

Course Description/Expectations

This is the most advanced art course available at Winthrop High School. To be here you must have successfully completed the other levels of Art here or their equivalent. 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.

All students in this class (whether applying to fine art schools, colleges or universities, or not) **must develop and complete a Portfolio/body of work** (a minimum of 12 pieces of work) a **written Artist statement**, and a resume that meets the standards and requirements for applications to professional art schools, colleges or universities.

The portfolio is expected to show proficiency of skills in rendering techniques in various media, experimentation with a wide variety of media and techniques and the emergence of a "personal voice" or style.

The essential questions explored in this year of Art are "How can I create quality work with meaning and personal expression?" and "What is my personal creative style?"

Students will be reminded of the 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 and developing "personal voice".

General Syllabus**Semester I:**

The focus for Semester I is creating personally and independently designed pieces in response to conceptual prompts and themes. It is hoped that these pieces will be able to be used as part of the portfolio body of work. Students will choose their medium and technique in response to each assignment. Experimentation and exploration of media will be encouraged through short mini-lessons to add to the students repertoire of experiences and skill acquisition.

An attempt will be made to stick to a schedule of in-depth assignments of durations of 1-3 weeks, with peer group and individual critiques and discussions at mid-points or the end of those weeks. Students are expected to improve work as much as possible taking into consideration what is learned and suggested in critiques.

We will continue to view and be inspired by various periods, movements, and artists throughout history, with an emphasis on contemporary art and artists. 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.

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.

For those students needing a portfolio for college application, assistance will be given in creating a photographed digital portfolio.

Midterm Exam

The Midterm will consist of the students writing their personal artist statement which will be a two-page essay.

Semester II:

The main focus of Semester II is creating a body of work called a “concentration”. The concentration is a group of works that demonstrate a commitment to the thoughtful investigation of a specific visual idea or personal theme.

Students will be guided in the ways of selecting the theme for their concentration.

Students will be asked to research art and artists of personal interest and be able to present information regarding those to the class.

Additionally, in Semester II, the students should be working on revising and improving existing work for their final Portfolio. These works can also be from previous years.

Students will learn matting, mounting and personal presentation of work and may help in preparing and installing the Art Department’s exhibit as part of the Winthrop Public Schools annual Art Exhibit.

Near the end of the semester, students will ready their work and present it for a final “Portfolio review” which may be conducted by artists from the community art association.

Final Exam

The final exam will consist of reflective writing and comprehensive essays pertaining to the assignments done during this Portfolio year as well as a the culmination of experiences throughout all 4 years of Art classes at WHS.

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. 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

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.

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

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.

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.