

Visual Art Beginning Syllabus

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Course Description:

Visual Art Beginning is an entry level course for the Visual Arts pathway. Emphasis will be upon exploring multicultural concepts of what constitutes art, art history, aesthetic issues, and art criticism. Students will also explore the Elements of Art and the Principles of Design in order to understand the application of the aforementioned in creating and understanding art. This course will consist of multiple components intended to enable the student to explore, discuss, critique, and create art. Students will experience various art forms and environments via class trips and guest speakers. Visual Art Beginning is process oriented rather than product oriented. Completion of the Visual Art Beginning course will serve as a base for future endeavors in the Visual Arts pathway.

Prerequisite: Open Mind!

Materials Required: To ensure equity for all students, we charge a \$10 course fee to cover materials such as paint, paper, glue, tape, wire, etc. We do not include equipment such as scissors, paintbrushes, rulers, pliers, etc in the cost of materials.

Course Components: Beginning Visual Art 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 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. In addition, students will create and maintain sketchbooks as well as engage in Seminar to explore Art in context of a Visual Culture and explore how global perspectives impact how we value Visual Culture.

Assessments weights are as follows:

*Sketchbook 20%

*Seminar/Quizzes 20%

*Final Projects 60%

Grading Scale is as follows: We will utilize a total points system for course assessments

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

Projects/Homework: Students are expected to complete weekly sketchbook assignments. Students are expected to work on artworks outside of class time if they do not complete during course allotted 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% |
| 2 Days | -20% |
| 3 Days | -40% |
| 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 CCHS 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 on Tardy Policy

Tutoring/Enrichment: **Wednesdays** during power hour.

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. Students may utilize only one earbud while listening to music. No media or earbuds will be utilized during instruction. 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 Beginning Visual Art. Parents/Guardians/Students need to utilize the Google Classroom to access unit plans, assignments, rubrics and resources.

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 Visual Arts Beginning.

Visual Literacy

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

B.V.1.1 Use art vocabulary when discussing art and artistic styles.

B.V.1.2 Apply the Elements of Art and Principles of Design to create art.

B.V.1.3 Classify art according to specified styles.

B.V.1.4 Recognize how Elements of Art and Principles of Design are used in art.

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

B.V.2.1 Understand the role of planning in solving artistic problems.

B.V.2.2 Understand the relationships between sensory awareness and artistic expression.

B.V.2.3 Create personal, symbolic expression as a means of communication (original, visual language).

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

B.V.3.1 Understand the appropriate and safe use of tools, media, and equipment.

B.V.3.2 Use a variety of media, including 2-D, 3-D, and digital, to produce art.

B.V.3.3 Exemplify characteristics of different artistic processes.

Contextual Relevancy

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

B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

B.CX.1.2 Explain how art influences historical perspectives on society.

B.CX.1.3 Understand how art is used to document human experience.

B.CX.1.4 Interpret art in terms of cultural and ethnic context.

B.CX.1.5 Explain the effect of the geographic location and physical environment on the media and subject matter of art.

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

B.CX.2.1 Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.

B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.

B.CX.2.3 Analyze the collaborative process in the creation of art.

B.CX.2.4 Analyze the role of art in creating digital images, technological products, and design.

Critical Response

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

B.CR.1.1 Understand the art criticism process.

B.CR.1.2 Use teacher-generated criteria to evaluate personal art.

Course Schedule: This schedule is flexible and may change as needed

Day one: Intro to course

Week 1-1.5: Making Sketchbooks & What is art?

Week 1.5-6: Visual Literacy Bootcamp Unit

Week 7-8: Printed Paper sculptures

Week 9-10: Illusion cubes: one, two, & three point perspective drawings on pyramids

Week 11-13: Groovy Unit Portraits

Week 14: Collaged Graffiti tags in 3-D cardboard (Collaborative works)

Week 15-17: Poetic Recycled Animals and Garden

Week 18: Finalize portfolios & exam review/exams

Drawing Skills Development:

Week 1: Blind Contour/Gesture

Week 2: Line & mark making

Week 3: unoccupied Space Drawings

Week 4: Right Hand/Left Hand & Non Dominant Hand

Week 5: Value

Week 6: Geometric Shapes: Visualizing subjects as a series of geometric shapes

Week 7: Whole to Part Process: Single object

Week 8: Whole to Part Process: Single Object cont

Week 9: Whole to Part Process: Multiple Objects

Week 10: Whole to Part Process: Multiple Objects cont

Week 11: One Point Perspective: Perspective Pyramid side 1
Week 12: Two Point Perspective: Perspective Pyramid side 2
Week 13: Three Point Perspective: Perspective Pyramid side 3
Week 14: Upside Down Drawing
Week 15: Upside Down Drawing
Week 16-17: Upside Down Drawing

FINAL EXAM: The Final Exam will assess mastery of course standards through the final sketchbook and a portfolio of selected works. Final Exam is 20% of total course grade

Course Syllabus and Expectations Agreement

Please acknowledge receipt and understanding of the course syllabus and expectations by signing below and returning detached portion:

Student Name: _____

Parent/Guardian signature: _____

Preferred Method of Contact #1 _____

Preferred Method of Contact #2 _____