

# Senior Level Art (Year B) with Mr. Paul Syme

## 1. Context

IB Art and Advanced Art 11 is offered to students who wish to reflect upon and generate aesthetic ideas in a particular medium, process, and conceptual arena towards achieving a high level of focus and refinement.

## 2. Objectives and Methodology

Among other things, this art course offers students the opportunity to find a deeper understanding in one medium and breadth in a range of other creative media. Students will also study to understand, reflect upon, value, and borrow from the meaning and relevance of art and aesthetics found in historical and contemporary examples. A student's program might look like:

### Art Journal:

In a personalized Art Journal, try to spend time every day noticing your world around you as if every thing is new. Isolate the stuff that interests you and find ways to collect, represent, interpret and express your observations and curiosities.. It is recommended that students explore a range of conventional and non-conventional tools when creating these drawings. **The Art Journal should be used to generate, explore, and reflect upon ideas for large artworks.**

### Studio Production, Exploration, and Portfolio:

Supported by work done in art journal, you will create several art works from themes provided by your teacher and several works in a specific theme and medium of your choice. Each project is to be documented and uploaded to the Google Classroom for assessment. You will have **6 studio projects** to complete this semester.

For IB students, artist statements and photo documentation must be maintained in a **Candidate Record Book**.

All students must participate in special extended **sessions with a professional artist**, visits to galleries and the curation and participation **public exhibition** of your work.

### Community Connections:

Advanced Art students need to engage in **community connections**, either as leadership in the community or by working with a professional artist.

### Art History, Theory, and Contemporary Studies:

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

#### Term 1

- Participate in weekly readings and lectures on movements in art history.
- Articulate your understanding of art studies through verbal and written forms

#### Term 2

- Students will do a competitive study of historical and contemporary art studies.

All course material available at:

<http://www.hortonhighschool.ca/staff/syme>

Course specific link:

[http://schools.ednet.ns.ca/avr/sb/070/psyme/Art11\\_12\\_B\\_frameset.html](http://schools.ednet.ns.ca/avr/sb/070/psyme/Art11_12_B_frameset.html)

Email your teachers 24/7 at:

[psyme@gnsps.ca](mailto:psyme@gnsps.ca)

### Google Classroom

Key aspects of this course will be experienced through Google Classroom.

### 3. Assessment & Components

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.

IB Art		Adv Art 11	
Studio Production	TBD	Studio Production	55%
Investigative Workbook/Journal	TBD	Investigative Workbook	20%
Art History & Theory Comparative Study	TBD	Art History & Theory	10%
Exhibition Planning, hanging and marketing		Exhibition Planning, hanging and promoting	5%
Interview Recorded interview to be sent to IB with your studio work		Community Connections Working with a local artist. Gallery visits.	—
Documentation and Reflections Artist statements and documentation of studio projects shall be posted to the Google Classroom in a timely manner.		Documentation and Reflections Artist statements and documentation of studio projects shall be posted to the Google Classroom in a timely manner.	10%

### 4. Classroom Expectations:

- Always come to class **on time** and at least with your **investigative workbook and a pencil**
- **There will be a class activity set up for you for your first five minutes of each class. Come in, sit down and start the activity. Have fun!**
- **During class, we expect all teachers and you the student to CREATE:**
  - Communicate** your needs and insights with your teachers and peers
  - Respect** yourself teachers and peers
  - Encourage** yourself and each other
  - Be **Attentive** in class, particularly when someone (teacher) has the floor
  - Think **Team...** we work as a collective, supporting each other
  - Experiment** with ideas and materials. Take chances, make mistakes...
- **Cleanup. Five for Five...** In the last five minutes of class, clean up five things.

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### 5. Due Dates/ Late projects:

We are a community. As such, participation in critiques and other live and online discussions are a significant part of being active members in this art community. Therefore, I ask that you always have an artwork ready for critiques and that all documentation (sketches, reflections, statements, etc.) are documented along with your artwork and posted to the Google Classroom by the prescribed date.

If you are having any problems that interfere with you meeting the deadlines it is your responsibility to bring this up with Mr. Syme **AHEAD** of the due date. Discovering a problem the day a project is due leaves no wiggle room for you or your teachers.

### 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% retail cost: The **Art Experiences Kit** includes:

#### Material supply kit \$40

Provides you with a hardcover sketchbook (or reg & small), artist quality painting, sculpting and drawing materials, pencils, set of water coloured pencils, eraser, etc.

**We also recommend that students also provide your own:**

- USB memory stick
- Notebook or binder
- 10 small jars to bring paint home in.