



Visual Arts Outline

Course Overview

This is an exploratory art course. Students work on projects in a range of different mediums and artforms.

Course Content and Suggested Timelines

Students may choose **ANY FIVE** of the following units to complete:

- **Architecture**
- **Tesselations**
- **Animation**
- **Sculpture**
- **Ceramics**
- **Aboriginal Art**
- **Painting with Point of View**
- **Drawing Lesson**
- **Painting – Artist Study**
- **Self Portraits**
- **Media Arts**
- **Own Choice**

Course Materials

Students may be able to use Learning Support Funds to pay for special community art classes for the 'own choice' project. Be sure to consult with the teacher for approval **before** enrolling in community art classes.

Assessment Information

Students are encouraged to contact the Visual Arts 9 teacher to discuss the possibilities if they wish to alter any of the units.

[Click here](#) to view the **Prescribed Learning Outcomes for Arts Education**.

Each project = 20% of the final grade.

Each project is designed to take approximately one month to complete.

Students should submit work for grading each month in order to finish the course in one semester.

All art projects are marked using the **BC Proficiency Scale Rubric** listed below.

| Category | Insufficient Evidence | Emerging | Developing | Proficient | Extending |
|--------------------------|--|---|---|---|---|
| Criteria | Criteria is not successfully met. | Half of the criteria is not completed. | Missed 1 or more criteria of the assignment. | The assignment is mostly complete with the exception of a few minor details. | Fully meets all of the stated criteria. |
| Craftsmanship/ Skills | Project incomplete | Project finished with no attention to details. | Project complete but messy. | Project finished carefully with attention to detail. | Project beautifully crafted with significant attention to detail. |
| Creativity | No creativity shown. No real effort or attempt made to show | Has minimal additional features. Not much attempt to show individuality. | Design has few details. Evidence of copying ideas. | Design is expressive with some unique features. Has “branched out” to some degree. | Evidence of detail, pattern, or unique applications. Design is original. |

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| | individuality or creativity. | | | | |
| Process | No photos of the process are included. | Only one photo of the process was included. | Two photos document the process. | Three photos document the process. | 3+ photos were submitted of the process. |
| Quality of Review | No critique of own actions and progress during the design process | Minimal critique of own actions and progress during the design process. | Identifies one area for improvement. | Two successes identified and explained. One improvement suggested and explained | A thoughtful and thorough review of the entire process and the product is completed above and beyond expectations |

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review monthly progress reports

Reporting to Parents:

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

Every month that EBUS is in Session the teacher will send out a progress report showing the student's progress.

Contacting Your Teacher:

Your teacher will be available 5 days of the week during regular school hours. If you are having trouble with any concepts, please contact your teacher right away!

You may contact your teacher via TEAMS or his email : swhalen@sd91.bc.ca