

**2015-16 Visual Arts Syllabus**

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**Course Description**: Welcome to Art Exploration. Art Exploration is a 6 week introduction to art with a primary focus on the Elements and Principles of Art presented in an exciting and educational format. The primary goal of Art Exploration is to implement an interest in the visual arts in a fun and non-intimidating learning environment.

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| **Essential Learning**  **Standards/Content Covered** | **Approximate Dates /Timeline** |
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| Students will know the Elements of Art (line, shape, texture, value, space, form and color) and how to use and recognize them in the world and within their own projects | First 2 weeks of class for introduction and skill-building |
| Students will know the Principles of Design (balance, contrast, emphasis , movement, pattern rhythm, and unity ) and how to use and recognize them in the work and within their own projects | First 2 weeks of class for introduction and skill-building |
| Students will know , understand and apply visual art tools, media, techniques and processes (drawing pencil, pastel, paint, clay, and printmaking) | Throughout course |
| Students will know, understand and relate the visual arts to various historical and cultural traditions | Throughout course |
| Students will know, understand and relate art journaling techniques using constructive response and vocabulary words relating to current project and/or task | Throughout course |

**Homework Policy**

* The purpose of homework is to practice skills, elaborate on topics introduced in class, and prepare for upcoming topics of study.
* Teachers post topics for daily study and assigned work on the board in all classrooms. Students are expected to copy classwork and homework assignments into their agendas or e-calendars daily when appropriate. Parents may access math homework calendars through the Rocky Top website for further information.
* Each student may have up to 10 minutes of homework per grade level; 60 minutes in 6th grade, 70 minutes in 7th grade, and 80 minutes in 8th grade. There may be additional homework (practice) if your student is learning a musical instrument or foreign language.
* No homework will be due on **Mondays** or **Fridays**, (excluding long-term projects), or over long breaks from school, in order to support time for families and activities outside school.

**Late Work Policy**

* When an absence is excused, students shall be given a period of at least the same number of days they were absent plus one additional day to make up missed assignments. This make up period begins the next school day following the absence. (Superintendent Policy 2.3.2) Students should confirm due dates with their teachers upon their return to school.
* For student work to increase learning and serve as an opportunity to show what students have mastered, it is essential that assignments be submitted in a timely manner. It is also our goal to teach students the importance of effective time management when meeting deadlines. In order to determine progress toward mastery of a standard, it is essential that students complete and submit a sufficient amount of work to create a body of evidence.

**Assessment of Learning Trajectory**

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| --- | --- | --- | --- |
| **4**  **Advanced Understanding of the Standard** | **3**  **Meets the Standard** | **2**  **Approaches the Standard** | **1**  **Does not Meet the Standard** |
| In evaluating a student’s overall performance in a Grade Reporting Criteria (GRC), a student earns a “4” when s/he demonstrates and advanced (complex, sophisticated, original, deep synthesized and/or applied) understanding of the standard by the end of the grading period. | In evaluating a student’s overall performance in a GRC, a student earns a “3” when s/he demonstrates a strong fundamental understanding of the standard by the end of the grading period. | In evaluating a student’s overall performance in a GRC, a student earns a “2” when s/he has demonstrated some evidence of learning and understanding that aligns with the standard; however, the evidence doesn’t demonstrate a thorough grasp of the standard. | In evaluating a student’s overall performance in a GRC, a student who earns a “1” has demonstrated little evidence of understanding the standard or has not met the majority of performance indicators or criteria for that GRC. |

* Note that ALL group projects will be represented by an individual grade for each student.
* Assessments and grading standards are applied consistently to students of similarly demonstrated ability.
* Assessments are based solely on demonstrated student progress and achievement of reasonable and clear standards.
* Students will be assessed approximately every two to three weeks in each content area.
* No extra credit will be given. Instead, students are encouraged to retake or redo assignments or assessments in which their score was not satisfactory.
* Students are encouraged to be engaged in, and motivated toward, the completion of their assignments.
* To accurately reflect student learning, special education and general education teachers collaborate to document progress toward grade level standards. These results are reflected in the report card and in quarterly IEP progress reports.

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| **Student Grade Calculation and Reporting** | **Percent of Grade** |
| Assessment – Unit tests, projects, sketchbook assignments, essays, presentations, etc.  During each grading period, students will have the opportunity to demonstrate progress toward mastery of the standard 2 to 3 times for each Grade Reporting Criteria. Therefore, retakes may not be a regular practice. | 100% |
| Practice – quizzes, homework, exit slips, participation, etc. | 0% |

**Study Sessions**

* All teachers offer regularly scheduled study sessions for students seeking additional explanation of topics covered in class. Students must arrange for their own transportation before and after these sessions. The art department study sessions are outlined below. (Teachers are not available before or after school outside of regular study sessions unless prior arrangements have been made.)
* Help Session passes, to allow entrance into the building from 7:45 to 8:20 AM, can be found on Rocky Top’s website. Please be sure to notify the teacher in advance if you plan to attend a study session!
* Students must arrive on time to study sessions in order to get the most out of the session and to prevent disruption to the learning of others in attendance. If a student is late, they may not be able to participate, and other arrangements will need to be made with the teacher for extra help.

**Visual Arts Study Sessions** **\***

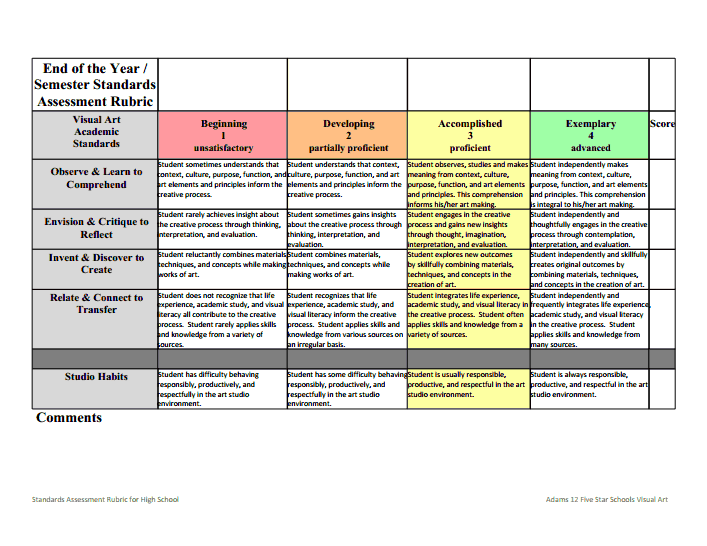
|  |  |
| --- | --- |
| Monday | |
| 7:45 – 8:20 AM | Any Grade Level |

**\***A student may request a convenient time to meet before or after school if extra help is needed. It is the student’s responsibility to contact Ms. Stutzman to set up the meeting time if the Monday study session time is not convenient.

**Communication**

* Communication between parents/guardians and teachers is a vital component in your student’s education! Please check your student’s agenda each day to find a list of topics and assignments from class. Be sure to visit our website ([www.rockytop.adams12.org](http://www.rockytop.adams12.org)) to track daily homework and long-term project assignments.
* To track your student’s academic achievement, you may also access the Infinite Campus Parent Portal through our website ([www.rockytop.adams12.org](http://www.rockytop.adams12.org)). Contact the counseling office at 720-972-2218 to set up your family’s login.
* The best way to reach us is by email. Teachers are very often unable to take telephone calls during the day, but feel free to leave voice mail messages. You can expect a response to voicemail or email within 24 hours.
* Please schedule an appointment if you would like to meet with a teacher. Making arrangements ahead of time will ensure that we are able to devote our time and full attention to you.

**Gradebook Reporting Criteria (GRC)**

In order to provide clearer understanding of where each student is on her/his learning trajectory, educators across the Adams 12 Five Star School District will use the following GRC’s. Based on the Colorado Academic Standards, these grade reporting criteria break down an overall course grade into specific aspects of study, so that educators, students, and parents can know where a student is doing well and in what areas he/she may need attention.

**District 12 Visual Arts Standards**

**6th Grade Standard: Observe and Learn to Comprehend**

**Essential Question:** How is art used to create meaning?

**Unifying Theme:** Communicating Ideas

**Enduring Understandings:** • Underlying structures in art and society can be established via analysis and inference. • Every artist and artistic period has a style. • History and culture affect self-expression.

* Breaking away from acceptable and traditional norms often gives rise to new and more divergent forms of artistic expression.

**Grade Level Expectation 1: The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art.**

**Evidence Outcomes:**  
 • Respond orally or in written format justifying and interpreting the characteristics and expressive features of art and design  
 in a work of art. (DOK 1-3)  
 • Develop from oneself and various cultures a mental storehouse of images and the uses, symbolism, and meaning of those images. (DOK 1-3)

**Grade Level Expectation 2: Art created across time and cultures can exhibit stylistic differences and commonalities.**

**Evidence Outcomes:**  
 • Describe and discuss the general characteristics of a work of art from various historical periods. (DOK 1-3)  
 • Articulate how to be respectful and mindful of culturally sensitive themes. (DOK 1-3)  
 • Compare and contrast works of art from various historical periods and world cultures by their components of style and design. (DOK 2-4)  
 • Analyze responses to works of art in terms of historical, cultural, and visual meaning. (DOK 2-3)

**Grade Level Expectation 3: Specific art vocabulary is used to describe, analyze, and interpret works of art.**

**Evidence Outcomes:**  
 • Describe the characteristics and expressive features of art and design in selected works of art. (DOK 1-3)  
 • Explain the aesthetic qualities of a specified work of art through multiple modalities. (DOK 2-3)  
 • Identify ways in which art is basic to thinking and communicating about the world. (DOK 1-3)

**Studio Habits:**

**Observe:**

Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that otherwise might not be seen.

**Develop Craft:**

Technique: Learning to use tools (e.g., viewfinders, brushes), materials (e.g., charcoal, paint). Learning artistic conventions (e.g., perspective, color mixing).

Studio Practice: Learning to care for tools, materials, and space.

**6th Grade Standard: Envision and Critique to Reflect**

**Essential Question:** What does it mean to critique art?

**Unifying Theme:** Making Connections

**Enduring Understandings:** • Art is about communication**.** • Throughout history, Art has communicated meaning, relevance, and a multitude of viewpoints. • Visual art reflects, documents, and encapsulates time periods, cultures, geography, and the status of a region's inhabitants. • Divergent thinking is the groundwork of creating and talking about works of art.  • Critique works the brain and motivates problem-solving abilities.

**Grade Level Expectation 1: Visual symbols and metaphors can be used to create visual expression.**

**Evidence Outcomes:**  
 • Identify and correlate universal symbols in works of art. (DOK 1-3)  
 • Translate symbols into familiar settings such as community, billboards and store signage. (DOK 1-3)

**Grade Level Expectation 2: Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology**

**Evidence Outcomes:**  
 • Research and explain how the arts are influenced by other content areas. (DOK 1-3)  
 • Create works of art around concepts, issues, and themes from other disciplines through cross-curricular experiences. (DOK 3-4)

**Grade Level Expectation 3: Use evaluative criteria when responding to works of art.**

**Evidence Outcomes:**  
 • Use the characteristics and expressive features of art and design to determine how they contribute to the aesthetic value in a work of art. (DOK 1-3)  
 • Address intended meaning and the effectiveness of this idea in multiple works of art. (DOK 1-3)  
 • Develop and apply rubrics to evaluate works of art. (DOK 1-4)  
 • Examine and debate the purposes of art. (DOK 1-4)

**Studio Habits:**

**Envision:**

Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.

## Reflect:

## Question & Explain: Learning to think and talk with others about an aspect of one’s work or working process.

*Evaluate*:Learning to judge one’s own work and working process and the work of others in relation to standards of the field.

**6th Grade Standard: Invent and Discover to Create**

**Essential Question:** What goes into the creation of a work of art?

**Unifying Theme:** Making Connections

**Enduring Understandings:**

* The visual arts allow for the actualization of an object, surface, or space. They transform materials and environments into representations of aesthetic, functional, or contextual value.
* Materials, processes, and techniques complement each other.
* Art-making is interdisciplinary and draws on the synergistic trans-disciplinary nature of aesthetic understanding.
* Technology is a tool, not a way to replace the craft of creating art.

**Grade Level Expectation 1: Plan the creation of a work of art**

**Evidence Outcomes:**

* Use planning tools to create works of art (DOK 1-2)
* Use the characteristics and expressive features of art and design to plan works of art (DOK 1-3)
* Evaluate the redirection and revision during the creative process (DOK 3-4)

**Grade Level Expectation 2: Explore various media, materials, and techniques used to create works of art**

**Evidence Outcomes:**

* Identify the use of media by analyzing the inherent physical properties (DOK 1-3)
* Recognize and utilize the individual characteristics of each medium (DOK 1-3)
* Identify and differentiate the relationships among media choice, art processes, and final solutions (DOK 1-3)
* Create works of art using a wide variety of contemporary and available media (DOK 3-4)
* Define and evaluate appropriate media choices to achieve desired results in works of art (DOK 1-3)

**Grade Level Expectation 3: Utilize current, available technology to refine ideas in works of art**

**Evidence Outcomes:**

* Evaluate the use of various technological processes use to make art (DOK 1-3)
* Recognize and discuss how technology operates in the creation of works of art (DOK 1-3)

**Studio Habits:**

**Stretch & Explore:**

Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

**Engage and Persist:**

Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.

**6th Grade Standard: Relate and Connect to Transfer**

**Unifying Theme:** Making Connections

**Essential Question:** How is art an essential part of our lives?

**Enduring Understandings:** • The visual arts foster divergent thinking and multiple applications. • Art is present in many different types of cultural representations. • Art is an integral part of cultural events, rituals, and ceremonies. • Nature has been a source of artistic inspiration throughout history.  • Art imitates nature, and now through the use of technology, nature is made into art.

**Grade Level Expectation 1: Critical thinking in the arts transfers to multiple lifelong endeavors.**

**Evidence Outcomes:** • Compare and contrast how art is incorporated into contemporary careers (DOK 2-3) • Discuss ways that the visual arts create lifelong learning opportunities (DOK 1-3) • Explain the contributions of art historians, cultural anthropologists, philosophers of art, engineers, computer designers, and software developers (DOK 1-3)

**Grade Level Expectation 2: Visual arts impact community, cultural traditions, and events.**

**Evidence Outcomes:**  
 • Explain and create works of art that incorporate everyday life, traditions, customs, and special events (DOK 1-4)  
 • Compare and contrast the visual traditions of personal and foreign culture within their sphere of individual experience such as public and community art, and important buildings in the community (DOK 2-3)  
 • Draw conclusions, and honor personal and other cultural representations of ancestry in works of art (DOK 3-4)  
 • Identify and discuss the contributions artists make to their community and to society as a whole (DOK 1-3)

**Grade Level Expectation 3: Eco-art is a contemporary response to environmental issues.**

**Evidence Outcomes:** • Use and discuss nature as a source of inspiration for works of art (DOK 1-2)  
 • Use reclaimed and recycled materials to create works of art (DOK 1-3)   
 • Discuss the motivation for works of art such as those by Christo and Jeanne-Claude, Goldsworthy, and Smithson who use natural materials, the natural environment and earthscapes (DOK 1-3)  
 • Discuss the motivation for works of art by artists such as Calder and Butterfield who use recycled and reclaimed materials (DOK 1-3)

**Studio Habits:**

**Express:**

Learning to create works that convey an idea, a feeling, or a personal meaning.

**Understand Art World:**

Domain: Learning about art history and current practice.

Communities: Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

**Policies and Procedures**

**BE RESPONSIBLE. BE RESPECTFUL. BE SUCCESSFUL.**

Policies and procedures are put in place and enforced to ensure a safe, creative and productive learning environment for every student. Not following the policies and procedures within the art room will result in a student/teacher meeting, a phone call home or a meeting with an administrator. Accordingly, students will adhere to the following procedures:

* Enter the classroom on time and in a mature fashion, locate your materials, return to your assigned seat and read the board for instruction or wait for Ms. Stutzman to explain the instructions for the class.
* Have materials ready. Not being prepared will result in points being taken away.
* Work productively.
* Complete and turn in assigned work according to project deadline with name, class period and seat number noted neatly on the back of the art work.
* Work area and tools must be clean and organized before leaving the classroom.
* The bell does not excuse you. Ms. Stutzman will excuse you by your table number when the room is clean.
* Adhere to appropriate voice levels.
* Horseplay will not be tolerated. Safety is the number one priority. Any act jeopardizing the safety of yourself or others will result in a significant consequence and possible removal from art class.
* Be respectful of yourself and others.

**Absence Policy**

Unexcused absences will result in negative points. You will not be allowed added make-up time. Excused absences do not affect a student’s grade and extra time will be granted for student to complete work (see Make-up policy).

**Make-up Policy and Late Work**

Students are allowed 2 days in addition to the number of days absent in order to complete an assignment. Students must demonstrate daily that they are utilizing time wisely and with best effort. If this comes into question, the requirements for proficient work (See SBG table) will be compromised.

**Plagiarism/Cheating/Copyright Infringement**

Plagiarism and cheating will not be tolerated. A zero grade will be given to the student for the particular assignment.