

VISUAL ART SYLLABUS (2016-2017)

Mr. McIntosh's Syllabus

COURSE DESCRIPTION:

The Visual Arts program at Spencer- Van Etten High School involves grade levels 9th-12th. This year, Studio Art, Drawing & Painting, and Digital Photography are full year classes, while Photoshop and 3D design are semester based. Each level of instruction helps to form the foundation to further attitudes and the development of artistic skills and techniques. The units of study conceptualize that of painting, drawing, 3-dimensional creations and design elements. These units include interdisciplinary links to an S-VE goal of a Common Core Curriculum.

Overall, the courses are designed to develop the creative process and to derive the meaning of art. During their time with me, students will create artwork and explore the methods and media used to create art. Lessons are designed to help students develop perceptual awareness and critical thinking skills. Lessons are structured progressively to develop skills and knowledge of content that will fulfill New York States Visual and Performing Arts Curriculum Standards.

New York States Visual Art Standards

Standard 1 - Creating, Performing, and Participating in The Arts

Standard 2 - Knowing and Using Arts Materials and Resources

Standard 3 - Responding To and Analyzing Works of Art

Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts

Class schedule:

Homeroom/1 st period	Studio Art
2 nd Period	3-D/Photoshop
3 rd Period	DDP (Drawing, Design, Production)
4 th Period	Prep
5 th Period	Lunch
6 th Period	Studio Art
7 th Period	Drawing and Painting
Advisory	Mixed Group
8 th Period	Digital Photography
9 th Period	ACE Art History

LEARNING LEVELS: (Learning Focused Instruction)

Three levels of learning:

Essential question(s), group learning, formative and summative assessment

Extending and Refining: Essential question(s), writing, listening, following instructions and participating in products, and projects. Students are then able to utilize their knowledge of learning by mastering their techniques in a creative environment, as well as taking their knowledge to other areas of learning.

Authentic Use: Use information in meaningful ways to adapt to a creative environment, applying their visual art skills into areas of two and three-dimensional design, as well as developing their own visual awareness. The importance of a visual arts program is to build connections to other subject areas of learning, as well as to understand their significant individual cultural preferences in order to help them gain an understanding of the creators who preceded them.

STUDENTS GOALS AND OBJECTIVES:

To be actively involved in their own learning such as understanding and seeing the physical world in terms of visual and tactile images and symbols, which are unique to the visual arts.

To make more interesting connections, ask questions that challenge existing assumptions, debate issues and present alternative points of view through their own personal hands on projects, work habits and various experiences.

To learn within interdisciplinary units that have global significance. They will learn about their own culture, language and traditions and the corresponding cultures, languages, and traditions of other peoples.

Therefore, by participating in a visual arts program, the student will meet all criteria that inform the student of self and those around them.

To make connections between their intellectual and social development and the benefits they can make to their communities through service: How can I make a difference? How has this experience changed me as a person?

To be involved in opportunities for trans disciplinary learning: connecting life at school with the real world and making connections among subject areas.

APPROACHES TO INTERCULTURAL AWARENESS:

Intercultural awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but may also lead to empathy.

Spencer- Van Etten High School students who are involved in the arts program are exposed to various styles, techniques and works of art that can lead to many related areas of learning, opening lines of inquiry, revealing that art, like life, is lived in a

complex world not easily defined in discrete subjects. Therefore, students who take a visual arts class are more well-defined of who they are, where they are going, and what changes they can contribute in a changing society and environment.

Students are required to experience and explore each of the five areas of interaction.

1. Approaches to learning, in which students take increasing responsibility for their learning. How do I learn best? How do I know? How do I communicate my understanding?

2. Community and service, through which students become aware of their roles and their responsibilities as members of communities. How do we live in relation to each other? How can I contribute to the community? How can I help others?

3. Why and how do we make, create, and adapt?

4. Environment, Where do we live? What resources do we have or need? What are my responsibilities?

5. Health and social education, broad areas of student inquiry where personal as well as societal and global issues are investigated and debated. How do I think and act? How am I changing? How can I look after others and myself?

TEACHING METHODS AND STRATEGIES:

Lectures: Feedback, Guided, Responsive, Demonstrative, (Think, Write, Discuss)

Collaborative Pairing: Learning is first a social activity before it is a cognitive activity. Therefore, students working with each other in teams, groups, or pairs utilize learning. As in the "real" world, students must learn how to interact and learn socially from others in order to succeed as a global society.

Mnemonics: Various teaching strategies include students to listen, to see and then to learn by doing. This strategy is a concurrent and underlying structure of the way art is learned naturally.

Vocabulary: This activity encourages students to connect phrases and other word derivatives associated with the artistic process to other areas of learning.

Fostering active, rather than passive understanding of a text. This strategy provides a structure for students to ask questions about the reading or writing assignment of the day.

Reciprocal Teaching: An instructional activity in the form of an interactive dialogue between the teacher and students regarding segments of text.

ASSESSMENT (formative and summative):

Knowledge (recall, comparing, and contrasting) skills linked to a sequential unit of study. Both the student and the teacher evaluate the completed works of art through a provided criteria checklist.

Through the evaluation processes, students learn to respect and honor their art works as well as the art works of others.

The students learn to create works of art by using a progressive understanding of the materials and how one can build upon previous techniques and skills.

Assessment is made by the implementation of the objectives in the format of a rubric grading system.

GRADING SCALE:

A+ 97-100	B 83-86	C+ 77-79	D+ 67-69
A 93-96	B+ 87-89	C 73-76	D 65-66
A- 90-92	B- 80-82	C- 70-72	D- 61-64
F below 60			

SUPPLEMENTAL MATERIALS AND RESOURCES:

Instructional Materials and Resources:

A World of Images by Laura H. Chapman,

Introducing Art by Glencoe & McGraw-Hill

Art in Action by Guy Hubbard

Scholastic Art Magazines

HOMEWORK POLICY:

Missed work/Make-up policy: Students are responsible for returning all classwork or home assignments within the next day of date due or when student returns when absence is excused.

PROCEDURES USED TO RECORD STUDENT PROGRESS:

Studio Classes

Sketchbook Assignments-15%

Projects-55%

Participation/Interaction-30%

All other classes
Major Assignments – 60%
Participation/Interaction – 40%

Procedure for Record Keeping:

Record grades in grade book weekly

Online Grades through School Tools

Progress Reports

CLASS EXPECTATIONS AND PROCEDURES:

- 1. Be on time (If you're late, have a pass).
- 2. Be ready to work (have a pencil in hand).
- 3. Be respectful (This is our area, treat it and your peers with the utmost respect). When you enter my room, your hat and phones should be off, no matter what.
- 4. Be cooperative (I am here to help you learn; Not discipline or to argue with).
- 5. Be Creative!!!! (You are an artist. We just need to find what you like to create).

Students Responsibilities

- 1. Get out sketchbooks and complete 5 minute sketch when bell rings (**No talking during this time**).
- 2. Listen to instructions for the day. If none, get project and materials that will be needed to use class time affectively.
- 3. While creating, you may talk amongst your table quietly. I shouldn't hear your conversations from another table. Be Respectful!
- 4. Cleanup is 3 minutes for drawing, 5 minutes for Painting, and 7 minutes for Clay.

Always clean your table. Remember, be respectful.

- 4. Never take art supplies from the art room without my permission!!!!

Disciplinary Actions

- Step 1. Behavior Form, Parent Contact and possible afterschool detention.
- Step 2. Behavior Form and ASD with myself or principal's office.
- Step 3. Behavior Form along with Parent, Principal, and Teacher conference.

What You Should Receive

- Praise (daily)
- Positive notes home (randomly)
- Various other positive perks (throughout the twelve or twenty-four weeks)
- The joy of learning about art (each day)

COMMUNICATION WITH PARENTS:

Parents are contacted via the telephone, notes home, email, open house, report cards, and during conferences.

Parents are aware that I can be reached at the school if they need to contact me at (607) 589-7140 or email me @ jmcintosh@svecsd.org. Please return bottom section

Students Signature	Parents Signature	Date
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Syllabus is subject to change at the discretion of the teacher.
Students are not allowed to have phones out or take pictures during class without permission from Mr. McIntosh. I understand and give permission that my students will have a chance to have their art displayed at school, on the website and in the public at various competitions and shows.