



Introduction

Art, as a universal language, incorporates the study of visual arts to offer unparalleled experiences and empower students to explore realities, relationships, and ideas. Art engages and motivates all students through active learning, critical thinking, and innovative problem solving. This discipline develops cognitive functioning and increases student academic achievement, higher order thinking skills, communication, and collaboration. Students develop relevant aesthetic and cultural awareness through exploration leading to creative expression. Creativity is essential and the study of the Fine Arts nurtures and develops the whole child.

Four basic strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire:

- foundations: observation and perception
- creative expression
- historical and cultural relevance
- critical evaluation and response

Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to: surroundings, communities, memories, imagination, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. (Adapted from TEKS)

Art I is an introductory course designed for the discovery and study of the elements and principles of art through the four basic strands while exploring various art media.

Textbook: ***The Visual Experience***

Art II is an intermediate course, which is designed as an extension and advance exploration of the concepts covered in Art I. Art II students will refine skills in the aesthetic process and creative expression. Levels of expectations and approaches will vary depending on the assignment.

Textbooks: ***Discovering Drawing; Exploring Painting***



Foundations: observation and perceptions

Students will develop and expand visual literacy skills, organize ideas from the environment utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the **elements of art, principles of design**, and expressive qualities. In this course students will:

- Identify and understand the **Elements of Art**: line, shape, color, texture, form, space, and value as the fundamentals of art in personal artworks.
- Students will identify and understand the **Principles of Design** including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity in personal artworks
- Record visual ideas about their environment and experiences in a **sketchbook** as evidence of planning for original works.
- Make judgments about the expressive properties of artworks, using art **vocabulary** accurately.

Learning and working with the elements of art will especially be a first-semester goal. Greater emphasis is placed on the principles of design during the second semester.

Creative Expression

Students will develop complex two- and three-dimensional artwork, using various media. In addition, students will explore various modifications to the working surface, such as collage and texture. Drawings will be used in the planning process for three-dimensional works.

Historical and Cultural Relevance

Students will investigate selected historical periods and styles from many cultures. Art from other cultures will be explored, and will also be used as a basis for personal artwork by students. Through discussion and selected reading, students discover lifelong opportunities for self-expression and artistic growth, as well as the appreciation of what has been done before, in our culture and in other cultures around the globe.

Critical Evaluation and Response

Students will observe, discuss, and write critically about their own artworks and works from selected periods and cultures. They will analyze their own artworks in the planning stage, in progress, and on completion. They will learn how to interpret and evaluate their own artworks and those of artists in thoughtful discussions in which learners demonstrate attentiveness and respect for the opinions of others.

The Feldman method of critique is used for formal study and for writing essays about art. It deploys four main criteria:

- Description
- Analysis
- Interpretation
- Evaluation

In addition to a **sketchbook**, students will store work in a personal **portfolio**, to keep it safe, and to provide a record of learning and growth.



GRADING POLICY

- Classwork (daily progress, sketches, final pieces).....40%
- Tests20%
- Final Exam.....25%
- Homework/ Journal.....15%

The Final Exam will be cumulative over chapters covered in class, including vocabulary terms and artists. It will consist of multiple-choice questions and an art assignment to exhibit techniques learned during the semester. In addition, there will be an essay required as part of the final exam. The final exam counts as 25% of the semester grade. The weights are as follows:

- Multiple-choice.....30%
- Essay.....20%
- Artwork.....50%

All work must be have student name, class period and section on the **back**, lower left or right corner. **Incomplete** work does not receive a passing grade. Students may only receive additional time upon my discretion. Students are to finish incomplete work on their own time. Additional class time is not given for any assignments. Students will be given 3 school days to turn in **makeup work** due to absence(s). It is the student's responsibility to collect the makeup work. Upon returning to school, students should collect make up work from me before or after school or before or after class. Students can boost low grades by improving on art assignments as well as doing extra credit work in the form of **art contests, special projects** and/or **written reports**.

REQUIRED ART SUPPLIES:

- Three or four #2 wooden pencils (NO mechanical pencils)
- Two kneaded rubber erasers
- One white plastic eraser
- Pencil sharpener
- Sketchbook (8" x 10" or 9" x 12")
- One subject Notebook or notebook paper kept in a pocket folder
- Poster board (22" x 28") from which to make a storage portfolio.
- **Optional:** 24 Prismacolor pencils. This is the brand that is most suitable for artwork in class however students may purchase inexpensive supplies for working in their sketchbooks for homework. These items include color pencils, oil pastels, paints, markers, watercolors, paint brushes, etc.

STUDENT EXPECTATIONS and CLASS RULES



- Treat **EVERYONE** with respect
- No sidebar conversations when Ms. Khan addresses the class
- No horseplay (playing around can be considered violent)
- Absolutely no foul language or any sort of violence
- Artwork must not depict any inappropriate imagery
- Be on time to class, and get to work as soon as you enter the room
- Tardies will result in detention. Tardy students will be sent to the office for an admit pass.
- Enter and leave the classroom in an orderly manner
- Do not leave your seat without permission
- Must have pencil and eraser at all times
- Respect the materials you work with which means:
 - Being safe with materials and tools
 - No wasting, breaking, ruining or throwing materials (can be considered vandalism)
 - Clean materials and workspace before leaving or risk receiving a lower grade
- All artwork and supplies must be **cleared, cleaned and stored** before leaving the class.
- Do your best work
 - Understand that it's okay if you **think** you're not a great artist and that as long as you try your best you can improve.
 - Accept that making mistakes is a part of the art process and are okay and are actually encouraged. This is how we learn!
 - Refrain from saying "I can't", "I can't draw", "I'm not good at this", or similar statements
- Not working or failure to submit homework leads to receiving a **ZERO**
- Turn work in on time
- Use class time efficiently
- No food, drink or chewing gum allowed in the classroom

Consequences for not following class rules & procedures:

Possible consequences will range, depending on the severity and frequency of the infraction:

- Formal Warning; daily points deduction
- Contact Parent; Student Teacher conference; daily points deduction
- Detention; daily points deduction
- Referral to office; conduct cut

I _____, agree to adhere to the said class rules and expectations.

Failure to follow any of these rules may lead to consequences that include but are not limited to detention. The degree of punishment will be determined by the seriousness of the violation.

Participation, conduct and work progress/effort during class is taken into great consideration in the grading process. Violating class rules will result in lowering of final grade and other consequences that may be deemed necessary.

DeBakey High School for Health Professions
Visual **ART** | Syllabus Acknowledgement | 2014-15
N. Khan | Room 217 | nkhan1@houstonisd.org



Return this by:

A-Day schedule _____

B-Day schedule _____

I, (print student name) _____ have read the Visual Arts Syllabus and understand the class rules, requirements and expectations. By signing below I agree to the terms of this contract.

Parents/Guardians and students please sign this information sheet and return it no later than the date stated above, to indicate that you have read it. When returned, it will count as a homework assignment.

Student Signature _____ **Class Period** _____

Parent Signature _____ **Date** _____

Print Parent Name _____

Parent Email (print clearly) _____

Parent Phone:

home: _____

work: _____

cell: _____