

**Eastern School District
Course Descriptor
September 2006**

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| Subject Area: | Art |
| Course: | 2200/3200 |
| Level of Instruction: | Level II and Level III |
| References: | <u>Art and Design 2200/3200: A Curriculum Guide Interim Edition</u> |

Program Description and Guiding Principles

Art and Design 2200 and Art and Design 3200 are companion studio art courses. Although each is a distinct one year two credit course, Art and Design 2200 will be completed before or simultaneously with Art and Design 3200. These courses share the same philosophies, goals and outcomes. However, the time consuming nature of studio courses, the potential number of visual arts disciplines to explore and the potential content within each of these disciplines dictate the necessity of dividing this workload over a period of two years.

Art and Design should be available as options to all students. It equips students with a perceptual education that is received nowhere else in the curriculum. It provides students with new communication abilities and a deeper insight into themselves, others, and their environment.

Students will study three units per year of the eight units listed here: drawing, sculpture, photography, fibre arts, painting, printmaking, graphic arts, media arts and pottery.

Teachers should use a variety of assessment strategies to

- Enable teachers to assess and describe student achievement across the curriculum
- Provide information about how students learn, as well as what they learn
- Take into consideration students' abilities both to learn and to apply their learning
- Enable teachers to observe overall performance
- Provide multiple indicators of student performance
- Reflect curriculum balance and emphasis
- Reflect that experimentation, risk taking, and creativity are valued
- Enable students to discover their own interests, strengths, and weaknesses
- Engage students in assessing, reflecting upon, and improving their own learning
- Encourage students to take responsibility for their own growth

- Engage students in assessing their own and others' skills in co-operative and collaborative projects
- Allow for description of students' progress in terms of increased control, depth of understanding, and ability to work independently

Weighting of Evaluation Components:

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| Studio Work/Portfolio..... | 70% |
| Written/Oral work (tests, presentations, self-assessments, research, etc.)..... | 15% |
| Sketchbook/Process..... | 15% |