

ART I

COURSE SYLLABUS

Course Description: Art I is an elective one-hour fine arts course. Students who satisfactorily complete this course will earn one Fine Art credit. The course curriculum includes studies in art history, shading, perspective, water color, design, caricature drawing, comic strip design and layout, introduction to figure drawing and pastel drawing.

Instructional Philosophy: Students will be given fun and challenging assignments that deal with basic artistic concepts. The art history portion of the class will consist mostly of lecture and discussion while the other material will be covered through a demonstration of artistic techniques and student participation. Students will work independently on all projects and be able to demonstrate a general understanding of the concepts studied.

Student assessment will be based on individual work, tests, quizzes, outside drawings (portfolios), written assignments, presentations, and student participation in class activities on a daily basis. Students will need to demonstrate knowledge of the basic artistic concepts studied by applying those concepts to the corresponding projects and tests.

Each student will be expected to complete 10 drawings outside of class each quarter. These drawings are worth 30% of the student's grade. The drawings will consist of: 4 landscapes, 2 portraits, 2 animals, and 2 still life. Tests and quizzes will account for 20% of the student's grade and class participation and hands-on-work will account for the remaining 50% of a student's grade. Extra credit is possible through demonstration of exceptional work only. Students should keep a record of all of their scores so they will know their grades at all times.

Course Goals:

1. Provide the student with a general understanding of the balance between art and nature and the importance of art in their world.
2. Introduce students to the basic terms and concepts used in the art world as well as give them a working knowledge of the mechanics of design and balance in art.
3. Help the student to become aware of the inter-relationships that exist between art and society.
4. Challenge the student's creativity.
5. Prepare the student for more advanced studies in art.

Benchmarks By Quarter:

First Quarter

1. Examine the importance of art in everyday life.
2. Identify artists and styles that influenced mankind throughout history
3. Identify and assess the effect of the impressionist movement on the art world.
4. Assess, analyze, and evaluate the correlation between the artist's lives and their painting styles.
5. Compose a variety of still life, animal, landscape, and portrait drawings

Second Quarter

1. Create realism, volume, shape, texture and form in drawings by using a variety of shading techniques.
2. Create a three-dimensional effect by drawing simple shapes in perspective.
3. Compose drawings using atmospheric perspective
4. Apply aerial perspective in two and three-point perspective
5. Utilize color, hue, value and tone in watercolor painting.
6. Compose a variety of still life, animal, landscape, and portrait drawings.

Third Quarter

1. Create unique, original designs using line and space
2. Create designs that show rhythm and movement
3. Compose designs with forms that convey a message.
4. Compose a variety of still life, animal, landscape, and portrait drawings.

Fourth Quarter

1. Employ ovals and rectangles to set up a framework for drawing the human form.
2. Manipulate the shapes into the human figure (of students posing).
3. Shade and hatch each drawing in an attempt to make the material look more realistic.
4. Sketch a variety of still life set-ups.
5. Employ the components of light and color through the use of pastels.
6. Compose a variety of still life, animal, landscape, and portrait drawings.

Major Course Assignments and Projects:

1. Art History – Art history is far too vast a subject to cover in 8 weeks, so we will cover a very important section of it. The Impressionists were a group that changed the idea of what “art” was supposed to be. It is because of that group that we have art as we understand it today. We will study and discuss a number of Impressionist painters and their works. Students will need to take notes over the artists as well as sketch out some of their most important works. Students will be given pop quizzes at any time and there will be an art history test at the end of the first quarter. Students will also have a written assignment over a book dealing with an assigned impressionist painter.
2. Shading – Students will create drawings with volume, shape, texture and form, using a variety of shading techniques. There will be several basic exercises that deal with each of the above terms.
3. Perspective – Students will use one, two and three-point perspective with aerial, visual and atmospheric perspective. The student will demonstrate knowledge of perspective through a number of projects utilizing each viewpoint
4. Color Wheel – Students will demonstrate knowledge of color, hue, value and tone in watercolor painting. Students will be shown mixing techniques and will demonstrate knowledge through a number of basic watercolor projects.
5. Design – Students will create original designs using line, shape, form, color and texture.
6. Charicature Drawing – Students will draw charicature portraits exaggerating the features while maintaining recognition.
7. Comic Strip Layout – Students will layout a comic strip with six segments and illustrate. The final product will be inked with color added.
8. Figure Drawing – Students will be introduced to the techniques used to set-up and create figure drawings. Students will demonstrate knowledge through instructor led figure drawings of class members.
9. Pastel Drawing – Students will create pastel drawings using a variety of sketching and blending techniques. Students will be shown basic techniques and will demonstrate knowledge through both instructor-led projects and individual projects.

Assessment Plan:

30%	Outside Drawings
20%	Tests and Quizzes
50%	Hands-on-work and student participation

Classroom Expectations:

Students should be in class and in their seat ready to work when the bell rings. If a student is not in their seat when the bell rings then a tardy will be given. The class is not dismissed until the teacher has dismissed it and students will remain in their seats until instructed to do otherwise. Students are not allowed to speak unless they raise their hands; other rules involving speech may change at the teachers’ discretion. There are no food or drinks allowed in the classroom, and student found having food or drinks (gum, candy, soda, chips, etc.) will lose their participation points for that day and repeated abuses will result in a write up. Students who come to class unprepared will also lose their participation points for the day. Also, a lack of student effort on major projects (outside drawings, etc.) may also result in a write-up since the projects span a long period of time.

Supplies and Materials Needed:

1. 12x18 drawing tablet
2. 16 oz. Cookie can or Tupperware container (oil painting)
3. Cool whip bowls with lids
4. Pencils #2 and erasers.
5. Flair pens felt tip black ink (sharpies)
6. Notebook
7. Folder with pockets
8. Some type of professional portfolio (advanced students only)

Homework Policy and Grading Scale: Please refer to the Student Handbook for the Homework Policy. The grading scale is as follows:

A	100-95	C	76-73
A-	94-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	59-0

Extra Help: Extra help is always provided in class during projects. If a student needs help outside of those times than I am usually available before school around 7 a.m. Students may also sign up for the P.A.S.S. program on the appropriate day.

Time and Place to be reached by Parent: A list and description of what your child is doing in my class may be found at the following web address:

<http://new.schoolnotes.com/>

If you need to reach me you may call the school at 431-2616 Ext. 4139. My planning period is 1st period so the best time to reach me would be between 7-8:40 a.m.

Educational goals are statements describing skills, attributes, and competences students should have while pursuing a program or course of study. Educational goals state what the teacher or student wishes to achieve. Areas of attitude, skills, and knowledge may be stated individually or combined when forming educational goals. The following list provides an overview of some universally accepted goals for education: Master Basic Skills Overall, this goal involves the basic mastery of math and language arts skills. However, even though we often begin course planning with learning goals in mind, we sometimes do not share those goals with our students. Research on learning suggests that students learn more if we let them know at the beginning where they will end up. Note that, effective January 1, 2007, faculty will be able to enter course goals on their Individual Course Descriptions (ICDs) so students can review them before registering for classes. Access ICDs through MyUW-Teaching-Teaching Logistics. Process/Considerations. Without clearly explicated course goals and learning outcomes, it is not possible to assess whether the course is effective or not. Why do we need both? Course goals provide us with the big picture, setting out a direction for the course and sometimes beyond. Course learning outcomes provide the achievable and assessable elements of those goals. Both goals and learning outcomes should assume successful completion of the course. Course Goals. Guidelines for Course Goals