

Syllabus-High School Studio Art

Throughout the year, students will be able to express themselves in two and three dimensional art forms. They will be experimenting with various art media and tools. Students will gain knowledge by studying art history, art aesthetics, art criticism, and art production in drawing. Students will look at their individual strengths and weaknesses and will use each one to improve on another. By the end of the year students will have tried a variety of media.

Considering this is an introduction type of art studio class, we will be going through each project more quickly than a course designed to thoroughly investigate each area, so it is vital that the student comes prepared each and every class period and commit themselves to each project 100%. Missing class will greatly reduce the student's awareness to all the genres we will be delving into. If the students apply themselves with each and every concept they will walk away from this course prepared to go confidently into any of the areas they were exposed to.

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- Basic perspective unit (1 point and 2 point perspective)
 - Gesture, contour, shading unit (last project is a 18 x 24" shaded still life)
 - Design unit (Synectic design game)
 - Portrait unit (Realistic and Picasso-style portraits)
 - Figure drawing (hands, complete figure from posed model)
 - Art history unit

Terms of Agreement

This syllabus is a contract between the instructor and the student with a parent/guardian witness. As the instructor of this course, I am committed to abiding by this syllabus. As a student of this course, you are also expected to abide by this syllabus. By signing the Terms of Agreement document, you are affirming that you have read and agree to abide by the guidelines, policies and agreements stated in this syllabus.

As a student of this course, I have read and agree to abide by the guidelines, policies and agreements stated in this syllabus.

Student signature Date

As the parent/guardian, I have read and agree to support this student in an effort to follow the guidelines, policies and agreements stated in this syllabus.

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Synecitic Design Game

HYPERLINK "<http://www.bartelart.com/arted/ideas.html>"

<http://www.bartelart.com/arted/ideas.html> (scroll down to “synetics”)

<http://www2.goshen.edu/~marvinpb/arted/tc.html>

http://www.google.com/search?hl=en&source=hp&q=Synectic+design+game&btnG=Google+Search&rlz=1W1ADBR_en&aq=f&aqi=&aql=&oq=&gs_rfai=CyWL9ddh3TK26N-eutgea0cmZAQAAAKoEBU_QDiw5&safe=active

<http://www.scribd.com/doc/21581431/Introduction-to-Design-Synecitics-Student-Version>

Class Procedures:

1. Each student is subject to rules regarding the consequences for tardiness and deviation from student behavior policies.
2. Upon entering the classroom, check the board for instructions. If the board is empty, take your seat and get ready for work. Be in your seat when the bell rings.
3. Attendance will be taken immediately after the bell rings.
4. Each student is expected to be totally prepared for class; sharpened pencil and sketch pad ready.
5. Clean-up is everyone's responsibility and participation in this will be part of your final grade. Make sure every part of your work space is clean and ready for the next class. Leave it how you would like to find it – ready for work! This includes every aspect of the studio from the brushes to floor. There may be occasions when additional clean up duty will be assigned.
6. Clean-up should only take 5 to 6 minutes and will be done at the end of class. Once clean-up is done students are to remain in their seats until the bell rings.
7. Electronics of any kind are not permitted in the classroom.

Tips for Students:

1. Always be prepared.
2. Each student is expected to be working at all times. If a student tends to be a slow worker, time outside of class should be expected to complete projects on time. Failure to turn work in on time will affect grades.
3. In the instance where a student ruins another student's work, expect to receive a failing grade.
4. In the instance where a student must move or handle another student's work, respect of that work is expected. A hands-off policy should be adhered to otherwise.
5. Working on another student's project is not allowed; however, helping is encouraged through creative suggestion.
6. Quietly talking with each other while working is permitted under appropriate circumstances.

The following is inappropriate and will not be tolerated:

1. Swearing
2. Racist, sexual or degrading remarks
3. Discussions about immoral behavior
4. Criticism or teasing of others. Bullying .This includes everyone (peers, teachers or administration)
5. Gossip of any kind
6. Yelling across the room to another student

Grading:

Categories	Portfolio	Effort	25%	Art Theory/History
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	Art Theory/History			
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Journal 15% 10%
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The process for grading art differs from the grading of academic subjects. The criteria for evaluating student art are placed into 4 categories.

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Portfolio – This includes all assignments and is determined as follows:

1. Craftsmanship – Assignments are presented in a neat and clean way – Gallery ready.
2. Design and Composition – The basic elements of design are followed for the genre being studied as well as the piece as a whole meets the criteria in form, balance and style.
3. Creativeness – The assignment shows originality, it is interesting and holds the viewers attention.
4. Completion – The assignment is complete and accurate to the instructions given.
5. Journals

The portfolio will account for 50% of the student's grade. Assignments may be re-done if a low grade was received and the higher of the two will be recorded. Please note that some assignments may be time consuming and repeating them may not be an efficient use of time; therefore, paying attention in class would be better.

If a student finishes a project before its due date they can work on another creative project of their choosing using the same criteria as the finished project. It will count towards the effort segment of grading.

Effort – This portion of the grade is determined by attendance, attitude, commitment to the subject matter and participation.

1. On time to class as well as consistent attendance.
2. Self-motivation towards the project and how it is addressed as well as attentive to instruction.
3. Responsibility for self, others as well as maintaining materials, tools and equipment. Not wasting materials.
4. Maturity and respect of self and to others in behavior.
5. Being prepared, staying on task for entire class period, seriousness towards completion of projects.
6. Commitment to self-growth regarding learning new skills.
7. Participating in constructive critiques at each viewing of works in progress as well as the showing of finished work

The effort percentage will account for 25% of the student's total grade given at the end of each quarter. Being off task, excessive talking, wasting time, not working on assignments, too much socializing, doing homework from other classes, using electronic devices and failing to clean the work area, material and equipment will adversely affect the student's grade.

Art History/Theory – This part of the grade accounts for 15% and deals with the student's understanding and grasp of learned concepts including but not limited to language, artistic styles and application of styles in their projects. There will be research assigned for certain projects, periods of artistic times....

Make-up work-Students can make up class assignments or get extra help by attending after school Art sessions

Assessment:

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- Checklist of completed assignments (at 4th and 13th weeks of semester)
 - Teachers written evaluation at 9th and 18th weeks
 - Student critiques
 - Self-assessments
 - Semester test over art vocabulary and demonstration of drawing skills
 - Weekly work habits grades

One museum visit with commentary and connected research**Students will be journaling****School Policies:**

Students are subject to all academic policies of the school as printed in the Academic Catalog and Student Handbook. It is each student's responsibility to read and follow all academic policies of the school.

Miscellaneous:

Considering this is an introduction type of art studio class, we will be going through each project more quickly than a course designed to thoroughly investigate each area, so it is vital that the student comes prepared each and every class period and commit themselves to each project 100%. Missing class will greatly reduce the student's awareness to all the genres we will be delving into. If the students apply themselves with each and every concept they will walk away from this course prepared to go confidently into any of the areas they were exposed to.

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Goals/objectives: The student will

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- initiate, define and solve visual arts problems independently using intellectual skills.
 - use art materials and tools in a safe and responsible manner
 - know how organizational principles and functions can be used to solve specific visual arts problems
 - know that visual arts have a history and a specific relationship to various cultures.
 - respond to various works of art using various techniques for communicating meanings, ideas, attitudes, views and intentions.
 - focus attention and participate actively in all aspects of art classes(e.g., listening, on task, clean-up.)
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Content:

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 - Portrait unit (Realistic and Picasso-style portraits)
 - Figure drawing (hands, complete figure from posed model)
 - Art history unit
 - Weekly sketchbook assignments
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Assessment:

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One museum visit with commentary and connected research

Students will be journaling

Assessment

Classroom rules

Students must behave with respect for materials, facility, and other students and teachers. Students must adhere to a very high standard and can be removed from the class if independent work habits are not in evidence.

. Students must be very careful

to listen to teacher instructions when given. Talking by students is prohibited during instructions.

Name of student _____

Signature of student _____

Parent/Guardian signature _____

email address : _____

Idea for the Coming Year: Vocabulary and Response-

I just purchased a copy of HYPERLINK

"<http://www.amazon.com/Design-Language-Jewelry-Crafts-McCreight/dp/0961598468>" Design Language by Tim McCreight. Check out the content sample.

I got a bolt of inspiration stemming from the content of this book and the nature of discussion question posed by my online graduate art teachers. This idea is in its rough infancy stage:

- Each student has a response notebook. He or she may leave notebooks in the class so they are not lost.
- Each week introduces a new vocabulary term from the book, and I write it on the white board along with a definition. It stays up all week. It may include an illustration if appropriate. This can be repeated on the HYPERLINK "<http://www.nhsdesigns.com/>" class website .
- Along with the vocabulary term comes a question that requires critical thinking and the student's own background and point of view.
- Each Monday, students have ten or so minutes to write the vocabulary term, definition, and their response in the notebook. They

