**Middle School Visual Arts Syllabus**

Art education is especially concerned with students developing imagination, creativity and an appreciation of art, as well as developing observational skills, expression and communication of thoughts, ideas and feelings.

**Expectations**

* My classroom hours are Monday-Friday from 7:45 am - 3:30 pm.
* If you require any extra help or clarification on a topic please schedule a meeting with me via email or schedule a classroom visit with me before or after school.
* Students must arrive to class on time and prepared (See student Handbook for penalties)
* Cell phones are permitted in my classroom with headphones.
* Arrive to class everyday prepared with learning materials including all art supplies if you don’t choose to leave them in the art room

**Course Outline and Tentative Timeline**

**1st Quarter**

**August 20 - October 19**

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| * Student is able to identify and describe *all* the elements of art found in selected works of art. |
| * Student is able to create a drawing using *all* the elements of art. |
| * Student is able to create a drawing using varying tints, shades and intensities. |

**2nd Quarter**

**October 22 - December 21**

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| * Student is able to use various observational drawing skills to depict a variety of subject matter. |
| * Student is able to use artistic terms when describing the intent and content of works of art. |
| * Student is able to Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective). |

**3rd Quarter**

**January 14 - March 22**

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| * Collaboratively set goals and create artwork that is meaningful and has purpose to the maker |
| * Reflect on whether personal artwork conveys the intended meaning and revise accordingly |

**4th Quarter**

**March 25 - June 7**

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| * Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design |
| * Select, organize and design images and words to make visually clear and compelling presentations |

**Artist Study- Ongoing Throughout the Year**

Because past is most important to develop the future. The value we place on knowledge or learning is a reflection of our society. For me art history is very important because we can better understand world culture in a visual form. Thus we will be conducting on going research on the fallowing artist throughout the year.

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| 1 | [Pablo](http://www.artcyclopedia.com/artists/van_gogh_vincent.html) Picasso |  |
| 2 | Vincent Van Gogh |  |
| 3 | [Leonardo da Vinci](http://www.artcyclopedia.com/artists/leonardo_da_vinci.html) |  |
| 4 | [Claude Monet](http://www.artcyclopedia.com/artists/monet_claude.html) |  |
| 5 | [Salvador Dali](http://www.artcyclopedia.com/artists/dali_salvador.html) |  |
| 6 | [Henri Matisse](http://www.artcyclopedia.com/artists/matisse_henri.html) |  |
| 7 | [Rembrandt](http://www.artcyclopedia.com/artists/rembrandt_van_rijn.html) |  |
| 8 | [Andy Warhol](http://www.artcyclopedia.com/artists/warhol_andy.html) |  |
| 9 | [Georgia O'Keeffe](http://www.artcyclopedia.com/artists/okeeffe_georgia.html) |  |
| 10 | [Michelangelo](http://www.artcyclopedia.com/artists/michelangelo_buonarroti.html) |  |
| 11 | [Peter Paul Rubens](http://www.artcyclopedia.com/artists/rubens_peter_paul.html) |  |
| 12 | [Edgar Degas](http://www.artcyclopedia.com/artists/degas_edgar.html) |  |
| 13 | [Caravaggio](http://www.artcyclopedia.com/artists/caravaggio.html) |  |
| 14 | [Pierre-Auguste Renoir](http://www.artcyclopedia.com/artists/renoir_pierre-auguste.html) |  |
| 15 | [Raphael](http://www.artcyclopedia.com/artists/raphael.html) |  |
| 16 | [Paul Cezanne](http://www.artcyclopedia.com/artists/cezanne_paul.html) |  |
| 17 | [Marc Chagall](http://www.artcyclopedia.com/artists/chagall_marc.html) |  |
| 18 | [Titian](http://www.artcyclopedia.com/artists/titian.html) |  |
| 19 | [Joan Miro](http://www.artcyclopedia.com/artists/miro_joan.html) |  |
| 20 | [Jackson Pollock](http://www.artcyclopedia.com/artists/pollock_jackson.html) |  |
| 21 | [Gustav Klimt](http://www.artcyclopedia.com/artists/klimt_gustav.html) |  |
| 22 | [Albrecht Durer](http://www.artcyclopedia.com/artists/durer_albrecht.html) |  |
| 23 | [Edward Hopper](http://www.artcyclopedia.com/artists/hopper_edward.html) |  |
| 24 | [Wassily Kandinsky](http://www.artcyclopedia.com/artists/kandinsky_wassily.html) |  |
| 25 | [Jan Vermeer](http://www.artcyclopedia.com/artists/vermeer_jan.html) |  |
| 26 | [Paul Klee](http://www.artcyclopedia.com/artists/klee_paul.html) |  |
| 27 | [Edvard Munch](http://www.artcyclopedia.com/artists/munch_edvard.html) |  |
| 28 | [Goya](http://www.artcyclopedia.com/artists/goya_francisco_de.html) |  |
| 29 | [Janet Fish](http://www.artcyclopedia.com/artists/fish_janet.html) |  |
| 30 | [Edouard Manet](http://www.artcyclopedia.com/artists/manet_edouard.html) |  |

**Grading**

Grading will be done using Standards Based Grading.  This an approach to assessment that focuses on the content, skills and standards students must learn. This means that students are being assessed based upon their level of work towards meeting a standard. This provides a snapshot of students’ learning of each standard discretely, rather than just in one lump grade at the end of a unit.

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| *EXPLANATION OF STANDARDS AND EFFORT MARKS* | | | |
| *E: Emerging*  Student is in the beginning stages of understanding concepts and procedures and requires consistent support | *D: Developing*  Student accomplishes part of the task independently.  Student can sometimes explain or demonstrate the process but may need prompting to complete it. | *P: Proficient*  Student demonstrates proficiency of targeted grade level standards and is confident and competent. | *M: Mastering*  Student demonstrates proficiency of targeted grade level standards with evidence of application to new contexts. |

**ThinkWave.com** will be the easiest way to monitor your progressively changing grade.

Keep in mind that with Standards Based Grading the FINAL grade for each standard will be a combination of all the assignments completed within the same standard.

We will also be looking for growth in the areas of personal and social “work habits” throughout the year. The work habits are:

* Work ethic/preparation
* Attendance
* Perseverance
* Initiative
* Leadership
* Respect

ISS is supporting these learning abilities and is promoting these values and characteristics throughout the school year.

**Academic Honor Code**

As a university preparatory school, ISS students must learn proper research methods and accepted practices.  The Integrity of both the student and our school requires complete academic honesty on all assignments.  Cheating, plagiarism, and test dishonesty are serious violations of school rules and community values. Such dishonest behavior will not be tolerated.  Parents will be notified and a copy of communication will be kept on file in the student’s academic record. Please see the Student Handbook for specific consequences.

**I have read and agree to abide by the policies and rules set forth in this class syllabus:**

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Student Signature and Name (Print)       Date

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Parent/Guardian Signature Date