Artnatomy I

Course Overview: What is Artnatomy all about?

Biologists and artists interpret the world in complementary ways, especially because both tend to use observations in the details they study. Students will have the opportunity to explore biological topics in depth, creating both artistic and scientific representations of that topic that they will share with their classmates. In this class we will observe and describe, through a variety of mediums and techniques, the relationship between the form and function of the patterns we find in life. We will explore these ideas through researching artists involved in bioart, Fibonacci series, and the Golden Mean. We will observe and use the parallels and patterns we find from the micro to the macro in nature to inspire artistic expression. Students will culminate each unit by combining the shared elements of the art critique and the scientist meeting to evaluate their work. In this context they will communicate, share and elaborate on their learning.

Units and Activities: What will we be learning about and doing in this course?

The overall goal of this course is to develop verbal, visual, and technical skills essential for planning, executing, critically analyzing, and evaluating works of art as well as expanding the student’s problem solving abilities which includes working within required and self-imposed limitations.

1. To continue to develop students understanding of aesthetic concepts based on the elements and principles of design
2. To offer instructional guidelines in various technologies using a variety of media.
3. To expose students to media design programs, techniques, methods, digital citizenship, and media literacy.
4. To familiarize students with works of digital and contemporary artists.
5. To make critical comparisons and analysis of historical and student works.

Students are expected to:

- **Be Receptive** - Remain open to new ideas and perspectives
- **Be Flexible** - Things don’t always go as planned. Adapt to the situation.
- **Be Curious** - Ask clarifying questions, dig deep.
- **Be Tolerant** - Everyone has a unique perspective
- **Be Respectful** - and respectful of different perspectives
- **Be Willing to Fail** - Take risks, learn from mistakes while avoiding limitations
• **Be Working** - Work hard to achieve excellence

**Below is an outline of the units for this course.**

- Everything is connected - Drawing on Nature for Inspiration - **First Checkpoint**
- Fractals
- Steampunk Systems - **Quarter 1 Ends**
- Rivers and Tides - **Third Checkpoint**
- The Vitruvian Man
- Problem Based Learning Project - **Quarter 2 Ends**

**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.

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

**Assessment of Learning:**
For information about assessment types, scoring, and overall grade calculation: [click here](#).
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. Students will maintain a sketchbook issued at the beginning of the semester.
2. A variety of hands-on materials will be provided during this course.
3. Students will have laptops and IPad Pro’s available to use in the classroom.

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:
- Be Respectful
  - Everyone has the right to be heard. Listen thoughtfully and wait for your turn to speak.
● Keep your body and supplies in your own space.
● Use the art room materials and supplies for their intended purpose.
● Feedback on artwork should be thoughtful and helpful.
● Do not touch anyone else’s artwork without permission.

**Be Responsible**
- Ask for clarification if you don’t understand something.
- Make up for missed work when you are out.
- Be helpful and put supplies away.
- Complete your work to the best of your ability with your name on it.
- Ask permission to leave the room.

**Be Engaged**
- This is your studio time so make the best use of it. Be working.
- Phones are away or placed in the charging station.
- Earbuds out and voices off when instructions are being given.
- Ask clarifying questions.

**Consequences**
1. Warning
2. Private conversation
3. Email and call home to parents