

Course: Art 1 H

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Course Description: Art 1 H is an advanced introductory course where we will learn about Art and the Elements of Art and the Principles of Design. Every project will relate to a movement or artist in art history and specific principles of art. Through lectures, videos, slides, art reproductions, and field trips, students will be exposed to artists from the past and present and will see how these artists used the elements and principles of art.

South Carolina Visual Arts State Standards:

I. Understanding and Applying Media, Techniques, and Processes

II. Using Knowledge of Structures and Functions

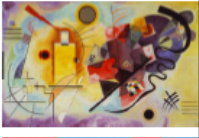
III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

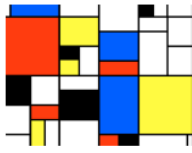
IV. Understanding the Visual Arts in Relation to History and Cultures

V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others

VI. Making Connections between Visual Arts and Other Disciplines

Instructional Units:

	Unit 1: What is Art? Suggested Pacing: 5 days
	
	
Unit Summary: This introductory unit will familiarize students with basic art concepts and serves as a basic introduction to the elements and principles of design. The unit will introduce students to exploration the factors that influence perception, functions of art, idea development, and subject matter vs. content concepts. The unit also addresses the evaluation of artwork through self-reflection, formal written critique, and peer critique. Through research, practice and application, students will develop a foundation of skills that from this unit that will be utilized throughout the course and beyond.	



Unit 2: Introduction to Elements and Principles of Design

Suggested Pacing: 10 days

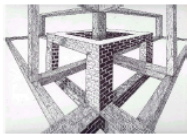
Unit Summary: This unit works with the application of the elements and principles of design in terms of definition and fundamental functions. The unit combines these concepts with hands-on projects in both utilization and application, and may explore a variety of materials, techniques and/or art styles and historical movements that exemplify the concepts. Through experimentation, investigation and research, creative application, self-reflection and peer feedback, students will develop a foundation of design skills from this unit that will be utilized throughout the course and beyond.



Unit 3: Beginning Drawing

Suggested Pacing: 10 days

Unit Summary: This unit introduces students to basic drawing skills and mark making through a study of a variety of elements and principles, art styles, movements, techniques, materials and mediums. Through experimentation, investigation and research, creative application, self-reflection and peer feedback, students will develop a foundation of drawing skills that will be utilized throughout the course and beyond.



Unit 4: Linear Perspective

Suggested Pacing: 5 days

Unit Summary: This unit explores linear perspective concepts and historical significance, as well as the application of the illusion of depth and space to 2-D art works. Students will study the history of linear perspective with an emphasis on the application of 1 point and 2 point, as well as multiple points of linear perspective in landscapes, buildings and still life. Through experimentation, investigation and research, creative application, self-reflection and peer feedback, students will develop a foundation of skills that will be utilized throughout the course and beyond.



Unit 5: Drawing from Life

Suggested Pacing: 5 days

Unit Summary: This unit builds on concepts from the linear perspective unit and creating the illusion of space/depth in 2D works. Students will develop technical skill as well as the skill of seeing. Emphasis is placed on drawing objects from life using a variety of materials, mediums, styles and art movements. Through experimentation, investigation and research, creative application, self-reflection and peer feedback, students will develop a foundation of skills that will be utilized throughout the course and beyond.



Unit 6: Advanced Drawing

Suggested Pacing: 10 days

Unit Summary: This unit builds on concepts from the beginning drawing unit, the linear perspective unit and the still life unit to develop technical skill and personal voice. Emphasis is placed on the history of drawing from life, mark making, gestures, figure drawing, facial and body proportions, portraiture and self-portraiture. Through experimentation, investigation and research, creative application, self-reflection and peer feedback, students will develop skills that will be utilized throughout the course and in advanced art classes.



Unit 7: Color Theory

Suggested Pacing: 15 days

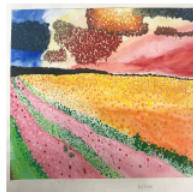
Unit Summary: The Color Theory unit encompasses the science of color, color theory terms, and the application of color concepts. This unit addresses primary, secondary, and tertiary color mixing. In addition to color mixing, the unit addresses color schemes (monochromatic, complementary, split-complementary and analogous), as well as color scheme selection as they apply to the discussion, creation and evaluation of artworks. Students will utilize a variety of materials and techniques that focus on the application of color. Through the course of the unit, students will be exposed to exploring color theory through personal investigation and creation, historical research, sketchbook practices and application. Through experimentation, research, application and self-reflection and peer feedback, students will develop a foundation of design skills utilizing color that will be utilized throughout the course and beyond.



Unit 8: Art as a Narrative of Social Context

Suggested Pacing: 10 days

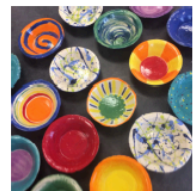
Unit Summary: This unit will use social context and/or personal narrative as a basis for content development. Students will be introduced to narrative and social/activist movements and artists throughout history, such as Jacob Lawrence and Dynamic Cubism, Faith Ringgold and Story Quilts, Romare Bearden, Shepard Fairey etc. Students will utilize a variety of materials and techniques and will be challenged to communicate their ideas with a social context and/or a personal narrative. Through experimentation, research, application and self-reflection and peer feedback, students will develop a foundation of design skills that will be utilized throughout the course and beyond.



Unit 9: Beginning Painting

Suggested Pacing: 10 days

Unit Summary: This unit builds on concepts from the color theory unit and explores painting techniques, style and movements throughout history. Students will work toward development of technical skill, craftsmanship, and the skill of seeing. Emphasis is placed on painting objects and/or landscapes using a variety of painting materials and techniques. Through experimentation, investigation and research, creative application, self-reflection and peer feedback, students will develop a foundation of skills that will be utilized throughout the course and beyond.



Unit 10: 3D Design

Suggested Pacing: 5 days

Unit Summary: The 3D unit encompasses the elements and principles as they relate to 3D works. The unit will address relief, in-the-round, installation and environmental sculpture. Using a variety of materials and techniques (paper, clay, plaster, wood, found objects etc.), students will apply 3D concepts to the creation of 3D works through personal investigation and creation, historical research, sketchbook practices and application. Students will develop a foundation of 3D design skills that may be utilized throughout the course and beyond.

	Unit 11: Culminating Project/Portfolio Suggested Pacing: 5 days Unit Summary: This culminating project unit will have students combine the concepts, skills and techniques explored and acquired throughout the course. The project will emphasize development of a composition that reflects an artist/movement/style. Works will be produced through historical research, idea development through sketchbook investigations, personal planning, and goal setting. The work should relate to the elements and principles within the content and/or subject matter while reflect personal voice and growth. A portfolio presentation will document and demonstrate the creation process of work from start to finish. Through their work in this unit, students will develop a foundation of skills that will be utilized in higher level/advanced art classes.
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Grading policy:

- 1) You will have two types of projects: major and minor
 - a. Major projects consist of long projects and tests.
 - b. Minor projects consist of short projects, quizzes, and critiques.
- 2) Major projects/tests count for 60 % of your grade and minor projects/quizzes/critiques count for 40 %.
- 3) You will be required to complete and turn in a critique of your work on every project.
- 4) Your grade on each assignment will be based on a grading rubric I will give to you ahead of time.
- 5) You must turn each assignment in on time to the appropriate class bin. Failure to do so will result in minus two points per day. On every due day, I will record whether each student's work has been submitted on time. For excused absences, you have 1 week to make up work.

Non-Instructional Routines:

- The door to the classroom remains CLOSED during class.
- You must start a SmartPass after obtaining my permission before you may leave class for any reason.
- You must wear your I.D. at all times—displayed properly according to the school handbook.
- When cleaning at the sink, wash objects completely and place them in the draining rack.
- SHARE supplies like scissors, water jars, and rulers.
- RETURN all materials to their proper places.

JL Mann Cellphone, Earbuds, and Electronic Devices Policy:

1. During Class:
 - o All cellphones, earbuds, and other personal electronic devices must be out of sight and on silent during class time.
 - o Acceptable places to store your devices include your backpack, pocket, or purse.
 - o Devices cannot be on your desk or in your lap.
2. Permitted Usage Times:

- o Before School: Students are allowed to use their devices before the official start of the school day.
- o After School: Device usage is permitted after the conclusion of the school day.
- o Lunch: Students are welcome to use their cellphones and other electronic devices during lunchtime.
- o In the Hallway: Feel free to use your devices while transitioning between classes in the hallway.

Other Information:

- 1) I may contact parents/guardians about your behavior and progress
- 2) Rule violations may result in a private conference with the teacher, and also detention or referral, based on your behavior.
- 3) I will keep a confidential behavior record for each student.

Communication with Parents:

I will contact your parents/guardians by phone or e-mail or through activities such as Open House. I will contact them with positive information about your class work and behavior. I will also contact them if you behave inappropriately in class or are not meeting my expectations for class work.

You will find this syllabus on my website, which is accessible through the school's site.