

Communication
From
Barbara Buick
ART 10

As this program is an introductory course, the ability to draw, paint, sculpture, etc. is of secondary importance. What is stressed at this level is the ability to problem –solve creatively. To that end “rubrics” have been written in a manner that gives the student an outline of attack on a specific problem and how the results of his/her efforts will then be marked. An example of a rubric has been included. Although the rubrics are aimed at specific disciplines in the fine arts, it is the problem –solving aspects of the project that is scrutinized first and foremost. The student has the choice of tools and level of attack. That is to say he/she can choose to do what is expected, as outlined in the rubric, or go beyond the expectations and achieve a different level which will be marked appropriately in direct conference with the student. In essence the students make a choice of what mark they think they have attained and then they justify that decision.

As may be seen by the marking process each student will have an excellent opportunity to succeed in this course as long as an attempt is made to solve the particular problem at hand.

The normal disciplines of art are explored throughout the term including drawing, design, color, painting, mixed media, sculpture and art history.

As the course depends on individual input as well as class participation it is essential that students attend all classes.

There will be two quizzes during the term that will be directly related to the rubrics, so it is important to understand them and to keep them in a safe place in order to be able to make reference to them. These quizzes are short answer questions and will be equivalent to a project.

The instructor is available to discuss the program and or your child’s progress.

Call....562-5464.

Rubric for Linear Structure

Linear Structure- being that part of an object that physically holds it all together expressed in a line drawing.

To What Degree is the Student able to Demonstrate:

1. The ability to use line in a three dimensional description.
2. The creation of a structural drawing to demonstrate an understanding of a chosen subject.
3. The use of tools available.
4. The articulation of what he/she has learned about the structural aspects of the drawing and subject.

Skills

The choice of subject and how it is approached

through the element of line and structure will be unique to each individual. the task.

Meaning

The student will be put in a position of trying to understand the actual makeup and workings of their chosen subject. To what degree does the work successfully express the meaning of linear structure?

The Student demonstrates structural understanding through an appropriate linear drawing by:

4. Showing a thorough understanding of line and structure through personal application, exceeding expectations of 3
- 3 Good understanding of line and structure specific to choice of subject.
2. Limited understanding of the and structure specific to subject.
1. Little evidence of understanding of the use of line and structure.
0. No response

The student visually expresses the idea

4. Exceeding expectation of task.
3. Completely and effectively, specific to task.
2. In a limited way.
1. Ineffectively.
0. No response.

Communication Plan
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PRE IB ART 10

This program is designed to introduce the student to the International Baccalaureate series of courses. The IB program is a full two year program ending at completion of Grade 12 with an Exam given by the IB program out of Cardiff, Wales. There is an Internal Marking Process as well as an External.

The projects are written as rubrics (example included) which are presented visually and verbally. Each project requires a certain amount of research directly aimed at the visual conclusion to the problem given. Although the main thrust of the course will be creative problem solving there will also be a strong production element to each rubric. The marks will be based on the rubric evaluation process and the strength of the presentation during regular critiques. The student will be asked to talk about his/her work in direct relationship to the outline of the rubrics.

The research done will be presented during the critiques and the student will be expected to have created a certain amount of background work prior to the finished product. It is advised that each student keep a hard -covered sketchbook which will serve as a journal of ideas, thoughts, sketches, etc. This book will be continued at the next level and become an integral part of the marking process.

The student will be encouraged to develop his/her own techniques as well as moving into their own areas of personal and independent exploration. The class will be a work- intensive and class size will be kept down in order to accommodate more one-on-one contact with the instructor and each other. Presentations during “Critiques” are very important, and students should be prepared not just to present, but to defend their own work. As the marking is rubric- based, students should be prepared to talk about their marks, and defend their decisions through the outline of the rubric and the “Expectations” stated within. There will be a close look at “Careers in Art” as a part of this course to introduce students to the possibilities in this field of endeavor.

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Communication Plan
From
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ART 11

The prerequisite for this course is Art 10 or an equivalent portfolio. This course goes further with what was taught at the grade 10 level and serves to enhance the techniques involved in the production of artworks. The program includes drawing, color, three dimensional work and research in art history aimed directly at the work.

Students will be asked to present their work and communicate what they have done to “solve the problem” as well as how the specific esthetic qualities have been achieved. This will be done in regular critique situations where the student is responsible for his/her work presentation. This program is more process oriented than the previous year and the assessment will be “rubric” based. An example of a rubric is included.

If the students work is not ready in the prescribed time and has not been presented during “critique” then it is up to the student to present the work individually to the instructor before marks are given out.

As the course is actively oriented and mostly class based it will be very important for the student to attend regularly! The student at this level should keep a visual journal or thoughts and ideas about the work that has been assigned. The rubrics that have been handed out should be kept in the journal as there will be a quiz on these rubrics and their content at two intervals during the term. The quizzes will be short answer questions and will have the same value as the projects given.

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Rubric for Shading of Drapery Grade 11

The initial project having been done of a piece of cloth hung over the back of a chair and concentrating on how the light falls on the folds of the material. By using a wide variance of shading, the illusion of draped material is created on a flat surface.

Expectations

The student is expected to have done a trial drawing of draped material and then create a fully developed scene that employs the shading techniques inherent in the technique learned through the first drawing.

1. Do the trial run.
2. Draw a scene involving draped material
3. Use the chosen tools (pencil, brush, stump, pen, charcoal, etc.) to their most advantageous outcome.
4. Be prepared to articulate what you have learned about this particular shading process.

Problem and Solution Skills

The student is expected to use the shading techniques learned through a predetermined drawing in a self-generated image.

The student will demonstrate an understanding of the use of shading techniques in draped material by:

4. Showing a thorough understanding of above expectations and exceeding them
3. Showing a good understanding of the expectations
2. Showing a limited understanding
1. Showing little evidence of understanding
0. No Response

Esthetics Meaning

The student will show how value change affects an understanding of texture.

The Student visually expresses the Idea

4. Exceeding Expectations
3. Completely and Effectively
2. In a limited way
1. Ineffectively
0. No Response

Communication Plan
From
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ART 11 IB

The prerequisite for this course is the instructor's consent. The student will have exhibited a viable skill in the visual arts in previous courses or a portfolio has been presented to the instructor.

The course is part of a two year program to fulfill the requirements of the International Baccalaureate Art Program. The IB program is a higher level program requiring more time, dedication and effort on the part of the student. There will be research, writing and verbal requirement as a part of most projects. The marking for this course will be rubric based (A rubric is included, attached to this communication.) The 4, 3, 2, 1 is translated into percentages to satisfy report card standards as the IB courses also satisfy graduation requirements.

This program is designed to generate a high degree of awareness in all facets of the fine arts. Students will be encouraged to move into areas of personal and independent exploration. As well as a consistent work ethic the student will be asked to explore areas of employment in the visual arts as a matter of research. The students will be shown a wide variety of possibilities and then asked to choose an area to explore. The final mark for this course does not happen until the end of grade 12 when there an assessment process adjudicated by IB Cardiff, Wales. It is very important that each student in this program has an exemplary attendance as every project will require studio time and instructor as well as pier input.

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Graphic Rubric

Graphics has always been the domain of a more exacting group of artists many of whom have exhibited their ability in ways that advertise an idea or product. The images are more hardedge, crisper. Especially speaking, they are easier to "read". There are a number of well known graphic artists such as M.C. Escher, Aubrey Beardsley, Alphonse Mucha and many others that can be looked at for their achievement and contribution to the world of art.

Expectations

1. Look at the works of the above mentioned artists and do enough research to be able to discuss their work in terms of similarities and differences.
2. When looking at the works by these artists consider such things as: layout, lettering and pattern.
3. Record the different approaches to poster design.
4. Create a work based on the repeat patterns, tessellation, metamorphic and /or social messages.

Problem & Solution by:

Skills

Each student is expected to do enough research to be able to explain the graphics process in terms of a piece of art .

The Student demonstrates an understanding of Graphics

4. Showing a thorough understanding of the above expectations and then goes beyond them.
3. Showing a good understanding of the above expectations.
2. Shows a limited understanding.
1. Showing little evidence of understanding.
0. No response.

Intention

The student will create a finished piece of art that shows a graphics understanding.

The Student Visually Expresses the Idea by:

4. Exceeding the expectations.
3. Completely and effectively showing an understanding of the expectations.
2. Creating a limited product.
1. Showing an ineffective [piece of work.
0. No response.

Communication Plan
From
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ART 12

This program is designed specifically for those students who have taken the prerequisite grade 10 +11 courses. It is meant to create an awareness of each individual's capabilities in the visual arts and allow the student to expand their abilities. The students who intend to go on to further their studies in the visual arts will be encouraged to create a portfolio that can be presented to the institution of choice. Independence will be encouraged to create a portfolio that can be presented to the institution of choice. Independence will be stressed and it is requirement for each individual to write a contract that will be evaluated through student-instructor consultation. The marking process will be based on the same rubric theme that was previously used for an evaluation. The difference for the gr. 12 level is that it is the student that is responsible for the rubrics used to produce the results of their efforts.

It should be stressed that this program revolves around simple contracts written in consultation between student and instructor. It will be necessary to complete the requirements of the contract on time and in good order. The critiques at the end of every month will be require that each student is prepared to present and talk about their achievements.

As this course is based on production & instruction in a studio environment it will be essential; that students attend all classes.

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Communication Plan
From
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ART 12 IB

This is the final year for the students in this IB course and they will be assessed through an examination process in April, 2011 for an IB certificate or Diploma. It will be extremely important that each student keeps up with their projects as well as their work book and their attendance in each and every class. The book is kept as a visual diary and is not meant for finished work but rather as a continuous series of visual and written works that are directly aimed at their presented works.

There are two possible presentations at exam time. One is Higher Level, requiring 21 well done finished products and a well kept book of work. The other is Standard Level expecting the student to have completed a minimum of 12 pieces of artwork and a book with extraordinary amounts of research and sketches meant to bolster the understanding of the finished projects.

If that student is intending to on for a fine arts degree or architecture then the student should be concentrating a certain amount of effort on the production of a portfolio to be presented in February-March (2011).

As each school has their own criteria for a portfolio it is important that the student ascertains what is necessary for the school they are applying to and then fulfill those requirements with the help of the instructor.

The works will focus on individual development. Although the instructor initiates the projects the finished pieces will depend totally on the direction the student chooses to take. Students will be required to present their works in regular critiques during which each student will be asked to mark and defend their decision in direct conjunction with their peers.

The marks for each project will be rubric based and will be averaged for the final report card mark.

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