

Art Syllabus Mr. Near Trimester 2, 2023

Five print No phones, no headphones! I will take them away, and they will go to the office for the rest of the trimester during my class.

Alaskan Art Standards that will be used this trimester:

A. **ANCHOR STANDARD #1: Generate and conceptualize artistic ideas and work**

Enduring Understanding Creative and innovative thinking are essential life skills to be developed . Essential Questions What conditions, attitudes and behaviors support creative, innovative, and inventive thinking? What encourages people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

B. **ANCHOR STANDARD #2: Organize and develop artistic ideas and work**

Enduring Understandings Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes, while balancing experimentation, freedom, and responsibility in developing and creating artworks . Essential Questions How do artists/designers work and reflect on the direction of their work? How do artists and designers learn from trial and error? What responsibilities come with the freedom to create

ANCHOR STANDARD #3: Refine and complete artistic work. How do objects, artifacts, places, and design shape lives and communities?

Enduring Understanding Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work . Essential Questions What role does perseverance play in revising, refining, and developing work? Considering art forms and careers, how do artists/designers grow and become accomplished? How do artist/designers create works of art or design that communicate effectively?

ANCHOR STANDARD #4: Select, analyze, and interpret artistic work, including those from diverse cultural traditions, for performance, presentation and/or production

Enduring Understanding Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation . Essential Questions Why do people value object, artifacts and fine artworks, and select them for presentation? What criteria, methods, and processes are used to select work for preservation or presentation? How are artworks cared for and by whom?

ANCHOR STANDARD #5: Develop and refine artistic work for performance, presentation, and/or production

Enduring Understanding Artists/designers, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation . Essential Questions What does the role of revision play in creating artwork? What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

ANCHOR STANDARD #6: Perform, present and/or produce artistic work

Enduring Understanding Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivation of appreciation and understanding . Essential Questions What is the purpose of exhibiting art? How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences?

ANCHOR STANDARD #7: Recognize and analyze artistic works, including those from diverse cultural traditions

Enduring Understanding Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural world, and constructed environments . Art/design and images influence understanding of and responses to the world . Essential Questions How do life experiences influence the way you relate to art? How does learning about art impact how we interpret the world? What can we learn from our responses to art?

ANCHOR STANDARD #8: Interpret intent and meaning in artistic work

Enduring Understanding People gain insights into meaning of artworks by engaging in the process of art criticism/critical inquiry . Essential Question What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does learning and using art vocabulary (ie . elements, principles, techniques, genres) help us understand and interpret works of art?

ANCHOR STANDARD #9: Apply criteria to evaluate artistic work

Enduring Understanding People evaluate art based on varied criteria . Essential Questions How does one determine criteria to evaluate a work of art? How and why might criteria vary? How can people appreciate and respect a work of art aside from personal preference? How does collaboratively reflecting on artwork help us experience it more completely?

ANCHOR STANDARD #10: Relate, synthesize and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding Participation in the arts encourages people to connect experiences to construct meaning . Essential Question How does participating in and with art enrich people's lives and raise awareness of community and environment?

ANCHOR STANDARD #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art . Essential Questions How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art influence, enhance, and preserve aspects of life?

Grading will be based on rubrics that have basic Art evaluation system levels. On major projects students will help create the rubrics.

Sample rubric created last Trimester by students for final project:

		A=4	B=3	C=2	D=1	F=0	Notes
	Effort	Used every minute of class time wisely and appropriately. Did the best work according to ability and tried to better than on last project.	Used much of the class time wisely and appropriately, but not always. Did best work according to ability	Wasted much of the time given for project, did not work to the best of their ability, but stayed on one project the whole time.	Wasted much of the time given for the project, looking at phone or other things, did not try to improve their skills, did not stick to one idea.	Did not complete the assignment in time allotted.	
	Neatness	Keeps their work clean and neat. The work looks professional, without smears and obvious problems	The work looks clean and professional without smears and places that can be erased easily	Student did not clean up extra graphite with eraser or has water stains, student did not try to keep work clean and tight.	Student work looks like they did it in kindergarten, dragging their hand across it smearing the ink, paint or graphite.	Student just did something fast and messy	
	Fulfill assignment	Student created a piece that shows they creatively can solve a problem using an art piece.	Student creates a piece that solves the problem, but has to copy another person's idea	Person does a piece, but it is not what the assignment was about.	Student did not fulfill assignment in allotted time, and said I could not decide, but turned in something	Student turned in something a child would do that does not fulfill assignment	
	Creativity	Came up with something very original and interesting	Something original and similar to something else	Something interesting and new	Tried something different	Did a simple picture like in primary school	
	Completion	Completed on time, with excellent work	Completed on time, looks rushed	Completed on time, at last minute	Did not turn in on time	More than one day late	
	Explanation	It is easily defensible as a self piece	Can be defended as a self piece, but is a stretch	Not really about self, but good made up explanation.	Just did something, but different assignment and tried to call it self	Student has no idea why they did what they did.	

Late work messes up **all** the students in the class because we have critiques on all major assignments. All work that has a critique date must be turned in on the due date or it is an **automatic zero for the assignment**. There will be ample time in each class for the projects.

If you are in sports or go on vacation you still have to do the same work as everyone else, and turn it in on time.

Homework: Students can take work home to work on it, but if they lose it or forget to bring it the next day they will lose credit for not working during class the following day.

No Phones or Headphones. I may allow a student to listen to music on certain work days, but they have to be able to hear the teacher and other students talking.

Sample week:

Week One: Shading Basics in graphite Dark to light and spheres. Nov 13-17

This week is **SKILLS FOCUSED WEEK.**

Assignments due:

Monday 13: pre-assessment, classroom rules, explain grading with a rubric and timelines. Students will finish pre-assessment and create Art piece in pencil to turn in by end of class.



Tuesday 14: Shading dark to light. Show shading PowerPoint

I will model shading, have students shade dark to light need lots of paper and pencils. Students will check each other's work for smooth transitions. Intro to spheres.

Wednesday 15: Shading Spheres. Students will shade dark to light for 5 minutes. Sphere PowerPoint and film. Students will shade spheres in graphite. Students will focus on smooth transition from dark to light area and keep large area white.

Thursday 16: Shading other shapes. 5 minutes shading dark to light focus on perfect gradation. Set up white ball, white paper towel roll, and white toilet paper roll on table in center of room. Students need to carefully draw them, and try to copy the shadows on them, shading them as close as possible to what they see, then draw them again and shade them as a sphere and cylinder would be shaded.

Friday 17: Shading spheres again. 10 minutes shading dark to light to some classical music, preferably Russian like Tchaikovsky. Then we will watch a Short film. <https://www.youtube.com/watch?v=42RQHFOCXo0>

<https://www.youtube.com/watch?v=FwhcNf1jwRw>

Shading spheres again, learning about reflected light and how it reacts and bounces off of other objects onto a sphere. Practicing shading spheres the rest of the period with the different light and dark zones.

Week Two: Shading Basics in Graphite, Funky shape project and creating form with shading and manipulation of light. Nov. 20-22

Assignments due:

Funky Shape shaded in Graphite.

Sphere shaded with reflected light and shadows in graphite.

Funky shape creature in Graphite.

Week three: Colored pencil skills. More shading and blending of colors. Intro to color theory. Nov. 27- Dec. 1

Assignments due:

Blending colors with Colored pencils

Blended color spheres in colored pencils

Basic color wheel in Colored pencil or crayon

Week Four: Watercolors. Introduction into shading and blending watercolors and drawing with a paintbrush. Intro to pen and ink or ballpoint pen. Dec. 11-14

Assignments due:

Shading page with color transformations

Christmas cards

Spheres page With multiple color shaded spheres Christmas glass balls

Watercolor painting with pen and ink as a card for someone

CHRISTMAS BREAK

Week Five: Watercolor painting of waterfront. Jan. 8-12

Practice Watercolor again, then introduce layers on dock painting

Assignment due: Watercolor painting of waterfront or dock

Week six: Measuring Jan. 15-19

Assignment due:

Measuring: Paper towels, Box, Ball, Toilet Paper, Skulls

Drawing of the arrangement I set up in middle of the class

Week seven: Graphite Project Jan. 22-26

Assignment due:

Upside down method

Self or portrait of someone that the student knows or admires.

Carbon Copy method

Week Eight: Mixed media Project Jan. 29-Feb. 3

Assignment due:

Student choice of media, no acrylic

Who am I?

Week Nine: Mixed media Most important thing in the World Feb. 5-9

Assignment due

Create an Art piece that will convince other people that it is the most important thing in the world.

Week ten: Free Art piece

Feb 12-16

Why does it matter that my people are here? Tell the World.

Week Eleven: Final project

Feb. 19-23