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| **School Year** | 2018-2019 | **Teacher Name** | Erin Davis |
| **Office** | F-212 | **Website** | https://sites.google.com/a/adams12.org/rowinski/ |
| **Phone** | 720-972-6793 | **Blog** |  |
| **Email Address** | Paula.Rowinski@adams12.org |

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| **Course Name** | | **Foundations of Art** | | |
| **Course Description** | | The purpose of this course is to prepare experienced and non-experienced artists the skills and techniques in order to create art in a nurturing environment. Foundations of Art is the art class focused on using the elements and principles of design as they are applied to many art disciplines. Students will recognize the arts as a form of visual communication. Student activities will include basic color theory, three-dimensional projects, drawing and painting projects and the initial development of a portfolio.  Students will use the sketchbook as a tool for demonstrating experimentation, thoughtful ideas, journaling, drawing and note taking. As a “survey” course, this class will enable the student to make informed choices in selecting additional courses for their continued study. | | |
| **Unit of Study** | **Grade Level Expectations/Content Standards** | | **Approximate Time Spent or Percent of time Spent** | **Targeted Date of Assessment** |
| Art Standards | 1. **Observe and Learn to Comprehend** 2. **Envision and Critique to Reflect** 3. **Invent and Discover to Create** 4. **Relate and Connect to Transfer** | | Each Project | Every two to three weeks depending on working calendar |
| Life Long Learning | **Observe and Learn to Comprehend**  -Visual art has the inherent characteristics and expressive features  -Historical and cultural context are found in visual art  -Art and design have purpose and function | |  | End of Term |
| Life Long Learning | **Envision and Critique to Reflect**  -Reflective strategies are used to understand the creative process  -A personal philosophy of art is accomplished through the sophisticated language and studio art processes  -Interpretation is a means for understanding and evaluating works of art | |  | End of Term |
| Life Long Learning | **Invent and Discover to Create**  -Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas.  -Assess and produce art with various materials and methods  -Make judgments from visual messages. | |  | End of Term |
| Life Long Learning | **Relate and Connect to Transfer**  -The work of art scholars impacts how art is viewed today  -Communication through advanced visual methods is a necessary skill in everyday life  -Art is a lifelong endeavor | |  | End of Term |
| Life Long Learning | When is art criticism vital, and when is it beside the point?  -Communicate and defend reasons for opinions about the intentions (successful or not) of a work of art.  -Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information. | |  |  |
| Life Long Learning | What is old, and what is new in any works of art?  Document and apply investigations into a range of traditional and nontraditional studio practices to personal expression.  Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation. | |  |  |
| Life Long Learning | How do underlying structures unconsciously guide the creation of art works?  -Art reflects the history and culture in which it is created.  -Every artist has a style, just as every artistic period has a style  Culture affects self-expression, whether we realize it.  What is informing you as an artist? | |  |  |
| Final Portfolio Presentation | Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation.  Students will develop ideas using personal experience and the principles of design to communicate a message through the use of various drawing and paint media  -Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information. | |  |  |
| Personal Philosophy | Comprehending the intentions of art leads to understanding how meaning is made. | |  |  |

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| **Grading Scale** | | **Gradebook Reporting Criteria/Weights** | |
| **A** | 90-100 | **Formative** | **100** |
| **B** | 80-89 | **Summative** | **100** |
| **C** | 70-79 |  |  |
| **D** | 60-69 | **\*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp** | |
| ***F*** | *59 or below* |

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| **General Expectations**   * Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. * Summative:Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) * Formative: Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. * Assessments will be graded based on teacher/district/state rubrics. * On group projects, students will receive a grade for individual work. A group grade may also be given. * Grades are based on achievement of Colorado Academic Standards and grade level expectations. | |
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| **Class Expectations**  **Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course. | |
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| **Student Expectations** | |
| **Grading Policy** | **Projects:** Projects are worth 100-200 points based on a 4 point rubric. The categories are: *Observe and Learn to* ***Comprehend****, Envision and Critique to* ***Reflect****, Invent and Discover to* ***Create,*** *Relate and Connect to* ***Transfer****.*  You will be informed as to the due dates for assignments, whether it is homework, a quiz/test, or a project.  **Sketchbook/Process Journal:** Students will be given homework and or sketchbook work, sketchbook warm ups, notes, etc. A majority of students’ work is demonstrated through their sketchbooks and daily work. It is important for students to attend class to complete assignments. |
| **Testing Policy** | There will be 2 to 3 quizzes in art. If a student is absent for a quiz, the quiz make-up can be taken within a week of their absence. The quizzes are to inform the student of content, vocabulary and art terms. Each project is the students’ actual test. Students need to turn in their projects to demonstrate their understanding and knowledge of the assignment. |
| **Assignments** | Students will extend lessons in the class through the creation of independent work to develop their own voice in art through originality and creativity in the development of a portfolio. There are eight assignments for this course. |
| **Late work Policy** | 7.1 Make up work will be provided upon request for a student who has been absent. 7.3 Students are eligible to receive full credit for make up work completed and submitted by dates and times established in this policy or as may otherwise be arranged with the teacher and/or administrator. Credit may be denied for makeup work completed after the designated deadline.  Students have two weeks to make up late assignments without penalty of late points. |
| **Absence Policy** | You are expected to make up any work missed because of any absence. You are responsible to request the make-up assignment(s). You will have the number of days absent plus one additional day to make up missed work for an absence. However, long-term assignments (one week or more from the assignment date to the due date) are due on the stated due date, regardless of the absence and are not accorded extra days upon return to school. Long-term illnesses will be dealt with on an individual basis. |
| **Tardy Policy** | Students are expected to be on time to every class every day. Beginning each semester, if tardy:   * 1st-3rd: verbal warning by teacher and parent contact on 3rd. * 5th: teacher will speak with parent/guardian. * 7th:  30 minute after school (Wednesday) detention served with the teacher in the classroom. Teacher will speak to   parent/guardian again.  After the 8th tardy, teacher discretion will be used for consequence. |
| **Student Integrity Oath** | ***I agree to conduct myself with integrity in all regards. I commit to presenting my own work, writing, words, and ideas at all times, unless otherwise attributed. In addition, I will not copy, use communication devices during tests, post assessments for public access, falsely identify myself, or use inappropriate materials. Engaging in any of these activities represents a breach of this oath and subjects me to the disciplinary code of Legacy High School and the Adams 12 Five Star School District. It is my honest intention to uphold this oath.*** |
| **Plagiarism/Cheating Policy** | Plagiarism means to present, as one’s own, the work, writing, words, ideas, or computer information of someone else. (Sources could be published or unpublished.) Cheating is supplying, receiving or using devices. (Examples: looking at or using someone else’s work, using crib notes/stolen notes, or using disallowed equipment, etc.)  Consequences for plagiarism and cheating are as follows:  Matrix for Plagiarism/Cheating (covers all classes, lasts all year)   * 1st – 0 on the assignment, teacher calls home and referral * 2nd – 0 on the assignment, 1 day suspension, parent/teacher conference, referral * 3rd – 0 on the assignment, 2 days suspension * 4th – 0 on the assignment, referral to District Discipline Hearing |

Legacy High School

Course Syllabus

2014-15

Acknowledgment of Receipt Form

Course Title: Photography I

Parents/Guardians,

Signing this document acknowledges that you have read through the course syllabus. In addition, please be aware of the cell phone/I-pod Policy: These devices are not to be out in the classroom. District Superintendent’s Policy allows the school to confiscate these items. Please help us keep the students focused on their learning.

Please share your preferred contact information before signing and returning this form to the classroom teacher.

Student Name (Print) Student E-mail Address

Student Signature

My preference for contact is:

🞏 By Email 🞏 By Phone

Parent/Guardian Name(s) (Please print)

and

Parent/Guardian E-mail Address(s) Phone Number(s)

Parent/Guardian Name(s) (Please print)

and

Parent/Guardian E-mail Address(s) Phone Number(s)

Parent/Guardian Signature Date