

**Art I: Foundations of Studio Art
Course Syllabus - 2015-2016
River Hill High School - Visual Arts Department**

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Course Description:

In this class, you will be introduced to the materials and methods of making art. Learning the visual arts can be compared to learning a language—first you learn words, then you write sentences, then you are able to have a conversation, and you might eventually write a poem or novel in that language. A master of language thinks and dreams in that language and speaks it fluently. Art is not merely talent: like French or Japanese, the language of art can be learned; and, just as with French or Japanese, learning the language of art takes study, concentration, and practice. You would not be expected to know Spanish on the first day of class - that's why you take the class - to learn it. Art is much the same - you can learn it. Here, you will learn the basic methods, materials, and visual vocabulary necessary to the making and understanding of visual art. By the end of the term, you will be amazed by how well you are able to speak and understand the language of ART!

Throughout the year, you will be guided through a number of art problems for which your solutions will be in the form of drawings, paintings, sculptures, prints, collages as well as forms you may not even consider art at this point. To inspire and direct you through the process of making these artworks, we will look at examples from the fine and applied arts, from both the past and present. As well, you will discover and experience the methods that artists use to create art: the initial research, the sketches, the preliminary studies, the experimentation with media, the final, refined work, and the critique or reflection of that work.

Course Objectives - Art 1

<p>RESPONDING: The synthesis of meaning, context, and process through interaction with, and connection to the visual world.</p> <ol style="list-style-type: none"> 1. Understand and use appropriate descriptive vocabulary when responding to the visual world. 2. Interpret artistic intention supported by relevant contextual information, content, and compositional choices in works of art.. 3. Describe ways artists use tools, materials, processes, and techniques to solve visual problems and create meaning. 4. Identify, compare, and explain how works of art from various societies, cultures, and time periods reflect universal themes 5. Understand that societies, cultures and time periods recognize differing criteria for evaluating artwork. 6. Understand how various artistic skills and behaviors are essential components to college and career success. 	<p>CREATING: The process of conceiving and developing new and/or personal ideas through art making.</p> <ol style="list-style-type: none"> 1. Maintain a sketchbook/journal to document personal engagement with the artistic process.. 2. Apply a variety of strategies to generate ideas in response to a given art problem. 3. Select relevant historical and contemporary resources, media, and suggested mentor artists, in order to support ideas. 4. Apply a variety of approaches to art making, including experimentation, narrative, observation, imagination and memory to arrive at personal solutions. 5. Apply formal qualities and compositional devices to organize responses to visual art problems. 6. Use a variety of tools materials, processes, and techniques safely, effectively, and with a focus on quality. 7. Persevere in problem solving through the evaluation of work in progress to identify areas in need of improvement and possible solutions. 8. Effectively manage tasks within an established time frame in accordance with assignment criteria. 	<p>PRESENTING: The relating of personal artistic intent and choices through reflections, thoughtful presentation and/or exhibition of personal work.</p> <ol style="list-style-type: none"> 1. Maintain a portfolio of work to demonstrate artistic growth over the course of the year. 2. Compose and share reflective statements that explain and support a student's artistic choices and the intended purpose and/or meaning of the work. 3. Collaboratively select, prepare, and arrange artwork to exhibit, including appropriate display materials. 4. Engage in critique processes with peers for the purpose of giving and receiving feedback.
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The fundamental experiences of this course are to:

1. Connect your life with your art.
2. Identify and apply the elements of art and principles of design.
3. Use Feldman's four step process for making critical judgments.
4. Utilize art concepts and vocabulary in the discussion and analysis of works of art.
5. Identify various career paths that utilize visual arts skills and behaviors
6. Demonstrate the ability to create specific effects in a composition through the selective use and application of materials and techniques.
7. Analyze masterworks/cultural exemplars, and apply ways the formal qualities of art influence content and compositional formats.
8. Use various conceptual and interdisciplinary approaches for the development of subject matter including: imagination, observation, memory, verbal to visual, and experimental.
9. Apply a variety of creative problem solving techniques to the making of works of art.
10. Develop creative problem solving skills as well as design and technical skills in drawing, painting, printmaking, collage, sculpture, and crafts.

Required Materials

- You are required to have a usable #2 pencil with eraser every day!!
- You are required to have a sketchbook, which we will make in class. Your sketchbook will be stored in the classroom when not in use. You are expected to have your sketchbook with you every day.
- You are required to know where your in-progress project is - and to have any necessary materials ready for class every day (specific personalized materials may be needed for some assignments).
- You may wish to procure an art smock or an old, oversized shirt to protect your clothing.

The art department will provide all other materials for artwork made in this class.

Assessment

As you can see from the above description, this class is process (or performance) based. You will earn points towards your grade for all of the parts of your process. You will be graded only on your own performance and progress—on your individual effort, growth and improvement—not on how your finished work compares to that of the other members of the class. Upon completion of each art problem, you will assess your own process before submitting the work to me for a grade.

As you will see, some of you will grasp the concepts and techniques addressed in this class with relative ease; others may need to work extra hard (including spending time working on art after school or during Hawktime) to earn a top grade. In this way, learning to make art is similar to learning Math, English, or any other subject—for some it is easily understood, for others, extra work is necessary. If you work hard, listen well, and keep an open mind, you will amaze yourself (and everyone else!) with what you are able to achieve artistically.

Each student will maintain a portfolio that will be stored in the classroom and will contain all of the work done in class and at home. Students may take work home only at the end of the term, or with the instructor's permission. You are responsible for keeping track of your artwork throughout the year. Please pay particular attention to organizational instructions for storing in-progress work and turning in completed work.

Deadlines, Missed Work, and Redoing Assignments

Assignment deadlines are set at the discretion of the instructor when the assignment is given. It is the student's responsibility to make up any missed work due to excused absences, and to collect daily objectives, handouts, notes, assignments, etc. If a student is absent on the day an assignment is due, the assignment should be handed in on the following day. **Late work can still be turned in for 50% credit up until the end of the quarter. Incomplete work will not be accepted for grading.** Students will have one week after the last in-class working day to complete work after school (with prior arrangement) or during Hawktime. Work may not be taken home to complete. Students are also responsible for scheduling appointments with the teacher to discuss make-up work.

A student may choose to redo an assignment, with teacher approval, if they are unhappy with the grade. If the original grade is a result of not using time appropriately, lack of effort, or not meeting due dates you will

not be allowed to redo an assignment. Students have one month from the original due date to turn in a revised work for full credit.

Academic Integrity

Issues related to ownership of imagery, copyright law, and fair use will be addressed in class. All work created in classes is expected to be wholly created by the student or from an image significantly altered in its presentation to meet an assignment. If you submit work that makes use of photographs, published images, and/or other artists' works, you must show substantial and significant development beyond duplication. This may be demonstrated through manipulation of the formal qualities, design, and/or concept of the original work. It is unethical, constitutes plagiarism, and often violates copyright law to simply copy an image (even in another medium) that was made by someone else. Violation may result in referral to the Honor Council and loss of credit.

Grading Policy

- Incomplete work will not be accepted; only finished work will receive a grade.
- Late work can still be turned in for 50% credit up until the end of the quarter.
- Most often the major assignments will be worth 50 to 100 points. There are four areas or components to the grade. This system allows the teacher and the pupil to evaluate specific strengths and identify areas, which need improvement.
- The grading matrix will be based on the following:
 - **Presentation** – Neatness and respect for your work should be evident in the appearance of a completed assignment.
 - **Design** – Thoughtfulness to the composition and its relationship to personal ideas
 - **Studio Skills** – Proper handling of equipment, responsible use of time, respect for others and their work, clean-up, and class participation.
 - **Objectives** – Meeting the criteria or objectives for the specific assignment
- Grades will be based upon percentages: A=90-100%; B=80-89%; C=70-79%; D=60-69%; E=0-59%

Homework

Throughout the year, assignments will be given which will require you to spend time working at home or in the art studio outside of your scheduled class time. Generally these homework assignments will be completed in your sketchbook. Homework must be turned in on the date due in order to receive full credit.

It is in the student's best interest to use their regular class time wisely to complete assignments. If in-class time is not used wisely, more out-of-class work may be the result. It is the student's responsibility to record homework assignments when given - these can also be found on the class website.

Thanksgiving break, Winter Break, and Spring Break are homework-free. Homecoming weekend and Prom weekend as well as 2 other weekends of the year will be homework-free. As assignments for this class are often independently driven, ongoing, and involved, these homework-free times do not preclude ongoing or long-term work.

Hawktime

The art room will be open during both Monday and Wednesday Hawktimes as a space for working on class assignments, self-directed artwork, and/or relaxing with fellow students. We encourage you to take advantage of this opportunity! Please be respectful of the space (clean up!) and the needs of those around you. After school use of the art room is only for work related to class.

Class Routine

When the bell rings, you are expected to be in your seat, with your sketchbook, and to end all conversation. If you arrive early you can prepare materials for the day that will be listed on the screen, you may also wish to begin working on your project right away, that is fine—as long as you are in your seat and quiet when the bell rings. Class will begin by taking attendance and directing your attention to the screen where you will see the objective and agenda. Any pertinent information will be delivered at this time, including instructions and demonstrations, due dates and examples. The bulk of the class period will be devoted to studio work. During studio time, gentle conversation is permitted. However, whenever I am addressing the whole class, or when we are engaged in a class discussion, all other conversation must cease - you will respect the speaker.

Occasionally, studio work will be suspended briefly so that I can demonstrate a process to the entire class, lead a discussion, initiate a critique, or make an important point. Every class will end with the final minutes set aside for cleanup and for reflection of what we have accomplished and on what is in store for our next class together.

Studio Behaviors & Maintenance

It is expected that everyone will contribute to the maintenance of materials and tools in the art studio. This room is heavily used—each day over 130 students are sharing this relatively small space and rather limited materials. As a result, we will need to take extra care to work together harmoniously! In addition to the expectations outlined in your student handbook (respecting others, abiding safety rules, etc.), I have detailed a few guidelines specific to this art class, that all of us must keep in mind. If each of us abides by these directions, our studio will be a place in which everyone has the opportunity to surpass his or her own expectations of themselves as artists!

1. All studio tools and materials must be handled with care and respect so that they are in the best possible condition for the next person's use—which of course, may be you! Tools and materials, therefore, must be used *only* for the purpose for which they are intended. All studio tools and materials must be returned to their proper place—even if they were not properly stored when you arrived in class. Each of you will be held responsible for equipment you have used.
2. Any spills or accidents with materials must be promptly cleaned up. (All students who share space at a table are responsible for that table and are expected to help clean up any messes, even if they are not personally responsible.)
3. You may leave your seat only to get supplies and to clean up, not to socialize.
4. The studio will be left in excellent condition at the end of every class—tools and materials will be properly stored, works-in-progress will be put away, the tables and stools will be cleared of all debris. Materials that may have fallen on the floor during studio work periods will be picked up and stored properly. Proper condition of your table is your responsibility - don't deface it.
5. You may drink bottled water in this class; however, it is not permissible to drink other beverages or to eat food of any kind, as those substances might spill, stain, or otherwise deface your artwork, or the work of those around you. We do have mice that like to visit.
6. For some people, a little conversation helps them make art; for others, quiet, focused thought is best. In this class, talking quietly *while* you work is okay—so long as your conversation is not adversely affecting your work, or the work of those around you. I will be the arbiter of how much (or how loud) is too much!
7. Finally, since there are so many students in this class, and since you are free to chat *quietly*, it is sometimes difficult for me, your instructor, to get everyone's attention. Therefore, if you hear me ask for your attention, please suspend your activities until I have finished speaking. If someone at your table is unaware that I am trying to speak, please let them know so that they can listen as well.
8. Digital devices should be kept on SILENT mode during the school day (not vibrate). Only with teacher permission are you able to use your own digital device during class time. See student handbook for further details.

Thanks, in advance, to abiding by these few, simple, common sense rules so that we all are able to benefit to the maximum in our exploration of making and studying art!