

BEST High School
Art Fundamentals Art011
Mia Arends
Competency-based Syllabus

Desired Results

Credit: .125 per session

Estimate of hours per week engaged in learning activities: 5 hours (core 4 hours)

Semester Art Fee: \$20.

Course Overview: Students earn credit each session by participating in learning activities in and out of class, informal formative assessments for each standard, and by demonstrating meeting each standard at their Portfolio Review. A list of all required pieces of the Summative Portfolio is given by the second week of each session and will be posted on communicator.

OBJECTIVES

To create art - *in drawing, painting, photography, sculpture, ceramics and mixed media-*

- With different tools and materials
- With understanding and demonstration of each process
- With understanding and use of elements, principles and rules of design
- Using the 8 Artist Habits of Mind and Creative Problem Solving model
- practicing cooperation and working in groups
- practicing empathy as we talk about each others' art

To understand and appreciate art by looking at, discussing, thinking and writing about

- The art of different cultures, times, and places
- Individual artists
- Our own and others' art

To explore how art can communicate ideas and emotions as we create art for different purposes and audiences

To experience and/or appreciate the healing power of creating

VISUAL ARTS Washington State EALR's

EALR 1 –The student understands and applies arts knowledge and skills in visual arts.

- 1.1 understands visual arts concepts and vocabulary
- 1.2 Develops visual arts and techniques

EALR 2 – The student uses the artistic processes of creating, responding to and demonstrating thinking skills in visual arts.

- 2.1 Applies a creative process to visual arts
(Identifies, explores, gathers, interprets, uses, implements reflects, refines and presents)
- 2.2 Applies a presentation process to visual arts (identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects and self evaluates)
- 2.3 Applies a responding process to visual arts (engages, describes, analyzes, interprets and evaluates)

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EALR 3 – The student communicates through the arts.
 3.1 Uses visual arts to express feelings and present ideas.

EALR 4 – The student makes connections within and across the arts(dance, music, theatre and visual arts) to other disciplines, life, cultures and work.
 4.3 Understands how the arts impact and reflect personal choices throughout life.
 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.
 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

Instructional Materials: - Scholastic Art magazine and web site, online resources for images, demonstrations, artist research and art history

Semester 1

Session 1 (9/6 – 10/4) - Personal Art – Self Expression DEBATE- Is it OK to publish an artist's private diary after his or her death? BIG IDEAS – Where do Artists get their inspiration?
 SUMMATIVE PORTFOLIO DUE Fri., Sept. 30

Concepts and Vocabulary	Art processes Media	Art World/ Connections	Art Critique Observation	Technology	Artists Habits of Mind
Visual Arts Elements: Line, shape/form, color, value, texture and space Composition- Center of Interests Rule of Thirds	Collage- journal cover Self Discovery As inspiration for self portrait Drawing Painting Photography	Self portraits Text Andy Warhol – Pop art Picasso – Collage/cubism	Visual Thinking Strategy – Famous Artists Group Critique of Student work Summative Portfolio review	Scanner and Photo shop	Envision Observation

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Session 2 (10/5 – 11/4) ART WITH A MESSAGE DEBATE- Who owns street Art?

BIG IDEAS – How do Artists convey meaning in their work? Summative Portfolio due Nov.2

Concepts and Vocabulary	Art processes	Art World Connections	Art Critique	Technology	Artists Habits of Mind
Principles of Design: (Balance, variety, proportion, emphasis, harmony, movement/rhythm) Color Schemes	Digital Collage Personal Interests/ social statements as inspiration Stencils, drawing, painting Public Art project	Research art works and cultural images Banksy, Basquiat, etc. Career Research	VTS – (see above) ongoing small group critique of student work Student work portfolio	Internet research Photo shop	Expression Reflection

Session 3 (11/7 – 12/9) WHAT’S ART AND WHAT’S NOT? DEBATE- Is it O.K. to use nontraditional art

materials in making art? BIG IDEAS – How is it possible to appreciate a work of art without liking it?

SUMMATIVE PORTFOLIO DUE Dec. 7

Concepts and Vocabulary	Art processes	Art World Connections	Art Critique	Technology	Artists Habits of Mind
Build on Visual Art elements and Principles 4 step art critique process.	Drawing Painting Collage Sculpting “Non-traditional” media Student-proposed project	Arcimboldo Compare and contrast: Western , Traditional and Native arts Identify art criteria in various cultures and time periods	4 Step process in viewing art: Description, Analysis, Interpretation and Judgment Student work portfolio	Resource for compare and contrast project	Understand Art World Stretch and Explore

Session 4 (12/12 – 1/27) ART WITH A PURPOSE DEBATE- Is technology creating one global

monoculture? BIG IDEAS – How is Art part of everyday life? SUMMATIVE PORTFOLIO DUE Jan. 25

Concepts and Vocabulary	Art processes	Art World Connections	Art Critique	Technology	Artists Habits of Mind
Form versus Function	Ancient craft process of	Advertising Propaganda		New technologies	Develop Craft

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	paint, drawing, glass work, clay, carving, etc.	Art for Humanitarian and global	Student work portfolio	and cultural change: twitter, Blogs, Face book, Youtube, etc.	Engage and Persist
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All summative quizzes and portfolios are due by 1 pm two school days before the end of session

All coursework is aligned with the Washington State and District EALR's

Students earn credit for proficient completion of each session's summative assessments

Session	Learning Target	Formative	Summative
1-4	See above	All in class work	Portfolio –see rubric Written quiz

Types of Learning Activities

[This chart demonstrates the types of learning activities the student will complete throughout the course]

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input checked="" type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input type="checkbox"/> Paper <input checked="" type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input checked="" type="checkbox"/> Other (List) Learning Art skills and Art Processes	<input type="checkbox"/> Essays <input checked="" type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input checked="" type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Other (List) Sketchbooks Special Interest Projects Internships	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input checked="" type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)