

Syllabus

Per RMS Handbook: The use of cell phones/electronic devices is **NOT** allowed in class.

When approved by the teacher, students will be allowed to use their cell phone for photography and to research their images for art projects.

Classroom Rules:

1. Always Do Your Best
2. Respect others
3. Tools are to be Used, Cleaned, and Put Away Properly

Consequences for Violations of Classroom Rules:

(Level of violation will be determined by the severity of violation.)

- | | | |
|-----------------------|---|--|
| 1 st Level | - | Verbal Warning/ TAB |
| 2 nd Level | - | Verbal Warning/TAB and note or email to parent |
| 3 rd Level | - | After school detention with 24-hour notice or written detention. |
| 4 th Level | - | Referral and/or Administrative conference. |

Grading: A: 90-100 B: 89-80 C: 79-70 D: 69-60 F: 50 and below

- Teacher will provide criteria/rubric for evaluating work when the assignment is given.
- 100 point system per assignment. Grades for studio, art history, art homework, and class participation will also be available.
- Assignments are given in advance and left on the board until due date. Each day assignments are late, 5 points are deducted, until it reaches a 50. Students can receive up to 69 points before the end of the 9 weeks.

Make-Up Work: It is the student's responsibility to make the necessary arrangements to make up work. Excused absences may have up to 5 days to turn in missed work. Make-up work for unexcused absences must be approved by teacher and/or administrator.

Books/Materials: Textbooks will remain in the classroom. Students may sign out an art book or art media (markers, colored pencils, etc.) and return it by their art class the following day. Tools will not be allowed out of the room otherwise.

Students are expected to bring:

- ½"-1" binder with paper for notes and handouts.
- No. 2 pencils
- Black felt tip pens

Student Needs/Medical Alerts: Please contact me if your child requires special needs or if there are any medical issues of which I should be aware.

Opportunities in Art:

There will be plenty of opportunities for rewards and recognition through Art exhibits, our Annual Juried Art Show, The Fine Arts Center and the Governor's School for the Arts may be considered with a portfolio of work.

Calendar: (Subject to Change)

MAJOR ASSIGNMENTS	DATES
Philosophy and Importance of Art/Overview of Class (Syllabus/Supplies)	8/22

What is Art? (Vocabulary/Drawing Tips/warm-up exercises)	8/23 - 25
Pre-Test; Brainstorming session	8/24
Elements of Art & Principles of Design (Chart)	8/28 - 8/30
Contour Drawing (<i>Line</i> Studies/Blind contour/ Right Brain -“Learning to See”) (pencil, felt tip pen)	8/31 – 9/1
Quiz: What is Art, Elements and Principles of Art	9/1
Texture Studies (pointillism) Value Scales and Drawing HW: bring small object to draw by 7th.	9/5 – 9/8
Test: What is Art/ What is Pointillism? 10 thumbnail sketches, finish for HW	9/8
Check thumbnail sketches, start larger drawing in sketchbook.	9/11
Work on Pointillism Project	9/12-9/22
Notes on Prehistoric-Gothic Art History	9/25 – 9/28
Prehistoric-Gothic Test	9/29
Still Life and 6 ways to create depth PPT	10/2
Sketching Still Life set-ups	10/3 – 10/4
Check Sketches, Quiz on creating depth in art	10/6
Still Life in charcoal project.	10/9-10/16
Still Life Due	10/16
Perspective Notes/Worksheet	10/19
End of First 9 Weeks	10/23
Renaissance Art Notes/Review/ Test	10/23-27
Ceramics Notes- Homework to bring 5 printouts of ceramics ideas	10/30
Quiz on Ceramics Terms	10/31
Ceramics Projects	11/1-11/13
Notes on Color/Color Wheel activities	11/14-11/16
Quiz on color, color schemes creation	11/17
Test, ceramics/color Units	11/21
Thanksgiving Break	11/22-24
Zentangle/Color Schemes Projects	11/27-12/11
Zentangle/Color Schemes Project Due	12/12
Mannerism-Realism Notes/Review	12/13-12/15
Mannerism-Realism Test	12/18
Holiday Break	12/19-1/2
Printmaking (Reduction Linocuts/Embossments/reflecting art history)	1/5 - 7 & 1/20-23
Exam Review	1/8 – 1/9
Watercolor (Characteristics/ Techniques-Landscape/)	1/26 – 2/5
Altered Book Work Day	2/6
Impressionism to Post-Impressionism	2/9 – 2/13
Monoprints (Direct Trace, Spontaneous, Additive, Subtractive, Abstract Mark-Making)	2/17 – 2/27
Wire Sculpture (3-D) from gesture drawing	3/2 – 3/6
Modern Art History (Picasso, Braque, Mondrian, Matisse)	3/9 – 3/13
Collage (Cubistic, Narrative, Surrealistic, Impressionistic, Social Commentary)	3/16 – 3/25
Altered Book Work Days	3/26 – 3/27
Spring Break	3/30 – 4/3
Oriental Woodcut (white-line “Provincetown print”)	4/6 – 4/17
Creative Lettering	4/20 – 4/27
Matting, mounting, preparing & hanging artwork for Art Show (judging on 4/23)	4/20 – 4/22
Annual Spring Art Show (tentative date)	4/27 @ 7 pm
Cartooning (Caricature, Quick Hitter, , Political/Satirical, Strip Cartoon, Anime) Pop Art/Lichtenstein	4/28 – 5/6
AP Exams	5/4-8 & 5/11-15
Altered Books Wrap-Up	5/7 – 5/8
Name Design	5/11- 5/15
EOCs	5/18-22 & 5/26-29

Weaving	5/18-20 & 5/26-29
Exam Review/ Room Clean-up/ Assignment Catch up	5/21-5/22

The instructor reserves the right to alter the Calendar/ Syllabus if necessary.

HIGH SCHOOL LEVEL 1

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

VAH1-1.1 Recognize and analyze the similarities and differences between materials, techniques, and processes in works of visual art. VAH1-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks. VAH1-1.3 Communicate ideas through the effective use of a variety of materials, techniques, and processes in works of visual art. VAH1-1.4 Apply materials, techniques, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates. VAH1-1.5 Use a variety of art materials, tools, and equipment in a skillful, 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

VAH1-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas.

VAH1-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.

VAH1-2.3 Evaluate the effectiveness of artworks by analyzing the use of the elements and principles of design and other compositional structures and strategies.

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

VAH1-3.1 Explore the sources of the subject matter and the ideas in a variety of works of visual art.

VAH1-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.

VAH1-3.3 Select and effectively use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

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

VAH1-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.

VAH1-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH1-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.

VAH1-4.4 Demonstrate visual literacy by deconstructing images in a variety of contexts. VAH1-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original works of visual art.

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

VAH1-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH1-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.

VAH1-5.3 Formulate criteria for interpreting and evaluating his or her artworks and those of others.

VAH1-5.4 Maintain a personal portfolio of his or her artworks.

Making Connections Standard 6:

The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VAH1-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VAH1-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VAH1-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.