Advanced Art

Course Overview:
Advanced Art is intended for experienced art students who are ready to explore personal avenues, and to develop artistic literacy. This course is for the student who is preparing for AP art the following year, the student who wants to develop an art portfolio and/or the motivated art student ready to take his/her practice to the next level. The course is designed around portfolio development and based both on the current portfolio requirements by top art colleges in the country and AP Studio Art Drawing Portfolio guidelines. With an emphasis on studio production, this class is also designed to develop higher-level thinking, a broader range of technical skills in a range of mediums and styles, art criticism, art history, and aesthetics. This course encourages and expects the creative and systematic investigation of formal and conceptual issues in drawing. All students will develop a portfolio of work that includes reflection and documentation of method, process and material.

Units and Activities: What will we be learning about and doing in this course?
The projects completed will be based on portfolio guidelines, and projects suggested by top Art schools. Student interest and skill-level will be considered as well. Projects will include observational drawings, figure drawings, imaginative drawings and perspective drawings. We will be exploring drawing, painting, printmaking, mixed-media and collage. Students will be
given challenging assignments designed to push the students to use diverse subject matter and traditional as well as unexpected materials.

Students will consider the following drawing issues: line quality, surface manipulation, light and shade, rendering of form, the Illusion of depth, mark making, and composition. Philosophically, I am against a formulaic response to the completion of the AP portfolio, I will modify the assignments each year based on the particular strengths and interests of the student artists. I encourage work that is authentic and meaningful to each artist. The assignments are teacher-driven, but are open-ended so that each student can have choice, and so that they can each develop their own visual voice and artistic repertoire. Some of these projects will be completed at home.

**Project Possibilities**
The following is a list of assignment possibilities:
The curriculum is flexible, especially early in the year, so that I can develop projects and directions based on the classes’ interests and student-specific art making strengths and challenges.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Emphasis</th>
<th>Medium/media</th>
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<tbody>
<tr>
<td>1. Mixed media/based on experiences</td>
<td>Experimentation</td>
<td>mixed media</td>
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<tr>
<td>2. Self-synthesis</td>
<td>Conceptual/compositional</td>
<td>watercolor</td>
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<td>3. Branch study (mark making)</td>
<td>Form &amp; weight</td>
<td>charcoal &amp; conte</td>
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<td>4. Deconstructed still life</td>
<td>Cubism (shape)</td>
<td>oil pastel</td>
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<td>5. Still Life (classy shoes)</td>
<td>Space, Composition, observation</td>
<td>charcoal</td>
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<td>6. Glass object Still Life</td>
<td>Reflective surface</td>
<td>white charcoal</td>
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<td>7. Study of hands</td>
<td>Value-line weight variation</td>
<td>pencil</td>
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<td>8. Portrait papercut</td>
<td>design/figure ground</td>
<td>cut paper</td>
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<td>9. Self-portrait/portrait</td>
<td>Proportion</td>
<td>sanguine, charcoal</td>
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<td>10. Room drawing</td>
<td>Perspective</td>
<td>gouache</td>
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<td>11. Figure studies</td>
<td>Gesture &amp; Proportion</td>
<td>Charcoal</td>
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<td>12. Skull &amp; bones</td>
<td>Proportion/Value</td>
<td>pen, pencil, charcoal</td>
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<td>13. The story of the book</td>
<td>Perspective/Sighting</td>
<td>pencil</td>
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<td>14. 3 Observations of an Instrument</td>
<td>Movement/Accuracy</td>
<td>colored pencil and charcoal</td>
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<td>15. Humanizing a plant</td>
<td>Value/Feeling</td>
<td>graphite</td>
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<td>16. Printmaking</td>
<td>Negative positive space</td>
<td>linoleum block</td>
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<td>17. Wind sprint</td>
<td>Movement/balance</td>
<td>Pen, ink, watercolor</td>
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<tr>
<td>18. Passion project</td>
<td>decision making/art history</td>
<td>choice</td>
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**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. Below, each Anchor Standard for this course is named and described.

**Create:** Use the artistic process to conceive and develop new artistic ideas and work.

**Present:** Demonstrate the ability to effectively interpret and share artistic work.

**Respond:** Understand and evaluate how specific arts convey meaning.

**Connect:** Connect artistic ideas and works of art with personal and external meaning.

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**Course Standards:** This course builds student knowledge and skill using the Visual arts standards. The course standards for Studio I are:

1. **Create:** Envision: Use multiple approaches to begin creating a work such as planning, exploration and thumbnails
2. **Create:** Refinement: Make a work that is resolved and shows evidence of revisions and refinement. I revise, refine, discuss choices in response to feedback.
3. **Create:** Develop Craft: Properly use tools and materials. I execute technique with skill. I maintain a clean and safe studio environment with care for my space and materials.
4. **Create:** Stretch and Explore: Challenge myself to explore new ideas or try out new media. I demonstrate a willingness to innovate and experiment.
5. **Create:** Engage and Persist: Actively and mindfully engage in class activities. I develop the focus conducive to working and persevering at art tasks.
6. **Create:** Express: Artwork communicates an idea, feeling or personal meaning. I consider other viewers.
7. **Present:** I demonstrate craftsmanship with my exhibition. I consider the most appropriate way to exhibit the work based on context.
8. **Respond:** Describe: I can describe a piece of art without resorting to opinion and my description provides a clear picture of the work.
9. **Respond:** Observe: I attend to visual contexts more closely than ordinary looking requires, and thereby see things that otherwise might not be seen.
10. **Connect:** Connect artistic ideas and works of art with personal and external meaning

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**Assessment of Learning:**
For information about assessment types, scoring, and overall grade calculation: [click here](#).

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**Communication:**
How Do I Access Work from Home, and What Should I Expect?

- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom.
- If you have any questions, email your teacher.

How Do I Know What My Grades Are?

- On Summative Assessments, teachers 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. Reminders to check grades will be sent from the school.
  - Communicating with your teacher if you are unclear.

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. It will also be available in our Google Classroom.

How Do I See What’s Due?

- Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

How Do I See What’s Past Due?

- If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.

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
3. You will be taking supplies & your sketchbook home with you during the week, a contract will be used to hold you accountable for your materials.
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:
Responsibilities: Students should be in class, on time, ready to work. It is your responsibility to make up missed work, and to check the google classroom site regularly. Communication is key this year, please stay in touch. This course is an advanced art course, and as such, I expect you to be accountable for your work, your materials, to be fully engaged in your creative process, to be prepared to push yourself and to view failures as opportunities. 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. All students will be working outside of class each week to complete work.

Participation: True participation in class falls into several different categories: Attention to directions and feedback from the 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 texting or use of electronic devices during class. (unless with permission of the instructor). Allowing others full opportunity to work undistracted and undisturbed in a focused, respectful environment. Mindful, and consistent participation in home & remote learning.

Care of materials, spaces, and 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 helping to keep the room running smoothly. More than ever this year you will need to be mindful and responsible for your own supplies. You will be signing a contract with a materials list, art materials are expensive and you will be held accountable for what you take home.