



Visual Arts I

Michael D.

Syllabus 2018-2019 (Fall Semester)

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Course Description:

This course is an introduction to concepts and techniques of art making with a specific focus on movements ranging from Impressionism in the mid 19<sup>th</sup> century to Cubism and Suprematism in the early 20<sup>th</sup> century. Students will create artwork that address current social issues by emulating methods that originated during those time periods. Students will have the chance to explore and choose from various mediums including graphite, colored pencils, acrylic paint, and watercolors while learning how to give and receive constructive criticism through peer critiques at the end of each unit.

**Outline of Course Content**

**Unit 1 – Using Descriptive Language (Early - mid September)**

EQ: How does personal perspective alter the way we view the world around us?

FHS Connection: Identity

Unit Learning Targets:

- I can use art specific vocabulary to succinctly translate a visual image more accurately into text
- I can use art specific vocabulary to compare and contrast art pieces by different artists

Artwork/Artists (Used as examples/Do Now activities that relate to the project at hand):

-Kahlo, Picasso, Monet, Kandinsky, Matisse, Léger

Visual Art Standards:

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

**Unit 2 – Color Scheme Project (Mid September - late October)**

EQ: How do color and word choice affect the theme being portrayed by your artwork?

FHS Connection: Identity/Caring and Responsibility

Unit Learning Targets:

- I can identify various color schemes including Primary, Secondary, Complementary, Analogous, Warm, Cool, and Monochromatic
- I can use various color schemes including Primary, Secondary, Complementary, Analogous, Warm, Cool, and Monochromatic
- I can brainstorm words that best represent me as an individual
- I can use my knowledge of colors and color schemes to create a work of art that represents me
  - I can use stencils and watercolors to create a work of art
  - I can use stencils and colored pencils to create a work of art
  - I can describe various works of art to deepen my understanding of art

- I can analyze various works of art to deepen my understanding of art
- I can compare and contrast various works of art to deepen my understanding of art
- I can assess the successes and challenges of my artwork through self-reflection
- I can critique my peers' artwork through constructive criticism
- I can use effective discussion techniques to take part in a formal critique

Artwork (Used as examples/Do Now activities that relate to the project at hand):

- Impressionism, Post-Impressionism

Visual Art Standards:

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

### **Unit 3 – Radial Design Project (Early November - early January)**

EQ: How can non-representational imagery be used to express one's individuality?

FHS Connection: Identity

Unit Learning Targets:

- I can use various kinds of lines, shapes, and patterns to create a personal design
- I can identify a symbol representative of me and incorporate it into my design
- I can use non-representational (abstract) imagery to create a work of art
- I can use radial design to create a symmetrical work of art
- I can describe various works of art to deepen my understanding of art
- I can analyze various works of art to deepen my understanding of art
- I can compare and contrast various works of art to deepen my understanding of art
- I can assess the successes and challenges of my artwork through self-reflection
- I can critique my peers' artwork through constructive criticism
- I can use effective discussion techniques to take part in a formal critique

Artwork (Used as examples/Do Now activities that relate to the project at hand):

- Cubism, Suprematism

Visual Art Standards:

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### Course Grade Breakdown

40% Learning Activities: Each is worth 10 – 20 points (Layer C)

Every day when students come to class, they will be expected to complete a Do Now that is worth between 5 - 7 points each and an Exit Slip worth 3 points. Subsequently, other learning activities in each unit will range between 10 – 20 points.

30% Formative Assessments (Major Projects): Each is worth 100 points (Layer B)

Students will complete five to six formative assessments in the semester. These will be the final projects for Units 2, 3, and 4, with possible quizzes and a final exam.

30% Summative Assessments (Reflections and Critiques): Each is worth 20-45 points (Layer A)

At the end of each Unit, each major project will culminate in a reflection and class critique.

### Class Materials

Students will need a folder for class. These will be provided by the teacher. Materials for each unit will also be provided by the teacher and kept in the classroom. The only expectation is that students come prepared with a pencil to sketch/draw with.

### Expectations as an FHS Student

We have high expectations for our students. Your teachers, advisors and all staff members believe that you have the capacity to be successful academically and achieve your dreams. We also want you to understand that FHS is a safe learning community and we believe that all students can be upstanders and use their voices to create positive change for themselves, their loved ones and their communities. In order to maintain such a learning community, the following are some important expectations of you as a student:

- **NO PHYSICAL FIGHTING OR PLAY FIGHTING:** You have the right to feel safe in school. So do your peers. You also need to learn to solve problems and compromise respectfully without fighting. FHS is a professional learning community so even play fighting is not acceptable behavior as it does not demonstrate professionalism and can often lead to accidents or fights.
- **COME EVERY DAY IN FHS DRESS CODE:** FHS believes students' clothing should demonstrate professionalism to prepare them for college and careers in the future. The dress code was created by the School Leadership Team based on feedback from students. Students chose these colors and combinations to represent themselves as young professionals. All students are expected to come to school every day in dress code. This includes no hoodies, hats, jackets or beads allowed in the hallways, cafeterias or classrooms. Students will receive a locker and can purchase a lock to keep their non-dress code items safe. If articles of clothing/outerwear/ sneakers are confiscated, the school is not responsible for lost/stolen property.
- **COME TO SCHOOL EVERYDAY:** Your attendance is key to your academic success. You need to be present not only to learn the necessary material, but to be a part of the school community and to add to class and advisory discussions. You are expected to maintain at least a 90% attendance average in school. That means, at most, you should only miss one out of every 10 days, or 4 days a cycle. You get out of school at 1:30 on Wednesdays, so all non-emergency appointments should be made during this time.

- **PRACTICE RESPECTFUL LANGUAGE AND BEHAVIOR:** FHS is a safe learning community. We value your unique, individual identity and want you to appreciate and value the identities of your community members. We are a bully-free zone, which means that you will respect all members of our community and will use positive and tolerant language within the school community, including Facebook and other online forums. You will not use language to make fun of or hurt another member of the community. This includes insults, cursing, racist, or homophobic remarks. Language is powerful. You need to be accountable for your words and understand the impact of your words on others. We believe that language should be used to build relationships and positive learning communities and not used for harm.
- **DO YOUR BEST AND BE AN ACTIVE PARTICIPANT IN YOUR EDUCATION:** Every day that you walk through our school doors, you have made the choice to learn. You have made the choice to work towards your dreams. So, when you are in school, you also need to choose to do your best in classes. We are here to help and support you. You are not expected to know everything in class, or to always know what the best choices are in a situation – you are here to learn those things. But we do expect that you are patient with yourself and others while you are learning, that you ask for and accept help when you need it, that you try and take risks, and that you contribute to classes in a positive, respectful manner.
- **CHOOSE TO BE AN UPSTANDER:** An upstander is someone who makes choices that help not only themselves, but better the lives of others. Upstanders do the right thing in moments of injustice. Upstanders choose to help others in need, speak up for people when they cannot speak up for themselves and speak up when they see something that is unfair. An upstander works to create positive change for themselves, their loved ones and their communities.

**What is this layered curriculum my teachers are talking about?** The purpose of this layered curriculum is to make you, the student, responsible for your own learning. Coming to class and simply completing “something” will no longer qualify for a passing grade. Much of what you will learn **MUST** be **orally defended**. In other words, you must be able to have a discussion with the teacher about what you learned.

**C Layer:** This layer tests basic knowledge and understanding. You will have some choice in how you learn the material, but you need to demonstrate that you learn it before moving on. Some activities will be required, and others you will have choice in how you demonstrate your mastery.

**B Layer:** This layer requires you to take what you have learned in layer C and apply it using your skills like problem-solving or writing. This layer will require you to be mostly self-guided and independent.

**A Layer:** This layer requires you to apply what you learned in the previous two layers and apply it using analysis, evaluative and critical thinking skills. If you earned full points in the previous two layers and full points here, you will get an A as a final grade.

**FHS Common Grading Policy:** Teachers at FHS will use Pupil Path ([www.pupilpath.com](http://www.pupilpath.com)) which is a free internet based grading website that also allows students and parents to access grades. Teachers update grades every Tuesday from the week before. You will receive your log in information so you can access your grades. We are now in a semester system, so you will only receive credits and grades twice a year, in January and June. This makes it even more important to be on top of your work! The grading categories have changed to be in line with our work towards layered curriculum

- **Learning Activities (homework, classwork, participation):** at least 60-80 graded, entered assignments a semester
  - 60 learning activities = 3 graded, entered assignments a week/20 per progress report
  - 80 learning activities = 4 graded, entered assignments a week/approximately 26 per progress report
- **Formative Assessments:** at least 8-10 a semester
- **Summative Assessments:** at least 4-6 summative assessments a semester

Grades are given in report cards 2x a year along with a narrative about student skills, content knowledge and strengths and challenges. Twice a semester (4x a year), students also receive progress reports. Below you will find the grade conversion from percentages to letter grades.

A+ 97-100	B+ 87-89	C+ 77-79	Fail 0-64
A 93-96	B 83-86	C 73-76	
A- 90-92	B- 80-82	C- 65-72	

*We are all here for your academic success. It is our mission as a school to make sure you are prepared for the demands of college and/or a career. Thus we all need to work together towards your success. It is your responsibility to do your work, stay focused in class and know what your grades are. Your teachers are also responsible to give you timely feedback and let you know if you are in danger of failing. It is our job to support you as much as possible to pass your classes..*

**Dress Code: Our school colors are black, white, navy blue and brown/khaki.** The dress code is meant to unify the Facing History School community as well as inspire a sense of professionalism among students. Please note the following:

- Clothes should fit appropriately. Baggy or tight clothing will not be considered as part of the dress code.
- Pants must be at waist and dresses/skirts to be no shorter than the horizontal length of a MetroCard (measuring beginning at the top of the knee). *(This applies even on dress-down days.)*
- Outer clothing such as hoodies and jackets must be hung in school assigned lockers. These may not be worn during the day and will be confiscated.
- Students are not to wear under clothes like T-shirts or long sleeve shirts of another color.
- No hats, do-rags/head wraps, scarves, sweatbands or other headgear is to be worn (NYC school policy) *(This applies even on dress-down days.)*
- There will be no wearing of any color/articles of clothing or accessories affiliated with memberships of gangs (i.e. scarves, beads, etc.)
- Collared shirts, pants, dresses, and skirts all need to be one solid color (see visual above).
- Students choosing to wear dresses without a collar must have a collared shirt, button down, or blazer over the dress *(all which must be one-solid color of either black, white, navy blue, or brown.)* The button down or blazer over a dress does not have to be buttoned up when wearing over the dress.
- Sweaters can be patterned as long as they are only black, white, navy blue and brown (polka dots, stripes, argyle are OK as long as they are in the black, white, navy blue, or brown colors).
- No off the shoulder dresses or shirts. *(This applies even on dress-down days.)*

**FHS Cell Phone Policy (Beginning March 2<sup>nd</sup>, 2015):** According to the DOE, FHS students are now permitted to bring cell phones to school. Administrators met with the School Leadership Team and PTA to discuss the new policy and we have agreed on the following.

- Students must keep their phones stored and locked in their assigned personal lockers at all times and turned off as not to ring and disrupt instruction. Lockers were assigned in the beginning of the year and are not to be shared with other students. Locks are available for purchase at school for \$3.00.
- If a student is in violation, the teacher should uphold the school policy in the classroom. If the student does not comply, teacher should inform admin and/or Courtney.
- Repeated violation of this policy can result in the phone being confiscated by administration and a parent/guardian will be required to pick it up.
- If a student is seen with a phone it will be confiscated and a parent/guardian will be required to pick it up.
- ***The school will not be responsible for any damaged, lost or stolen phones.***
- Any student seen videotaping in school will be subject to the Chancellor's Discipline Policy.

- It has always been the policy at FHS that parents can reach their students by calling the office. There is also a phone in the office for student use. Since students will not have access to their phones during class times, the easiest way to reach your child during the day is by calling the office.

### **FHS Laptop Cart and Internet Usage**

This policy is intended to encourage responsible and ethical use of network resources generously provided by the Facing History School. FHS students have been provided access to the school's network. All network resources, including student accounts, are the property of the Facing History School. They are to be used for educational purposes exclusively. Individual users are responsible for the proper use of their accounts, including the protection of their login IDs and passwords. Users are responsible for reporting any activities that they believe are in violation of this policy.

- 1. Misuse of the network.** Any individual may only use accounts, files, software and computer resources authorized by the teacher. Users may not engage in activities that could compromise the security of the network. Violations of this rule include, but are not limited to, the following examples: using accounts not assigned to you, using software to gain control of other computers or accounts, broadcasting messages over the network, saving files anywhere other than their own account, deleting or modifying files on the hard drives, excessive printing, using the computer to print gang affiliations, harassing other students, or attempting to introduce software onto the network.
- 2. Vandalism.** Students will not access, read, delete, or tamper with any file that is not theirs.
- 3. Care of Equipment.** Students are responsible for proper care and maintenance of computer equipment and peripherals. Students are also responsible for immediately reporting any problems with the equipment. Students are not allowed to alter or reconfigure hardware (including the computer screen's desktop or screen saver) without teacher permission.
- 4. Food and Drinks.** No food or drinks at any time.

**Specific Internet Rules:** No chat rooms ever. No software downloads. No pornographic sites. No gang-related sites or pages that contain illegal or degrading information. No sites that contain inappropriate language.

Reasonable suspicion of a violation of the principles or practices described in this policy will result in disciplinary action, which may include the loss of network privileges. Any activity considered inappropriate by the teacher will result in the cancellation of all Internet privileges for the semester or school year. If necessary, a discipline referral will be filed.