**Course Overview:**
Use your mobile phone to tune in rather than tune out! Learn to take stunning pictures with your smartphone & see the world with a new eye. Learn how to actively ‘see’ as opposed to passively looking while understanding the aesthetic aspects of visual discernment such as composition, light and shadow, perspective, depth-of-field, color, symmetry, and leading lines.

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

<table>
<thead>
<tr>
<th>Topic/Genre</th>
<th>Assignment</th>
<th>Skills</th>
<th>Theme</th>
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</thead>
<tbody>
<tr>
<td>History of Photo</td>
<td>Cyanotype</td>
<td>Light Sensitivity, Test Strip, Silhouette, Telling stories through imagery</td>
<td>Nature</td>
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<tr>
<td>History of Photo</td>
<td>Pinhole Camera</td>
<td>Lens; Aperture; Depth of Field; ISO; Shutter Speed; Focal Length; Darkroom Process</td>
<td>Nature</td>
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<tr>
<td>Digital Photography</td>
<td>Digital Camera overview: techniques, editing and printing.</td>
<td>How the Digital Camera Works (Aperture; Depth of Field; ISO; Shutter Speed; Pixel; HEIF; JPEG; OTF)</td>
<td>Nature</td>
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<tr>
<td>Lenses</td>
<td>Understand the different lenses and when to use them.</td>
<td>Lenses (198° Fisheye; 15X Macro; 0.63X Wide Angle)</td>
<td>Choice, Student Voice</td>
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<tr>
<td>Focal Length, Focus, Composition &amp; Perspective</td>
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<tr>
<td>Exposure &amp; Depth of Field</td>
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<td>Understanding depth of field and how to use it to bring focus to a subject</td>
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<td>Adjusting the exposure; shutter speed; ISO; aperture</td>
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<td>Focal point; negative space; long and short depth of field; bokeh</td>
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<td>Choice, Student Voice</td>
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<tr>
<td>Light &amp; Shadow</td>
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<tr>
<td>Still Life, Objects of Wonder</td>
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<tr>
<td>6 Qualities of Light</td>
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<td>3 Directions of Light</td>
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<td>Tripod</td>
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<td>Choice, Student Voice</td>
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<tr>
<td>Portraiture</td>
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<td>Environmental Portraiture</td>
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<tr>
<td>Composition, Depth of Field, Telling stories about the people in our communities.</td>
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<td>Relationships</td>
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<tr>
<td>Landscape</td>
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<tr>
<td>Record the world around you.</td>
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<td>Leading Lines, Perspective, Orientation, Focal Point; Composition; Shooting in sunlight; Locating great light</td>
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<tr>
<td>Nature</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.

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.

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*).