

Syllabus: Proficient Visual Arts

Instructor: Anita M. Rubino-Thomas

CCHS Visual Arts Dept.

252-453-0014

arubino@currituck.k12.nc.us

Course Description:

Proficient Visual Arts will provide serious art students with the opportunity to further their exploration of Multicultural Arts as avocation and/or profession. Students will be required to work at a high level of experiential and exploratory learning strategies. Emphasis will be upon acquiring the skills and concepts addressed in the North Carolina Essential standards for Proficient Art and application of said skills and concepts in an individual series of works. Participation in self motivated art experiences in the traditional classroom and out of the traditional classroom will be essential to developing artist Visual Literacy.

Prerequisite: Successful completion of the Visual Arts Intermediate curriculum as well as self motivation in work ethic.

Materials Required: Students must have their sketchbooks from Art II. Course cost will be \$10.00 to cover basic materials, however, individual portfolio works will require students to acquire materials not available in classroom resulting in possible additional costs.

Course Components: Beginning Photography utilizes a standards based learning and assessment model. The emphasis is upon exploration of standards to achieve learning outcomes that demonstrate mastery of the standards. This method allows for students to explore, experiment, apply, assess their learning, revise/revisit learning outcomes and ultimately articulate their understanding of standard concepts, ideas, techniques, processes etc This method encourages students to embrace mistakes as a part of the learning process that informs and assists in achieving mastery. Components will be ***In Progress Learning & Final Projects***. ***In Progress Learning*** will be assessed utilizing single point rubrics (sample single point rubric) that allow students to cite specifically from their learning process. It will reflect a "Developing" status or "Mastery" status. We will utilize the information to inform further instruction and/or movement toward ***Final Project***. Students will need to complete and apply ALL ***In Progress Learning*** to a Final Project. The ***Final Project*** will utilize the Single Point Rubric model with assigned point values to the Mastery Level of the Standards. In summary, ***In Progress Learning*** will show green completion checkmarks in the Powerschool gradebook and ***Final Projects*** will have point assessment values. Students will have a digital copy of all single point rubrics as communication to parents/guardians of learning progress. Please do not hesitate to contact me regarding the Standards based grading method utilized for this course.

Grading Scale is as follows:

A	Superior	100-90	B	Good	89-80	F	Failing	59 & below
C	Average	79-70	D	Poor	69-60			

Homework: Students are expected to complete weekly sketchbook assignments. Students are expected to work on artworks outside of class time. Students will adhere to the following High School Policy: Students who fail to complete an assignment by the due date will still be allowed to complete the work up to 3 days after the assignment is due. Anything turned in after the 3rd day will not be accepted.

Day(s) Late	Grade Impact
1 Day	-10 pts
2 Days	-20 pts
3 Days	-40 pts
After 3 Days	Student will receive a 0

Make up work: Students are responsible for inquiring about missed work due to excused absences and will have a reasonable amount of time allotted in order to complete work. Students who miss work due to administrative concerns, field trips, or other school related reasons, will be held to the aforementioned policy. Those students with unexcused absences will not be allowed to make up work!

Attendance Policy : Students will adhere to the attendance policy contained within the student handbook.

Tardy Policy: In accordance with CCHS policy, students are expected to arrive on time and prepared for class. Students must have a pass to enter class if they are tardy. Please refer to the CCHS Student Handbook for additional information

Tutoring/Enrichment: during powertime.

Exam Policy: Students with an A average do not have a limit on EXCUSED absences. Students with a B average have a limit of two EXCUSED absences.

If a student has ANY UNEXCUSED absences(this applies to an A and a B), they will not be exempted from their exam (District and Teacher Made Only)

Student Honor Code: Students are required to follow all policies outlined in the handbook as well as the art room policies. Students will also be held to the CCHS Honor code which can be viewed on CCHS website. Students are responsible for the studio. Students who attend field trips are required to follow all CCHS policies/rules for the duration of the field trip. Students should comport themselves in a professional and respectful manner. Classroom Teacher Tiered Responses: Minor Offenses will be handled in the classroom and documented in Educator's Handbook as a classroom infraction for the first three occurrences for **most offenses**. Major Offenses and fourth/future occurrences will be a referral to an administrator in Educator's Handbook.

Classroom policies & media usage: Students are allowed cell phones for teacher initiated learning and for independent music entertainment during studio time. Students MUST have an established playlist to utilize this option. Earphones/earbuds are to be used ONLY during the aforementioned Studio time. Students who do not follow classroom policies on media usage will receive 1 verbal warning and then continued issues will result in the cell phone taken for the remainder of class and call home to discuss media usage. The cell phone WILL be returned at the end of class. Please refer to the linked [Classroom Policies](#) for detailed information on the policies/procedures essential to an equitable and productive studio community.

Studio Attire/Hats: Students may wear hats in class!!! Hoods over the head are not permitted in class or in school. We are working in a studio environment with a variety of materials. Please do not wear clothes that could be damaged by materials such as darkroom chemicals, paint, etc. Please be advised that the recommendation is for closed toe shoes. Students may opt to bring in an apron or extra shirt to be worn as protection over clothing.

Course Information:

All course information will be on the Google Classroom for Proficient Art, linked on the Proficient Visual Arts page located at my teacher webpage off the high school website. Parents/Guardians should verify email address in Powerschool to ensure they receive an invitation to the Google Classroom. I encourage students and parents to reach out to me with any questions and concerns. I will do my utmost to address those

questions/concerns in a timely manner.

Objectives: Students will master the objectives outlined in the NC Essential Standards for Proficient Visual Arts

Visual Literacy

P.V.1 Use the language of visual arts to communicate effectively.

P.V.1.1 Use art vocabulary to analyze compositions.

P.V.1.2 Understand the relationship between personal expression and design.

P.V.1.3 Recognize contemporary styles, themes, and genres in art.

P.V.1.4 Evaluate the use of the Elements of Art and Principles of Design in art.

P.V.2 Apply creative and critical thinking skills to artistic expression.

P.V.2.1 Implement planning to arrive at original solutions to artistic problems.

P.V.2.2 Recognize how personal experience influences the perception of the environment.

P.V.2.3 Understand the relationship of creative expression to the development of personal style.

P.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

P.V.3.1 Compare properties of tools in the creation of art.

P.V.3.2 Analyze the relationship between media, processes, and results.

P.V.3.3 Select appropriate processes and techniques to create art.

Contextual Relevancy

P.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

P.CX.1.1 Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context.

P.CX.1.2 Understand how personal perspective is influenced by temporal context.

P.CX.1.3 Exemplify contemporary art and artists.

P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture.

P.CX.1.5 Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.

P.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

P.CX.2.1 Understand the influence of commercial design on personal aesthetics.

P.CX.2.2 Understand how knowledge learned in other disciplines is used to solve artistic problems.

P.CX.2.3 Understand the value of collaboration with peers to arrive at effective solutions to artistic problems.

P.CX.2.4 Analyze how contextual relevance affects aesthetic responses to digital media.

Critical Response

P.CR.1 Use critical analysis to generate responses to a variety of prompts.

P.CR.1.1 Differentiate between personal aesthetic response and objective critical response to art.

P.CR.1.2 Critique personal art based on reflective inquiry.

