



# **Grade 9 Art (10G)**

A Course for  
Independent Study



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***GRADE 9 ART (10G)***

*A Course for Independent Study*

**2008**

Manitoba Education, Citizenship and Youth

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## Grade 9 Art

### Introduction

#### Welcome

Welcome to Grade 9 Art. This introduction will help you become familiar with the course. It is the “voice of the teacher on the first day” telling you what you can expect to do and what you can expect to learn.

#### What Is This Course About?

My name is Darla and I am the writer of this course, the voice behind the lines of print. This course is about visual communication. It is also about ideas. Artists create for a variety of reasons. They have something to say and they say it visually. Artists make art with many materials and in many forms. This course will ask you to look at the work of a number of artists and to investigate and try to understand the language they use.

You will make your own art. You will experiment with art materials and techniques. You will find ways to make your own statement, something unique and personal in the artworks you create. Art is a powerful means of expression. I hope you enjoy learning about art and about yourself as you work through this course.

#### What Will You Learn in This Course?

In this Grade 9 Art course, you will develop skills by engaging in art experiences in the following three areas:

- **Visual awareness** experiences will help you to develop sensitivity to both the natural and built environments.
- **Art appreciation** experiences will encourage you to look at, talk about, and write and sketch about all kinds of art.
- **Art production** experiences will encourage you to experiment with different art materials and processes and to make your own works of art.

As you go through this course, you can expect to achieve the following goals:

- Gain a greater understanding of how artists communicate.
- Develop the awareness to recognize art, and introduce it into our everyday lives and our communities.
- Use a variety of tools and techniques to express your own ideas, feelings, and values.
- Explore art from different times, different places, and different cultures.
- Become more skilful at creating and looking at art.
- Develop a passion for art that will inspire you for the rest of your life.

### **How Is This Course Organized?**

This course is divided into the following six modules:

- Module 1: Art Is...
- Module 2: Self
- Module 3: Environment
- Module 4: Community
- Module 5: Culture
- Module 6: Society

The first page of each module outlines the main idea and the objective(s) of the module and suggests a timeframe in which to complete it. It specifies the number of lessons in the module, and states the lesson objectives to tell you of what you will be learning.

The lessons follow a similar pattern; they begin with an introduction, followed by Visual Journal Activities, readings, and an Art Production Project. In each module you will look at art, respond to art, and create art. You will reflect on what you have learned and how you think you are doing.

The Forms section at the end of each module contains

- forms (e.g., charts, webs, diagrams, templates) needed to complete Visual Journal Activities within each module
- a Mail-in Cover Sheet for each module
- a Checklist of work to be completed for each module

These forms will be explained further in the individual modules.

### **What Things Will You Need for This Course?**

Please read the following instructions carefully and make sure you have all the necessary items before you begin the lessons in this course.

### **Resources That Come with the Course**

The Grade 9 Art course comes with a graphics CD-ROM, colour images, a booklet, and a sheet of acetate:

- **Graphics CD-ROM**

This CD-ROM contains the following images, which you will view in the course:

- a brochure called *The Heritage beneath Our Feet*, published by The Forks North Portage Partnership
- pictures of *Oodena Celebration Circle* by Hilderman Thomas Frank Cram, Landscape Architecture—Planning
- a print of original artwork (untitled) by Fred Thomas from Graffiti Art Programming Inc.

**Note:** If you do not have a computer with a CD-ROM drive, please request paper copies of these images from:

Independent Study Option  
Telephone: 1-800-465-9915

- **Colour Images (Print)**

The colour images consist of the following Aboriginal artwork, which you will view in the course:

- three prints of Aboriginal button blankets:
  - *Raven Scattering Salmon Eggs*, designed by Dempsey Bob and sewn by Linda Bob
  - *Tree of Life*, designed by Simon Dick and sewn by Gertrude Dick
  - *Whales*, designed by Joe David and sewn by Paula Swan
- three postcards featuring winning artwork from the National Aboriginal Day 2000 Poster Competition:
  - *Tugurlaaq* by Ramus Avingaq
  - *Taking Time to Remember* by David Hannan
  - *Celebrating on Corn Beads* by Christine Sioui Wawanoloath

- **Booklet**

The *West End BIZ Passport*, produced annually by the West End BIZ, provides a guide to Winnipeg's West End.

- **Acetate Sheet**

You will need this sheet of acetate for a Visual Journal Activity in Module 4 of this course.

- **Rigid Foam**

You will need one sheet of rigid foam for printmaking.



### Grade 9/10 Art Distance Learning Video

To complete this course, you will need to view *Grade 9/10 Art Distance Learning: Part 1—Art Talk*, a discussion on art by Grade 9 students, and *Part 2—Printmaking*, a printmaking demonstration by a professional artist. This video was provided with the course material.

The video will be sent to you on a CD-ROM. You will be able to view it with any of the following:

- computer with a CD-ROM or DVD drive
- a portable DVD player
- DVD player connected to a television screen

#### • Textbook

You need to buy the following textbook for this course:

Hobbs, Jack, Richard Salome, and Ken Veith. *The Visual Experience*. 3rd ed. Worcester, MA: Davis Publications, 2005.

Obtain the textbook by requesting **stock number 2832** from:

Manitoba Text Book Bureau  
Telephone: 1-866-771-6822  
Fax: 1-204-483-5041

At first, it may seem strange to have a textbook in an art course. As you flip through it, you will see many pictures of artworks by professional and student artists. Looking at a selection of these artworks will help you develop a broader understanding of how artists communicate.

You will use only part of the textbook in this course, However, you will use the same text in the Grade 10 course. The more images you encounter, the better you will develop an appreciation for the richness of visual expression.

## Materials That You Will Supply

In order to complete this course, a variety of art supplies are needed. A list of recommended supplies is provided below.

When you start to gather your supplies, it is recommended that you consider the following:

- check your home—some can be found nearby
- if you are attending school, check to see if you are able to access the supplies at the school
- when you purchase art supplies, look first at a dollar or discount store
- the more specialized supplies can be purchased at a hardware, stationery, craft, office supply, or art supply store

**Note:** If you are unable to find some of the items listed below, contact your tutor/marker to discuss the options available to you. Your tutor/marker will be able to assist with any questions or problems that arise. Do not hesitate to call.

- 1 set of washable markers
- 1 set of wax crayons
- 2 pencils—2B (soft) and 2H (hard) or 1 ordinary HB (medium) pencil
- 1 glue stick
- 1 snap-off blade knife
- 2 cardboard mailing tubes (found at Canada Post outlets or office specialty stores)
- 1 set of oil pastels
- 1 set of watercolours and/or tempera paints
- 1 high quality paintbrush
- 2 sheets of overhead acetate film (overhead transparencies)
- 1 overhead marker
- regular white paper or cartridge paper

- Sheets of interesting paper. Examples of specialty art paper include:
  - Mayfair paper
  - watercolour paper
  - rice paper

Examples of interesting paper that may be easier to find include:

- any stiff paper or Bristol board
  - cream manila paper
  - any semi-transparent paper
- 1 white vinyl eraser
  - 1 set of pencil crayons
  - small paint roller, flat knap for painting trim and woodwork, or a craft paint roller (available at department store craft sections)
  - 1 tube of black acrylic paint for printmaking
  - paint brushes , a variety of sizes (available in dollar stores)
  - camera, digital or with colour film, or several disposable cameras
  - bottle of white glue
  - 1 sheet of glass or Plexiglas or another hard, flat surface, a baking sheet or countertop to use in printmaking—You will roll ink on this surface. Ink is washable if kept damp.
  - Folder, 11 x 17 in. approximately, or 3-ring binder, in which to keep your Visual Journal Activities. If you choose the binder, you will need your own hole punch, as you will be working on 9 x 12 in. paper without holes. At the end of each module, mail your Visual Journal Activities to your tutor/marker. After your tutor/marker returns them to you, put them back into your folder. It is important that you keep your Visual Journal up-to-date and readily accessible. You will be required to discuss certain sections of your Visual Journal with your tutor/marker in a telephone interview at the end of the course.

Keep your Visual Journal Activities in order and in good condition.

### Items To Have on Hand

- sheets of blank scrap paper
- newspapers
- magazines
- paper towels
- plastic shopping bags
- medium sandpaper
- 5 large envelopes (25.4 x 33 cm or 10 x 13 in.)
- 1 piece of boxboard (e.g., cereal box)
- large plastic containers (ice cream pails or margarine tubs)
- scissors
- ruler
- masking tape
- transparent tape
- pencils
- erasers
- paperclips
- miscellaneous “found objects”—These are explained in the course.

### Collecting Miscellaneous “Found Objects”

While you are enrolled in this course, consider yourself a collector. Set aside a box where you can store interesting images and objects. When you come across an interesting object or image, gather or cut it out and add it to your collection box. Draw on these items later for your found object and collage assignments.

### **Access to Equipment**

In this course, you will need to have access to a variety of equipment:

- **Photocopier**

On several occasions you will have to make photocopies of your work.

- **Computer with Internet Access (Optional)**

You do not require access to the Internet to complete this course. However, it would be helpful to view the many websites that contain artwork from around the world. Remember that Internet sites come and go. The course might mention some sites that no longer exist. If that is the case, you may be able to use a search engine such as <www.google.ca> to find the artwork you are looking for.

- **Computer with CD-ROM or DVD Drive (Optional)**

If you do not have a computer with a CD-ROM drive, please ask for paper copies of the colour images from:

Independent Study Option  
Telephone: 1-800-465-9915

### A Note on Different Types of Artist Paper

Artists choose different types of paper for different purposes, and one of the advantages in taking an art course is learning to appreciate the many varieties of paper available. The following section briefly describes four types of paper and outlines the characteristics and uses associated with that particular type of paper.

You are not required to purchase any of these types of paper, but, if you do have access to them and want to use a particular type of paper for one of your art production activities, the following descriptions will help you to decide which paper type best suits that activity.

1. **Newsprint:** This inexpensive, thin, grayish paper is perfect for rough drawings and plans. It can also be used for taking practice proofs from your printmaking plate in Module 5.
2. **Mayfair paper:** This is a heavier, better quality, smooth white drawing paper, in single 20 x 26 in. sheets, which can be used for all dry drawing media: crayon, pencil, pencil crayon, pastel, marker, and so on. If you avoid flooding your work with water, you can also use wet media such as acrylic and watercolour paints. Using too much water can buckle the paper. Mayfair paper would be appropriate for the final versions of the art production projects in Modules 2 and 4.
3. **Watercolour paper (Strathmore):** This particular watercolour paper, which comes in 22 x 30 in. sheets, is heavier and more textured than Mayfair. It has deckle (irregular) edges. It has some “rag content,” that is, the paper pulp from which it is made includes some cotton pulp rather than just wood pulp. Rag content produces a more absorbent paper, and that makes it ideal for wet media like watercolour or acrylic painting. Watercolour paper would also be appropriate for the final versions of the art production projects in Modules 2 and 4.

4. **Japanese paper (Ginwashi):** This thin, translucent white paper with deckle edges is surprisingly strong, a quality which makes it the perfect paper for relief printmaking (Module 5). It has a fuzzy and a smooth side. You can use either side; the more textured side is more absorbent. Some artists also use this type of paper for wet media, like brush drawing with ink or watercolour painting.
5. **Cartridge paper:** This white paper is a medium weight drawing paper. It is not as smooth as regular white paper. You can use it for all your Visual Journal Activities, sketches and written work. If you prefer lined paper to write on, you can adhere the lined paper to the cartridge paper with a glue stick or send it along with the cartridge paper.

If you have small scraps of these paper types left over from your projects—or if you find other interesting types of paper elsewhere—experiment with them, using different media. You are sure to find your favourite type of paper for both drawing and painting.

### **A Note about Acrylic Paints**

Acrylics are plastic-based paints used by many artists today. Unlike oil paints, they have no fumes and are safe for painting at home. Acrylics are very versatile. Depending on how you use them, they can imitate the thick brush strokes of oil paints or the transparent washy effects of watercolours. Acrylics will stick onto almost any surface, except for glass or very smooth plastic. Once they are dry, they are permanent. This characteristic is an advantage for most projects, but it does mean that you have to be careful. Wear old clothes and protect surfaces (e.g., your tabletop) when painting. Be sure that you screw the lids of your paint tubes on tightly so that the paints don't dry out. In addition, keep your brushes in water while painting and clean them carefully afterwards to avoid ruining the bristles. Sets of acrylic paint often consist of a sampler of twelve colours in small tubes.

If you find that you really like acrylics and want some more, any art supply or hobby store can recommend a good brand for your purposes. You can buy individual tubes of colours in a variety of sizes. Have fun with your art materials.

## Who Can Help You with This Course?

Taking a distance learning course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete an exercise, you need to tell *yourself*. However, there are two people who can help you be successful in your course: your tutor/marker and your study partner.

### Your Tutor/Marker

The first person who can help you with your course is your tutor/marker. Tutor/markers are experienced teachers who tutor distance learning students and mark assignments and examinations. When you are having difficulty with something in this course, contact your tutor/marker, who is there to help you. Feel free to contact your tutor/marker at any time during this course through the Independent Study Option (ISO) office:

ISO Tutor/Marker, Grade 9 Art  
555 Main Street  
Winkler MB R6W 1C4  
Telephone: 1-800-465-9915

### Your Study Partner

The second person who can help you with your course is your study partner. A study partner could be someone who is also taking this course, a teacher, a parent, a sibling, or a friend. A study partner will support you as you work through this course. Your study partner can help you keep on schedule and can look at your artwork and respond to it.

## What Do the Guide Graphics Mean?

Graphics have been placed inside the margins of the course to identify specific tasks. Each graphic has a specific purpose to guide you. The significance of each graphic is described below:



**Visual Journal Activity:** This guide graphic tells you to complete an activity and to place it in your Visual Journal. You will send the Visual Journal Activities to your tutor/marker at the end of each module.



**Reading or Viewing Text:** This guide graphic tells you to read or view certain pages in *The Visual Experience*, your textbook for this course.



**Video:** This guide graphic tells you to view part of a video.



**Art Production Project:** This guide graphic tells you that you need to complete a major assignment and send it to your tutor/marker. Art Production Projects are found at the end of Modules 2, 3, 4, 5, and 6.



**Mail-In:** This guide graphic tells you that it is time to mail something to your tutor/marker.



**Watch Your Time:** This guide graphic reminds you to pay attention to the approximate time allotments indicated for each activity.



**Internet:** This guide graphic tells you that you can use the Internet to get more information. Internet access is optional.

## How Do You Know How Well You Are Learning?

You will know how well you are learning and achieving the course goals by how well you complete the following tasks:

- **Visual Journal Activities**—50% of your final mark
- **Art Production Projects** (total of five)—40% of your final mark
- **End of course interview**—10% of your final mark

## Visual Journal Activity Rating Scale

The following rating scale will help you learn as much as possible as you complete your Visual Journal Activities. Your tutor/marker will use it to assess your work, so, if you follow it carefully, you should receive the best possible mark. You'll notice that each of the rows in the rating scale on the next page has two parts. Here is a description of those parts.

- 1 **Required Elements** refers to the different tasks found in each Visual Journal Activity. In order to learn as much as you can and get your best mark, you need to make sure that you complete each one.
- 2 **Quality and Depth** refers to how well you completed the required elements. In order to learn as much as you can and get the best possible mark, your answers should show that you:
  - 2.1 **reflected deeply** and **carefully** and that you did not write, draw, or paint the first thing that came to your mind.
  - 2.2 addressed the **key, relevant points** and did not dwell on minor points or get off track.
  - 2.3 demonstrated some **new, creative, and original ideas** that come from inside you and not only from the course or textbook.
  - 2.4 have **clearly** and **carefully** presented your ideas, whether as artwork or in writing and that you did not hastily scribble your ideas.

For more information on how you will be assessed, contact your tutor/marker.

<b>Rating Scale</b>	
<b>Percentage</b>	<b>Statements that best reflect the student's Visual Journal Activity and Art Production Project</b>
up to 24%	<ol style="list-style-type: none"> <li>1. <b>Required Elements:</b> None or almost none of the required elements have been addressed</li> <li>2. <b>Quality and Depth:</b> <ol style="list-style-type: none"> <li>2.1 there is no evidence of reflection</li> <li>2.2 none of the key, relevant points have been addressed</li> <li>2.3 there are no new, original, or creative ideas</li> <li>2.4 there are no ideas, or the ideas are written or presented vaguely and carelessly, or presented in a way that makes it impossible to understand them</li> </ol> </li> </ol>
25% to 49%	<ol style="list-style-type: none"> <li>1. <b>Required Elements:</b> Fewer than half of the required elements have been addressed</li> <li>2. <b>Quality and Depth:</b> <ol style="list-style-type: none"> <li>2.1 there is little evidence of reflection, and it is neither deep nor careful</li> <li>2.2 fewer than half of the key, relevant points have been addressed</li> <li>2.3 there are a few ideas that are either new, original, or creative</li> <li>2.4 there is a small collection of ideas, none of which are written or presented clearly and carefully</li> </ol> </li> </ol>
50% to 66%	<ol style="list-style-type: none"> <li>1. <b>Required Elements:</b> Approximately half of the required elements have been addressed</li> <li>2. <b>Quality and Depth:</b> <ol style="list-style-type: none"> <li>2.1 there is some evidence of reflection, and it is somewhat deep or careful</li> <li>2.2 most of the key, relevant points have been addressed</li> <li>2.3 there are a few ideas that are either new, original, or creative</li> <li>2.4 there is a moderate collection of ideas, some of which are written or presented clearly and carefully</li> </ol> </li> </ol>
67% to 83%	<ol style="list-style-type: none"> <li>1. <b>Required Elements:</b> Most of the required elements have been addressed</li> <li>2. <b>Quality and Depth:</b> <ol style="list-style-type: none"> <li>2.1 there is some evidence of reflection, and it is both deep and careful</li> <li>2.2 all of key, relevant points, along with some irrelevant ones, have been addressed</li> <li>2.3 there are some ideas that are new, original, and creative</li> <li>2.4 there is a good collection of ideas, most of which are written or presented clearly and carefully</li> </ol> </li> </ol>
84% to 100%	<ol style="list-style-type: none"> <li>1. <b>Required Elements:</b> All of the required elements have been addressed</li> <li>2. <b>Quality and Depth:</b> <ol style="list-style-type: none"> <li>2.1 there is a rich collection of deep and careful reflection</li> <li>2.2 all of the key, relevant points, and no irrelevant ones have been addressed</li> <li>2.3 much of the work is new, original, and creative</li> <li>2.4 there is a rich collection of ideas, all of which are written or presented clearly and carefully</li> </ol> </li> </ol>

## Keeping Your Visual Journal

Your Visual Journal is a combined sketchbook and writing journal in which you will keep all your Visual Journal Activities. These activities are worth **50%** of your final mark for this course. As you complete the Visual Journal Activities, keep your preliminary notes and sketches for your artwork in your Visual Journal. The Visual Journal Activities consist of your responses to readings and questions from the textbook, as well as lists, drawings and experiments with art materials and techniques, such as painting, collage, and relief printing. The Visual Journal Activities will help you to develop ideas for the Art Production Projects; one is found at the end of each module (except for Module 1). You will also write brief reflections on what you learned and how your ideas came together.

Use your Visual Journal for collecting images: ads in magazines, patterns on wallpaper or wrapping paper, bits of interesting fabric or natural materials, anything on which you can use glue. Collect text: quotations, titles, lyrics, and articles that interest you. Put in telephone doodles and sketches; just cut and paste them in. Sketch your surroundings as often as you can, a living room chair, a fork, a fabric pattern on drapery, a favourite tree outside. You will “bond” with your journal as you proceed through this course. Take it with you as you ride to school or to the shopping mall. Go out for a walk and tuck it into your backpack. When you feel inspired to create, open your journal and start working. Many artists gather ideas this way. Some artists, including Leonardo da Vinci, are renowned for their journal-keeping. Find some examples of Leonardo’s journals on the Internet or in biographies. Make your journal a part of your life and see where your ideas and inspiration take you.

Once you have completed a module, mail the Visual Journal Activities for that module to your tutor/marker. Your tutor/marker then assigns a mark for all the Visual Journal Activities for that module. You **do not** receive a mark for an individual activity.

**Note:** Remember to keep a photo or computer copy of all the work you send to your tutor/marker.



### **Art Production Projects**

Art Production Projects are major projects found at the end of each module (except for Module 1). The five Art Production Projects are worth a total of 40% of the final mark for this course. Use a variety of art materials and media, such as painting, drawing, printmaking, and sculpture to express your ideas. Give yourself enough time to complete the work. Artwork takes time and planning.

### **End of Course Telephone Interview**

Once you have completed the coursework and sent all your work to your tutor/marker, schedule a telephone interview with your tutor/marker to discuss certain aspects of your Visual Journal. Your telephone interview is worth 10% of your total mark. You might be asked to describe your approach to some Visual Journal Activities or Art Production Projects. You might be called upon to explain why you chose certain materials over others for a particular activity. Participation in this telephone interview is necessary to complete the course. There is no written examination.

You may wonder, *“Do I need to be a good artist before I take this course?”* The answer is, *“Not yet.”* You do need to be willing to experiment, to look at the world through an artist’s eyes, and to search for unique ways to communicate visually. Be prepared to take risks, open yourself to new ideas and unfamiliar ways of seeing things. You will build character and gain knowledge and experience in art. Looking at the art of others and making your own art can transform your thinking about yourself and the world around you.

Put your ideas on paper! Your artwork does not have to be realistic or “picture perfect.” Experimenting with art materials should be interesting and fun. Making marks with materials you have not used before is both a visual and tactile experience. Just do it! Putting your ideas on paper can be intimidating at first, but once you start the process, let yourself be carried away in the spirit of creating.

## How Much Time Will You Need for This Course?

Learning art through an independent study course is a little different than learning art in the classroom. One advantage of independent study is that you are in charge of how quickly you complete the course. You don't have to wait for your teacher or classmates, you can complete as many lessons at a time as you want to. Please read the next few pages to get an idea of how to pace yourself so that you can succeed in the course.

You should spend a minimum of 120 hours on this course. This is equivalent to at least 45 minutes per school day to complete the course in a regular school year, or at least 90 minutes daily in a semester. Look at the following three charts and decide which chart best outlines the time of year when you want to take the course.

### Chart A: Semester 1

If you registered for this course in September and would like to complete it by January, you can follow the timeline suggested below.

Chart A: Semester 1		
Module	Coursework	Completion Date
Module 1	Visual Journal Activities	mid-September
Module 2	Visual Journal Activities Art Production Project 1	early October
Module 3	Visual Journal Activities Art Production Project 2	late October
Module 4	Visual Journal Activities Art Production Project 3	mid-November
Module 5	Visual Journal Activities Art Production Project 4	late November
Module 6	Visual Journal Activities Art Production Project 5 End of Course Telephone Interview	mid-December

### Chart B: Semester 2

If you registered for this course in January and would like to complete it by June, you can follow the timeline suggested below.

Chart B: Semester 2		
Module	Coursework	Completion Date
Module 1	Visual Journal Activities	mid-February
Module 2	Visual Journal Activities Art Production Project 1	early March
Module 3	Visual Journal Activities Art Production Project 2	late March
Module 4	Visual Journal Activities Art Production Project 3	mid-April
Module 5	Visual Journal Activities Art Production Project 4	late April
Module 6	Visual Journal Activities Art Production Project 5 End of Course Telephone Interview	mid-May

### Chart C: Full School Year (Not Semestered)

If you registered for this course in September and would like to complete it by June, you can follow the timeline suggested below.

Chart C: Full School Year (Not Semestered)		
Module	Coursework	Completion Date
Module 1	Visual Journal Activities	mid-September
Module 2	Visual Journal Activities Art Production Project 1	mid-October
Module 3	Visual Journal Activities Art Production Project 2	mid-January
Module 4	Visual Journal Activities Art Production Project 3	late February
Module 5	Visual Journal Activities Art Production Project 4	late March
Module 6	Visual Journal Activities Art Production Project 5 End of Course Telephone Interview	mid-May

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. Remember, it might take over a week for your work to travel through the mail, so make sure that you leave enough time for that. It may also take a few weeks for your tutor/marker to mark everything and send the marks to you or to your school.

### When Do You Mail Things to Your Tutor/Marker?

You should mail something to your tutor/marker at the end of each of the six modules. Each time you mail something, you must include the Mail-in Cover Sheet and the Checklist provided for each module. The following chart shows exactly what you must mail in at the end of each module.

Module	Items to Be Mailed at End of Module
1 Art Is ...	Module 1 Mail-in Cover Sheet Module 1 Checklist Module 1 Visual Journal Activities (1.1 to 1.7)
2 Self	Module 2 Mail-in Cover Sheet Module 2 Checklist Module 2 Visual Journal Activities (2.1 to 2.11) Art Production Project 1: An Expressive Self-Portrait
3 Environment	Module 3 Mail-in Cover Sheet Module 3 Checklist Module 3 Visual Journal Activities (3.1 to 3.10) Art Production Project 2: A Synectic Sculpture
4 Community	Module 4 Mail-in Cover Sheet Module 4 Checklist Module 4 Visual Journal Activities (4.1 to 4.10) Art Production Project 3: A Community Mural
5 Culture	Module 5 Mail-in Cover Sheet Module 5 Checklist Module 5 Visual Journal Activities (5.1 to 5.11) Art Production Project 4: Printmaking: Personal Cultural Symbols
6 Society	Module 6 Mail-in Cover Sheet Module 6 Checklist Module 6 Visual Journal Activities (6.1 to 6.6) Art Production Project 5: A Social Issues Artwork

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# ***GRADE 9 ART (10G)***

## *Module 1* *Art Is...*







## Module 1

### Art Is...

#### Overview

#### Big Idea:

Art Appreciation

#### Module Objective:

Develop an awareness of different types and styles of art.

#### Time Allocated:

5 hours

#### Number of Lessons:

3

#### Lesson Objectives:

- Become familiar with *The Visual Experience*, your textbook for this course.
- Develop a definition of art, which you will add to throughout the course.
- Learn about different kinds of art.

## Notes



## Lesson 1

### What Is Art?

#### Introduction

A textbook, for art? When you first saw the materials for this course—the variety of papers, paints, pencils, and so on—you were probably surprised to see a big hardcover textbook for a course traditionally thought of as “hands-on.” In this Grade 9 Art course, you will make art with your hands (art production), but you will also use your eyes, looking carefully at your environment (visual awareness) and at a lot of artwork and visual images (art appreciation) in your textbook. Another thing that may make this course different from others is that *your* perceptions, thoughts, and interactions with the images you see will be very important. Looking at art is an exciting experience. Reading about artists and their outlooks can be enjoyable too. Creating art, besides being an interesting and worthwhile experience, can be even more fulfilling when you learn a little more about the world of art.

#### Preparation for Visual Journal Activities

For each Visual Journal Activity in this course, you will create the following headings, either on a form provided or on a blank sheet of paper.

<b>Visual Journal Activity</b> _____	
(Activity Number and Title)	
<b>Name</b> _____	<b>Date</b> _____
(Your Name)	(Today's Date)

Once you have completed an activity, place it in your Visual Journal. At the end of each module, you will send the Visual Journal Activities to your tutor/marker for assessment.

Remember, your tutor/marker will use the rating scale found in the Introduction on page 14 to assess all your Visual Journal Activities.

### Visual Journal Activity 1.1: A Beginning... (10 minutes)

You play the most important role in your success in this course. Your personal goals are important in Grade 9 Art. In this Visual Journal Activity, you will complete a K-W Chart to identify what you already know about art. When you complete the course, you will compare what you know at the end of the course with what you knew at the beginning. You may be surprised how much you learn about art, about yourself, and about your world.

In the Forms section of Module 1 you will find a K-W Chart (a small version of the chart is shown below). Write the number and title of this Visual Journal Activity at the top of the form provided. Add your name and today's date. Then complete the chart, as instructed below.

Visual Journal Activity 1.1: A Beginning...	
Name _____ Date _____	
K-W Chart	
K — What I Already Know	W — What I Want to Know
• • •	• • •

Think about what you already know about art. Jot down these things in the K column. Think about what you want to learn about art. Jot down these in the W column. Do you have more Ws than Ks?

To get more ideas for your chart, think about questions such as these:

- Why do people make art?
- Can you name a famous artist?
- Can you name or describe some works of art that you like?
- Does art have to be in a museum or on a wall?



Place the K-W Chart in your Visual Journal. You will add ideas to this chart later in this course.



### **Visual Journal Activity 1.2: Introduction to Your Textbook (1 hour, 50 minutes)**

If you haven't already looked through your textbook *The Visual Experience*, this Visual Journal Activity will take you through the beginning of it.

1. Write the number and title of this Visual Journal Activity at the top of a blank page in your Visual Journal Binder. Add your name and today's date.
2. Skim through pages xx to xxv and read page 3 of your textbook.
3. Take the Art Quiz on pages 4 and 5 of your textbook. What is your opinion about these "works of art"?—Record your answers in your Visual Journal.
4. Continue reading and examining the pictures to page 10 of your textbook.
5. Chapter 2 of your textbook will give you some guidelines for deciding when something can be called art. Read Chapter 2 and see whether your opinions and impressions change.

You've started your journey into a whole new way of thinking and learning. Enjoy!

## Notes





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