

ART 12 (+ADV) & IB ART (SL) MR. PAUL SYME

All course material available at:
<https://schools.ednet.ns.ca/avr/sb/070/psyme/>
Email your teachers 24/7 at:
psyme@gnspecs.ca

1. Context:

IB Art SL and Art 12 are offered to students who wish to elevate their capacity to generate and express novel aesthetic and conceptual artistic ideas.

2. Objectives and Methodology:

Among other things, Art 12 provides opportunities to find a deeper understanding of yourself to express in one medium and be capable in other creative media. Students will also study to understand, value, and borrow from the meaning and relevance of art found in historical and contemporary examples. A student's program might look like:

Sketchbook

In a personalized sketchbook, spend a minimum of an hour each week inquiring, creating observational studies, abstractions, and/or symbolic representations of real world subjects. It is recommended that students explore a range of creative tools and aesthetics in their sketchbook. And, with any idea you have no matter how strange, record it. Embrace the stuff you didn't expect as they often reveal something previously unknown about you. Return to embellish light pages later on.

Studio Production, Exploration, and Portfolio

Supported by work done in your sketchbook, you will create several works in a specific theme and medium.

- Thematic and medium specific visual investigations and development
- Create 4-5 large works.
- Continue to observe, reflect, revisit and refine in your sketchbook and digital photos
- Maintain a record of process and final works in your Google Slide Portfolio.

Art History, Theory, and Contemporary Studies

A student might complete the following activities and share them with peers.

Term 1

- Participate in weekly readings and lectures on movements in art history.
- Study 5 artists that may inform your work. One will be in a google slide, the other four in your sketchbook.

Term 2

Continue with your artist studies:

- Three will be in your sketchbook,
- one will be from an assigned art historical period (i.e. the Renaissance), and
- another will be your *artist coach* for your final project.

3. Assessment:

Grades are determined in relation to course outcomes as set by IB or Nova Scotia curriculum. Common learning targets encourage such things as investigation, innovation, risk taking, and technical competence. Below are the components assessed and otherwise essential to success in your respective course.

- Assessment in art is an ongoing process. Assessments occur in class and through one-on-one discussions.
- Art projects are evaluated mainly on a 4 part criteria: **creating meaning; idea development; use of materials or processes, and compositional elements.**
- **Classroom climate, sketches, conversations, and reflections are intended to cultivate these qualities.**
- Students who successfully complete this Art course should be able to apply many of the skills needed to critically engage ideas, materials, and problems in need of solutions

IB Art		Art 12	
Exhibition	40%	Studio Production (4-5 projects)	45%
Sketchbook & Process	30%	Sketchbook	30%
		Process & Planning	
Art History & Theory	30%	Art History & Theory (15)	25%
		Reflect & Critique (10)	
Exhibition		Exhibition	
Planning, hanging and marketing. Work in at least 3 different media types.		We hang our work regularly in the gallery and around the school. Some may do murals.	
Process Portfolio		Process Portfolio	
Take photos of everything you think of and do in progresses.		Kept in Google Slides. This also helps your teacher observe your process and successes even as some things may not work out.	
Comparative Study		Artist Statements / Criticism	
Compare and contrast at least two different artists' work.		Discuss your work and that of others in written and conversational forms	

Advanced Art 12 students maintain a rigorous art & theory practice and engage in community projects.

4. Classroom Expectations:

- Always come to class **on time** and at least with your **sketchbook and a pencil**
- **There will be a class activity set up for you for the first five minutes of each class. Come in, and start the activity**
- **During class, we CREATE>**
 - Communicate** needs and insights with teachers and peers
 - Respect** yourself and everyone else
 - Encourage** yourself and each other
 - Attentive** in class, particularly when someone has the floor
 - Team...** we work as a collective, supporting each other, and
 - Experiment** with ideas and materials. Take chances, make mistakes...
- **Cleanup** after yourself and as part of the class community.

5. Due Dates/ Late projects:

Your success is our number one goal! Of course, we would like all students to have their projects done on time so you can be fully engaged in the next project. With that said, deadlines come up and some students just are not ready. If this happens COMMUNICATE with your teacher ahead of time. Sitting and hoping for you reality to change will do nothing more than create anxieties. Sharing your concerns with your teacher can remedy problems.

6. Materials:

Your core supplies are provided for you as part of this course.

Additional learning materials that make this course more cohesive and meaningful can be purchased through the school at 50% cost:

The \$30 *Art Experiences Kit* includes:

- A hardcover sketchbook,
- artist quality paints,
- painting surfaces,
- sculpting and drawing materials,
- pencils,
- water colours,
- erasers, etc.

We also recommend that students also provide their own:

- Digital camera or smartphone / iPad.
- Scissors
- Glue stick
- Clear plastic ruler 30cm

Mixed Media Supplies from students:

- Textured textiles (lace)
- string, wire,
- cigar box or of the sort,
- 3+ magazines with a variety of images (to be cut up 3= 1 item)
- Metal scraps and other weird metal parts (welding shop)
- Carpet and textile scraps (carpet factory)
- Plastic colourful signage scraps (sign designer)
- Cardboard (Furniture store)
- Cow skulls/bones
- Fabrics
- Hide and Leather

Subject To
Change