

PROVIDENCE ST. MEL SCHOOL  
Course Syllabus  
🌀 Art Fundamentals 🌀

Mrs. Rhoades  
Room 410  
[rhoadesj@psmnow.com](mailto:rhoadesj@psmnow.com)  
<http://artfundamentals.wikispaces.com/>  
773-722-4600 ext.4101

**Classroom Rules:**  
*Be Prepared for Class*  
*Be Productive*  
*Participate*  
*Speak in Turn*  
*Be in your seat and on task*  
*by the bell*

**Goals:**

- ◆ To instruct students in the fundamental **skills** and **concepts** of the visual arts
- ◆ To improve habits of the mind (new ways of thinking and seeing).
- ◆ To introduce art as a communication tool for self-expression as well as a means to **promote positive messages** to our community and larger world

**Course Objectives: What will we do?**

- ◆ Communicate at a proficient level in the Visual Arts. This includes knowledge and skills in the use of vocabularies, materials, tools and techniques.
- ◆ Explore different art media (pencils, paints, pastels, collage, wire, found objects)
- ◆ Examine the Elements of Art and Principles of Design (you will know these by heart)
- ◆ Learn about art history and why it's important (and yes, that can be fun)
- ◆ Develop an appreciation/eye for everyday beauty (Aesthetics)
- ◆ Decide what makes art successful (learn to be an art critic)
- ◆ Experiment, investigate, draw, paint, explore, sculpt, carve, glue, examine, fold, measure, collaborate, listen, write, watch, try, and create! (lots of different activities and lessons)

**Required Materials:**

It is the responsibility of the student to obtain and bring to class all required materials by the beginning of week 2.

- ✓ Textbook: The Visual Experience, Jack Hobbs, Richard Salome, Ken Vieth. Davis Publications. 2005
- ✓ Sketchbook
- ✓ Book cover for textbook
- ✓ Art Folder/notebook paper: Keep all notes and handouts organized. You'll need them.
- ✓ Pencils
- ✓ Pencil case (optional)

It is expected that you come to class prepared with all of these things each and every day regardless of our current project. **Failure to bring supplies to class will hurt your ability to reach your fullest potential.** You are also expected to save all graded work, notes, and handouts in your folder along with all other documents given. Many handouts are posted online. Class projects and portfolio work will be kept in the classroom at my discretion.

**Expectations:**

Students are expected to adhere to all *rules* and *procedures* in this classroom, as well as those outlined in the PSM student handbook, including the Consequence Continuum.

## Art Classroom Procedures: (Participation grade)

	Conversation	Help seeking	Activity	Movement	Participation
<b>Warm-ups followed by discussions</b>	None	Raise Hand	Follow all directions on screen	Seatwork	Fulfill entire assignment as outlined
<b>Demos and Discussions</b>	Speak in turn	Use textbook, your notes Raise hand	Learn technique by watching teacher and taking notes. Q & A	Demos- gather in a group; otherwise seated	Listen Take notes Ask/Answer Q's
<b>Students at Work</b>	None	1. handouts 2. use notes 3. sketchbook 4. ideas chart 5. raise hand	Closed Studio: Work silently to calming music	1. Gather supplies 2. Seatwork 3. View work from distance	Focus on task Keep area neat Refer to rubric
<b>Critiques and Reflect</b>	Speak in turn	Raise Hand	Mini-critiques often. Upon project completion: Complete handout followed by group discussion	None – only students presenting artwork may be out of seat at that time.	Active listening and joining in discussion
<b>Clean-up</b>	None	Raise Hand	Everyone works on assigned tasks that vary per project	Careful movement and no running.	Complete tasks and help others clean if finished early. Each student is responsible for specific tasks.

### **\*Finished Early?**

Here's what you'll do next:

1. View your work from a distance. You'll be surprised by what you see. Make modifications as necessary.
2. Refer to your rubric to evaluate your work. Modify as needed.
3. Start the next task as outlined by teacher if applicable:
  - a. This could include art homework, artist statement, reflection sheet, etc.
4. Practice skills in sketchbook (i.e. observational drawing)

### **Teacher Intervention Strategies for student mastery/reteach/enrichment**

In the case that a student should need or want extra assistance with challenging concepts, that student may schedule a time to spend with the instructor for tutoring. If the student is falling behind, a teacher's request will be issued for the purpose of extra help and assistance. Adaptations/alternatives to basic projects can be rewarded to students who show higher skill levels.

**Homework Policy** *HW must be turned in before the bell rings.*

*Sketchbook/Drawings:* All drawing homework must be done with pencil in sketchbooks unless otherwise instructed. Sketchbooks will be graded periodically and must be kept with you during class. It is your responsibility to bring your sketchbook with you each and every day to class, regardless of the project we are working on.

*Written homework:* Most written assignments will be attached to an email to you containing links to websites for reference. Unless otherwise directed, all assignments must be sent electronically via google docs (shared with rhoadesj@psmnow.com) or edmodo by 8am on the date of the deadline. Use the PSM heading format as shown in your handbook.

*All work* must be in complete sentences, using Standard English, and neat. Work not completed to the expectation will not be accepted. Written assignments serve as a study guide for quizzes and exams. No name = no credit—No exceptions.

**Late Homework**

Anything turned in after the bell will be considered late and may be submitted that day or the next for 50% credit. Anything submitted after will receive a 0. Missing or improperly presented assignments will result in a zero. **Your grades are your responsibility.**

**Absences:**

- The **student is responsible** for communication with the instructor to find out the assignment missed.
- Absent on the due date? The assignment must be turned in the following day, otherwise it will be considered late.
- Going on a field trip? Makeup work/quizzes must be arranged *before* the field trip. It is also the **responsibility of the student** to communicate this information in order to avoid loss of credit.

**Evaluation**

In order to successfully complete the course students must obtain an average of 'C' or better on class assignments, class performance, homework and quizzes and quarter exams.

- Incomplete assignments will not be accepted and result in a 0.
- Students must complete a self-evaluation for every studio assignment and this must be done with the same seriousness as the project. Students are also graded on their time management, effort, clean up and presentation for studio projects.
- Class discussion/Critiques count as quiz grades! Participate!
- Homework grading varies upon assignment

**Cheating and plagiarism** = automatic 0 and an immediate referral to all parties involved. This includes written work as well as artwork.

**Your grade** is broken into the following four categories:

- 25% Homework
- 25% Tests (participation, warm-ups, tests or quizzes)
- 25% Projects
- 25% Quarter Exam

**Grading Scale**

A+	97-100%
A	93-96%
B+	88-92%
B	83-87%
C+	78-82%
C	73-77%
D+	69-72%
D	65-68%
F	below 65%

### **Creativity and Ethics**

Art has always been and continues to be an important and vital form of expression for human beings. There are controversial, ethical and moral questions that arise during the study of art work. It is expected that you conduct yourself in a mature and cultured fashion. You are in this class to learn skills that will help you develop new ways to express yourself. Art work can be thought provoking and powerful without being negative, violent or offensive. Your artwork is expected to be positive and at your highest level of work. Any gang symbols or negative imagery is not tolerated at PSM or in this classroom.

### **Outstanding student conduct deserves to be rewarded!**

Rewards include, but are not limited to:

- Music during studio work time
- Terrific grades in art look good to college admissions! (creative problem-solving)
- Improving skills in artwork! This WILL happen with hard work.
- Increased observation and problem-solving skills!
- Learn how to use thinking and seeing skills in a new way
- Extra credit opportunities
- Art Contest submissions
- Letters of Recommendation
- Art Club privileges
- Advancement in the Visual Arts

### HONOR CODE AND EXPECTATIONS

The rules and regulations which appear herein, as well as day-to-day instructions from faculty, staff, and administration, are developed to give expression to the philosophy on which PSM is based: maximum development of the student -- academically, socially, emotionally and morally. Thus it is expected that all students will comply with instructions, both verbal and written, given them by members of the PSM faculty, staff, and administration. These instructions apply when students are in the building, on the immediate grounds of the school, and/or representing the school on any trip or function. Language that is respectful and conducive to the academic setting is expected to be used by everyone during school and school associated events. Failure to comply with these directives may result in disciplinary action or dismissal of the student. Parents are expected to support policies and procedures of the handbook. Administration reserves the right to perform a search that is deemed reasonable to ensure compliance of rules and the safety of students and staff.

Furthermore, in keeping with the school's philosophy which states that ". . . the moral development of our students . . . (is) a central concern for us at Providence-St. Mel . . .," we declare that a PSM student does not lie, cheat, or steal. Those who engage in such actions may be subject to disciplinary action and/or forfeiture of the privilege of attending PSM.

### OBJECTIVES

1. To provide an educational program which will prepare students for further academic work and careers.
2. To develop in students basic skills in critical reading, writing, thinking, and problem solving.
3. To provide an educational program which encompasses both remedial and advanced courses.
4. To challenge each student to attain his/her fullest potential.

5. To maintain a standard of excellence through consistent evaluation and update of both curriculum and instructional methods.
6. To create and maintain a community atmosphere based on mutual respect and concern between and among students, faculty, staff, and administration.
7. To instill in students a sense of pride in their accomplishments and the determination to overcome obstacles.
8. To instill in students personal discipline and self-direction.
9. To facilitate in each student the development of a Christian moral value system.
10. To challenge students to gain admission into a top tier college or university.

#### CONSEQUENCE CONTINUUM FOR GRADES 6 - 12

Although certain extreme behaviors may result in immediate removal of a student from the classroom, teachers in most instances will employ a Consequence Continuum in dealing with inappropriate behavior. The continuum starts over every school day. Steps 1 and 2 must be followed before moving on. However, teachers may issue automatic immediate referrals to students engaging in repeated offenses involving extreme inappropriate behavior. The Principal has the right to change the continuum at any time.

##### The steps of the Consequence Continuum

- Step 1: With the first instance of inappropriate behavior, the student receives a verbal warning from the teacher.
- Step 2: If the inappropriate behavior continues, the student receives a teacher-requested meeting slip for an after-school conference. The teacher will also call the parent/guardian. Failure to appear for the conference is a class cut.
- Step 3: If the appropriate behavior persists, the student receives an immediate referral from the teacher and is sent to the Dean of Students. The teacher will also call the parent/guardian in a timely manner.

##### Consequences

A student's first referral of the academic year results in a minimum of 3 consecutive days of detention after school.

A student's second referral of the academic year results in a parent-teacher conference with the Dean of Students. The student will receive appropriate disciplinary action at the discretion of the dean.

A student's third referral of the academic year results in the student being placed on behavior contract. The parent must meet with the dean.

If the contract is broken, the student and a parent meet with the Principal. After being on contract for the designated period, the student will be reviewed and possibly removed from the contract if overall improvement has occurred. If another referral occurs while on contract, the student may be expelled.

If a student is removed from the contract, but then receives another referral, Saturday work detention and an immediate parent conference will take place followed by the renewal of the contract for the remainder of the year. If the student breaks the contract, expulsion will occur.

# 10 Lessons the Arts Teach

**1. The arts teach children to make good judgments about qualitative relationships.**

Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.

**2. The arts teach children that problems can have more than one solution**

and that questions can have more than one answer.

**3. The arts celebrate multiple perspectives.**

One of their large lessons is that there are many ways to see and interpret the world.

**4. The arts teach children that in complex forms of problem solving**

**purposes are seldom fixed, but change with circumstance and opportunity.** Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.

**5. The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know.** The limits of our language do not define the limits of our cognition.

**6. The arts teach students that small differences can have large effects.**

The arts traffic in subtleties.

**7. The arts teach students to think through and within a material.**

All art forms employ some means through which images become real.

**8. The arts help children learn to say what cannot be said.**

When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

**9. The arts enable us to have experience we can have from no other source**

and through such experience to discover the range and variety of what we are capable of feeling.

**10. The arts' position in the school curriculum symbolizes to the young what adults believe is important.**

SOURCE: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications. NAEA grants reprint permission for this excerpt from Ten Lessons with proper acknowledgment of its source and NAEA.