

**2015-16 Visual Arts Syllabus**

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**Course Description**: Welcome to Art Foundations. Art Foundations is a 9 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 Foundations is to implement an interest in the visual arts and build visual arts basic skills 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** **\***

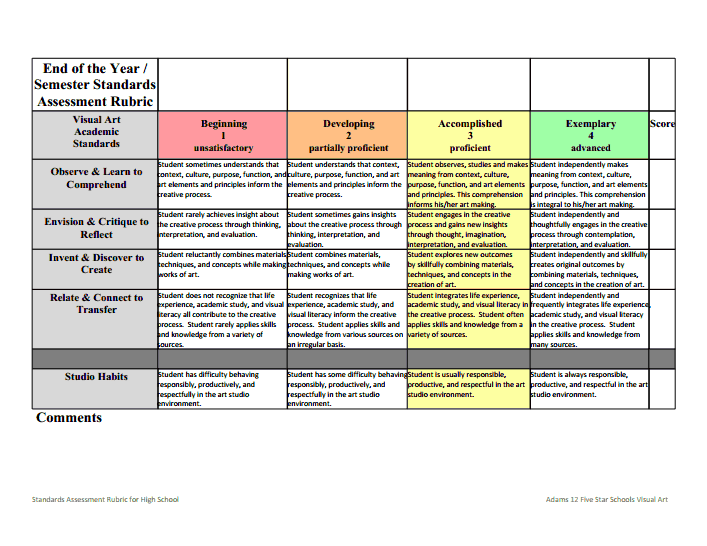
|  |  |
| --- | --- |
| Monday | |
| 7:45 – 8:20 AM | Any Grade Level |

**\***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**

**7th Grade Standard: Observe and Learn to Comprehend**

**Unifying Theme:** Making Connections

**Essential Question:** How is art use to construct meaning?

**Enduring Understandings:**  
 • Viewing art is critical in art-making. The artist is not separate from the viewer, nor is the viewer separate from the artist.  
 • Art is essential to the American and world cultures because of the visual, emotional, and senses-based aspects that unify us as in a global humanity.

• The history of a culture's art speaks to where we have been, who we were, and who we are – and predicts where we are going.

• Describing, analyzing, and interpreting works of art develops the skill and ability to make informed judgments.

**Grade Level Expectation 1: The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art.**

**Evidence Outcomes:**  
 • Describe and demonstrate how characteristics and expressive features of art and design contribute to the aesthetic value of works of art. (DOK 1-3)

• Evaluate the emotional significance generated by characteristics and expressive features of art and design. (DOK 1-3)

• Differentiate and implement characteristics and expressive features of art and design in works of art. (DOK 1-3)

**Grade Level Expectation 2: Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time**

**Evidence Outcomes:**  
 • Examine and articulate works of art that communicate significant cultural beliefs or sets of values. (DOK 1-3)  
 • Investigate and discuss how exposure to various cultures and styles influences feelings and emotions toward art forms. (DOK 1-3)  
 • Interpret and demonstrate how works of art synthesize historical and cultural meaning. (DOK 1-4)

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**Grade Level Expectation 3: Knowledge of art vocabulary is important when critically analyzing works of arts**

**Evidence Outcomes:**  
 • Employ appropriate vocabulary for art categories such as realistic, abstract, non-objective, conceptual, and others genres. (DOK 1)

• Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas. (DOK 1-2)

**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.

**7th Grade Standard: Envision and Critique to Reflect**

**Unifying Theme:** Making Connections

**Essential Question:** How does reflection affect art making?

**Enduring Understandings:**  
 • The arts use discovery and learning as a process.  
 • The creation of art makes us aware of problems and how to solve them.  
 • Visual literacy provides the tools we need to problem-solve.

• Visual art is a distinct form of communication that enriches the understanding of other disciplines by connecting us with more depth to the world we live in and opening our minds to multiple ways of seeing and making meaning.

**Grade Level Expectation 1: Visual literacy skills are used to create meaning from a variety of information.**

**Evidence Outcomes:**  
 • Critique works of art, and explain the visual symbols and metaphors artists use to express ideas. (DOK 1-3)

• Discuss and debate the concepts and skills required to invent new ideas and applications. (DOK 3-4)

• Interpret subjects, themes, and symbols as they relate to meaning in works of art. (DOK 1-3)

• Utilize visual literacy skills in oral or written discourse to construct meaning from works of art using multiple modalities. (DOK 1-3)

**Grade Level Expectation 2: Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines.**

**Evidence Outcomes:**  
 • Incorporate key concepts, issues, and themes from other disciplines into personal works of art.

(DOK 3-4)  
 • Explain and discuss how concepts, ideas, and themes are demonstrated. (DOK 1-3)  
 • Create works of art by incorporating themes that represent and interpret ideas from visual

narratives and other fields of knowledge. (DOK 3-4)

**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.

**7th 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 distinguishable characteristics of craft impact the integrity of art-making.   
 • Learned patience is a characteristic of fine craftsmanship and can be translated to multiple career paths and real-life experiences.  
 • Visual illustration communicates information and ideas through attention to technical skill.

• The desire to make art relates specifically to the characteristics and expressive features of the media, materials, tools, and art process used to create the work of art.  
 • Design and layout are important components of modern 21st century electronic applications.  
 • Technology can impact intent and the rendition of a message in a work of art.

**Grade Level Expectation 1: Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art.**

**Evidence Outcomes:**  
 • Recognize, utilize, and demonstrate form, function, and craftsmanship when creating works of art. (DOK 1-3)

• Generate works of art based on selected themes or anticipated goals. (DOK 1-4)

**Grade Level Expectation 2: Restructure and apply the technical skills and processes required to achieve desired results in producing works of art.**

**Evidence Outcomes:**  
 • Create works of art from observation, photographs and stored mental images. (DOK 3-4)  
 • Demonstrate and apply perceptual skills to create works of art. (DOK 3-4)  
 • Research and communicate personal ideas and interests in works of art. (DOK 3-4)

**Grade Level Expectation 3: Use various media, materials, and tools to express specific meaning in works of art**

**Evidence Outcomes:**  
 • Create works of art using a variety of media and materials. (DOK 3-4)

* Create works of art that convey intended meaning. (DOK 3-4)

**Grade Level Expectation 4: Utilize current, available technology as a primary medium to create original works of art**

**Evidence Outcomes:**  
 • Manipulate works of art through technology. (DOK 1-3)

• Create personal two and three dimensional works of art using computer design programs that combine current and available technologies. (DOK 2-4)

**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.

**7th Grade Standard: Relate and Connect to Transfer**

**Unifying Theme: Making Connections**

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

**Enduring Understandings:**  
 • Arts-related job opportunities are the fastest growing careers in our contemporary economy   
 • Artists contribute to society in a myriad of ways   
 • Art invites and endless array of possible communication opportunities

**Grade Level Expectation 1: Critical thinking in the arts transfers to multiple uses in life.**

**Evidence Outcomes:**  
 • Discuss and explain how the visual arts are an integral part of the working world (DOK 1-3)

• Recognize and articulate how artists and designers use critical-thinking skills in the community (DOK 1-3)

• Explain and evaluate ways such as spatial awareness, images as explanation, and layout and drafting that the arts are used to solve problems and present ideas for a variety of careers (DOK 1-3)

**Grade Level Expectation 2: The visual arts community messages its cultural traditions and events.**

**Evidence Outcomes:**  
 • Design and create works of art using images and words that illustrate personal community or culture (DOK 3-4)   
 • Discuss how art is an integral part of community culture and events (DOK 1-3)  
 • Explain and analyze how artists and cultures have used art to communicate ideas and develop functions, structures, and designs throughout history (DOK 3-4)

**Grade Level Expectation 3: Art and Design strategies can solve environmental problems**

**Evidence Outcomes:**

* Rejuvenate and recycle art media (DOK 1-3)
* Discuss design problems that address environmental issues such as noise barriers and wind walls along urban highways (DOK 1-3)
* Recognize and articulate how the environment influences the look and use of art, architecture, and design (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.