

Art 8 Syllabus

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Overview:

Seventh grade art is an introductory course designed for students to obtain a broad experience in the visual arts. This course emphasizes acquiring knowledge of a visual literacy and developing art making skills related to content knowledge presented by the instructor. Students will have opportunities to explore different processes of studio art, as well as a basic art history. Through the course we will work together to develop and apply creative ways to express and explore the arts.

Supplies:

- Three ring binder, 1" size, preferably with pockets - will bring to class daily to contain sketches and handouts.
- Black felt tip pens: (Sharpie or similar) 1 fine tip and 1 ultrafine tip.
- one box of pencils, plain number 2 is fine
- large eraser, handheld pencil sharpener, and pencil pouch for notebook to hold all of the above.
- One piece of poster board, any color
- Last name A-M - one box of Kleenex and/or one roll of aluminum foil
- Last name N-Z - container of disinfectant wipes

Appreciated Classroom Donations:

Clean yogurt or similar style containers, with or without lids, all sizes

Foam or plastic egg containers

Styrofoam trays (meat trays)

Magazines, colorful and appropriate

Apron or large button down collar shirt to use as a smock

Other items such as colored wire, stick on letters, canvas drop cloths, frames or mats in good repair are also appreciated, if you are not sure, send an email!

Course Expectations: Students who exhibit good, on-task behavior, the ability to concentrate, risk-taking with art, and a sincere effort to understand will be successful in this class. Turning in assignments on time is also necessary for success. Any student can earn an "A" in this class regardless of innate artistic ability if he/she applies him/herself and is responsible.

Behavior: In this class, good behavior includes treating others with respect, giving yourself and your classmates the opportunity to learn, and allowing the instructor to facilitate the projects. Behavior which is disruptive, interfering, or destructive is unacceptable and will result in an isolated learning environment and losing access to art materials and equipment.

Cell Phone/Electronic Devices: There will be times when these devices will be allowed for research and for listening to music with headphones. This is a privilege and will only be allowed during research assignments or independent studio time. When in use, devices are not for watching videos, downloading materials, playing games, or utilizing social media, doing so will result in forfeiture of privileges or other consequence.

Grading Policy and Philosophy: Grades are earned. If all assignments are completed and you follow the criteria, you will earn a good grade. Grades are a result of class work, projects, and assessments. When students participate and are attentive, it creates an environment where other students can learn well too. There will be three-four major assessments per quarter. Each quarter you will also be responsible for 3 sketchbook entries. This will count as one major assessment. These entries should reflect art elements, art principles, exploration, creativity, and each should take 30-40 minutes of dedicated work to complete. These sketches may be done when finished early with a project or for homework. The due date for these sketches will be written on the board and will be approximately one week before the end of the quarter. Since you have the entire quarter to complete this assignment, late work will not be accepted.

A - 100-90: Excellent. This student has shown exemplary efforts beyond what was required for the course. A good degree of skill, producing superior results is seen consistently in the work. Self-motivation and progressive exploration can be seen in the student's work. The student has good attitude, work ethic and is open to constructive criticism. This student cleans up after him or herself and after helps others, is respectful and is a positive influence in the class.

B - 89-80: Good. A grade above average indicating the student is producing work of high quality and consistent determination. The student actively participates in the class discussions and critiques. The student cleans up after themselves. The work may at times be of superior rating and average at others, but always there is a consistency of comprehension of design concepts.

C - 79-70: Average. This student is of a basically sound quality in work and participation. The student completes the minimum requirements of the course, without showing any improvement of skills. The student cleans up when prompted.

D - 69-60: Below Average. This grade is indicative of a lack of genuine commitment. The work of such a student may be incomplete, low test grades, and the work showing little evidence of comprehension of design concepts and technique. Carelessness in work is obvious and very little time or effort has been invested. The student does not clean up or put away tools.

F - 59-0: Failing. Well below the minimum requirements for the course. Little to no evidence of work completed to any acceptable standard.

Major grades (Projects & Tests) will be worth 50% of students overall grade.

Minor grades In-Class Assignments, Sketchbook, Warm-up, Quizzes, Homework, Class Participation) will be worth 50% of students overall grade.

Due Dates: It will be made clear through several avenues when assignments are due. Assignments need to be turned in within the corresponding unit time frame. Work that is turned in unfinished will have a maximum grade of 75.

Late Work: If your hands are moving throughout the class period, then this won't be a problem for you. Late assignments will be deducted 5 points per day each day that they are late.

Art Class Content

- **Academic Behaviors-** You will be prepared to learn each day. This means that it is your responsibility to come to class with your materials and a positive attitude each day. It is also your responsibility to self-manage and complete tasks during class time. You will know how, where, and when to get your questions answered.

- **Intellectual openness-** You will approach all projects as if you are working on a job. The client or specific job you are working on may or may not be in line with your personal preferences, opinions, or style. You will have many choices within those parameters of the projects to draw upon what you want to do. At times, you will practice professional standards in terms of how to balance your wishes with those of your client.
- **Inquisitiveness-** You will be presented with problems (projects) for which there are multiple right and wrong answers. You will approach each problem from multiple perspectives in search of your final solution.
- **Analysis- (Artist Statements and Critiques)-** You will reflect on the effectiveness of your solutions as well as those of others. You will learn why some art/design works and why some does not. You will go beyond “because it looks cool” during this semester.
- **Reasoning-** You will ask yourself questions and need to be able to justify your solutions to yourself, your client, and your audience. This will include justifying your work according to the elements and principles of art and within the context of historical and current cultures and societies.
- **Problem Solving -** In art, the solution to an art/design problem often will require skills that you don't possess yet. Your task will be to both learn and apply skills that solving the problem requires.... Even if that means going above and beyond the project requirements.
- **Precision and Accurateness-** As artists, craftsmanship and expression are at the forefront. You will need to be able to accurately and effectively edit your work and complete your work in its entirety neatly.
- **Writing and Presenting-** Today's artist and designer MUST be able to communicate visually AND verbally in an articulate manner. If you cannot, your competition will, so we need to practice these necessary skills.

Art is a related arts class that is fun and creative. That does not mean it is also easy. Don't expect this to be a “kickback” class or an easy A. I am here to help you learn and strive to make it interesting but, it is up to you to take responsibility for your experience and grade in this class. Everyone can create art! If you put in an honest effort and remain on task during class, then you will do well and perhaps even surprise yourself!

Art 7: Units of Study

Unit One: The Language of Art

Elements and Principles of Art and Design

Positive/Negative Name Collage

Pointillism

Drawing in One-Point Perspective

Unit Two: The Media of Art

Painting- acrylics, watercolor

Oil Pastel

Ceramics

Printmaking

Unit Three: Art Criticism, Aesthetics, and Art History

Unit Four: A World of Expression and Meaning

Expressive Points of View: Blue Dog

Expression of the Self: Portfolio Project

GRADE 8 SC Standards for Visual Arts

Creating Works of Visual Art Standard 1:

The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

VA8-1.1 Identify the materials, techniques, and processes used in a variety of artworks. VA8-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.

VA8-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through artworks.

VA8-1.4 Use art materials and tools in a safe and responsible manner.

Using Structures and Functions Standard 2:

The student will use composition and the elements and principles of design to communicate ideas.

Indicators

VA8-2.1 Identify the elements and principles of design used in a particular work of visual art and describe the ways in which these characteristics express the artist's ideas and affect the viewer.

VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.

VA8-2.3 Select elements and principles of design to create artworks with a personal meaning. VA8-

2.4 Describe the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

Exploring Content Standard 3:

The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA8-3.1 Compare and contrast the content in several works of visual art.

VA8-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artmaking.

VA8-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

VA8-3.4 Compare and contrast his or her works of visual art with those of established artists.

History and Culture Standard 4:

The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA8-4.1 Identify artworks from various cultures and recognize ways in which these works were influenced by man-made and natural factors.

VA8-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.

VA8-4.3 Demonstrate visual literacy by deconstructing works of visual art to identify and discuss the elements and principles of design that are used in them.

Interpreting Works of Visual Art Standard 5:

The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others. Indicators

VA8-5.1 Compare various purposes for the creation of works of visual art.

VA8-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artwork and that of others, including works by South Carolina artists.

VA8-5.3 Maintain a portfolio of his or her artwork.

Making Connections Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA8-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VA8-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

Parents/Guardians: Please help me make this an enjoyable experience for your child by checking in with him/her regularly. I will not overwhelm them with assignments they cannot complete in class or huge amounts of homework, but they are expected to actively participate and put in an honest effort. They are also to respect and responsibility care for the art materials, equipment, and maintain a

productive classroom environment. Failure to do so will result in the forfeiture of the privilege to use art equipment and the loss of the 20 percent of their grade which accounts for participation. The best way to contact me is via email (treich@greenville.k12.sc.us) Thank you in advance for supporting the Art Department at RMS and the creativity of your child!

Student sign & date here

Parent sign & date here

I have my supplies or I have contacted Ms. Reich to set up a plan for getting them.