

Teri Cason
Fountain Inn Elementary
Art Syllabus
tcason@greenville.k12.sc.us

Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:45	Ford (1st)	Hogan (1st)	Maddox (1st)	Balentine (1st)	Hasty (1st)
8:55-9:45	Meadows (2nd)	Planning	Media Assistance	Huff (2nd)	Searcy (2nd)
9:55-10:45	Rackley (5th)	Hester (5th)	Planning	Elder (5th)	Rackley (5th)
10:55-11:45	Reininger (4th)	Eakins (4th)	McClary (4th)	Thackston (SPED)	Planning
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:05	Long Recess/Enrich 12:15-1:05	Hazel	Asberry	Planning	Planning
1:15-2:05	McCaleb (3rd)	Long (3rd)	Santos (3rd)	Bryant (3rd)	McCaleb (3rd)

Art Learning and Developmental Goals

Goals and long range plans are based on the National and South Carolina Visual Arts Standards for K-5. Summarized below are those standards:

SC College- and Career- Ready Standards for Visual and Performing Arts Proficiency (2017)

Visual Arts

VA Creating: *I can make artwork using a variety of materials, techniques, and processes.*

Standard 1: I can use the elements and principles of art to create artwork.

Standard 2: I can use different materials, techniques, and processes to make art.

VA Presenting: *I can choose and organize work that demonstrates related concepts, skills, and/or media.*

Standard 3: I can improve and complete artistic work using elements and principles.

Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

VA Responding: *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*

Standard 5: I can interpret and evaluate the meaning of an artwork.

VA Connecting: *I can relate artistic ideas and work with personal meaning and external context.*

Standard 6: I can identify and examine the role of visual arts through history and world cultures.

Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

Design

DE Creating: *I can conceive and develop new design ideas and work.*

Standard 1: I can conceive and develop a design challenge.

Standard 2: I can research to explore and identify aspects of the design challenge.

Standard 3: I can select and create possible solutions to the design challenge.

Standard 4: I can create an original prototype.

DE Presenting: *I can present new design ideas and work.*

Standard 5: I can present my final design solution.

DE Responding: *I can respond to feedback from others on new design ideas and work.*

Standard 6: I can reflect and revise based on feedback and input.

DE Connecting: *I can relate artistic ideas and work with personal meaning and external context.*

Standard 7: I can identify and examine design through history and world culture.

Standard 8: I can relate design ideas to other arts disciplines, content areas, and careers.

Media Arts

MA Creating: *I can conceive and develop new design ideas and work.*

Standard 1: I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.

Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles.

MA Presenting: *I can share artistic ideas and work.*

Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.

MA Responding: *I can interpret (read) and evaluate how media is represented and conveys meaning.*

Standard 4: I can describe, analyze, and evaluate the meaning of my work and the work of others.

MA Connecting: *I can relate artistic ideas and work with personal meaning and external context.*

Standard 5: I can examine the role of media arts through history and cultures.

Standard 6: I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.

Standard 7: I can practice digital citizenship in researching and creating art.

A complete standards list can be found at <http://ed.sc.gov>. The SC Visual Arts Standards are scaffolding. These ideas are repeated throughout many grade levels in the use of similar skills, techniques and processes. Projects will be determined by the instructor and are subject to change due to materials, student interest and need. Each grade level will explore and create: drawings, paintings, sculptures and printmaking. Each grade level will be exposed to a variety of artists and their artworks, both of the past and now, as well as, a variety art processes, techniques and mediums with the intent to further their understanding, perception, appreciation, expression and confidence in the visual arts. Students in grades 3-5 will create and keep an artist journal/sketchbook. These journal/sketchbooks will be used for the students ideas, journaling, practice drawings, and some given assignments. Students will have the opportunity to participate in contests and student art shows throughout the school year.

Grading

Active Class Participation - 80%

- This can include: student is on task, following given directions, work with other students, use and care of materials, project time management, and minor quizzes or projects.

Standard-based Assessments - 20%

- This can include: standard-based projects, performances, portfolios and collaborative projects based on rubrics or established guidelines.

For grades K - 1st:

M=meets expectations/sometimes demonstrates

P=does not meet expectation

For grades 2nd - 5th:

Q=quality performance - exceeds standards

M= meets standards - meets expectations

P=progressing toward standards - working towards meeting the standards

L=little to no progression to standards - does not meet expectation/rarely, never demonstrates

Assessment in Art is made through instructor observations, student participation, rubrics and checklists. Grades are kept daily and as project reach completion and those grades are reflected on student report cards.

Behavior Expectations

Art

Classroom Management

- **Individual Behavior Step Plan:**

Step One: Verbal Warning

Step Two: Separation from classmates

Step Three: Bumped to Neighboring Teacher (Tarr and White, Jones and Bagwell) and Parent Contact

Step Four: Referral to Administration

If an individual misbehaves, he or she will be given opportunities to think about and correct misbehavior with a verbal warning. If behavior continues, instructors will relocate students. If behavior continues, instructors will bump students to neighboring teachers and make a parent contact, whether by email, parent note or phone call. Instructors will keep a parent contact log: where student behaviors and parent communications will be documented. If behavior continues or is a severe offense: student will receive a referral. All referrals will be sent to administration and consequences will be administered through the assistant principal or principal.

- **Classes Encouragement Plan:**

Each class will have their own eagle's nest. The object is for a class to receive a token from each related arts teacher during each week. At the end of the week the nests that have all 4 tokens from the related arts teachers, those classes will have their class name added into a hat. Once all names are in, **one** will be pulled from the hat as the winner for the week. A rotating trophy will be awarded to that class.

During the class time with the related arts teacher, students should follow the teacher's Eggspectation. Should the students misbehave, the class will not receive their egg for their eagle's nest.

Eggspectations:

- 1. Students come in quietly and sit/stand where the teacher has requested.**
- 2. Students listen and do not talk during instructions from the instructor.**
- 3. Students raise their hand and wait to be called on.**
- 4. Students participate in class and work on assignments given by the instructor.**
- 5. Students clean up during the final five minutes of class time.**
- 6. Students listen to instructions for dismissal from class.**

In the Art Studio all artists are expected to:

A: always do your best

R: respect each other

T: take care of your supplies

I: inside voice please

S: stay on task

T: turn mistakes in masterpieces

Communications: Parents please contact me at any time! I look forward to meeting you and working with your students!

- tcason@greenville.k12.sc.us

Art Activities by Grade Level:

Kindergarten

August-

Sketchbooks

Painting Lines Step by Step with teacher

September

Shape Collages

Color Mixing step by step with teacher

October

Bean Mosaics

Art Hats

Fall Leaf Painting

Paper Plate Animal Masks

November

Van Gogh Sunflowers

December

Wrapping Paper Designs

January

Pinch Pots

Winter chalk pictures with snow

February

3-d Linescapes

Chalk Mountain Silhouettes with collage details

March

Origami Kites

Windsocks

Rainy Weather crayon resist painting

April

Pinatas

May

Finish Pinatas

First Grade

August

Sketchbooks

Lines with 3-d pipe cleaner line sculptures

September

Snail Paintings

Clay Snails

October

Mouse Paint

November

Paper Puppets

December

Clay Snowmen Ornaments

Wrapping Paper Designs

January

Pinch Pots

Winter chalk pictures with snow

February

3-d Linescapes

Chalk Mountain Silhouettes with collage details

March

Origami Kites

Windsocks

Rainy Weather crayon resist painting

April

Pinatas

May

Finish Pinatas