

Intermediate Visual Arts Syllabus

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Intermediate Visual Arts: Designed as a continuation in the Visual Arts Pathway, Art II will continue to address Art History, Multicultural concepts of Art, Aesthetic Discourse, Art Criticism, Art as avocation and Art as profession. Emphasis will be upon acquiring skills/concepts addressed in the North Carolina Essential standards and the development of creative processes via two-dimensional media learned during Art I and introduction of three dimensional media such as plaster, found object and paper. Students will continue to develop the critical thinking and planning skills essential in Visual Literacy.

Objectives:

Visual Literacy

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

I.V.1.1 Use art vocabulary to critique art.

I.V.1.2 Understand how design influences artistic expression.

I.V.1.3 Understand the use of global themes, symbols, and subject matter in art.

I.V.1.4 Analyze images through the process of deconstruction (the components of the image and its meaning).

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

I.V.2.1 Generate innovative solutions to artistic problems.

I.V.2.2 Use experiences and observations to create content for art.

I.V.2.3 Understand the role of emotion, imagination, and creativity in producing content for original art.

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

I.V.3.1 Understand the function of tools in creating art.

I.V.3.2 Select media appropriate for communicating content.

I.V.3.3 Analyze the relationship between process and product

Contextual Relevancy

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

I.CX.1.1 Use visual arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.

I.CX.1.2 Understand the role of visual art in documenting history.

I.CX.1.3 Classify art by artist, movement, and style.

I.CX.1.4 Explain the influence of contextual knowledge on aesthetic responses to art.

I.CX.1.5 Explain the effect of geographic location and physical environment on design, production, and marketing of art.

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

I.CX.2.1 Apply skills and concepts developed in art to daily life.

I.CX.2.2 Apply skills and knowledge learned in various disciplines to visual arts.

I.CX.2.3 Apply collaborative skills to create art.

I.CX.2.4 Analyze how digital design affects communication in art

Critical Analysis

I.CR.1 Use critical analysis to generate

I.CR.1.1 Critique art based on personal and formal criteria. responses to a variety of prompts.

I.CR.1.2 Critique personal art using personal or teacher-generated criteria.

Completion of the Art II course will serve as a base for future endeavors in the Visual arts. Learners will possess skills and vocabulary necessary in the pursuit of developing a portfolio.

Course Prerequisite: Art I and OPEN MINDS!

Suggested Grade Level: Open to grades 9-12

Materials and equipment required: Students will create their own sketchbook. Instructor will order the remaining supplies. Cost will be approximately \$10.00 to cover pencil assortment ranging from 4B, 2B, HB, 2H, 4H, erasers, pencil sharpeners, paint, glues, markers, sharpies, colored pencils, paper, watercolor paper, plaster and printmaking supplies.

Course Components: Cultural/Historical Context Exploration, Aesthetic Discourse, Creative Processes & Studio, Criticism/Analysis/Evaluation.

Course Component assessments: Learning Objective Exercises, Quizzes, Seminar, Projects, Sketchbook, & Homework

Grading Scale:

A Superior	100-90	B Good	89-80
C Average	79-70	D Poor	69-60 F Failing 59-0

Projects/Homework: Students are expected to complete weekly sketchbook assignments. **Students are expected to work on artworks outside of class time if not completed within the allotted course 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 and completing work within a reasonable time frame. Students who miss work due to administrative concerns, field trips, or other reasonable event will be held to the aforementioned policy.

Attendance Policy: Students must adhere to the school attendance policy. The participation grade for this course is affected by attendance as well. Please see the information about the participation grade listed below.

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. On the third unexcused tardy, student will receive PIT and the 3 unexcused tardies will convert to an unexcused absence. Absences from tardies cannot be recovered or waived.

Tutoring/Enrichment: during PowerHour.

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 Conduct: Students are required to follow all policies outlined in the handbook as well as the art room policies. The Honor Code will be an integral part of the classroom environment and should be viewed on the CCHS website. Students are responsible for the studio and should comport themselves in a professional and respectful manner. Students who attend field trips/educational events are required to follow all CCHS policies/rules. 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.

Course Information:

All course information will be on the Intermediate Visual Art Google Classroom.

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.

Semester Agenda: Schedule is flexible and subject to change

Week 1-2.5: Intro to course and Overarching idea: "Why do we create Art?" Review of Art I concepts via Rewind Bookmark design project

Week 2.5-3.5: Sketchbooks/visual notetaking

Week 3.5-8: Down to the Bone: Anatomy and Art Unit (Charcoal Studies, Subtractive Drawing, & Plaster Sculpture)

Week 9-11: Reinterpretation 3-D collage Architectural Works

Week 12-13: Design a video game

Week 14-16 : Magnified still life graphite drawings

Week 17: recycled animals

Week 18: Exams

Drawing Skills Development:

Week 3: Blind Contour still life

Week 4: Right Hand/Left Hand

Week 5: Non Dominant Hand

Week 6: Geometric Shapes: transforming a landscape image

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: Negative Space Drawings: trees

Week 12: Value Exercises: hands with each finger as different technique

Week 13: One Point Perspective: shapes design

Week 14: Two Point Perspective: space crafts

Week 15: Three Point Perspective: Cityscape

Week 16-17: Upside Down Drawing