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| School Year | 2018-2019 | Teacher Name | Erin Davis |
| Office | F213A | Website | adams12.org/legacy-3d-art |
| Phone | (720) 972-6700 6793 |  |  |
| Email Address | erin.davis@adams12.org |

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| Course Name | | Sculpture I | | |
| Course Description | | The primary goal of this course is the effective expression of ideas. The student is introduced to the basic tools, materials and techniques with attention given to problem-solving. Sculpture I includes an in depth exploration of the Elements of Art and Principles of Design. Students will be encouraged to recognize the arts as a form of visual communication. Students are provided with interesting parameters and materials and will create art within the limits provided. This limitation will promote creativity and advanced problem solving skills. | | |
| Unit of Study | Grade Level Expectations/Content Standards | | Approximate Time Spent or Percent of time Spent | Targeted Date of Assessment |
| Life Long Learning | 1. Observe and Learn to Comprehend 2. Envision and Critique to Reflect 3. Invent and Discover to Create 4. Relate and Connect to Transfer | |  |  |
| 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 | | 25% |  |
| 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 | | 25% |  |
| 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. | | 25% |  |
| 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 | | 25% |  |
| Final Portfolio | 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. | |  |  |

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| Grading Scale | | Gradebook Reporting Criteria/Weights | |
| A | 90-100 | Formative - Experimental discovery | 100 |
| B | 80-89 | Summative - Projects | 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 | Grades are based on practice pieces and final projects. Students will have 4 point rubrics to evaluate themselves. The categories are: Observe and Learn to Comprehend, Envision and Critique to Reflect, Invent and Discover to Create, Relate and Connect to Transfer.  Sketchbook / Classroom Journal: Students will be given a Sculpture journal that they need to use for daily work and sketches. The journal is an important part of the grade for the class. |
| Testing Policy | Students will be tested with safety quizzes and vocabulary quizzes. However, the largest percentage of the tests will be final projects. |
| Assignments | Students are expected to complete the assignments that are given in class. |
| Late work Policy | Late work will be accepted. The timeframe for students to turn in late work is the number of days plus one that the student has missed in class. Due to the nature of creating art, students may have a reasonable amount of extra time to work on projects. |
| Absence Policy | The student should contact his/her teachers immediately upon return from absences to arrange to complete all make-up work assigned, and establish when this make-up work shall be completed. All assigned work needs to be completed in an acceptable manner.  It is the student’s responsibility to obtain make-up work. Students have the number of days absent plus one additional day to make up any missed work for absences.   * Teachers will take attendance within the first 10 minutes of every class. * •  Student absences are authorized (excused) or unauthorized (unexcused) by Legacy High School. Parents must call the attendance line, 720-972-6896, within two days to inform the school of a student’s absence. |
| 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 | In art, it is always useful to use a visual reference to inform your process. However, it is unethical, constitutes plagiarism and often violates copyright law simply to copy an image (even in another medium) that was made by someone else and represent it as one’s own. 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. If unclear, always ask the teacher. Cheating is supplying, requesting or using unauthorized information prior to or during an assignment or assessment. |

Legacy High School

Course Syllabus

2014-15

Acknowledgment of Receipt Form

Course Title:

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