

COURSE OUTLINE

Art 10

2025-2026

Mrs. Sydne Osadczuk

Contact Information:

Room: 116

Telephone: 780.786.2624

Email: sydne.osadczuk@ngps.ca

Course Description:

This course places emphasis on studio work with the integration of art history. Students will investigate a range of mediums and techniques in art making that will help them to learn and develop technical and mental skills that will aid them in their growth as artists. This course also requires the students to begin to use sketchbooks as a way to work through visual problems. Part of becoming an artist is to learn how to offer and accept positive criticism, and students will be required to participate in class critiques of peer art.

Education in Alberta aims to honor cultural diversity and promote intercultural understanding. Students are able to build on foundational knowledge about First Nations, Metis, and Inuit peoples. The program of studies provides opportunities for students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Metis, and Inuit.

Fees: There is a lab fee for this course – please pay directly to the office or via school cash online.

Special Projects will be at parent/ guardian cost. Forms will be sent home throughout the semester.

Course Goals: (*According to the Alberta Curriculum*)

Drawings

1. Students will acquire a repertoire of approaches to recording visual information.
2. Students will develop the ability to investigate visual relationships in their recorded images and in the environment.
3. Students will express technical competencies and individual insights.
4. Students will apply visual, analytical, and critical skills and develop control and competency.

Compositions

1. Students will develop competence with the components of images: media, techniques, and design elements.
2. Students will analyze the relationships among components of images.
3. Students will express meaning through control of visual relationships.

Encounters

1. Students will investigate natural forms, man-made forms, cultural traditions, and social activities as sources of imagery throughout time and across cultures.
2. Students will understand that the role and form of art differs through time and across cultures.
3. Students will understand that art reflects and affects cultural character.

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| Student Materials: | All materials are provided, but students may bring their own if desired. If special items for a project are required, the student must bring their own. |
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Course Topics/ Units:

| Unit of Study | Timeline |
|---------------------------|-----------------|
| Art History: Due Sept. 29 | < 1 week |
| Design and Shading | 5 weeks |
| Colour | 6 weeks |
| Texture & Sculpting | 3 weeks |
| Final Projects | 2 weeks |

Course Evaluation and Student Assessment:

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card.

Assessment of Learning (Summative Assessment) is the judgment we make about the assessment of student learning based on established criteria, and a mark/grade is recorded for the report card.

The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a

rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics.

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

Formative = practice that is gained while learning 0%

Summative = evidence used to assess understanding 100%

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| Projects/ Assignments | Skill Development & Projects (including Research project) <ul style="list-style-type: none"> Students will acquire a repertoire of approaches to recording visual information. Students will develop the ability to investigate visual relationships in their recorded images and in the environment. Students will apply visual, analytical, and critical skills and develop control and competency. Students will understand that the role and form of art differs through time and across cultures. Students will understand that art reflects and affects cultural character. Students will develop competence with the components of images: media, techniques, and design elements. Students will analyze the relationships among components of images. Students will express meaning through control of visual relationships. Students will investigate natural forms, man-made forms, cultural traditions, and social activities as sources of imagery throughout time and across cultures. | |
| Sketch Book | <ul style="list-style-type: none"> Students will express technical competencies and individual insights | |
| Final Projects | <ul style="list-style-type: none"> Course objectives must be demonstrated in two different final projects. | |

The Final Mark/Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final mark/grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement.

Appeals Process

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and the student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner, within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

Please see the student agenda for more detailed appeals information.

Classroom Expectations:

a. Respect:

- i. Respect teachers and peers - it is essential to create a positive learning environment where everyone can feel safe and has an opportunity to learn. This includes listening when others are speaking, remaining on task during class time, and avoiding distractions such as technology.
- ii. Respect the environment- ensure the environment in which we learn is clean by picking up after yourself.

b. Responsibility:

- i. Work ethic - students are expected to try their best and complete all assigned tasks
- ii. Missed days - students are responsible for catching up on missed work/ assignments.
- iii. Communication - You may contact your teacher to discuss how you are doing in the course. Concerns should be addressed before big problems arise/ report cards

c. Readiness:

- i. Students must come to class prepared with all required material and a ready to learn attitude
- ii. Due dates: Reasonable due dates will be set, and it is expected that they will be followed. It is understood that situations arise where exceptions can be made as long as students make arrangements in advance.

- iii. **Extensions:** Students who want an extension must make arrangements with the teacher before the due date. Projects will be graded on whatever is completed on the due date unless you have spoken with me about an extension.

Projects must be completed at school. Only in special circumstances will permission be granted by the teacher to complete some part of a special project if that project cannot be completed in school.

Projects completed or started at home without pre-approval will be considered as projects towards the sketchbook grade.

Sketch Book Guidelines:

**This work should showcase your skills and interests. Although some will be sketches and planning pages, All the mini-projects you do for the completion of the bullets and choices must be compositions that you have thoughtfully completed to the best of your ability.*

Finally... you must add extra pages to demonstrate your interests, skills, doodling or planning.

***Don't forget to label each choice and record the information on the back!**

#1 Due October 13th

1. Daily drawings
2. Create a new cover (It must include your name for identification purposes)

AND Complete a minimum of 3 of the following

- Use items to create a textured page
- Ask a friend to do something destructive with colour to the edges or borders of 2 pages. Do Not Look! Colour a design or picture on each page that works with the borders.
- Close the journal and do something creative to the edge of the pages
- Sew a page (Add interest by combining it with drawings or coloured designs)
- Fill a page with circles (be creative with size, position, and colour)
- Fill a page by writing carelessly about whatever crosses your mind. Begin somewhere in the middle and create a continuous path that flows around until a final swirl-like path is completed (Do not use a pencil)
- Propose a new idea: You can do something else, just ask!!

#2 Due November 17th

1. Daily drawings
2. Draw a picture on the theme: Child's play

AND Complete a minimum of 2 of the following

- Trace the things in your pockets or bag. (Let them overlap)
- Create a nonstop line to make a design
- Draw a portrait with your other hand
- Fill a page with positive comments about yourself
- Draw lines while in motion. (walking, jumping or bouncing for example)
- Make a page with hand, finger or footprints by getting them dirty first.

Propose a new idea: You can do something else, just ask!!

PLUS

3. 5 extra pages to demonstrate your **interests, skills, doodling or planning**

#3 Due January 12th

1. Daily drawings
2. Do a final composition that deals with the theme- Out of this world!
3. 3 ideas from the sketchbook ideas page
4. 5 extra pages to demonstrate your **interests, skills, doodling or plannings**

Sketchbooks will be graded according to completion and effort. These sketchbook assignments are intended to help you improve your drawing skills and generate ideas for projects.

Sketchbooks can be worked on any time at home, during spare time, or during class when other art projects or assignments are completed.