



Board/Authority Authorized Course: Art Careers 12

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 79
Developed by: Rebecca Scheer	Date Developed: June 2019
School Name: Lake Cowichan School	Principal's Name: Jaime Doyle
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Art Careers	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: Special Education-Vocational, Career Preparation, Career Exploration	Course Code: YSEVC-2A

Board/Authority Prerequisite(s):

Recommended: an art course at the grade 12 level

Special Training, Facilities or Equipment Required:

Teachers are recommended to have an art specialist background and have a broad range of skills in 2 and 3-dimensional artwork. An art room well equipped with a wide variety of general art supplies, including larger supplies such as: easels, light tables, kilns, an airbrush station and paper cutters.

Course Synopsis:

Art Careers 12 is an art course that prepares students for a future in the field of visual arts. An emphasis is placed on creating a professional portfolio that can be used for applying to post-secondary visual art programs or future employers. Students will explore a career in the visual arts and develop an identity as an artist.

Indigenous Worldviews and Perspectives:

Within the course, students will be exploring the differences between influence, appropriation and cultural appropriation. As future artists students should be aware and respectful to the many different works of art created by people from all cultures and acknowledge their own responsibilities as artists. Conversations and discussions on the topic of cultural appropriation will be ongoing throughout the course.

The work of modern Indigenous artists, focusing on local and provincial examples, and their different strategies of marketing their work will be explored and how it relates to their identities as modern artists. Forming and discovering an identity as a visual artist is one of the key outcomes of Art Careers 12.

BIG IDEAS

An artist’s intention transforms **materials** into art.

Visual arts reflect the individual artist’s relationship with the world around them.

Growth and refinement as an artist are dependent on perseverance, risk-taking, and reflection.

Artistic expression is the **response** of the personal experiences of an individual artist.

Forming an **identity** as an artist requires personal reflection, acknowledgement of skill and **aesthetic experiences**.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Create artistic works using sensory inspiration, imagination, and inquiry • Explore artistic possibilities using the specific materials, processes, and technologies used in an art career • Intentionally select and combine materials, processes, and technologies to convey ideas to a specific audience • Take creative risks to express thoughts and emotions through artistic works • Refine artistic skills developing a unique individual style • Demonstrate active engagement in creating artistic works and resolving creative challenges • Explore the careers of traditional and innovative visual artists from a genre of art <p>Reason and reflect</p> <ul style="list-style-type: none"> • Understand the purpose of a critique and choose when to apply suggestions • Describe and analyze, using discipline-specific language, how artists use materials, technologies, processes, and environments in art making • Analyze design choices in artistic works 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of visual art • principles of design • image development strategies • materials, techniques, and technologies for visual art • creative processes • symbols and metaphors • roles of and relationships between artist and audience of a specific genre in the visual art • influences of visual culture in social and other media • traditional and contemporary First Peoples worldviews, stories, and history, as expressed through visual arts • moral rights and the ethics of cultural appropriation and plagiarism • health and safety protocols and procedures

- Develop personal answers to **aesthetic questions**
- Reflect on the influences of a **variety of contexts** in artistic works

Communicate and document

- **Document** growth as an artist
- Demonstrate awareness of self, others, and **place** through art making
- Communicate ideas and express emotions through art making
- Communicate personal perspectives as an artist

Connect and expand

- Create artistic works to reflect **personal voice**, story, and values
- Explore First Peoples perspectives, knowledge, and protocols; other **ways of knowing**, and local cultural knowledge through artistic works
- Explore personal, educational, and professional opportunities in careers in the visual arts
- Connect with artists on a local, regional and national scale
- Demonstrate safe and independent **use of materials**, tools, and work space

Big Ideas – Elaborations

- **materials:** any visual arts materials, ranging from traditional to innovative. The spectrum of materials available to artists is open-ended and constantly evolving.
- **Identity:** unique qualities, beliefs and personalities that distinguish a person as an individual
- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art
- **response:** reaction through activities ranging from reflection to action

Curricular Competencies – Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences, such as the sound of an orchestra or the smell of a mechanics shop
- **Explore:** learn through experimentation, to engage and challenge thinking
- **Take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **styles:** Works of art that share common visual characteristics can be described as belonging to the same artistic style.
- **genre:** a category of artistic composition, characterized by similarities in form, style, and subject matter.
- **critique:** age-appropriate feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **environments:** place-based influences on the creation of artistic work; art related to or created for a specific place
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **Document:** through activities that help students reflect on and demonstrate their learning (e.g., writing an essay or article, journaling, taking pictures, storyboarding, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **responsible use of materials:** using materials in an environmentally responsible way, including considering their level of biodegradability and potential for reuse and recycling

Content – Elaborations

- **elements of visual art:** colour, form, line, shape, space, texture, tone, value

Content – Elaborations

- **principles of design:** balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity
- **image development strategies:** processes that transform ideas and experiences into visual images (e.g., abstraction, compression, distortion, elaboration, exaggeration, gesture, figure, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch)
- **technologies:** in visual arts, any visual image-making technology, such as paintbrush, scissors, pencil, stamp; includes the improvisational use of miscellaneous items
- **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **visual culture:** aspects of culture that rely on visual representation
- **moral rights:** the rights of an artist to control what happens to his or her creations (e.g., preventing them from being revised, altered, or distorted); students should understand when they can and cannot modify an image created by someone else
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Students create a complete portfolio containing a wide range of art pieces that can be used towards future post-secondary applications and/or employment. Students can explore life style choices, required education, and other future expectations for their chosen career path in the visual arts. Students can create a logo, reflecting their identity as an artist and explore marketing techniques that would help form their identity as an emerging artist.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Specific to the course:

Students are involved in developing their own works of art and the components of their assessment. Feedback and critiquing are ongoing during the duration of a project. Reflection on the process of creating a work of art and acknowledgment of struggles and triumphs are discussed after a work of art is completed.

Learning Resources:

The United Nations Declaration on the Rights of Indigenous Peoples - https://www.unicef.org/publications/index_68863.html - used for discussions on cultural appropriation.

Various university and post-secondary institutes websites to research prerequisites for visual arts programs