

ART FOUNDATIONS SYLLABUS

with Ms. Mitchell
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COURSE DESCRIPTION

Introductory level art course. We engage in the artistic process using a variety of both 2D and 3D art mediums--drawing, painting, printmaking, sculpture, etc. There is a strong focus on the fundamentals of drawing in order to build a good foundation in the creation of art. You will develop critical skills in art appreciation, communication, and problem solving that will translate into other disciplines, life in and out of the classroom, and future career choices. Artworks are created for display inside the school and community. All work is kept in both a physical and digital portfolio.

RULES

- BE RESPECTFUL
- BE PREPARED/PROMPT
- BE PRODUCTIVE
- BE POSITIVE

SUPPLY LIST

SKETCHBOOK (SPIRAL BOUND)

-6"x9" or larger

PENCILS

- #2 wooden, not mechanical
- set of drawing pencils is optional

ERASERS

- cap, pink, white, and/or kneaded

SHARPIES

- black fine and ultra fine
- colored optional

BINDER (OR FOLDER)

- 1/2" or 1"

OPTIONAL SUPPLIES

- Colored pencils

EXPECTATIONS

- HAVE AN OPEN MIND AND THE WILLINGNESS TO ENJOY THE ARTISTIC PROCESS
- TRY YOUR BEST AND PERSEVERE THROUGH CHALLENGES
- TAKE EXCELLENT CARE OF ALL ART MATERIALS
- DON'T DISRUPT SOMEONE ELSE'S LEARNING PROCESS

Missed Class? Need Extra Time?

INTERVENTION (Tue./Fri.)

Ms. Mitchell can tag you by 5pm the day prior

You can request a tag

STUDY HALL

Ms. Mitchell's Study Hall is B1

You can get materials to bring to your study hall

AFTER SCHOOL

Ms. Mitchell is available for most days after school unless she has a meeting

GRADING

FOUR POINT SCALE

4 = 100 3 = 87 2 = 77 1 = 67

FORMATIVES - 20%

Class work, exercises, and practice of techniques and concepts to become better at or more knowledgeable about something before being evaluated on it.
Ex: Sketches, ideas, quizzes, etc.

SUMMATIVES - 80%

Demonstration of your level of proficiency of a standard (or standards).
Ex: Artwork, self-evaluations, etc.

FINAL - 5% OF OVERALL CLASS AVERAGE

UNITS

(SUBJECT TO CHANGE)

ELEMENTS & PRINCIPLES

CONTOUR LINE DRAWING

NEGATIVE SPACE

PERSPECTIVE

SELF-PORTRAITS

VALUE & GRID

OIL PASTEL DRAWING

**ACHROMATIC ACRYLIC
PAINTING**

WATERCOLOR PAINTING

CERAMICS (CLAY)

PHOTOGRAPHY

PRINTMAKING - RELIEF

Visual Arts

STANDARDS

STANDARD 1

DISCIPLINARY LITERACY

Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

PERFORMANCE INDICATORS

- Research and explain how art and artists reflect and influence culture and periods of time.
- Evaluate all the features of composition.
- Compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.

STANDARD 2

CREATION, PERFORMANCE, EXPRESSION

Students create, perform, and express ideas through the art discipline.

PERFORMANCE INDICATORS

- Choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.
- Use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style.
- Create a body of original art work.
- Select, prepare, and help with exhibiting works of art and articulate an artistic justification for their selection.

STANDARD 3

CREATIVE PROBLEM SOLVING

Students approach artistic problem solving using multiple solutions and the creative process.

PERFORMANCE INDICATOR

- Apply and analyze both creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others.

STANDARD 4

AESTHETICS AND CRITICISM

Students describe, analyze, interpret, and evaluate art.

PERFORMANCE INDICATORS

- Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline.
- Analyze and evaluate varied interpretations of work of art using evidence from observations and a variety of print and/or non-print sources.
- Identify the difference between a personal opinion and an informed judgment
- Research and explain how art and artists reflect and shape their time and culture.

STANDARD 5

CONNECTIONS

Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

PERFORMANCE INDICATORS

- Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.
- Analyze skills and concepts that are similar across disciplines.
- Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
- Explain how knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.
- Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

Artist Habits of Mind



Develop Craft

Learning to use tools and materials.
Learning the practices of an art form.



Engage & Persist

Learning to take up subjects of personal interest and importance within the art world. Learning to develop focus and other ways of thinking helpful to working and persevering at art tasks.



Envision

Learning to picture mentally what cannot be directly observed, heard or written and to imagine possible next steps in making a piece.



Express

Learning to create works that convey an idea, feeling or personal meaning.



Observe

Learning to attend to visual, audible and written contexts more closely than ordinary "looking" requires; learning to notice things that otherwise might not be noticed.



Reflect

Learning to think and talk with others about one's work and the process of making it. Learning to judge one's own and others' work and processes in relation to the standards of the field.



Stretch & Explore

Learning to reach beyond one's supposed limitations, to explore playfully without a preconceived plan and to embrace the opportunity to learn from mistakes and accidents.



Understand Art World

Learning about the history and practice of the art form.
Interacting with other artists and the broader arts community.