

## Course Syllabus

**Instructor: A. Wall**

**Room #: 309**

**Year: 2018-2019**

**Course Name and Title: Comprehensive Art I**

**Textbooks Used: None**

**This Syllabus is a living document and may be changed at any time to accommodate changes in policy, procedure or circumstances.**

### **Course Description:**

Comprehensive Art is the entry level Visual Arts course which prepares students for personal development in the arts, the construction of a body of work that may be instrumental in admission to higher education and professional development. This course builds opportunities for students to grow in affective, academic, and social ways through the explorations of visual media in their own art making. This course will develop the students' technical skills and higher-order thinking. Comprehensive art is sequenced to promote aesthetic understanding, creative thinking, artistic skills and knowledge, historical and cultural context, critical analysis and connections to other disciplines.

### **Course Outline and Content:**

Some of the content may be covered through practice/exercises and may not result in a "Final Project" per se. Other content will be covered more in depth and will result in a finished "Final Project". While the elements and principles of design as well as the language and vocabulary of art will be covered in the beginning of the course they will be embedded in everything the students do throughout the year.

**All students will maintain a sketchbook of assigned work as well as showing development of individual projects they are working on for their portfolios. Projects may include but are not limited to:**

- Drawing – Gesture, Contour, Additive, and Subtractive
- Value Scale
- Composition – rule of thirds, viewfinder, etc.
- Mark making – Scratchboard, Pen & Ink (stippling, hatching, crosshatching, scumbling, micrography)
- Perspective – One and Two Point, Atmospheric and Techniques (overlapping, size and placement on the page)
- Facial Proportion
- Color harmonies / schemes – Monochromatic, Analogous (warm/ cool), Triadic (primary, secondary) Complementary, Split Complimentary; Color mixing practice including mixing colors to make the secondary and tertiary colors on the color wheel.
- Watercolor practice – watercolor techniques
- Clay – vocabulary and practice
- 3D – may include paper sculpture, paper mache, soap carving etc.
- Art Criticism – to include the Feldman model and aesthetic stances (Formalism, Emotionalism, Realism and Functionalism).
- Art History

Final Projects may include but are not limited to:

- - Pen & Ink Project
  - Enlargement project
  - Graphite value project
  - Scratchboard project
  - 1 and/or 2 point perspective project
  - Portrait Project
  - Color Harmony / Scheme project
  - Watercolor Project
  - 3D project

### **Special Assignments and Projects:**

Students must maintain a portfolio of work completed (I will supply the materials to make the portfolios) that will be submitted to the teacher at the end of the course to receive maximum credit for this course. There will be several opportunities for students to enter shows and competitions at the school, county, state, and possibly national level. Each student will also be expected to submit at least one work of the Woodland High School Fine Arts Tapestry (Festival) in April.

### **Classroom Rules and Discipline Procedures:**

**To ensure an optimum learning environment, please adhere to the following:**

- Students will be respectful to all adults and classmates.
- Students will be seated in class when the bell rings.
- Students will not display cell phones, portable electronic devices or unauthorized materials in class unless directed by a teacher to do so.
- Students will use computers/technology appropriately at all times.

### **Make-up Work Policies:**

**Unexcused absences will result in no grades awarded for the work given while absent. Excused absences allow the students to make up the work in the equal amount of time they were absent.**

## School-wide Grading Requirements as follows (year-long grading):

### **Semester Final Average:**

Final exam or EOC/Milestone Assessment- 9<sup>th</sup>- 12<sup>th</sup> grade level courses- 20%

Course Final Average- all 9<sup>th</sup>- 12<sup>th</sup> grade courses- 80%

#### **Formative assessment:**

- Weekly Grade- 20%
- Sketchbooks & Practice – 35%

#### **Summative assessment:**

- Final Projects- 45%

**Note:** \*the Formative and Summative Assessments equal 100% but fall under the category of Course Final Average which is 80% of the Course Final Average.

**Course Final Average- Year-long Average (80%) and Final Exam/EOC Milestone (20%)**

**\*Grades for each 9 week grading period should include a minimum of the following: 3 tests in the summative assessment/Final Projects category, 2 in the Sketchbook/Practice category and 9 Weekly grades.**

**Grades for first semester will carry a smaller weight than those from second semester**

### Late Work Policy

I would rather students turn a work in a few days late than rush it and do sloppy work. That being said, work turned in after the due date may incur a late work penalty of up to 15 points and work over 2 months late will not be accepted.

### Learning Outcomes

**To successfully complete this course, students must:**

- Show up in class, and on time!
- Complete assignments by given deadlines (do not wait until the day before it is due to do the assignment)
- Keep up with “sketchbook” assignments.
- Cooperate with other students and staff to increase learning potential
- Take part in class discussions and critiques
- Ask Questions and let me know if you are having issues with any assignment, equipment or people.

### Academic Integrity Policy:

Academic integrity is a fundamental value of quality education; therefore, Woodland High School will not tolerate any acts of cheating, plagiarism, or falsification of school work. Should it be determined that an academic integrity violation has taken place, the school reserves the right to assign a grade of a zero and submit a disciplinary referral to the appropriate Assistant Principal. The school also reserves the right to remove or suspend enrollment in any Advanced Placement/Honors classes as well as Academic Honor Societies.

### **Ethics, Artistic Integrity and Plagiarism**

Any work that makes use of (appropriates) photographs, published images and/or other artists’ work must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design and/or concept of the source. The student’s individual “voice” should be clearly evident. It is unethical, constitutes plagiarism, and often violates copyright law simply to copy another artists’ work or imagery (even in another medium) and represent it as one’s own.

**Students may not use copywrited characters, logos, or trademarks in their work without prior approval from the teacher.**

### Materials Needed:

#### **Basic Art Materials required**

- Sketchbook (at least 9x12 – 100 pages)
- Drawing Pencils (HB, 2B, 4B, 6B & Ebony)
- Blending Stump
- Erasers (white plastic & Kneaded rubber)
- Pencil sharpener
- Black Sharpie
- Colored Pencils (set of at least 12)

#### **Other Materials**

Beginning 2<sup>nd</sup> semester students will need a watercolor set of at least 8 colors. I will have some available for purchase for \$1 each.

Technology Information: This requirement will change during this year due to the implementation of the 1:1 technology

# Comprehensive Art I

Ms. Wall

## STUDENT/PARENT CONSENT OF UNDERSTANDING:

I have read and understand all of the objectives, requirements, and expectations for Comprehensive Art taught by Ms A. Wall as outlined in the course syllabus.

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Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date