

# Visual Arts

Credit Value: One Credit

**McCreary School**  
**Course Code: 0274**  
**Visual Arts 10S/30S**  
**Semester 1**

**Teacher: Mr. Billett**  
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Room 10

**Prerequisites** – Acquisition of Geographic Issues of the 21<sup>st</sup> Century 20F and/or History of Canada 30F is recommended.

## **Course Description/Overview: Visual Arts**

### **Overview: What Is Visual Arts Education?**

Visual arts education encompasses a wide range of artistic practices—from traditional forms like drawing, painting, sculpture, and ceramics to contemporary and emerging fields such as digital art, animation, urban art, media arts, and environmental design. It provides learners with diverse opportunities to explore and express their understanding of the world through creative, material, and conceptual engagement. More than just acquiring technical skills, visual arts education fosters personal identity, cultural awareness, collaboration, and critical response. It encourages learners to embrace diversity, connect with multiple perspectives, and engage meaningfully with their communities and surroundings through visual expression.

Through this process students think artistically to acquire Enduring Understandings related to the following themes:

- i. Art Appreciation
- ii. Drawing
- iii. Sculpture
- iv. Design
- v. Painting
- vi. Art History
- vii. Collage
- viii. Media Studies
- ix. Computer Design

### **Focus and Purpose**

*Visual Arts* will focus on the following topics:

1. Intrinsic Value – Visual arts are a timeless, essential part of human culture that help us understand and express ourselves deeply.
2. Critical and Creative Thinking – Visual arts foster imagination, ethical reflection, and the ability to see multiple solutions to complex problems.
3. Expanded Literacies – Visual arts provide unique ways of making meaning in today's multimedia world beyond just reading and writing.
4. Identity Construction – Art allows learners to explore and express personal, cultural, and artistic identities.
5. Communication and Collaboration – Visual arts offer powerful non-verbal tools for expressing ideas and building relationships across cultures.
6. Intercultural Competence – Engaging with diverse art forms fosters empathy, respect, and global understanding.
7. Well-being – Creating art supports emotional, mental, and spiritual health, building self-esteem and resilience.
8. Sustainable Development – Visual arts education promotes cultural sustainability and social responsibility, contributing to a better future.
9. Transformative Learning – Art empowers learners to challenge assumptions, explore new perspectives, and take meaningful action.
10. Human Flourishing – Visual arts enrich lives with joy, beauty, and deeper learning experiences.

### **Overview: Visual Arts Education Objectives and Signposts for Transformation**

Visual arts education aims to foster deep, meaningful, and transformative learning experiences through progressively complex levels of engagement. These learning objectives are represented by three developmental

signposts that guide students from applying their knowledge to current needs (Signpost 1), to self-directed learning and critical inquiry (Signpost 2), and ultimately to independent, adaptive decision-making for emerging challenges (Signpost 3). Each signpost emphasizes a growing ability to reflect critically, challenge assumptions, and integrate new perspectives into one's personal, social, and artistic identity. Students move from developing awareness of their identity and influence, to becoming empowered change agents who take informed action in their communities through the visual arts.

The transformation process also includes developing cultural competencies, problem-solving skills, and a sense of agency. Learners grow from recognizing the impact of their attitudes and behaviours, to using cultural understanding to foster positive change. Communication and connection with diverse communities through visual arts are essential milestones, leading students to become mature, responsible members of a broader visual arts community. These signposts are not rigid stages but flexible indicators that allow for personalized growth in breadth, depth, and transformation of learning from Grade 9 to Grade 12. By the end of high school, students are expected to embody Signpost 3, demonstrating independent thinking, creative agency, and cultural awareness in their artistic practice and beyond.

### Resources

- Art Supplies

### Required Materials

- Note paper (loose leaf) and a binder to keep class work
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, and other projects)
- USB Memory stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

### Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.



## Visual Arts Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

September	<p>Introduction &amp; Organization: Visual Arts Learning Objectives (Grades 9–12)</p> <p>Review Visual Arts education for Grades 9–12 is structured around four interconnected learning dimensions that support artistic growth, identity formation, and critical engagement with the world. These are the signposts that guide learners along their journey as artist-learners.</p> <ul style="list-style-type: none"> <li>• Review the curricular goal</li> <li>• Create a Visual Arts Portfolio</li> <li>• Discuss individual and group objectives.</li> </ul>	
October	<p> 1. Responding</p> <p>Goal: Develop critical reflection to inform understanding, identity, and agency.</p> <p>Initial Reaction: Personal, instinctive responses to artwork.</p> <p>Observation &amp; Description: Accurate and detailed visual and contextual observations.</p> <p>Analysis &amp; Interpretation: Understanding deeper meanings, symbols, and context.</p> <p>Identity, Action &amp; Agency: Connecting personal experience to art; using reflection to take action and shape identity.</p>	
November	<p> 2. Creating</p> <p>Goal: Develop and communicate original visual ideas through artistic processes.</p> <p>Idea Generation: Brainstorming and exploring visual ideas.</p> <p>Integration &amp; Development: Combining influences, concepts, and techniques.</p> <p>Revision, Refinement &amp; Sharing: Iterative improvement and presentation of finished work.</p>	
December	<p> 3. People and Practices (Connecting)</p> <p>Goal: Understand visual arts in historical, social, and cultural contexts.</p> <p>Influence &amp; Impact: Analyze how art influences or is influenced by time, place, and people.</p> <p>Roles, Purposes &amp; Meanings: Explore how art reflects identity, beliefs, and functions in society.</p>	
January	<p> 4. Making (Technical Skills)</p> <p>Goal: Build technical fluency with visual elements, media, and techniques.</p> <p>Art Elements &amp; Principles: Mastery of visual components (line, color, form, etc.).</p> <p>Media, Tools &amp; Techniques: Experiment with diverse materials and digital or traditional tools.</p> <p>Observation &amp; Depiction: Skill in accurately representing ideas, people, or objects</p>	
	Preparing for final assignment.	Present Cumulative Portfolio

### Academic Evaluation and Assessment

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, tests, quizzes, assignments, projects, daily work, and **Visual Arts** activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics and checklists will be used for the summative assessment of this course.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK!

Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

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### **Evaluation Methods and Specific Assessment**

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

### **Manitoba Provincial Report Card Policy and Guidelines Evaluation**

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

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#### **Evaluation Format:**

Term Work - Formally Evaluated Work (assignments, unit tests, projects) .....	80%
Cumulative Project .....	20%

*I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!*

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### **Academic Integrity and Honesty**

Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero** and their parents will be notified.

### **Incomplete Work / Late Assignments / Homework Policy**

Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of **zero**.

### **Student Support and Attendance Policy**

The teacher will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible).

Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

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**Use of Technology Policy**

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

**Behavioural Assessment**

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

**Personal Management Skills**

- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

**Active Participation in Learning**

- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

**Social Responsibility**

- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

**\*\*The course outline may be changed due to unforeseen circumstances. \*\***

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Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_