Course # 50.0211001

Introduction To Art

The Syllabus

Mr. Campbell
Instructor
Art Room 344

Term ______________________________
Mr. J. Chase Campbell  Visual Art Instructor
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Parents are encouraged to contact the instructor.
Textbooks:  Art Talk, Art in Focus

COURSE DESCRIPTION:
This course is designed to introduce you to the basic components to art and the art making process. You will get an overview of the GPS Standards and exercise the learning process of creativity, investigation, research, history, productivity and association with visual arts. It introduces the beginning art student to the elements of art, principles of design and the study of art history, aesthetics, criticism, and art-related careers. A variety of art media will be used to help students understand and communicate the language and purpose of art. The dates for this course October 10 – December 20, 2018 Mini-Semester II/Winter.

An extended version of this syllabus, including the curriculum standards, can be viewed on the Independence High School website.

Introduction to Art serves as a prerequisite to higher level art classes. At the end of this course, student should possess a working vocabulary of art terms, increased art abilities, greater awareness of art history, and greater visual awareness and creativity.

**It is recommended that this course be successfully completed before taking any other visual art courses.

The Pacing Chart
Spring 2017 4th Mini-Semester
Course Outline (50.0211002) and Instructional Pacing

Unit 1: 2-D Design- Color & Creative Thinking
14 days / October 10 – 30, 2018

Unit 2: Making Connections through 3-D
13 days / October 31 – November 16, 2018

Unit 3: Intro to Drawing and Critical Reflection
16 days/ November 16 – December 17, 2018

Final Project Critique  December 18
Senior exam December ___, 2018

Final Exam & Studio Project 2 days / December 19 - 20, 2018

Total duration of course 45 days

Technology Integration:
Technology will be used in the course to promote active engagement, participation in groups, frequent interaction with faculty and peers, provide constructive feedback, and connection to real-world experiences. Various forms of technology will be used like, but not limited to, Edmodo, Digital Media, and NearPod, Boards. Some of the websites include, USA Test Prep, Classzone, Edgenuity, Fulton Connect, Study Island, and more Interactive links.

Safety Clause
Teacher reserves the right to remove from the classroom any student who is disruptive to the educational process and/ or poses a threat to the safety of the teacher, another student and/or the class.

Some materials and tools use for this course may be hazardous if used improperly. Student must use equipment and materials assigned in the manner that is instructed by teacher. Student must inform instructor of any known allergies that might be irritated by materials.

Appropriateness disclaimer:
The standards outlined in this project are meant to identify important, positive connections which help the art student to develop a personal artistic voice. The art teacher reserves the right to reject the submission and/or to prohibit students from using popular images and icons that are associated with, or advocate, inappropriate topics or practices. These topics or practices include, but are not limited to the use of foul words, promotion of the use or procession of illegal substances, gratuitous nudity, sexual content, rude, crude, sexist, racially or religiously offensive, and violence (gang, gun, or otherwise.) The making of objects that may be used as a weapon are strictly prohibited. The use and presentation of copyright protected imagery as an original work of art is a violation of an artist’s/designer’s intellectual property and will be considered an act of academic plagiarism.
**Student Academic Portfolio Requirement**
You must have a 3 ring notebook that includes 7 tab dividers labeled:

1. Syllabus and Pacing Chart  
2. Units of Study  
3. Writing across the curriculum  
4. Vocabulary  
5. Student Analysis  
6. Reflection/Assessments/Test  

**Technology Integration:**
Students are expected to use technology to stay on track in class. Students are encouraged to contact teacher at campbellj@fultonschools.org to communicate questions or concerns.

Students will need to use the websites Edmodo.com and/or netTrekker, as some lessons and tests will have to be done online. Web based research is required periodically. See assignment list for details.

**Grading Criteria Chart**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% Active engagement</td>
<td>warm up, clean up/working/Class Discussion</td>
</tr>
<tr>
<td>30% Class work</td>
<td>Major Studio Projects and art assignments</td>
</tr>
<tr>
<td>10% Academic Portfolio</td>
<td>Homework/ sketches, written assessments</td>
</tr>
<tr>
<td>05% Visual Verbal Journal</td>
<td>Sketchbook</td>
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<tr>
<td>10% Test/ Quizzes/Quest</td>
<td></td>
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<tr>
<td>20% Final Assessment written final exam and project</td>
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*By state law any grade below 70 is failing*

**Grading Scale**
Fulton County Grading Scale will be used for all graded assignments.

- A= 100-90; B=89-80; C=79-70; F=69 and below

**Academic Dishonesty Policy**
You are required to be and to remain in good standing with the Fulton County Code of Conduct and no copying and cheating will be tolerated under any circumstances.

**Make Up and Recovery Guidelines**
Students will be given adequate time to complete their assignments. Make up work given by teacher must be completed outside of the scheduled class time. Work will not be accepted after 5 days past the due date which excludes time past the course grading period deadline. If incompletion is due to absence, the above policy offcites ONLY with a written excuse.

Teacher is not obligated to give make up work to students who were present to do assignments but chose not to do assigned work.

**Unexcused Tardy Policy**

- Be present.
- Students who report to class late must have a late pass from the office.
- Students are allowed 5 tardies per class. Students will be withdrawn from class on the 6th tardy.
- Students who fail to present a tardy pass will suffer the following consequences:
  - Late Offense # 1: call home
  - Late Offense # 2: report to administrator
  - Report to class on time to avoid punishment.

**Classroom Conduct Guidelines:**
Independence High School desires students to practice self discipline. Learning can not happen in a disruptive environment. Any behavior that creates interference of instruction or learning will not be tolerated. Disrespectful behavior directed toward the teacher, other students and their artwork will not be tolerated. If the behavior is not oriented toward graduation, it is a waste of valuable time. The conduct guidelines are the same as those established school wide. Refer to the Independence High School Student Handbook.

Vandalism of artwork will be dealt with as destruction of school property. In such situations, the consequences of Fulton County Board of Education policy will apply.

**Academic Expectations.**

**Student will:**
- sign in using the class log notebook
- bring supplies to class daily including notebook paper, ink pen, personal art binder, and pencil.
- complete all work assigned. Failure to do work will result in failing grade.
- use class time for art class related activities only.
- have previously assigned homework and must be ready at the beginning of class.
- follow the school dress code.

**Non Negotiable Expectations.**

**Student will:**
- maintain an academic portfolio binder for this class.
- not be given passes during the first and last 15 minutes of class.
- not interfere with quality (bell to bell) instruction, especially by talking while instructor is instructing class.
- contribute to maintaining a clean academic environment.
- be punctual and attend class regularly.
- dress in compliance with the school’s dress code.
- not bring food or drink (other than water) into the classroom or hallways.
- keep electronic devices (ipods, cell phones, etc) out of sight and in the off position. Devices (including headphones) used during class (from bell to bell) will be taken by the instructor and returned at the end of class. Refusal to comply with procedure will result in student getting an administrative office referral. Use of device only permitted with teacher approval for instructional purposes. Ex: photographing artwork and emailing homework.
- demonstrate appropriate student conduct by...
- maintaining respectful tone and behavior with instructor and others in class.
- not engaging in or using inappropriate conversation and language.
- reporting to class on time to avoid punishment.

**Requirements for Teacher:**
- Teacher will enforce his/her right to teach.
- Teacher will demonstrate respectful tone with students and keep them informed of their progress.
- Parents are encouraged to contact the instructor.

I agree to the terms of this syllabus and will work to fulfill the expectations within.

Student name ___________________________ # ______

Parent signature ________________________ Date __________

Teacher ________________________________ Date __________
Power Standards

Learn to speak the language of art. You will voice your thoughts and opinions as you look critically at your own art and the art of others.

Explore various art mediums, such as Drawing, Painting, Sculpture, Ceramics and Printmaking.

Examine art mediums career options and understand the educational preparations required.

Be introduced to the art elements and design principles. There are tools to help you organize lines, shapes, and colors to create successful works of art.

Use tools and equipment, and build technical skills for the production of well crafted works of art.

Create 2D and 3D works of art.

Be exposed to the works of important artists, both past and present. You will make connections between art and the cultural environment and values that it reflects.

Learn how the historical masters of art influence the art and practices of today’s artists.

Maintain a journal of your ideas and experimentation.

Respond artistically to a variety of ideas, topics, and influences.

Develop “meaning” in your art through the exploration of personal ideas and experiences.

Evaluate your own artwork.
Our Art Education Philosophy

**Art Education in Fulton County Schools** integrates the study of art history, art criticism, aesthetics, and art production through the 5 disciplines of the Visual Art Georgia Performance Standards. As a subject in our schools, art education is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student.

The well-educated person is conversant with a breadth of ideas about:

- functions and styles of art in a wide range of cultures and societies

- influences, impact, and relationships of art to events and the human condition throughout history

- purposes, functions, and theories of art and artists in society

- knowledge, application and use of a variety of art media, skills, techniques, and processes.

The study of art provides major opportunities to nourish high level thinking. When well taught, skills associated with artistic thinking include the ability to see clearly, analyze, reflect, make judgments, forge connections among ideas and information, and generate new ideas from diverse sources.

**Key Standards and Objectives**

**Georgia Performance Standards (GPS)**

Meaning and Creative Thinking (MC)

Contextual Understanding (CU)

Production (P)

Assessment and Reflection (AR)

Connections (C)
MEANING AND CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his/her own art and the artwork of others (National Standards 1 & 2).

Description: The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on painting approaches.

VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.
1. Identifies artistic styles of a range of contemporary and past artists.
2. Recognizes personal motivations and interests.
3. Identifies a personal viewpoint.
5. Identifies themes and interests to which they are drawn.
6. Identifies preferred materials and working methods

VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.
1. Uses sketchbook journal to research and experiment with artistic conventions to communicate ideas.
2. Generates more than one solution to a single artistic problem and assesses merits of each.
3. Analyzes, in both written and oral form, the implications of artistic decisions.
4. Solves artistic problems through discussion and interaction with peers.
5. Supports peers though informal, on-going critique of works in-progress.
6. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, and discovery of unexpected connections.

VAHSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.
1. Discusses aesthetic issues, such as what is beauty? What affects my personal aesthetic?
2. Writes, reflects, and revises throughout the course a personal answer to the question, what is art?
3. Identifies the ideas and values reflected in the art of past and present cultures.
4. Explores ideas and values reflected in the way the student’s current culture(s) define and use art.
5. Researches and analyzes the work of an artist and writes about how the artist’s style contributes to the meaning of the work.

VAHSVAMC.4 Analyzes the origins of one’s own ideas in relation to community, culture, and the world.
1. Compares and contrasts the works of a wide range of contemporary and past artists.
2. Identifies values and practices in his or her community culture and world that inform art.
3. Reflects on how his or her personal experience in community, culture, and the world inform his or her work.
4. Identifies the values and contributions of diverse peers, cultures, and communities.
CONTEXTUAL UNDERSTANDING
The student understands art in relation to history and culture (National Standard 4).
Description: The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.
Identifies how the issues of time, place, and culture are reflected in selected art works.
1. Discusses how understanding the original context of an artwork affects a viewer’s connection with and interpretation of the artwork.
2. Recognizes art, art styles and artists and writes and talks about them from a wide range of perspectives, including cultural context, formalist, expressionist, conceptual, functional, and technical.
3. Discusses the importance of art in daily life (personal significance, social commentary, self-expression, spiritual expression, planning, recording history, for beauty’s sake, and marketing / advertising).
4. Supports, with examples from history, the assertion that humanity has an innate need to create or make their world a more beautiful place.
5. Compares and contrasts works from theories of art: Formalism (Structuralism), Imitationalism (Realism), Emotionalism (Expressionism), and Functionalism (Utilitarian).
6. Discusses the role of art in at least two historical cultures; compares and contrasts to art today.
7. Discusses the role of art and artifacts as a visual record of humankind’s history and a vehicle for gaining understanding of another culture.

VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.
1. Develops a repertoire of contemporary and historical art exemplars.
2. Creates art work that explores ideas, issues, and events from current and past cultures.
PRODUCTION
The student creates artwork by applying media, techniques, and processes to formulate and express his/her ideas and conceptual understanding (National Standard 1).

**Description:** The student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of artistic processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas.

VAHSVAPR.1 Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning.

- Uses a viewfinder to develop compositions.
  1. Uses principles of design to organize elements to communicate meaning and unified compositions concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.
  2. Uses thumbnail sketches and visual/verbal notes to plan compositions.
  3. Discusses and applies concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, and variety within repetition.

VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing.

1. Creates contour drawings from observation.
2. Uses value to model geometric forms with rendering, hatching/cross-hatching.
3. Combines contour and value in drawing from direct observation.
4. Uses one- and two-point perspective to draw cubes, rectangles, and related objects from observation and analyzes use of one and two-point perspective in famous artwork (landscape, interiors, and still-life).
5. Uses gesture drawing to portray animate/inanimate subjects and to show mass and movement, quick sketches, and expressive mark-making.
6. Uses mark-making in a conscious way in drawing.

VAHSVAPR.3 Understands and applies media, techniques, and processes in color/painting.

1. Applies color theory (hue, value, intensity) and color schemes (monochromatic, analogous, complementary, split-complementary, and triadic) to express emotion and create unity.
2. Reviews primary, secondary, and tertiary hues.
3. Uses color relationships such as monochromatic, warm/cool, complementary, analogous, and split-complementary to achieve visual unity and/or intent of work.
4. Demonstrates understanding of the dark/light value quality of specific colors.
5. Demonstrates understanding of the intensity of color.
6. Lightens and darkens color with tints/shades.
7. Understands and applies warm/cool versions of the same hue.
8. Understands and applies impact of juxtaposing various colors.
9. Uses mark-making in a conscious way in painting.
10. Analyzes how color communicates meaning in personal and famous artwork.
PRODUCTION, con’t

VAHSVAPR.4 Understands and applies media, techniques, and processes in three-dimensional art.
1. Translates 2-D sketches into 3-D form.
2. Communicates meaning in 3-D media.
3. Compares and contrasts sculpture-in-the-round, high relief, bas relief, and additive and subtractive processes.
4. Understands and practices safe handling of art media and tools.

VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.
1. Keeps a visual/verbal journal.
2. Brainstorms multiple solutions before beginning artwork.
3. Creates sketches/artwork from formalist, emotionalist, and realist approaches.
4. Uses symbolic representation in work.
5. Works to find individual voice (creativity within guidelines); understands that creativity is problem-solving within given parameters.
6. Explores digital media as a tool for art production.
7. Uses concepts/ideas from other disciplines as inspiration for artwork.
8. Demonstrates proper care and safe use of tools and materials.

VAHSVAPR.6 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.
1. Creates sketches/artwork from formalist, emotionalist, and realist approaches.
2. Writes reflections on work, idea generation, and skills progress.
3. Analyzes and critiques works of art – personal, peers, and professional.
5. Practices direct observation and reactions in words, images, and symbols.
6. Records artistic research.
7. Collects, develops, and preserves personal ideas and thoughts.
8. Records inspirational images, words, thoughts, and ideas.
9. Maintains notes and class information.
12. Experiments with media, technique, and color - uses as a process journal.
13. Identifies emerging personal, artistic voice.

VAHSVAPR.7 Develops a portfolio of artwork for the course.
Self-evaluates progress and completes work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.

VAHSVAPR.8 Plans and presents appropriate exhibition of own artwork.
Observes the preparation of art for the purpose of displaying own work.
 Prepares own artwork to be exhibited in the classroom and school community.
ASSESSMENT AND REFLECTION:

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses materials, techniques, and processes used to complete a finished artwork. He or she demonstrates the ability to reflect upon and interpret personal work and the work of others, expressing personal viewpoint, and constructive criticism.

VAHSVAAR.1 Makes written and oral critiques of own works of art.
1. Reflects on the artistic process (through journal-keeping, reflective writing, and discussion).
2. Reviews portfolio to identify growth over the course of the class, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, and effective communication of thoughts and ideas.
3. Self-evaluates in progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.
4. Sets high standards for craftsmanship and skill mastery in own artwork.
5. Revises artwork based on input from the critique process.

VAHSVAAR.2 Critiques artwork of others individually and in group settings.
1. Provides respectful and constructive criticism to peers in formal class critiques.
2. Develops skills to provide informal feedback to peers on work in process as part of a community of learners.
3. Uses established criteria to analyze specific strengths and weaknesses of art works based on the ways technique and composition is used to convey meaning.
4. Analyzes how formal qualities (elements/principles) are used to communicate meaning.
5. Discusses the connection between intent and viewer’s interpretation—active participation by viewer to bring personal experience to the interpretation.
6. Discusses content in artwork and how it is communicated; —reads‖ artwork and shares interpretations and personal responses to representational, abstract and non-objective artwork.
7. Verbalizes personal reactions to artwork; develops descriptive vocabulary including adjectives, analogies, and metaphors.

VAHSVAAR.3 Develops multiple strategies for responding to and reflecting on artworks.
1. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.
2. Evaluates artwork using diverse criteria.
3. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works, such as using —Visual Thinking Skills or Feldman’s Art Criticism process.
4. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.
CONNECTIONS

Students make connections to other disciplines and the world around them through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor. He or she derives inspiration from varied areas of knowledge and life experiences. Through the study and production of art, the student develops visual and verbal literacy and life and work skills including appropriate use and development of technology.

VAHSC.1 Applies information from other disciplines to enhance the understanding and production of artworks.
1. Uses inspiration from other disciplines to influence idea development in art.
2. Understands how knowledge of art enriches and enhances learning in other core disciplines.
3. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
4. Develops the ability to integrate visual and verbal skills to communicate.
5. Identifies visual choices as a part of life.
6. Describes and discusses the importance of aesthetic experiences in daily life.

VAHSC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.
1. Manages goals and time.
2. Directs own learning.
3. Guides and leads others.
4. Works in diverse teams.
5. Adapts to change.
6. Uses current technology as a tool.

VAHSC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.
1. Discusses how study in art benefits one’s future as an avocation (making, collecting, volunteering); in art-related careers; and in non-art careers and life skills (application of higher order thinking skills valued by business such as tolerance for ambiguity, judgment in the absence of explicit rules, finding structure in apparent disorder, etc.).
2. Accesses resources such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world around them.
3. Identifies various art related careers and post-secondary options.
4. Draws inspiration for artwork from the world and resources outside the traditional classroom.
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