoing over the course of the semester.
<b>Art History</b>	<ul style="list-style-type: none"> <li>Students continue in the explorations of the elements and principles of design to personal, historical, and contemporary</li> </ul>	<b>Formative Assessment</b> May include art online resource presentations, open-ended questions and	Ongoing over the course of the semester.

	<p>artwork relating all findings to personal artwork.</p> <ul style="list-style-type: none"> <li>• Students will develop an awareness of how to differentiate artwork by period, style, method, and material.</li> <li>• Students will develop an awareness of how artists relate to themes, ideas, and apply this knowledge to assist them with creating their own themes and ideas.</li> <li>• Students will continue to develop an understanding of how artwork reflects the society in which they are created and how they can affect social, political, and personal values.</li> <li>• Students will be able to demonstrate knowledge and understanding of an art movement period in art history.</li> <li>• Students will be able to gain a sense of historical progression in art as they continue to study artists' lives, styles, techniques, and their contributions to the visual arts.</li> </ul>	<p>research, and art history in print media.</p> <p><b>Summative Assessment</b> May include written assignments and presentations.</p>
<b>Critical Analysis</b>	<ul style="list-style-type: none"> <li>• Students will use appropriate visual art terminology in art criticism.</li> <li>• Students will continue to demonstrate their ability to analyze a work of art in terms of design elements and principles.</li> <li>• Student will continue to develop critical vocabulary and analytical skills through group and individual critiques.</li> <li>• Students will be able to apply critiquing techniques to their own</li> </ul>	<p><b>Formative Assessment</b> May include class and individual presentations, open-ended questions, day-to-day discussions, student to student and teacher to student critiques.</p> <p><b>Summative Assessment</b> May include written assignments, individual and class critique evaluations, self-assessment, individual</p> <p>Ongoing over the course of the semester.</p>

	<p>artwork and that of their peers.</p> <ul style="list-style-type: none"> <li>Students will demonstrate The Feldman Approach to Art Criticism. Describing, Analyzing, Interpreting, and Judging when formally discussing various artwork.</li> </ul>	and/or class presentations.
<b>Elements of Art and Principles of Design</b>	<ul style="list-style-type: none"> <li>Students will use appropriate design terminology during art critiques and in class discussions.</li> <li>Students will analyze and interpret personal, historical, and contemporary artwork using design terminology to support the student's interpretations.</li> <li>Students will demonstrate understanding and conscious application of elements and principles of design in their own work.</li> <li>Students will apply design strategies to solve design problems.</li> <li>Students will be able to justify the selection of certain elements and principles within an artwork design.</li> <li>Student is able to predict the effect of altering particular elements and principles within an artwork design.</li> <li>Student will apply the design elements and principles to manipulate images using traditional art media and digital technologies.</li> <li>Students will demonstrate the ability to apply the elements and principles of design to create artworks for the purpose of self-</li> </ul>	<p><b>Formative Assessment</b> May include class and individual critiques, day-to-day discussions about ongoing artwork and sketchbook preliminary design work, student comments and observations.</p> <p><b>Summative Assessment</b> May include written assignments, individual and class critique evaluations and creating studio artwork.</p> <p>Ongoing over the course of the semester.</p>

	<p>expression and to communicate style, ideas, and information.</p>		
<b>Media Skills and Techniques</b>	<ul style="list-style-type: none"> <li>Students will demonstrate appropriate art terminology when discussing media and technical approaches.</li> <li>Students will exhibit a confident use of techniques and skills.</li> <li>Students will continue to explore new media and techniques.</li> <li>Student will be able to use media and technology to achieve a strong design.</li> </ul>	<p><b>Formative Assessment</b> Experimenting with various media, day-to-day class discussions.</p> <p><b>Summative Assessment</b> May include media application, assignments, and creating studio artwork.</p>	Ongoing over the course of the semester.
<b>Art Production and Presentation</b>	<ul style="list-style-type: none"> <li>Students will use appropriate art terminology to discuss materials, technologies, and processes.</li> <li>Students will demonstrate a growth of confidence and independence in the conception, development, and completion of artwork.</li> <li>Students will produce artwork using a variety of media/materials and traditional and evolving technologies, tools and techniques.</li> <li>Students will apply art knowledge, technical and skill development to the exploration of themes.</li> <li>Students will begin to develop an awareness of a personal vision within the context of art.</li> <li>Students will continue to develop an appreciation of the range and potential of media for the visual expression of ideas.</li> </ul>	<p><b>Formative Assessment</b> May include open-ended questions, teacher observations, day-to-day class and teacher-student conferences.</p> <p><b>Summative Assessment</b> May include sketchbook preliminary work. Art history research implementation, written work, and preliminary drawings and design ideas, and creating studio artwork.</p>	Ongoing over the course of the semester.
<b>Idea/Image Development and Context</b>	<ul style="list-style-type: none"> <li>Student will continue to initiate and develop ideas independently.</li> </ul>	<p><b>Formative Assessment</b> May include written work, research,</p>	Ongoing over the course of the semester.



- Student will continue to research sources of ideas.
- Student will continue to explore ideas in art for the meaning and content.
- Student will develop an understanding of art as a vehicle for expression of personal concern, values, and ideas.
- Student will develop an awareness that artwork production reflects personal, historical, and contemporary art movement and themes.
- Student will keep a sketchbook as a reflective, analytical, and research tool.

teacher-student discussions, observations, class presentations and student comments,

### **Summative Assessment**

May include sketchbook preliminary work, written investigations, and explanations, design ideas, critiquing sessions and creating studio artwork.

