

Course Description and Expectations

It is expected that the students in this third-year course of Fine Arts have successfully completed both the Comprehensive Introduction to Art (I) and Art II/Fine Arts Studio courses or have demonstrated equivalent knowledge and skills to the instructor. This course expands and builds upon the student's fundamental two- and three-dimensional visual art knowledge, techniques, and media explored and acquired in those courses.

The essential question explored in this year of Art is "How can we create EXTRAORDINARY works of Art from ordinary sources?"

Students will be introduced to methods of stimulating creative thinking including: artists' habits of mind for studio thinking, synectic thinking and the many trigger words/verbs for creative approaches to transforming subject matter as well as the acronym of SCAMPER that helps organize those creative trigger words for further exploration. The emphasis of this course is placed on higher-level artistic thinking and advanced creative problem solving.

Units/Lessons/Themes

Most assignments in this course are designed to pose visual problems that students will learn to solve with the help of synectic thinking. A variety of assignments will be given that may include but not be limited to:

Styles of Abstraction

Concepts of Magnification/Minification

Visual Puns

Substitute Surface Qualities

Metamorphosis/Transformation/Hybridization

Surrealism/Juxtaposition

Experimentation with techniques & media

Self-Portraiture

Altered Books or other altered surfaces

Narrative art

Some assignments may also be inspired by various periods, movements, and artists – contemporary and throughout history. Students will be expected to look at, study, read about, and discuss artists' lives, work, and relating historical periods as a background for projects and to help formulate ideas and processes for their own work.

Students be expected to concurrently advance their study of the fundamental concepts and elements of art and design such as line, shape, color, value, form, and texture as well as the tools and principles of artistic composition such as balance, repetition, unity, emphasis, and dominance. Students will be pushed to take these concepts to the "next level". Students will draw upon their previous experiences with various art media (materials) and techniques (processes) and will also be expected to further develop their skills and also experiment with new media and techniques as time and supplies permit.. Students will have the responsibility and opportunity at this level to create unique and individualized works within the project assignments under the advisement of the instructor.

Most importantly, students will be encouraged to develop their aesthetic sense of perception and critical thinking skills in order enhance the physical act of skillfully creating their own unique works of art and personal expression.

Grading

Grading in the art classroom reflects many elements. Objective factors include full participation in class, successful solutions to the problems and criteria laid out for each assignment, completion of assignments in a timely manner, and skill development. Students should also realize that daily attendance and attentiveness, effort, cooperation, willingness to experiment, use of imagination, and goals of personal improvement are valued as much as the actual artwork produced. Final grades will reflect a combination

of their hard work and enthusiasm along with the quality of the finished product. As part of the growth experience the teacher and student will discuss and evaluate the students' work together during the process of its creation. Class critiques often take place either at the end or during the process of many assignments. Suggestions may be made for improvement and enhancement of the work (I always encourage students to strive for the best work they can possibly produce.). Students will be encouraged to work on self-evaluation and will be asked to participate as much as possible in group evaluations and critiques.

Project Grades

Every project assigned will include a "problem" to be solved or a specific number of criteria to be met. There is always room for creativity and individual expression and that is expected, but the criteria must always be met or expanded upon.

Some grades for projects may be given as both "In-Progress" and/or Final grades as many projects are long-term and extend over several weeks.

Whenever possible Rubrics will be used to define specific points assigned to specific criteria.

If no specific rubric is used, projects will be graded using the general percentage rubric below:

Project grades will consist of:

Quality of work (includes time and effort spent on projects in class)	0 – 40%
Completion of work in a timely manner	0 – 10%
How well the criteria is met or problem is solved	0 – 40%
Advanced or extraordinary accomplishments (beyond expectation)	0 – 10%
Total possible project grade	0 – 100%

Exams, Homework, Reflective Writing

Midterm and Final Exams will be given in all Art classes. Exams are a requirement of WHS. They are graded and weighted in accordance with the WHS policy for exams and grading.

The content of the exams will include questions and reflections on vocabulary, processes, techniques, related art history and personal art making.

Throughout the terms **Reflective Writing** will be given to complete the artistic process.

The process of making Art encompasses many things including learning about materials, learning techniques & processes, acquiring skills, developing critical thinking and finding ways of creative self-expression. Students should be able to reflect upon, understand and describe the many factors of the art-making process.

Occasionally homework may be assigned. This could mean sketchbook or other drawing assignments, gathering materials or supplies for in-class projects, research on artists, or the completion of in-class projects that are "behind" or late.

Attendance

Since attendance is crucial to completing all assignments, it is inherently factored into the grade of the projects. Students will not be excused from assignments because of absence (other than for extenuating circumstances). It is always the student's responsibility to consult with the teacher to see what work they have missed and need to make up. Work must then be made up on the student's own time –after school, at home or if time permits between other assignments. The regular school policies on attendance, suspension, and tardiness will be followed when grading.

Final Note

Students at this level should know to treat their art classes as they would any of their other serious courses. Art is a subject that is taken very seriously by the Art Department, WHS, and the Massachusetts Department of Education. It is taught from a very definite and comprehensive curriculum that closely follows the standards laid out in both the Massachusetts Art Curriculum and the National Art Education Association Visual Arts Standards. Our goal is to aid in the development of skillful, perceptive, knowledgeable, and creative thinkers and future artists.