Painting I
Instructor: Susannah Gravel, sgravel@wcsu.net, 2019-2020

Course Overview: What is Painting I all about?
This class deals with the beginning stages of learning about the color palette, mixing, and basic brush techniques. Focus will be on exercises that encourage experimentation and class participation. The first week we cover mark making, line, shape, form, space, and color relationships/theory. As the class progresses assignments will move onto a larger, more involved paintings with an emphasis on abstract imagery and composition. Homework includes maintaining a visual art journal. Students will maintain an Artsonia profile where they will continue to practice the vocabulary and language of art, explore writing artist statements and practice proper feedback and critique.

Units and Activities: What will we be learning about and doing in this course?
Throughout this course we will identify new and definitive ways to solve thought provoking visual problems. We all see the world in very different ways and we allow the outside world to influence and activate our internal thinking. We will be motivated to artistic expressions as we reflect on the world around us.

Students are expected to:
- be receptive to new ideas; the seeds from which new experiences grow
- be flexible
- take risks while avoiding limitations
- aim for surprise and work hard to achieve excellence

Below is an outline of the units for this course. This syllabus is organic in nature and and the following units may change to best meet the needs and interests of our class.
- Color Theory
- Monochromatic
- Complementary/Neutral/Shadows - First Checkpoint Summative
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**

**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. WUHSM teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

**Assessment Scoring:**

<table>
<thead>
<tr>
<th>CREATE:</th>
<th>Use the artistic process to conceive and develop new artistic ideas and work</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1.0*</td>
</tr>
<tr>
<td></td>
<td>NC*</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Approaching</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create: Envision</td>
<td>I can list different stages of the artistic process.</td>
<td>I can recognize different approaches to beginning and continuing a creative endeavor.</td>
<td>I can use multiple approaches to begin creating a work such as planning, exploration and thumbnails.</td>
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<tr>
<td>Create: Refinement</td>
<td>I can ask the instructor for feedback on how to revise artwork.</td>
<td>I can make a work that shows evidence of revisions and refinement but additional work or editing is needed. I can ask for feedback based on specific criteria.</td>
<td>I can make a work that is resolved and shows evidence of revisions and refinement. I revise, refine, discuss choices in response to feedback.</td>
</tr>
<tr>
<td>Create: Develop craft</td>
<td>I can list tools and identify materials and techniques. I can identify</td>
<td>I can use tools and materials. I apply technique but it is</td>
<td>I can properly use tools and materials. I execute technique with skill.</td>
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various safe and unsafe procedures within the context of art. inconsistent. I am inconsistent in my maintenance of my studio space and materials. maintain a clean and safe studio environment with care for my space and materials. technique with skills to communicate my ideas. I can take initiative to support the studio environment beyond taking care of my own materials and space.

| Create: Stretch and Explore | I can recall instructions, parameters and possible artistic choices and approaches. | I experiment with new ideas or media but my finished work demonstrates little growth. | I challenge myself to explore new ideas or try out new media. I demonstrate a willingness to innovate and experiment. | I take risks in my art making and learn from my mistakes. Through experimentation and practice I both demonstrate and question my background knowledge. |
| Create: Engage and Persist | I have difficulty engaging in class activities and managing my time. I let my art making problems take over my artwork and my artwork lost focus as a result. | I can respectfully engage in class activities but may not use my time effectively. I let my art making problems influence my work and focus. | I actively and mindfully engage in class activities. I develop a focus conducive to working and persevering at art tasks. | I challenge myself to embrace my art making problems and develop a distinct focus within my work. When facing problems I seek advice and feedback from others. |
| Create: Express | It is not clear what my work communicates or how it reflects me. There is no awareness of other viewers. | I can make a piece of work using some aspects of design, and I understand how intention might be considered | My work communicates an idea, feeling or personal meaning. I consider other viewers. | My work clearly conveys an idea, feeling or personal meaning. My work demonstrates an awareness of other viewers. |

*scores in the "Beginning range" are well below proficient and thus they are below passing.

**PRESENT:**

**Demonstrate the ability to effectively interpret and share artistic work**

| 1.0* | 1.3* | 1.7* | 2.0 | 2.3 | 2.7 | 3.0 | 3.3 | 3.7 | 4.0 |
| NC* | NC* | NC* | C | C+ | B- | B | B+ | A- | A |

Beginning Approaching Proficient Distinguished

Present: I choose work for presentation. I adequately prepare my work for presentation, based on limited criteria. In presenting work, I demonstrate care and craftsmanship. With guidance, I consider the most appropriate way to exhibit the work based on context and audience. I independently make creative, thoughtful and appropriate choices when presenting artwork based on context and audience.

*scores in the "Beginning range" are well below proficient and thus they are below passing.

**RESPOND:**

**Understand and evaluate how specific arts convey meaning**

| 1.0* | 1.3* | 1.7* | 2.0 | 2.3 | 2.7 | 3.0 | 3.3 | 3.7 | 4.0 |
| NC* | NC* | NC* | C | C+ | B- | B | B+ | A- | A |

Beginning Approaching Proficient Distinguished
**Respond: Describe**  I can identify discipline-specific terms.  
I can describe using discipline-specific terms.  
I can describe a piece of art without resorting to opinion and my description provides a clear picture of the work.  
I use descriptive evidence to analyze, interpret and evaluate a work of art using discipline-specific knowledge and vocabulary.

**Respond: Observe**  I use common symbols and assumptions to understand and produce works of art.  
I respond to, observe and produce works of art based on what I already know.  
I attend to visual contexts more closely than ordinary looking requires, and thereby see things that otherwise might not be seen.

I demonstrate the understanding that personal experience or intent can influence what is closely observed or expressed.

*scores in the “Beginning range” are well below proficient and thus they are below passing.

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

<table>
<thead>
<tr>
<th>Connect: Understand Art world</th>
<th>Beginning</th>
<th>Approaching</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tr>
<td>I know that there is a relationship between art and culture.</td>
<td>I can name and describe examples of the relationships between art and culture.</td>
<td>I can clearly express the relationship between artistic ideas and historical or cultural context.</td>
<td>I can understand and articulate how culture, time, and place influence both the contemporary and historical art world, as well as personal practices.</td>
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**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:  sgravel@wcsu.org

Materials:
1. Students should keep a folder with handouts
2. Students will be issued a sketchbook
3. Students will sign out supplies for the duration of this course. The supplies are the equivalent of signing out a textbook for any other course. Students are expected to return the supplies they signed out in good condition.

Schoolwide Procedures:

Due Dates and Deadlines: This class will follow the procedures outlined in the student handbook

Extra Credit/Retaking Assessments: This class will follow the procedures outlined in the student handbook

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

Mrs. Gravel’s Art Room 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.
● Don’t touch anyone else’s work without permission.
Be Responsible

- Ask for clarification if you don't understand something.
- Make up missed work when you are out.
- Be helpful. Put supplies away. They are our supplies and we are all in charge of keeping the room in great shape.
- Complete your work to the best of your ability.
- Put your name and date on your work.

Be Engaged

- Be working when you are in class. This is your studio time.
- Earbuds out and voices off when instructions are being given.
- Ask clarifying questions.
- Walk in the classroom.
- Stay seated.
- Ask permission to leave the room.

Consequences

1. Warning
2. Private Conversation
3. Letter and Call Home to Parents

* Any unsafe or dangerous behavior will result in immediate dismissal from class to the office.
* Continual rule breaking can result in dismissal from class and a conference with parents and administration

Teacher Contact Information: If you have any questions about the structure or grading of this course, feel free to call (802-457-1317 ext 1127) or email: sgravel@wcsu.org

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: ________________