

INTRO TO ART SYLLABUS



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course outline

quarter one

developing studio habits of mind

elements of art/principles of design

drawing: pencil

color theory

quarter two

sculpture

painting: watercolor

drawing: pastels and charcoal

printmaking

quarter three

ceramics

mandalas

painting: acrylics

quarter four

mosaics

mixed media arts

collaborative art

Course Description

Intro to Art is designed to introduce you to art at a high school level. We will start by asking **WHAT IS**

ART? And who gets to make this decision? Why is it important, as humans, to create art? How does this influence who we are? These questions, and our answers to them, will be intertwined with all of our discussions and projects throughout the year. We will have the opportunity to work with a variety of art mediums including both two-dimensional and three-dimensional art methods. We will study techniques of drawing, printmaking, painting, mosaics, sculpture and ceramics. We will establish a basic knowledge of the language used to study, create and discuss art. We will begin to explore the art of a variety of time periods and cultures.

Course Objectives (what will you learn?)

- Develop Artist Habits of Mind (see Handout)
- Experience a variety of art making techniques
- Increase awareness and appreciation for how and why art is made
- Recognize impact of cultural and historical influences on art and it's creation
- Develop a visual vocabulary
- Learn how to evaluate and construct meaning from art

Grading, Evaluation and Assessment

Grades are by point value of assignment (in other words, assignments are not weighed). The following assignments will constitute your final grade:

- Sketchbooks
- Classroom Work
- Art History and Culture Projects
- Studio Projects
- Critiques and Art Showcases
- Checkpoints (quizzes, presentations, etc)

**Note: Sometimes units/projects change based on class needs.*

Course Requirements and Methods of Learning

Sketchbooks

You will be required to keep a sketchbook (journal). Each class will begin with a period of about 5 minutes for sketching or journaling and transitioning into our “art” brain. Sometimes I will provide you with prompts, other times you are free to write or draw what you would like. You are also encouraged to write, draw, or create in your journal during your own time if you like, but be sure to always have it at the beginning of class.

Classroom Work

While preparing for and learning about our key units of study and studio projects, you will be given daily exercises and assignments. You will also participate in a number of class-wide tutorials. These are to help you plan for and better understand the current theme, project and/or art medium.

Homework

Your daily homework is to observe and notice the world around you. The path to becoming a more creative and complex thinker is to pay attention and be present in your life. I ask you to practice this outside of class. Other than that, you will rarely have explicit homework. Due to the nature of art, everyone will work at different speeds. There may be times you are not done with a project by the due date. In this case it does become something you will be asked to finish on outside of class.

If you find you would like to create more art outside of class, I am always available to provide ideas, inspiration and encouragement.

Art History

We will explore historical and cultural works of art that are relevant to each particular studio project. This will be a very general overview of historical and cultural art movements. Our goal is to understand the ways cultural and historical factors influence a work of art—our own and others—as well as the ways art influences and impacts cultural and history.

Studio Projects

Studio projects are the primary focus of our class. Studio projects will make up the majority of your grade. Each studio project will start with the fundamentals of that media and/or concept and work through to the final required project. See the course outline for more specific dates concerning each studio projects.

For each project you are assigned you will be given what is deemed sufficient time to finish it in class. However, everyone creates art at different speeds. There may be times you must finish your project outside of class time. There may also be times you finish (without even rushing) ahead of your peers. On an individual basis, we will discuss what to do with your class time.

Critiques

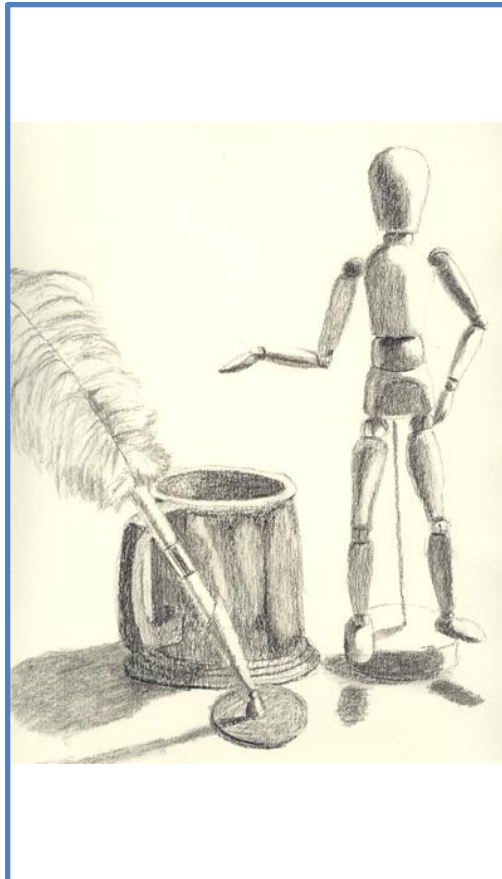
Upon completion of each studio project, we will have a classroom critique. This will be a time to share your artwork with your peers and discuss it in a meaningful way. Peer critiques are an integral part of the art process; talking about the way we have created our own art and the meaning we attribute to it, as well as showing curiosity about others artwork helps us each to become more innovative thinkers and stronger artists.

Showcasing Work

You will have a chance to showcase your work both here at Sentinel as well as within the community. You are expected to submit artwork for this purpose. As these opportunities become available more details will be provided to you.

Checkpoints

Periodically, you may be given a “checkpoint” to assess your comprehension of the techniques used and concepts discussed in a unit. The following are examples of ways checkpoints may be given: a test, a quiz, an essay, or an oral presentation. You will be given plenty of notice prior to any of these forms of assessment.



CLASSROOM GUIDELINES AND EXPECTATIONS

Guiding Philosophy: Do No Harm *to yourself, to others or to materials—either physically, intellectually or emotionally.*

All of the rules, guidelines and expectations in my classroom come down to this: everyone has a right to learn and to feel safe. This right extends to a person's physical, intellectual, and emotional self. If you are behaving in a way that is harmful (to yourself, to others or to our materials), then it is not allowed. You are expected to contribute to an environment where everyone can grow, create, learn and feel safe.

What this specifically looks like:

BE RESPECTFUL

- Respect the learning environment and all people in it
 - Be kind—do not put-down, tease or make fun of others in the classroom (or out of the classroom)
 - Pay attention and listen to the person speaking; avoid interrupting

(student)

(parent/guardian)

- Respect all materials in the classroom
 - Do not damage or destroy any of the materials or property in the class
 - Clean up and put away all materials you use (and any others you see that are dirty)
 - Do your classroom chore

(student)

(parent/guardian)

BE RESPONSIBLE

- Remain on task during class
 - Do the expected and assigned work and/or behavior (hint: sleeping or sitting and doing nothing is not the expected behavior)
 - Be polite—listen when others are talking without interrupting, having side conversations, or using your phone and/or other devices
 - Have your ears turned on—not your music, unless the teacher has specifically given you permission to listen to your own music.

(student)

(parent/guardian)

- Follow all policies and rules as outlined in your student handbook

(student)

(parent/guardian)

- Bring your “I Can” mindset to class
 - Art can feel intimidating for everyone at some point. You will make a few things that you want to throw directly in the trash. **EVERYONE** does. I ask you keep in mind, this is a natural part of the creative process and that you give yourself a break—you are growing your creative self: you won’t like each thing you do, but you will discover you excel at others.
 - Extend that attitude toward your peers as well, know that they are each experimenting with their own talents as well.

(student)

(parent/guardian)

- Show up to class ready to work, Learn and create
 - You will need your sketchbook and a writing utensil every class—you should get this out as soon as you walk in the door (not after the bell rings)
 - When instructed, get out the materials necessary for each project/assignment
 - Complete all assignments to the best of your ability within the given timeframe.

(student)

(parent/guardian)

- Give your attention to the present moment, not your phone
 - My belief, with much research to back me, is that in order to live a happy and successful life these things must be in place:
 - o strong personal connections
 - o attention to the present moment
 - o Time and space to think and be creative (ie: allowing ourselves time away from distractions and entertainment)
 - **The constant “chattering” of your phone and technology does not allow your brain time to rest and recharge, nor does it allow you to make meaningful connections with those physically around you. I want to give you the gift of this time and space during your art class. *Plus, school board policy is that phones are not allowed in class unless you are given explicit permission from the teacher and it is for instructional purposes.***
 - You may not have your phone out during class unless given specific and direct permission.

(student)

(parent/guardian)

What happens if my behavior is not what is expected in an art classroom?

1. You will be given a reminder of the expected behavior

If this does not work and your are still struggling to follow expected behaviors. . .

2. We will have an informal meeting (ie: in the hall, at your desk) to determine what we can do to help you follow the expectations—and may set in place certain and specific guidelines just for you

If this does not work and your are still struggling to follow expected behaviors. . .

3. I will communicate with your parent(s)/guardian(s) in order to let them know of the situation and to get their input and support. We will come up with an individual plan to improve your art room citizenship.

If this does not work and your are still struggling to follow expected behaviors. . .

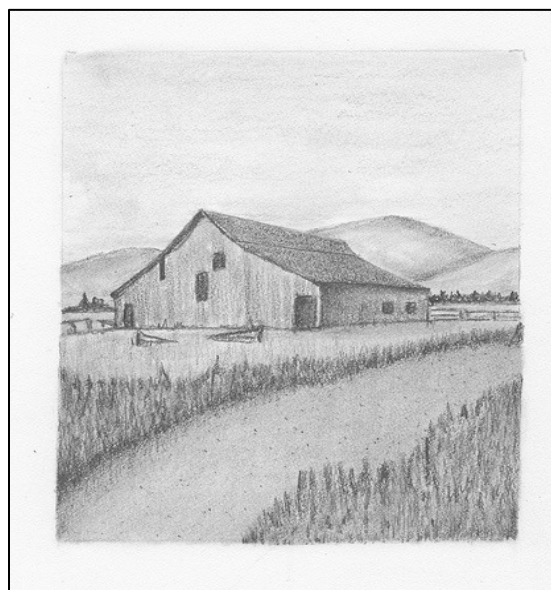
3. The school administration will be contacted and enlisted to find an appropriate path forward in order that you are able to behave as expected in the art classroom and allow others in the room the experience they deserve. You may be given a Office Discipline Referral (ODR), or removed from the room.

***At any point in this process I will log and make notes of your behavior and share that with appropriate staff—such as counselors and administration.*

***Depending on the severity of the behavior and the individual situation, any of these steps may be skipped in order to ensure we have a safe, productive and engaged classroom environment.*

(student)

(parent/guardian)



Classroom Procedures

Below are the procedures, they are designed to help the class run smoothly and for each of you to get the most out of your art experience. If you do not follow the procedures you will be given an appropriate consequence.

⇒The Daily Grind

At the Beginning of Class: Come in, say hello, turn in phone, grab your sketchbook and find your seat.

Sketchbook: Every class will begin with a sketchbook, which will last between 5-10 minutes. This is a time for self-reflection and a time to prepare yourself for art class. It is expected that during this time you respect everyone's need for some quiet. This is a time for sketching, not finishing other work.

If you are late: Silently come in and start your sketchbook until I am free and able to give you instructions.

Getting Materials: I will give a cue to the entire class that it is time to put away sketchbooks and get materials. Depending on the class dynamic, you will be given a specific order and timeline in which you are expected to get your supplies. If we are starting a new project or unit, I will give you instructions on the materials you need to get. If we are in the middle of a project, you will have the materials and supplies you need in your shared bin and art portfolio.

The End of Class: I will give you a cue to put away your materials and for those with daily chores to do them. All materials must be cleaned, accounted for, and put away neatly before the class may leave. Do not start picking up before I have announced that it is time. If you see that there are only a few minutes of class left you may politely remind me. After materials are cleaned up, you may grab your phone. And PLEASE, refrain from lining up at the door!

(student)

(parent/guardian)

⇒Time Management

If you are Done Early: Everyone works on projects at a different pace so it is inevitable that you will at some point be done earlier than your peers. If this is the case I have a myriad of projects for you to choose from to occupy yourself and explore your creativity until the rest of the class finishes. With PERMISSION, based on a variety of factors, you may sometimes be able to use this extra time as a study hall. This is not a time to distract your peers from getting their work completed.

Late Work: And sometimes, you may not finish a project on time. Late work will be accepted if a) you COMMUNICATE and discuss the situation with me and b) it is turned in within the designated time-frame you and I have agree upon. However, it will be up to you to find time to finish your work--this means you may need to come in after school or at lunch as most of the projects require access to the classroom materials.

(student)

(parent/guardian)

⇒Material Care

General Care: Taking good care of our materials in the art room is ESSENTIAL. There will be stiff consequences for those who do not. If you INTENTIONALLY misuse, ruin or destroy materials or projects you will be held FINANCIALLY responsible. Your payment, as determined by Mrs. Fortner based on the ruined item, will be given to the office. If you cannot make the payment you will work it off by cleaning and maintaining the art classroom at lunch or after school at Mrs. Fortner's convenience. If you are unable to use maturity and take care of art materials, your privilege of using them will be taken away; which could include removal from art class with a failing grade.

Class Chores: In addition, each student will be given (I will do my best to give you choices) a chore to be done daily or weekly in order for our classroom to run in a smooth and efficient manner and to help us all feel proud of our space.

Sketchbooks: At the beginning of the year you will be given a sketchbook that is yours to use the entire year. It is your responsibility to keep track of your sketchbook. If you lose your sketchbook, you must get a new one. You may either purchase your own—it must be a NON-LINED notebook of some kind (they usually run between \$5.00-\$25.00 at an office supply store or art supply store). Or you can buy one from Mrs. Fortner for \$5.00 to be paid in the office. If you lose your sketchbook you will have two days of leeway to get a new one, after that you will not receive points for your sketchbook until you have a new one.

(student)

(parent/guardian)

⇒Your Presence is Requested

Absences: Whenever possible, it is your responsibility to let me know prior to your absence that you will be gone. We will then arrange to have a reasonable amount of your make up work done prior to your absence. If you have an unforeseen absence it is your responsibility to make up what you missed in class. At an appropriate time you may check with me to find out what you missed and we can arrange a schedule of completion. Often this means coming into the art room in your spare time as you will need access to the materials and equipment.

Tardies: we will follow school policy on this. You will not receive sketchbook points on days that you are unexcused tardy.

(student)

(parent/guardian)

⇒Communication

Communication is key. If you are confused or concerned about any aspect of our class, my job as your teacher is to help clear up your confusion and concerns. I will do my best to keep an open line of communication with you, and I ask you do the same. My first priority is giving each of you the best art experience I can; open communication is vital for this to happen.

(student)

(parent/guardian)

Dear Parents or Guardians,

I am looking forward to getting to know both you and your child this coming year. I hope art will prove to be exciting, inspiring and formative for your child; we have a lot of great activities planned. Please feel free to contact me any time with questions or concerns you have.

I _____ have read and understand the syllabus. I agree to follow the guidelines and standards of the art classroom; I AGREE TO:

- Respect the learning environment and all people in it by listening to others, including the teacher,
- Respect the learning environment by not putting other down or making fun of them.
- Respect all materials in the classroom by not damaging, wasting or destroying materials, supplies or property.
- Clean up my supplies and materials when I am finished and complete my classroom chore.
- Remain on task during class.
- Follow all policies and rules as outlined in your student handbook
- Bring My "I Can" mindset to class—knowing I will not love every project, but I try to do my best on each project.
- Show up to class ready to work, Learn and create—including having my sketchbook out when the bell rings, and getting the required supplies for each project as instructed.
- Give my attention to the present moment, not my phone. Unless given specific permission I will not have my phone out during class.

Student Signature

Date

Parent Signature

Date