

Art 3 & 4

COCKE COUNTY HIGH SCHOOL

ART 3 & 4

2022 Fall

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COURSE DESCRIPTION

The overall purpose of this course is to provide the student with an advanced understanding of visual arts. Students will continue drawing using the Elements and Principles of Art to develop higher skills. Students will learn state required vocabulary associated with each drawing lesson. Students will use a variety of media and tools as they create and explore art. Students will be introduced to past and present, well renowned artist to examine the media, subject, meaning and style.

PREREQUISITE

- Art 1, & Art 2 and Art 3
General Education/High School Pathways Area
- This course, along with Art I and Art II would meet the requirements as a chosen focus for Cocke County High School

TEXTBOOK AND COURSE MATERIALS

- Folder of information written by the teacher from her knowledge and condensed reading sources.

COURSE REQUIREMENTS

- Phone/laptop/tablet with internet connection (See instructor if you need one)

- Wooden pencil with HB lead, Mechanical Pencil with .05, .07, or .09 lead, and eraser—pencil top and vinyl.
- Sketchbook.

COURSE STRUCTURE

This class will be mainly hands-on activities with brief lectures, and demonstrations with teacher and student examples provided. Discussions will begin and end the class for understanding and clarifications. The first 9-weeks will focus on drawing with graphite while the second 9-weeks will explore stippling with a pen, water color, acrylic paint, and sculpture. Each project will require a selection of reading from the provided literature with a pre-test and posttest.

Online Resources

- Students should contact the teacher through the e-mail address listed above

PART 2: STUDENT LEARNING OUTCOME

Visual Arts Introduction

The fine arts standards (media arts, and visual arts) are organized using the same overarching framework. First, the standards are divided into four distinct artistic processes, called domains. Each domain includes a series of ideas that unite the fine arts within those artistic processes, called foundations.

Table 1 illustrates the four domains and foundations for visual arts.

CREATE	PRESENT	RESPOND	CONNECT
1. Generate and conceptualize artistic ideas and work	1. Select, analyze and interpret artistic work for production.	1. Perceive and analyze artistic work.	1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Organize and develop artistic ideas and work.	2. Develop and refine artistic work for production.	2. Interpret intent and meaning artistic work	2. Relate artistic ideas and works with societal, cultural, and historical context.
3. Refine and complete artistic work.	3. Convey and express meaning through production of artistic work.	3. Apply criteria to evaluate artistic work.	

The last layer in our framework is the standard. Each foundation includes standards that move students towards a deeper understanding of the visual arts. Standards are building blocks that form a comprehensive, sequential education and describe student learning. Included with each foundation are enduring understandings and essential questions that connect each grade level and provide a context for the standards. Altogether, this framework sets the goals for the development of artistically literate citizens, preparing students not only for college and career, but also for a lifetime enhanced by and with the arts.

PRESENT RESPOND CONNECT

Domains

There are four artistic processes in which our standards can be grouped: Create, Present, Respond, and Connect. These domains are explained in more detail below.

Create

Creation is the dominant foundation for the visual arts and is listed as the first domain in our content area due to its importance. The Create domain can be divided into three spiraling behaviors: 1) generating and conceptualizing artistic

ideas and work; 2) organizing and developing ideas and work; and 3) refining and completing artistic work.

In the prior versions of the standards, using materials and developing technique were found in the Perform domain. This version of the standards includes materials and techniques as part of Create behaviors. A crosswalk has been included in Appendix A to illustrate the adjustment.

Present

The skills included in the Present domain have not been included in prior versions of the standards. However, Present will seem familiar to educators and students since the content of the domain is already happening within most visual arts curricula. High school students selecting work for their portfolios, middle school students planning, creating, and displaying art to inform their peers on social issues, and kindergarten students selecting one work of art to leave at school to display and one to take home to share with their family are all examples of how to meet standards within the Present domain.

The content of the Present domain is organized into three big ideas about the presentation of artwork: 1) selecting, analyzing, and interpreting artistic work for presentation; 2) developing and refining artistic techniques and work for presentation; and 3) conveying and expressing meaning through the presentation of artistic work. In other words, the standards in foundation P1 focus on the process that supports the selection of art for different purposes, the standards in foundation P2 are centered around consideration for preservation and presentation of art, and the standards in P3 explore the role of presentation spaces and the interactions that occur between the space and the people who view it.

The phrase “traditional and emerging spaces” appears several times within this domain. This phrase captures the inclusiveness of where and how art can be displayed without placing boundaries on the time, space, or format of the display. The spaces to display artwork within schools and communities vary throughout the state. Therefore, more autonomy is given to districts and educators to determine the most effective ways for students to master these standards. Also, since these standards will be used to guide instruction over the next six years, listing specific

presentation spaces might have the unintentional consequence of excluding presentation spaces, which have yet to be created.

Respond

The Respond domain outlines standards in three overarching areas: 1) perceiving and analyzing artistic work; 2) interpreting intent and meaning in artistic work; and 3) applying criteria to evaluate artistic work. While the 2016 Respond standards closely align with the prior Respond standards, there are several notable differences. (See Appendix A for a crosswalk between the prior standards and the 2016 foundations.) First, the term “image” was selected for use in R.1.A, while the term “art” was used in R.1.B. The intent of using “image” is to provide educators and students autonomy to explore visual culture and the impact of images as a way to develop visual literacy. In contrast, R.1.B focuses more on analyzing images that were intentionally created as artwork.

Another difference can be found within the R.2 and R.3 standards. In R.3, students critique artworks, which can include interpretation. However, interpretation is a valuable process in itself, used to gain insights into the meaning of artwork. In R.2, students use a variety of strategies of interpretation including analyzing context, media, or subject matter while using appropriate art vocabulary (e.g., the elements of art and the principles of design).

Connect

The Connect domain includes two foundations: 1) synthesizing and relating knowledge and personal experiences to artistic endeavors; and 2) relating artistic ideas and works with societal, cultural, and historical context. The visual arts standards are also connected to other fine arts content areas by the standards framework, including the domains and foundations. Cn.1 asks students to make connections between art and other life experiences (which can include their study of other school subjects, like reading, math, science, and social studies). Cn.2 is very similar to our prior standards for history and culture.

Enduring Understandings & Essential Questions

Enduring understandings and essential questions are included with each set of standards to guide conceptual thinking as students intentionally construct learning about the content of the standards. The enduring understandings and essential questions link individual standards back to big ideas that create connections to the arts, other academic subjects, and life. Enduring understandings are big ideas that students will explore and revisit over the course of their sequential artistic study and beyond K-12 education, into their lives as artistically literate citizens. Essential questions are designed to inspire authentic exploration of concepts in order to connect the content of the standards with essential understandings. These questions are open-ended and meant to be revisited several times and explored in many ways. The answers to essential questions are likely to evolve as students move toward mastery of the standards (National Coalition for Core Arts Standards [NCCAS], 2013).

Curriculum and Pacing

These standards outline sequential learning across grades and course levels and are best implemented when students have access to sequential courses within and across arts disciplines. It is up to individual districts to create curriculum that best suits the needs of their students. The amount of time spent on each standard within a grade level or course may be different. For example, art history courses in high school will use the same standards. However, students in an art history course may spend considerably more time within the Respond and Connect domains.

High School Levels

Within the standards, there are three levels of high school learning. A description of these levels is included below (NCCAS, 2013).

HS 1

Students at the HS 1 level have developed the foundational technical and expressive skills and understandings in visual arts necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and, may be prepared for active engagement in their

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community. They understand visual arts to be an important form of personal realization and well-being and make connections between visual arts, history, culture, and other learning.

HS 2

Students at the HS 2 level are, with minimal assistance, able to identify or solve visual arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and, create and refine visual arts productions that demonstrate technical proficiency, personal communication, and expression. They use visual arts for personal realization and well-being and have the necessary skills for and interest in participation in visual arts beyond the school environment.

HS 3

Students at HS 3 level independently identify challenging visual arts problems based on their interests or for specific purposes and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as visual arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.

This level of achievement is This level of achievement is This level and scope of attainable by most students attainable by most students achievement significantly who complete a high school who complete a rigorous exceeds HS 2 Level. level course in the arts sequence of high-school level Achievement at this level is beyond the foundation of courses beyond the HS 1 indisputably rigorous and quality K-8 instruction. level. substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for HS 2 achievement.

Artistic Literacy, Visual Literacy, Textual Literacy

Literacy is a complex term with multiple definitions including: a set of skills, the knowledge and understanding of a particular content area, or the act of learning (Burnett, 2005). In the visual arts standards, there are several types of literacy,

which can involve some or all of these definitions as students engage in communication, interpreting and constructing meaning, using materials and techniques, and relating personal, historical, or contextual knowledge to artistic endeavors. The three specific areas of literacy that are included within the visual arts standards are artistic, visual, and textual literacy, which have been defined in more detail below.

Artistic literacy is the knowledge and understanding required to participate authentically in the visual arts. Fluency in the language of the visual arts is the ability to Create, Produce, Respond, and Connect through symbolic and metaphoric forms that are unique to the visual arts. It is embodied in specific lifelong goals that enable an artistically literate person to transfer visual arts knowledge, skills, and capacities to other subjects, settings, and contexts (NCCAS, 2013). Artistic literacy fosters connections among the arts and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning within the visual arts and across a variety of content areas.

Visual literacy is a general term used to describe the ability to engage with visual images. Understanding and analyzing the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials requires visual literacy skills. Visual literacy is developed as a result of intentional practice in effectively finding, interpreting, evaluating, using, and creating images and visual media. An individual who is visually literate is both a thoughtful consumer of and contributor to visual materials (Hattwig, 2011).

Textual literacy is a term that has traditionally been used to describe reading, writing, and analyzing written text. However, many goals including engagement, understanding, and making meaning are common throughout each of the areas of literacy. When building textual literacy, it is common to ask students to cite evidence within the text to support inferences. This is similar to asking students to cite evidence within visual images to support inferences to meaning, mood, and purpose. Another link between textual, visual, and artistic literacies is the consideration of how context impacts the meaning of the material being studied. The visual arts standards provide a unique opportunity to build textual literacy skills as visual and artistic literacy skills are developed due to the similarities between the areas of literacy.

PART 3: TOPIC OUTLINE/SCHEDULE

SEMESTER: Fall 1st 9 Weeks

Week	Topic	Book/Reading	Activities	Due Date
1. Aug. 2-6	Caricatures	Caricatures Section	Pre-Test/ Reading/Lecture 9 x 12 Self-image as a caricature with name stylized. Post-Test	Aug. 3 Aug.11
	Sketchbook	Looney tunes	Drawing/Shading	Aug. 6
2.- 3. Aug. 9-13 16-20	Graphite	Graphite/drawing Section	Pre-Test/ Reading/Lecture 12 x 18 Drawing in graphite Post-test	Aug. 12 Aug. 26
	Sketchbook	Simpsons Scooby Doo	Drawing/Shading	Aug. 13 Aug. 20
4. Aug. 26-30	Graphite drawing		12 x 18 paper Post-Test	Aug. 26
	Sketchbook	Mario	Drawing/Shading	Aug. 27
5 Aug. 30- Sept. 3	Charcoal	Charcoal Section	Pre-Test/ Reading/Lecture 12 x 18 paper Post Test	Sept. 4 Sept. 2
	Sketchbook	No School	Drawing/Shading	
6. -7 Sept. 6-10 13-17	Pastels	Pastels Section	Pre-Test/ Reading/Lecture 9 x 12 paper Post Test	Sept. 7 Sept. 16
	Sketchbook	Dogs Mickey Mouse	Drawing/Shading	Sept. 10 Sept. 17
8.- 9. Sept. 20-24 27 -Oct.1	Colored pencils	Colored pencils Section	Pre-Test/ Reading/Lecture Art project Post Test	Sept. 20 Sept. 30
	Sketchbook	Ducks/rabbits Sponge Bob	Drawing/Shading	Sept. 24 Oct. 1

SEMESTER: Fall 2nd 9 Weeks

Week	Topic	Book/Reading	Activities	Due Date
10. Oct. 11-15	Paper sculpture	Research	Paper designs	Oct. 15
	Sketchbook	Rug Rats	Drawing/Shade	Oct. 15
11. Oct. 18-22	Acrylic on masks	Acrylic/Brush Section	Pre-Test/ Reading/Lecture	Oct. 18
	Sketchbook	No School	Shading/Draw	
12. - 13 Oct. 25 –29 Nov. 1- 5	Pen & Ink		Pre-Test Reading/ Drawing/Shade	Oct. 25
	Sketchbook	Shrek Donald Duck		Oct. 29 Nov. 5
14. -15. Nov. 8-12 Nov.15-19 Nov. 22-23	Water Color	Water Color Section	Pre-Test Reading/Lecture 9 x 12 paper Post Test	Nov. 8
	Sketchbook Sketchbook	Flintstones McDonald's	Drawing/Shading Drawing/Shading	Nov. 23 Nov. 12 Nov19
16-17 Nov. 29- Dec.10	Acrylic Painting	Acrylic Section	Pre-Test Reading/Lecture 2 water color Art pieces	Nov. 29
	Sketchbook	Smurfs California Raisins	Drawing/ Shading	Dec. 3 Dec. 10
18. Dec. 13-16	Finals	Review	Test	Dec. 18

PART 4: GRADING POLICY

Grading Course Activities

1st 9 weeks

Points	Description
600	Pre-Test 6 @ 100 points each
600	Written test 6 @ 100 points each
600	6 graded projects @ 100 points each
900	9 Sketchbook Drawings @ 100 points each
<u>45</u>	Attendance/Participation 45 days @ 1 point per day
2745	Possible Points

2nd 9 weeks

Points	Description
300	3 Pre-Test @ 100 points each
300	3 Written Test @ 100 points each
600	6 graded projects @ 100 points each
900	9 Sketchbook drawings @ 100 points each
<u>45</u>	Attendance/Participation 45 days @ 1 point per day
2145	Possible Points
100	Semester Final which is 12.5% of final grade

PART 3: TOPIC OUTLINE/SCHEDULE

SEMESTER: Spring 1st 9 Weeks

Week	Topic	Book/Reading	Activities	Due Date
1.-2 Jan. 4-7 10-14	Caricatures Sketchbook	Caricatures Section M & M's Simpson's	Pre-Test/ Reading/Lecture You-tube demo 9 x 12 Self-image as a caricature with name stylized. Post-Test Drawing/Shading	Jan. 4 Jan. 13 Jan. 7 Jan. 14
3.-4 Jan. 18- 28	Composition Sketchbook	Composition Section Minions Scooby Doo	Pre-Test/ Reading/Lecture Video 12 x 18 Drawing in graphite Post-test Drawing/Shading	Jan. 18 Jan. 27 Jan.27 Jan. 28
5 Jan. 31- Feb. 4	Charcoal Sketchbook	Charcoal Section 101 Dalmatians	Pre-Test/ Reading/Lecture 12 x 18 pastel paper Post-Test Drawing/Shading	Jan. 31 Feb. 3 Feb. 4
6. Feb. 7-15	Pastels Sketchbook	Pastels Section Minions	Pre-Test/ Reading/Lecture 12 x 18 paper Post Test Drawing/Shading	Feb. 7 Feb. 15 Feb. 13 Feb. 11
7. -8 Feb.16- Mar. 4	Colored Pencils Sketchbook Sketchbook	Colored Pencil Section Sponge Bob Ducks/Rabbits	Pre-Test/ Reading/Lecture 9 x 12 paper Drawing/Shading Drawing/Shading	Feb. 16 Feb. 18 Feb. 25
9. Mar. 2 – 6	Colored Pencil Sketchbook	Colored pencils Rug Rats	Art work/ Post Test Drawing/Shading	March 3 March 3 Mar. 4

SEMESTER: Spring 2nd 9 Weeks

Week	Topic	Book/Reading	Activities	Due Date
10. Mar. 7 - 11	Acrylic Sketchbook	Acrylic Section Winnie / Pooh	Paint on Canvas Reading/Lecture Drawing/Shade	Mar 7 Mar 11
11. Mar. 14-18	Easter Paper Sculpture Sketchbook	sculpture Section Flintstones	Lecture Shading/Drawing	Mar 14 Mar 18
12. Mar. 22 –25	Acrylic on Canvas Sketchbook	 Shrek	2nd painting Drawing/Shade	Mar 24 Mar 25
13. -15. Mar. 28 Apr. 22	Pen & Ink Sketchbook Sketchbook	Pen & Ink Section Mr. Potato Smurfs Cal. Raisins	Pre-Test Reading/Lecture 9 x 12 paper Drawing/Shading Drawing/Shading	Mar. 28 Apr 1 Apr 14 Apr 22
16.-17 Apr. 25-29 May 2-6	Water Color Sketchbook	Water Color Section Looney Tunes Trolls	Pre-Test Reading/Lecture 1st water color 2 nd water color Drawing/ Shading	Apr. 25 May 8 May 15 Apr. 29 May 6
18-19 May 9- 20	Favorite Medium Finals	 Review	 Test	May 20 May 18-19

PART 4: GRADING POLICY

Grading Course Activities

1st 9 weeks

Points	Description
600	Pre-Test 6 @ 100 points each
600	Written test 6 @ 100 points each
600	6 graded projects @ 100 points each
900	9 Sketchbook Drawings @ 100 points each
<u>45</u>	Attendance/Participation 45 days @ 1 point per day
2745	Possible Points

2nd 9 weeks

Points	Description
300	3 Pre-Test @ 100 points each
300	3 Written Test @ 100 points each
600	6 graded projects @ 100 points each
900	9 Sketchbook drawings @ 100 points each
<u>45</u>	Attendance/Participation 45 days @ 1 point per day
2145	Possible Points
100	Semester Final which is 12.5% of final grade

LATE WORK POLICY

No work will be accepted after 2 weeks from due date posted including test; unless unusual circumstances have occurred. Student must explain circumstance to teacher.

VIEWING GRADES IN ASPEN

Grades will be posted in Aspen within 2 days of assessment. Students may check their work grades by clicking on the My Grades link.

LETTER GRADE ASSIGNMENT

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A	100 - 93	EXCELLENT WORK
B	92 - 85	GOOD WORK
C	84 - 75	AVERAGE WORK
D	74 - 70	POOR WORK
F	69 - 0	FAILING WORK

PART 5: COURSE POLICIES

Attend Class

- Students are expected to be in class, on time, every day.
- Students should not ask to go to another classroom even at a teacher's request.
- Tardies will be addressed according to school policy.

Participate

- Teacher will monitor each student as they work. Failure to complete assignment on time will affect the grade.
- Group work will be scored by members of the group as well as by the teacher. All members will indicate how much participation each student in the group produced.
- 1 point per day is assigned for full participation in class. Completed art projects can make up for any days missed due to excused absences.

Bullet Rapport

- A quick-glance syllabus will be kept on the corner of the teacher's desk for student access. Students will be able to check daily for any assignments missed as well as the completion due date. Students should ask the teacher for any handout needed for the assignment.

Complete Assignments

- Assignments must be submitted within the 2 week due date.
- Incomplete assignments may not be scored.

Incomplete Policy

- Fridays are designed to work on incomplete projects. Fridays are sketchbook drawings of figurines, which may be done at home in order to keep up with projects, which are done in the classroom due to needed supplies, inconvenience of taking it home and on larger paper.

ACADEMIC DISHONESTY POLICY

- Cheating – looking on another person's test paper
- Taking – art work that you did not do,
- Stealing – art supplies or another person's property,
- Destruction/Vandalism – of any property in the school and art room,

- Use of electronic device – looking up answers on a phone/tablet, ect.

Instructor will initially handle the situation. POSSIBLY WILL RESULT IN A GRADE OF “0” ON THE PROJECT AS WELL AS SCHOOL PUNISHMENT. NO QUESTIONS ASKED!

STUDENT TESTING CODE OF ETHICS AND SECURITY

- When testing, it is important to do your best and be honest with your answers.
- Students should not rely on anyone to supply an answer to a question.
- The instructor reserves the right to clarify a question that may seem confusing.
- If a student copies from another, the teacher may assume that the student knows the information and does not need to review any further.

COURSE POLICIES ARE SUBJECT TO CHANGE

It is the student’s responsibility to check for corrections or updating to the syllabus located on the teacher’s desk. All changes will be posted on the syllabus with a corrected due date if needed due to acts of nature or any unforeseen happening.