

## ***FDR COURSE OUTLINE FOUNDATIONS ART***

### **Foundations Art**

Foundations Art is an introductory visual arts course where students explore a wide range of media, techniques, and creative approaches. Through hands-on experimentation and guided inquiry, students will build foundational art-making skills while engaging with themes from both personal and cultural perspectives.

Students will learn to develop ideas, refine techniques, and reflect on their creative choices using basic visual arts vocabulary. Emphasis is placed on process over product, encouraging risk-taking, observational skills, and creative problem-solving.

**First Semester:** In Semester 1, students will explore foundational techniques in 2D and 3D media through a variety of hands-on projects such as abstract art, colored pencil realism, and mixed media still life. These units focus on building core skills, experimenting with materials, and beginning to think critically about personal and cultural themes in art.

Students will begin developing their digital portfolios, where they document their creative process, reflect on their growth, and share finished artworks. These portfolios are a key part of how students are assessed throughout the year.

**Second Semester:** In Semester 2, students will deepen their art-making skills with more complex projects like abstract sculpture, linear perspective drawing, and cultural printmaking. The semester concludes with an inquiry-based study, where students pursue a theme of personal interest and develop a more independent creative voice.

Throughout the semester, students will continue to update their digital portfolios, showcasing their artistic development and reflections. Parents and guardians are encouraged to ask their student(s) to share their portfolios regularly to see what they are creating and learning in class.

## **TEACHER CONTACT INFORMATION AND MEETING TIMES**

| VISUAL ART - MS. SHAMBUREK                                                        |                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Teacher Name: Ms Samantha Shamburek<br/> Email: <a href="mailto:sshambur@amersol.edu.pe">sshambur@amersol.edu.pe</a><br/> Room #: HS Art Room<br/> Available Meeting Times:<br/> Before School, After School, Office Hours and Planning Blocks A, E, F</p> |
|                                                                                   | <p><i>Please note: I am happy to find alternative times to meet as needed when in the best interest of our students. Do not hesitate to contact me via G-Chat or Email to find a common meeting time.</i></p>                                                 |

## COURSE CONTENT

### Semester 1: Building Foundations

Explore core art elements (line, shape, color, form, space, texture, value)

Experiment with 2D and 3D materials

**Sample projects may include:** Abstract art, Ceramics, Drawing (grid, colored pencil), Painting and color mixing

### Semester 2: Expanding Skills & Voice

Apply foundational skills to more complex works

Explore perspective, printmaking, and sculpture

Develop personal voice through an inquiry-based project

**Sample projects may include:** Perspective drawing, Cultures and printmaking, Abstract sculpture, Final independent inquiry piece

*Focus on creativity, technical skill, and idea development*

### Digital Portfolios (Ongoing)

Students document their process, reflect on learning, and share finished work

**Portfolios are a key part of assessment** and growth tracking

Families are encouraged to check in with students to view portfolio progress throughout the year

Note: This outline is a tentative plan and may shift based on class interests and student needs.

## COURSE RESOURCES, GOOGLE CLASSROOM ACCESS

- **Google Classroom:** Main hub for course information, announcements, assignment submissions, and deadlines. Students should check it regularly.
- **Google Classroom Website:** Linked in Google Classroom, this site includes daily instructions, helpful resources, project examples, and process guides.

- **Student Digital Portfolio:** Created in class, this portfolio will house all major artworks, process documentation, and written reflections. It is the primary source for assessment.
- **PowerSchool:** Used for viewing final grades and attendance records.

All students will be guided through how to access and use these platforms during the first weeks of class.

## ASSESSMENT POLICY

Students will complete **eight key assessments** over the course of the year, **four each semester**. These will be based on published and submitted entries in each student's **digital portfolio**, which is the primary tool for assessment in this course. Portfolio links will be submitted via Google Classroom and grades will be updated on PowerSchool. Portfolios will include documentation of process, experimentation, **creation, communication, and connections** made throughout each unit.

All eight assessments are equally weighted and will serve as the core evidence used to determine the final grade. This course follows all school-wide policies regarding **grading, late work, and assessment expectations**. Students are encouraged to update their portfolios regularly and share them with families throughout the year to share in their art-making journeys.

Please note, The June Final Exam and Grade 12 Mock Exam cannot change a student's final grade by more than one grade level up or down in any course without permission from HS Administration.

## COURSE KEY ASSESSMENTS - Semester 1

| KEY ASSESSMENT                                                                                                        | UNIT                      | DATE<br>(WEEK of) |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------|
| Creating/Presenting,<br>Connecting/Responding - As<br>evident in student <b>Digital<br/>Portfolio Link Submission</b> | Abstract Art: Mixed Media | August 25         |
| Creating/Presenting,<br>Connecting/Responding - As<br>evident in student <b>Digital<br/>Portfolio Link Submission</b> | Realism: Colored Pencil   | Sept 15           |
| Creating/Presenting,<br>Connecting/Responding - As<br>evident in student <b>Digital</b>                               | Color: Acrylic Paint      | Oct 20            |

|                                                                                                                       |                                                |        |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------|
| <b>Portfolio Link Submission</b>                                                                                      |                                                |        |
| Creating/Presenting,<br>Connecting/Responding - As<br>evident in student <b>Digital<br/>Portfolio Link Submission</b> | Objects Still Life: Mixed Media and<br>Drawing | Nov 24 |

## COURSE KEY ASSESSMENTS - Semester 2

*(Dates for 2nd Semester will be finalized by the end of February and are tentative as of now)*

| KEY ASSESSMENT                                | UNIT                           | DATE<br>(WEEK of) |
|-----------------------------------------------|--------------------------------|-------------------|
| Creating/Presenting,<br>Connecting/Responding | Abstract 3D: Sculpture         | TBD               |
| Creating/Presenting,<br>Connecting/Responding | Perspective: Pen               | TBD               |
| Creating/Presenting,<br>Connecting/Responding | Culture and Place: Printmaking | TBD               |
| Creating/Presenting,<br>Connecting/Responding | Inquiry Project                | TBD               |

## CLASSROOM EXPECTATIONS

### Art Room Expectations

Students are expected to:

- Be respectful of others, materials, and the space.
- Be prepared: arrive on time with materials, stay focused, use time well.
- Take creative risks: try new ideas, experiment, and learn from mistakes.
- Reflect regularly: update your digital portfolio with photos and reflections.
- Submit portfolios on time: portfolio entries are due at the end of each project and are a major part of your grade.

### FDR Expectations

Students are expected to:

- Arrive at class before the bell rings.

- Put the cell phone in a caddy/pouch/other receptacle upon entering class and until class is over (unless they are required for a specific, teacher-directed learning activity).
- Be prepared and begin working when the bell rings.
- Wait for the bell or formal dismissal before packing up and leaving class.
- Use the target language (English, Spanish, French) of the class for all learning interactions and discussions. English is the language of instruction and inclusion at FDR.

## ACADEMIC INTEGRITY

In accordance with FDR's mission statement, we expect students to be principled and act with academic honesty and integrity. FDR students must therefore familiarize themselves with what constitutes academic integrity in every subject they study, and with every assignment and assessment they complete.

During tests, quizzes and / or in-class assessments, students are expected to follow all FDR Assessment Regulations.

***In addition, FDR expects that all students will:***

- Familiarize themselves with the [FDR Academic Integrity Practice](#)
- Understand what academic integrity means and what constitutes academic malpractice
- Understand how to use and cite sources, and to use Turnitin.com for the submission of key (summative) assessments
- Apply time management strategies to avoid the temptation to plagiarize or copy work
- create an ongoing record of sources for assignments when appropriate, noting full source details and dates accessed
- seek clarification from a teacher/librarian when uncertain about citing or using the work of others
- submit drafts of their work to their teacher for formative feedback
- make notes *in their own words* whenever possible, while still acknowledging the sources of borrowed ideas
- use a variety of different sources when researching a topic
- use quotation marks or indentations to clearly distinguish their own work from the work of others
- Use AI tools like ChatGPT or Bard only as directed by their teacher.
- Acknowledge any use of AI tools such as ChatGPT or Bard when submitting formative or summative work