Visual Art COURSE DESCRIPTION

Art Media Survey

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COURSE DESCRIPTION

NO PREREQUISITES This is a hands-on elective for students interested in exploring a variety of art styles and media tools. This includes but is not limited to printmaking, painting, fiber art, sculpture, ceramic, epoxy resin, and glass. Along the way we will learn terms and definitions connected to studio art. Students will be assessed on recognition of art terms, ability to recognize famous works of art, and the techniques shown in artwork they create in studio as well as use of studio time.

PROFICIENCY SCALE

The codes 1, 2, 3, 4, and M below will be used to communicate student progress in each learning target.

4	3	2	1	M
Mastery (Exceeds Proficiency)	Meets Proficiency	Approaching Proficiency	Beginning Proficiency	Missing Evidence (can be made up)

Learning Standards Scale Rubric

STANDARD 1 - CREATE

Exemplary (4)	Meeting Proficiency (3)	Approaching Proficiency (2)	Beginning Proficiency (1)
I innovate through experimentation while using multiple expressions with my creative voice and vision.	I innovate using my own personal lived experiences to convey my creative voice consistently.	I innovate when I experiment with imitated concepts.	I innovate while mostly imitating demonstrations or other artists.
Success Criteria		**Student Reflection**	**Teacher Comments**
1. I substantially change source material when using references and resources. 2. I choose materials from traditional or contemporary practices. 3. I demonstrate my unique creative voice informed by my culture and my personal experiences. 4. I experiment, plan, and explore a personally meaningful theme or "big idea". 5. I reflect on and revise my artwork considering my personal artistic vision.		How well am I doing? How do I know? What do I need to do to improve? What support do I need?	

STANDARD 2 - USE MEDIA

Exemplary (4)	Meeting Proficiency (3)	Approaching Proficiency (2)	Beginning Proficiency (1)
I consistently use experimental applications of media with a variety of advanced techniques.	I consistently use controlled media skills with experimentation.	I use relevant media with basic techniques and some risks.	I use media by following the given directions or techniques.
Success Criteria		**Student Reflection**	**Teacher Comments**

1. I use specific terms when communicating about my technique and tools. 1. I use, clean, and organize tools properly and safely. 2. I use a variety of techniques to add variation in my work. a. I measure and mix resin, paper mache, and flow medium. b. I use collage elements with drawing and painting techniques. 3. I demonstrate an understanding of scale, balance, and perspective.	How well am I doing? How do I know? What do I need to do to improve? What support do I need?	

STANDARD 3 - REFLECT

Exemplary (4)	Meeting Proficiency (3)	Approaching Proficiency (2)	Beginning Proficiency (1)
I consistently communicate artistic choices through detailed and specific critique, analysis, and response.	I consistently communicate artistic choices through critique, analysis, and response.	I communicate artistic choices through critique, analysis, or response.	I communicate artistic choices through critique, analysis, or response with support.

Success Criteria	Student Reflection	Teacher Comments
1. I visualize my plans and hypothesize how I will generate my ideas. 2. I will choose the style, material, and technique that works best for my idea. 3. I can use elements of traditional and/or contemporary cultural contexts to examine, reflect, and plan revisions for my art. 4. I show planning in my composition design with documentation of my progress from early stages to more elaborate stages. 5. I can engage in constructive critique with peers. 6. I consider the information I have gained from critique when making revisions to my artwork.	How well am I doing? How do I know? What do I need to do to improve? What support do I need?	

PERFORMANCE ASSESSMENTS

Feedback on learning can be given through informal and formal assessments. This will occur primarily through in-class work but may also include presentations and group critique. Aside from regular projects students will receive a mid-term assessment and final assessment.

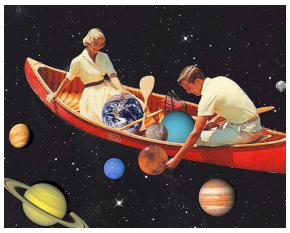
SPECIFIC COURSE ACTIVITIES

1. In order to make satisfactory progress towards course standards, students will need to:
2. Participate in class activities (contribute class discussions and ask questions.)
3. Complete assigned projects as needed in order to practice and improve learning.
4. Use formative observations to track learning progress and identify strengths and weaknesses with the course content and complete outside practice in activities when necessary.
5. Complete all project assessments, final unit reflection assessments, and final project.
6. Create and follow through on a plan of improvement, when demonstrating little to no understanding of learning targets.

Scope and Sequence

Unit 1: Collage

Project	Image	Terms	Success Criteria

Shallow resin found object collage assemblage. Wall hanging or tray		Collage Resin Epoxy Found Object assemblage	• Use correct terms • Use tools correctly • Resin cures solid • Objects are secure • Plan and reflect in Sketchbook
Dada/Surreal National Geographic Magazine collage		Collage Surrealism Dada Scale Composition Subject	• Use correct terms • Use tools correctly • Images are secure • Scene is surreal • Plan and reflect in Sketchbook
Drawing and found photo weaving		collage	• Use correct terms • Use tools correctly • Weave drawing and photo together in a balanced way • Plan and reflect in Sketchbook

Unit 2: Printmaking

Project	Image	Terms	**Success Criteria**
Monoprint on plexi Natural items		Monoprint Brayer Intaglio Ink Roller printing press	• Use correct terms • Use tools correctly • Ink applied evenly • Paper dampened • Plan and reflect in Sketchbook
Two color linocut block print		Linocut Brayer Intaglio Ink Roller printing press	• Use correct terms • Use tools correctly • Ink applied evenly • Paper dampened • Plan and reflect in Sketchbook

Linocut t shirt design		Linocut Brayer fabric Ink Roller printing press	• Use correct terms • Use tools correctly • Ink applied evenly • shirt dampened • Plan and reflect in Sketchbook

Unit 3: Sculpture

Project	Image	Terms	**Success Criteria**
Huge paper mache pop art object		Paper mache	• Use correct terms • Use tools correctly • Object is identifiable • Object has texture • Plan and reflect in Sketchbook
Japanese Sampuru Mini food sculpture in polymer clay		Sampuru Polymer clay	• Use correct terms • Use tools correctly • Object is very lifelike • Plan and reflect in Sketchbook
Altered book sculpture		Altered	• Use correct terms • Use tools correctly • Book sculpture has visual movement • Plan and reflect in Sketchbook
Black light immersive instillation sculpture		immersive instillation sculpture	• Plan for specific space • Use tools safely • sculpture is collaborative and immersive • reflect

Unit 4: Abstract Art

Project	Image	Terms	Success Criteria
suminagashi paper marbling		suminagashi	• Use correct terms • Use tools correctly • Pattern has flow and balance • Ink and paper has contrast
Pour and flow acrylic painting		pour and flow painting color palette	• Use correct terms • Use tools correctly • Object is very lifelike • Plan and reflect in Sketchbook
Paint chip scrap collage		sustainable art	• Use correct terms • Use tools correctly • Create an original design • Plan and reflect in Sketchbook

MAKEUP POLICY

Assessments that are missed will be marked “missing” or “not taken” in the gradebook until completed. Students have five school attendance days to complete a missed assessment. Incomplete assessments result in a lack of evidence of student’s understanding and may cause a student to fail.

GRADE DETERMINATION

PowerSchool will house all assessments used as evidence towards a final letter grade. Click on the letter grade (or *“i”)* next to the course to see the scores from all assignments and assessments listed.

The semester letter grade will be informed by the student’s learning proficiencies over the semester-long body of work with consideration to retained proficiencies and growth over time. Mastery of learning targets leads to mastery of course standards which in turn leads to mastery of the course.

Semester Letter Grade	Exceeds Mastery (4) Demonstrates Mastery (3) Approaching Mastery (2) Developing Foundational Skills (1) **Trends in Proficiency Levels on Course Standards**
A	All standards achieved at “3” or “4” levels
B	All standards achieved at “2”, “3” or “4” levels with at most one standard at “2” level
C	All standards achieved at “2”, “3” or “4” levels with two or more standards at “2” level
D	All standards achieved at “1”, “2”, “3” or “4” levels with at most one standard at “1” level
F	All standards achieved at “1”, “2”, “3” or “4” levels with two or more standards at “1” level

Important Note: If a student has missing evidence in the form of M (can be made up) or N (cannot be made up) in any amount, then the student runs the risk of failing the course. In these cases, there may not have enough evidence to determine target proficiency nor a course grade.