Course Overview: In this quarter long course, through creative thinking and discovery, students will gain an understanding for how to create successful and meaningful 3-dimensional art. Students will understand how to express their ideas using a variety of materials, which may include: papier-mâché, plaster, recycled objects and clay. Students will be encouraged to challenge themselves, to think creatively, to maintain flexible attitudes, and to take risks through their art making.

Units and Activities: Here are some possible materials and concepts

- Ceramics: slabs, coils, spheres
- Printing into clay: low relief, slab, negative & positive space
- Wire Sculpture: shape, balance, transparency vs. opaque
- Fiber Art: textile, color, tradition
- Paper Mache/Plaster: masks, form, acrylic paint
- Drawing & Perspective: adding value to create the illusion of 3D

What will we be learning?

Learn to navigate and negotiate the studio environment effectively:
- How to be responsible for materials (clean-up)
- How to respect shared spaces and supplies
- How to work in a focused and productive way
- How to have meaningful and empathetic critiques and discussions
- How to present and hang artwork

Learn how to look at and talk about art
- Honestly, thoughtfully, with focus and curiosity
- They will learn to use art vocabulary to talk about what they see

Learn how to use a variety of materials (building on existing art skills)

Learn techniques and build art skills
- Understand how physical and visual texture can impact a sculpture
- Understand color and its relationship to 3D art
Understand the difference between scale and proportion
Perceive light and darkness their relationship to form
How to construct visually and structurally successful art in 3-dimensions

Develop skills to think like an artist:
Students will learn to be patient, even when challenged
Student will learn to reflect on their work, and consider how to make improvements
Students will learn to view “mistakes” as opportunities
Students will be encouraged to take risks, think creatively and use their imagination
Students will be asked to produce work they are proud of, that is both meaningful and visually successful

Standards: What knowledge and skills will I gain by the end of this course?

**Anchor Standards:** This course will assess the knowledge and skills students build in key Anchor Standards. A student will have multiple opportunities to show their proficiency in each Anchor Standard.

**Content Standards:** This course builds student knowledge and skill using the Visual arts standards. The content standards for 7th and 8th grade Studio Art are:

<table>
<thead>
<tr>
<th>Anchor Standard</th>
<th>Course Standard</th>
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| Create: Use the artistic process to conceive and develop new artistic ideas and work | Create: Engage and Persist
Actively engage in class activities. Develop the focus conducive to working and persevering at art tasks. |
| | Create: Refinement
Make a work of art that is resolved and shows evidence of revisions and refinement. |
| | Create: Develop Craft
Properly use tools and materials. Execute technique. Maintain a clean and safe studio environment with care for my space and materials. |
| | Create: Stretch and Explore
Explore new ideas and try out new media. Demonstrate a willingness to experiment. |
| Present: Demonstrate the ability to effectively interpret and share artistic work | Present: Share
Apply methods for the presentation of artwork. Discuss one or more different methods involved in the creation of an artwork. |
| Respond: Understand and evaluate how specific arts convey meaning | Respond: Observe
Attend to visual contexts closely and notice multiple details. |
Assessment of Learning

Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

**Formative Assessments:** *Formative = Forming my knowledge and skills.* Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Summative Assessments:** *Summative = Summation of my knowledge and skills.* Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

**Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th><strong>Anchor Standard:</strong> Create</th>
<th>Use the artistic process to conceive and develop new artistic ideas and work</th>
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<tbody>
<tr>
<td><strong>Course Standards:</strong> Develop craft</td>
<td>**</td>
</tr>
<tr>
<td>1.0*</td>
<td>1.3*</td>
</tr>
<tr>
<td>NC*</td>
<td>NC*</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Approaching</strong></td>
</tr>
</tbody>
</table>

**Develop Craft**
- I can list tools and identify materials and techniques. I can identify various safe and unsafe procedures within the context of art.
- I can use tools and materials. I apply technique but it is inconsistent. I am inconsistent in my maintenance of my studio space and materials.
- Properly use tools and materials. Execute technique. Maintain a clean and safe studio environment with care for my space and materials.
- I can intentionally select tools and materials to support an intended idea. I execute technique with skill to communicate my ideas. I can take initiative to support the studio environment beyond.
HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:
- Formative & Summative Scores: 95%
- HOWLs: 5%
For more information, please see the WUHSMS student handbook.

Communication:

How Do I Know My Grades?
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Best Way to Contact Me: If you have any questions about the structure or grading of this course, feel free to call (802-457-1317) or email your teacher

Materials:
1. #2 pencil with a good eraser (and a small pencil sharpener if possible.)
2. A folder or space in a binder for paper assignments
Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook.

Classroom Expectations:

Attendance: Students should be in class, on time, ready to work. Every effort should be made to try to make up missed classes.

Be aware of your pace of work. Students work at very different rates. If you’re working too fast—you may want to develop some strategies for slowing down and revising work—or trying different versions of the same assignment. If you’re a slow, careful, methodical worker, you might want to be aware that you may need to find extra time to work on an assignment. The class may need to move ahead and you may need to adjust accordingly.

Class Participation: True participation in class falls into several different categories:
Attention to directions and feedback from instructor, asking for clarification for your own benefit and for the benefit of the class.
Listening to and being aware of other student’s contributions to discussion and classwork.
Being aware of the importance of your own contributions to discussion and classwork.
Being truly present in the class…side conversations kept to a minimum, no use of electronic devices during class. (unless with permission of instructor…)
Allowing others full opportunity to work undistracted and undisturbed in a focused, respectful environment.

Perseverance:
Craftsmanship (“I care” for my artwork, tools, studio space. Examples: work in portfolios, name on work, matting finished work, completing projects)
Problem solve (work independently to solve problems and ask for help when appropriate)
Positive work ethic. Enjoy yourself! Smiles go a long way!
Name and grade on your work.

Care of materials, spaces, and each other’s artwork. In a shared space which is used by multiple classes and teachers, it is essential that everyone be truly cooperative in cleaning and organizing spaces, keeping track of work, and doing even a little bit more than is truly necessary to keep the room running smoothly.
Teacher Contact Information: kjimerson@wcsu.net or bpiana@wcsu.net

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ________________________________

Student Signed: ________________________________ Date: ____________________

Parent/Guardian name (printed): ________________________________

Parent Signed: ________________________________ Date: ____________________