BAA Art Careers 12

District Name: Coquitlam

District Number: SD #43

Developed by: Melanie Stokes

Date Developed: March 2004

School Name: Gleneagle Secondary

Principal's Name: Dave Matheson

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature: _____

Course Name: Art Careers

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s):
Students should have taken or be enrolled in three Art courses at the grade 11/12 level.
Admission to this course may be granted with the instructor's approval of a submitted portfolio.
'Careers 12' may be taken concurrently with a grade 12 Arts course.

Special Training, Facilities or Equipment Required:
None

Course Synopsis: **Art Careers 12**
This is an individually-directed study program for students who intend to continue their art studies at the post-secondary level. Students will build the portfolio required for entrance to post-secondary art institutions, explore various art careers, apply to two art facilities, and prepare work for entrance into a professionally juried art show. Students will work under the supervision of an advisor in the area of visual expression of greatest interest to themselves (i.e. painting, sculpture, graphic design.) Enrollment in this course must be pre-approved.

Rationale:
This course offers serious art students the opportunity to develop a portfolio of work suitable for submission to a post-secondary art institution. Students are given the opportunity to explore what it means to be a professional artist. In addition, they will prepare, frame, and hang their work in a juried art show. Finally, students will conduct the research necessary for application and acceptance to an accredited post-secondary art institution. The course supports student skill development and the practical knowledge needed for entering a career in the Visual Arts.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Portfolio Development	60 hours
Unit 2	Gallery Presentation	30 hours
Unit 3	Researching Art Careers and Institutions	20 hours
Unit 4	Sketchbook	10 hours
	Total Hours	120 hours

Unit/Topic/Module Descriptions:

Unit 1: **Portfolio Development**   **60 hours**
Students will produce a portfolio of suitable quantity and quality of work to be accepted by an accredited post-secondary art institution. They will develop their understanding of professional art work by visiting two art galleries. Students will also attend 'Portfolio Day' at Emily Carr Institute of Art and Design.

Curriculum Organizer – Planning
It is expected that students will:
- organize all artwork completed to date for inclusion in a portfolio
- submit chosen pieces for analysis and assessment
- create an individual plan to create a strong portfolio

Curriculum Organizer – Creating
It is expected that students will:
- create art work of a suitable quantity for submission to a post-secondary art institution
- create art work of suitable quality for submission to a post-secondary art institution
- display selections from their portfolios in the school setting

Curriculum Organizer – Analyzing
It is expected that students will:
- analyze their portfolio work for art school submission standards
- analyze the work of other students in the class
- identify elements and principles of design in work of a professional standard
- discuss strategies and techniques used in the work of a professional artist
- engage in teacher critique and feedback of personal art work
- engage in critique and feedback from an art professional

Unit 2: Gallery Presentation   **30 hours**

Students will include two pieces of original art work done during the summer and work on one to two pieces during class time. They will submit three to four pieces of original art work for the annual 'Emerging Talent Show' at the Evergreen Cultural Centre Art Gallery. They will also learn how to prepare, frame and hang their work in a gallery setting.

Curriculum Organizer – Planning Work for a Juried Show

It is expected that students will:

- meet with the teacher prior to the beginning of the course
- submit proposals for two pieces of work to be completed during the summer
- submit a proposal for one to two pieces of work to be done during the course

Curriculum Organizer – Preparing Work for a Juried Show

It is expected that students will:

- create two pieces of original art work for display in a gallery setting during the summer
- create one to two pieces of art work for inclusion in a gallery display during the course
- visit the gallery and interview the curator regarding their potential submissions of art work
- submit three to four pieces of art work to teacher jurors for inclusion into the gallery show
- mat, frame, and present art work for gallery display

Curriculum Organizer – Displaying Work in a Juried Show

It is expected that students will:

- Display three to four pieces of original art work in a juried show
- Discuss and engage in a reasoned critique of their own work and the work of others in the class
- critique the 'Emerging Talent Show' and offer a perspective of their favourite piece

Unit 3: Researching Art Careers and Art Institutions   30 hours
Students will research and compile information on art careers and job descriptions. They will write a resume and a description of their portfolio. Students will also research three accredited post-secondary art institutions and their entrance requirements. They will apply to two art schools or institutions.

Curriculum Organizer – Researching Art Career Information
It is expected that students will:
- use the Career Centre resources of the school to research art careers
- reseach a variety of jobs in the visual arts field
- plan for potential costs and benefits of a specific job in the visual arts field
- compile written information on found research
- discuss researched information and future plans with the course teacher and classmates

Curriculum Organizer – Researching Art Institutions
It is expected that students will:
- use the Career Centre resources of the school to research post-secondary art instutions
- plan for potential costs and benefits of three different art schools or institutions (two in B.C; one out of province)
- compile written information on found research
- discuss researched information and future plans with course teacher

Curriculum Organizer – Applying Research Information
It is expected that students will:
- demonstrate a good understanding of various career opportunities in the Visual Arts field
- write a resume and/or letter of application
- apply to two post-secondary art institutions

Unit 4:<u>**Sketchbook**</u> **- class time + homework**

Students will work on their sketchbooks throughout the semester. By the end of the course, the student should have completed two full sketchbooks which show their planning processes for projects, and include a variety of personal work. A number of formal sketchbook assignments will be completed during the course.

Curriculum Organizer – Planning

It is expected that students will:
- plan personal art projects through the use of their sketchbooks
- collect visual images for future reference
- record ideas and images for interest and for possible future projects

Curriculum Organizer – Creating

It is expected that students will:
- complete a number of formal sketchbook assignments
- develop sketchbooks for personal artistic inventory
- create a sketchbook of a suitable standard to be included as part of their portfolios
- create a visual display of developing art work

Curriculum Organizer – Analyzing

It is expected that students will:
- engage in a sketchbook evaluation process together with the course teacher

Instructional Component:
- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- individual work
- group work
- modelling
- research
- practical application
- analysis of own art work
- analysis of others' art work

Assessment Component:
- Effective formative assessment via:
  - Clearly articulated and understood learning intentions and success criteria
  - Questions posed by students, peers and teachers to move learning forward
    - Discussions and dialogue
  - Feedback that is timely, clear and involves a plan
  - Students are resources for themselves and others – peer and self-assessment
  - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes

- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:
As needed

Additional Information: