

**Terry Sanford High School
Visual Art Syllabus 2017 – 2018
Beginning Proficiency Level**



Instructor: Mrs. Kellie Perkins, MA Art Education & Painting, NBCT, BFA Sculpture, Kenan Fellow
Class Times: 1st period, 1st semester & 2nd & 4th periods, 2nd semester
Office Hours: by appointment only Tuesday & Thursday, 1:30pm – 1:54pm
Tutoring: by appointment only on Tuesdays and Thursdays, 3:35pm to 4:15pm
Room: 61, West Wing, Phone: 484.1151, extension 061
Email: Kellieperkins@ccs.k12.nc.us

Resource Texts:

- Brommer, Gerald F. *Discovering Art History*. Worcester, Massachusetts: Davis Publications, Inc. Third Edition. 1997.
- Gatto, Joseph A., Porter, Albert W., Selleck, Jack. *Exploring Visual Design*. Worcester, Massachusetts: Davis Publications, Inc. Third Edition. 2000.
- Mittler, Gene A. and Howze, James D. *Creating and Understanding Drawings*. Woodland Hills, California: Glencoe/McGraw-Hill. Third Edition. 2001.
- Ragans, Rosalind. *Arttalk*. Woodland Hills, California: Glencoe/McGraw-Hill Companies. Third Edition. 2000.

Supplemental Texts:

- Hobbs, Jack, Salome, Richard, Vieth, Ken. *The Visual Experience*. Worcester, Massachusetts: Davis Publications, Inc. Third Edition. 2005.
- Mittler, Gene A. *Art in Focus*. Woodland Hills, California: Glencoe/McGraw-Hill Companies. Third Edition. 2006.

Beginning Proficiency Level Visual Art

Beginning Proficiency Level is an introductory studio art course for students with little to no art experiences or for students who have not demonstrated fluency in all media types. This course is aligned to the Essential Standards visual arts curriculum at the beginning level and features the foundational study of the elements of art and principles of design, color theory, art vocabulary, use and care of art tools and equipment, art criticism, art history and safety in the art room. Beginning Portfolio explores various art media, processes, procedures, aesthetic theories and historical developments and allows student to begin to solve creative and critical problems with teacher guidance.

Strands: V - Visual Literacy, CX – Contextual Relevancy, CR – Critical Response

North Carolina Standard Course of Study Essential Standards:

- B.V.1.** Use the language of visual arts to communicate effectively.
- B.V.2** Apply creative and critical thinking skills to artistic expression.
- B.V.3** Create art using a variety of tools, media, and processes, safely and appropriately.
- B.CX.1** Understand the global, historical, societal, and cultural contexts of the visual arts
- B.CX.2** Understand the interdisciplinary connections and life applications of the visual arts.
- B.CR.1** Use critical analysis to generate responses to a variety of prompts.

Units of Study:

1st 4.5 Weeks: *Focus:* domain specific visual arts vocabulary, creative planning, drawing and dry media, techniques, and processes, 21st Century Interdisciplinary subjects, themes, concepts, and skills, technological processes and web 2.0 tools; *Concentration:* Dry Media & Drawing; *Art History Focus:* Prehistoric: Paleolithic, Mesolithic, and Neolithic.

2nd 4.5 Weeks: *Focus:* domain specific visual arts vocabulary, painting and wet media, techniques, and processes, Critique process, Imitationalism, Emotionalism, Formalism, and Functionalism, sensory awareness, artistic expression, 21st Century Interdisciplinary subjects, themes, concepts, and skills, , technological processes and web 2.0 tools; *Concentration:* Painting; *Art History Focus:* Ancient: Mesopotamian, Egyptian, Cycladic, Cretan, Nomadic, and Persian.

3rd 4.5 Weeks: *Focus:* domain specific visual arts vocabulary, 2D/mixed media, printmaking, and graphic art, techniques and processes, personal, symbolic expression, artistic expression, sensory awareness, personal and universal symbols in original artworks, 21st Century Interdisciplinary subjects, themes, concepts, and skills, technological processes and web 2.0 tools; *Concentration:* 2D Design; *Art History Focus:* Grecian, Etruscan, and Roman.

4th 4.5 Weeks: **Focus:** domain specific visual arts vocabulary, 3D/Sculpture media techniques and processes, world history within a global context, 21st Century Interdisciplinary subjects, themes, concepts, and skills, technological processes and web 2.0 tools; *Concentration:* 3D Design; *Art History Focus:* Byzantine and Early Medieval.

Growth Portfolios

Growth Portfolios involve the collection of student work to document student growth. Students will be graded on their performance in Visual Art, the demonstration of mastery and growth, which occurs during student learning. Student growth is the amount of academic and artistic progress that students make over the course of a Visual Art class. Students enter Visual Art courses at different places; some have struggled while some have excelled; some have an organized and productive work ethic while some do not. Regardless of how they enter a Visual Art course, students can make progress over the course of the semester. Work ethic plays a large part in student learning, performance, mastery, and growth. In an effort to facilitate growth in Visual Art, students will be encouraged to grow in not only Visual Art skills, personal artistic signatures, and proficiency, but also in work ethic. Work ethic involves growth in Integrity, a sense of responsibility, an emphasis on quality, discipline, and a sense of teamwork. Student will end the semester course with a digital Growth Portfolio of their work in this class, which can be used to document, not only their endeavors, but their growth over time in this class.

Visual Art Grading Scale:

90-100 = A – extra effort, highest quality, follows all directions, and without rushing, completes work, wasting no class time.

80-89 = B – required effort, above average quality, follows most directions, and without rushing, completes work, wasting very little class time.

70-79 = C – required effort, average quality, follows some directions, and rushes to complete work after wasting some class time.

60-69 = D – less than required effort, below average quality, follows few directions, and incomplete work, wasting much class time.

59-below = F – little effort made, poor quality, incorrect work due to lack of following directions, and incomplete work, wasting most class time.

Grade Distribution - Beginning Portfolio grades will be calculated using the following weights for each category average:

Classwork/Class Participation	70%
Projects (Planning/Brainstorming Sheets, formative and summative)	20%
Quizzes (Starters,)	<u>10%</u>
	100%

Note: The final exam is 20% of the Proficient Portfolio course grade and will involve a student presentation. Taking the exam is mandatory and is the best way to raise the student's overall grade in this class.

Late Work Policy:

Day 1 - Assignment due date – full credit.

Day 2 – Late day – late penalty of 15 points is subtracted when work is completed in full.

Day 3 – 2nd late day – late penalty of 40 points is subtracted when all work is completed in full.

Day 4 through 1 week before quarter grades are due – Effort grade – partial credit awarded when assignment is completed.

As stated in the FTS Student Handbook, page 7, #4 – Students will have 3 school days to make-up missed work, when they bring Mrs. Perkins note within 3 days documenting their excused absence; #5 – Any assignment, which were announced prior to the student's absence, may be required immediately on the student's return (In Mrs. Perkins' class, work will be required immediately.), and all work missed due to an unexcused absence will result in the grade of a zero.

Artistic Integrity

Throughout the course, ongoing discussions and critiques will take place to help students gain an understanding of ethical practices in making art. Students are expected to use artistic integrity in each work they create. Work that is based on published photographs or the work of other artists must move beyond duplication to illustrate an original idea and only be used as a reference. The work must be significantly altered using the individual student's own voice and expression to create a new work based on the student's original idea which is initiated, created, produced, and completed by the student. Plagiarism, even of artwork, is a serious offense and will keep assignments from being graded. Misuse of copyrighted materials is plagiarism, a legal issue, and can be pursued as such.

Redundant publication

Redundant publication has a direct counterpart in the area of academic dishonesty- it is referred to as 'double dipping' or 'dove tailing'. It occurs when a student submits a whole paper, project, PPT, or assignment for a substantial portion of a paper, project, PPT, or assignment to fulfill a course requirement, even though that paper, project, PPT, or assignment had earlier been submitted to satisfy the requirements for another course taught by a different teacher. Many high school students, college undergraduates and even some graduate students are not aware that this type of practice is a serious offense and constitutes plagiarism. *Submitting the same or slightly-reworked version of a paper, project, PPT, or assignment in two courses prevents the teacher from assessing the student's academic performance in the current class, and is prohibited in this class.*

Class Behavior & Discipline Policy

Are you a C3 Art Student? Get the C3 Syndrome! and RISK

Agreement to Class Rules and Syllabus Review due September 5, 2017

Expectations (If expectations are not met, disciplinary actions will be taken.):

Beginning Visual Art is an excellent course that will create tremendous wealth of information for you in Visual Art knowledge. In order to get the most out of this, and any, class it is essential that you attend class regularly, come to class on time, come to class prepared and come to class ready to learn. It is also expected that each student is involved in all lectures, research, activities, projects, and assignments. Above all, I expect respect. Respect for the classroom, your peers, your instructor and above all, yourself.

Other expectations:

- No food and only bottled beverages with a cap will be allowed in the Visual Art classroom.
- Sleeping in class is not tolerated.
- Inappropriate and derogatory language will result in a phone call home and administrative referral if the problem persists.
- The use of personal electronic devices is provided through the use of Chromebooks on an FTS Computer on Wheels (COW) cart.
- When you enter the classroom it is time to work. Complete any starter activity or work as soon as you arrive in class.
- Class is over when the bell rings, not prior to. It is unacceptable to pack up before being told. In addition, packing up during or after announcements is unacceptable.
- Appropriate behavior and citizenship are expected: *RISK: Respect* - Use your most respectful voice tone and body language. You'll be amazed with the results! Create an atmosphere of respect so we can have more fun while we get work done. *Integrity* - Clean up after yourself and help others around you to do the same. Hold high expectations for yourself by creating the best work you know you can. *Self-Discipline* - Come to class prepared every day. (Pencil and visual journal) When you are finished with an assignment, get feedback and then start the next project – continuous work. *Kindness* - Offer your help and encouragement to other students, as well as, your teacher. Smile and say "Hello, how are you today?" Get to know each other and your teacher.

Participation Points:

Knowing that teenagers function on a schedule more to their liking than we as adults do, the Visual Art class functions on a system of checks and balances to enable students to manage their grade with some flexibility. Students are awarded participation points for seat time each day they are present in class, as long as, they are diligently working on artwork rather than talking and socializing. When a student is absent, points are not awarded since there is no work occurring in class. When a student is tardy or checks in or out, total points are not awarded. However, students may make up these points along with their missed classwork and are encouraged to do so, by working after school, at home, or during Bulldog Day. (See *Banked Credit*.) In this way, students are empowered to independently take charge of their success and make the highest grade they can, based on organization, effort, growth, and mastery in Visual Art class.

Banked Credit:

Formal homework is not assigned in the Visual Art class, but students have the opportunity to update and work on extra assignments which incorporate the practice of Visual Art Skills to facilitate their success on classwork and projects. These assignments may take the form of practicing skills by watching a YouTube Video of drawing and shading; project completion, ASW portfolio update, portfolio work at home, or project extension. Rather than assigned as homework, these student explorations are encouraged and awarded with 'Banked Credit Points.' Students may accumulate these points in their "Bank," thus the name - *Banked Credit*, and use them when needed to replace Participation Points (seat time and make-up work), late or effort grade points, or as extra credit points needed to independently manage their grade. The only requirement other than *high quality work not completed at the last minute*, is a companion log of assignments, completion dates, and recorded time and total time accumulation kept in hard copy along with pictorial progress of work and the final project in hard copy turned in for point credit.

Hall Passes:

Students will be given an agenda for the school year, which includes hall passes. These may be used for emergencies and school business. Students will be expected to get to class on time within the six (6) minutes allotted for class change. Tardy Slips will be given to those in violation. Three (3) Slips in a semester will result in a conference with parent and student. Six (6) slips in a semester will result in a call home and one (1) day of ISS. Nine (9) slips in a semester will result in a call home and the student will be suspended.

10-10 policy:

No student will be given a pass out of class during the first ten (10) minutes and the last ten (10) minutes of class.

Book Bags:

Students are permitted to carry book bags to and from school and during the school day and to classes. However, since **teachers do have the authority** as to where book bags may be located in the classroom as to ensure the traffic flow and safety of all concerned, students may put them under behind or under their chair, but preferred placement is in the student's locker.

Dress Code:

Students will be expected to comply with the FTS Dress Code. Dress Code slips will be given to those in violation. Three (3) Slips in a semester will result in a conference with parent and student. Six (6) slips in a semester will result in a call home and one (1) day of ISS. Nine (9) slips in a semester will result in a call home and the student will be suspended.

Class Supplies

Visual Journals are extremely important in the Beginning Portfolio Visual Art class. This is where students build their Art vocabulary, complete their homework, students brainstorm and layout their project ideas, keep their resource ideas visually, and store their starter assignments. The journal will become a work of art in itself, therefore, it is essential that students invest in a spiral or hard bound sketchbook.

Students are required to have the following for Visual Art Beginning Portfolio every day:

Art can be expensive, but please realize that these supplies, if well taken care of, will last your student for an entire semester or year. The supplies listed are the best quality and make creating art easier for students, but if you cannot afford them, by all means, choose supplies that fit your budget best. Having supplies at all is better than not having anything in class!

- Special note: Michaels or AC Moore, offer 40% to 50% off coupons in the Wednesday newspaper, flyers in Sunday's newspaper, or online at www.Michaels.com which will allow students to purchase the Prismacolor Colored pencils and any other supplies purchased in separate transactions for a discounted price.
- Students need to obtain their supplies and colored pencils by September 5, 2017, to be productive in Beginning Portfolio Visual Art.

Beginning Portfolio Supply List

1. Sketchbook for Visual Journal used every day in class (Wire spiral bound sketchbooks have proven to last the longest.)
2. Set of 6 or 8 Drawing Pencils (Ebony or 6B, 4B, 2B, HB, H, 2H, 4H, 6H)
3. White Vinyl Eraser
4. 12 set color pencils (Prismacolor pencils render the best drawing quality)
5. Hand held pencil sharpener that catches pencil shavings
6. Set of 8 color Sharpie or permanent markers
7. 2 Black Sharpie pens (med/fine)
8. Pencil case for supplies
9. Specialized supplies for painting, Mixed Media, & Sculpture, if needed, throughout the year.