Course Overview:
In this art course students will have the opportunity to explore multiple expressive and technical aspects of the visual arts. A wide range of 2D media and skills will be covered with a focus on the student’s own expressive voice. Students will continue developing their artistic process (planning, proposing, collaborating, evaluating, refining) as well as written and verbal skills (sharing/reflecting about works of art and art processes). Students will explore social and cultural impacts of art through art history and discussions with visiting artists (via zoom). Students will begin developing an awareness of one’s own responses & motivations for art making. There will be opportunities for public exhibitions of their artwork(s) providing students with an understanding of art’s purpose beyond the classroom/studio and fostering an awareness of the audience.

Units and Activities: What will we be learning about and doing in this course?
We will be covering a wide range of topics, materials and techniques while exploring 4 themes, Identity, Place, Self Empowerment & Relationships.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignment</th>
<th>Material</th>
<th>Technique</th>
<th>Theme</th>
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<tr>
<td>Readability &amp; Realism</td>
<td>Still Life</td>
<td>Graphite</td>
<td>Value - Thinking in between black and white Shape- Everything starts with a basic shape Balance- Negative positive space Composition</td>
<td>Identity</td>
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<tr>
<td>Readability and Realism</td>
<td>Human Figure</td>
<td>Pen and Ink</td>
<td>Line- Artist handwriting! Proportion- Size relationships Figurative Expressionism</td>
<td>Relationships</td>
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<tr>
<td>Drawing from Observation</td>
<td>Landscape</td>
<td>Chalk Pastel</td>
<td>Depth (foreground, middleground, background) Sighting and Measuring Atmospheric Perspective</td>
<td>Place</td>
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<tr>
<td>Drawing from Observation</td>
<td>Drawing Reflections</td>
<td>Sanguine, Charcoal</td>
<td>Drawing forms within forms Elipses in perspective Art with a message; taking audience into consideration</td>
<td>Self Empowerment</td>
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<tr>
<td>Drawing from Observation</td>
<td>Perspective</td>
<td>Water Soluble</td>
<td>1 &amp; 2 pt. Perspective Representing observed and imagined places. Understanding and representing contemporary issues and events. Art that inspires or asks questions.</td>
<td>Self Empowerment</td>
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<tr>
<td>Mood &amp; Meaning</td>
<td>Portrait</td>
<td>Mixed Media</td>
<td>Facial Proportions Art History &amp; its ability to impact people. Art’s mark, the art we leave behind</td>
<td>Relationships</td>
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<tr>
<td>Mood &amp; Meaning</td>
<td>A Personal Visual Story</td>
<td>Mixed Media</td>
<td>Mixed media- choosing the right material for the desired effects Color Movement Focal Point Storytelling- creating meaning through imagery Developing a visual voice</td>
<td>Identity</td>
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</table>

 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.

Content Standards: This course builds student knowledge using the Core Arts standards. The content standards for Drawing 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

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:

_All materials needed for this class will be provided by your teacher._

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:
Perseverance - Effort
- Craftsmanship (“I care” for my artwork)
  Examples: work in portfolio; name/grade on work; complete projects; hand work in without tears, wrinkles, scuffs
- Problem solve (work independently to solve problems and ask for help when appropriate)
- Positive work ethic
- Name and grade on your work
- Clean up (“I care” for my tools & studio space)
  Examples: wipe down tables; wash tools; return materials; put chairs up at the end of the day

Preparation- Be Responsible
- Be on time
- Maintain a creative environment (a quiet work environment allows everyone to be productive and focus)
- Respect others and their work (use kind words and please do not touch others' work!)
- Be responsible for materials (set up & clean-up)
- Make up missed work
- **Bring to class everyday**
  - #2 pencil with good erasers and a small pencil sharpener.
  - Sketchbooks – you will receive this the first week.

Participation- Engage
- Earbuds out and voices off during instruction
- Take risks (be creative and use your imagination)
- Reflect on your art work and consider how to make improvements
- Present and hang artwork
- Provide constructive feedback
- Use art vocabulary to talk about what you see

Personal Mobile Devices
Cell phones/personal mobile devices must be turned off or placed on silent and put away through the entirety of classes (teacher will provide a charging station for your convenience).