

Level of Instruction: Senior High, Level I

Curriculum Overview:

Art Technologies 1201 was developed so that students could learn about the process by which images are perceived, created, and evaluated. It will give them an historical perspective on the close relationship between perception, technology, and image-making. It will introduce students to a working method that can be expanded and elaborated upon in studio courses at further grade levels. It will consolidate explorations begun in previous grades.

Authorized Learning Resources:

Perception, Art and Technology, Interim Edition, September 1997

Unit Break Down/Theme/Organizers

Art Technologies 1201 is divided into three sections:

Section 1: entitled *Perception, the Eye and Technology*, deals with basic principles and concepts vital to the creative process. The function of the human eye, interaction between the eye and brain, and the basics of visual perception are covered.

Section 2: entitled *Perception, Art and Technology* – the focus will be on technology and its relationship to image-making as well as the basic perceptual tools artists use to create images.

Section 3: entitled *Perception, Culture and Technology* – the influence of visual imagery and new technologies on our culture is studied. By the end of the course, students should possess a broad and informed understanding of the relationships between perception, technology, works of art, craft and design, and culture.

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/I_IL.pdf. The regulations are located at <http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=I&code=IL>

Assessment and Evaluation Plan for Art 1201:

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 1201 Curriculum Guide

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/art/index.html#1201>