

ART 1 SYLLABUS

Ms. Cynthia Terrazas

Room #1220

Office Hours: Tuesday – Thursday: 1:50 to 2:35

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Course Description

Art I is an introductory, foundation level course that introduces students to the visual arts, and the elements of art and principles of design, while developing a technical level of skill with various tools and media. The ability to effectively employ this fundamental knowledge underlies success in future visual arts courses.

The curriculum enables students to develop their creative abilities for making art (studio), interpreting and evaluating visual images (art criticism), understanding the cultural and historical contexts of art (art history), and raising questions about the nature of art (aesthetics).

This is a studio class.

I will give you instruction and guide you through various processes. There are concepts to learn; techniques to practice; projects to create.

At home or at school, plan to spend **at least 90 minutes a day** on this class.

Academic Expectations

Active Learners:

- Students will understand and use what they learn
- Students will engage in inquiry and self-directed learning
- Students will use feedback and self-reflection to extend learning

Resourceful Thinkers:

- Students will employ creative thinking skills
- Students will make meaningful connections

Effective Communicators:

- Students will express knowledge and skill creatively using a variety of media, technology and the arts
- Students will engage effectively in discussion

Learning Objectives

Students who successfully complete this course will have learned:

- to use the principles of design to organize the art elements into effective compositions
- basic color theory and color mixing
- proper use and care of materials and tools
- practice a variety of methods to stimulate creative problem solving

Learning Experiences

In this course students will:

- participate in presentations on current projects and connections with art history
- participate in discussions and assignments related to aesthetics and art criticism
- watch demonstrations of techniques with materials and tools
- work on individual and group projects during studio time
- participate in group discussions and critiques
- evaluate their own artwork through written assignments and discussion
- participate in the end of semester Art Show
- be responsible for maintaining cleanliness of tools and workspace

Enduring Understandings for the Course

- Creativity, innovative thinking problem solving are essential life skills that develop throughout life.
- Artists continually develop their work and skills through practice, constructive feedback, reflection and revision.
- Artists invent, create and experiment with a variety of tools, materials and techniques to communicate ideas and express emotions.
- Looking at and discussing art can help us understand and appreciate diverse cultures, backgrounds and styles
- Art can be used as a social tool to question and challenge.
- Leisure time skills are enriching.
- The knowledge of one skill provides access to many.

Essential Questions for the Course

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- Why explore crafts? How do crafts facilitate self-expression? How have crafts evolved through history?
- How may Art help develop a marketable skill? How can you determine a need for your product? Why is it important to know the difference between custom and mass produced products?
- How do art projects interests vary throughout life? What skills are necessary to engage in various art projects?

Assessments

Each large project is assessed by critique and by a rubric. There will be an assessment at the end of each unit. These assessments will cover your understanding of the terms and concepts in the unit as well as drawing exercises that will show you have mastered the assigned techniques for each unit.

Smaller quizzes, both announced and unannounced, will assist in and verify learning as we progress through the course.

This is my Happy Place!

The following rules will help to keep this a happy place for all of us. These are also the criteria for your conduct grade.

In Class Rules (When we return):

Be on time. Be seated and working at the start of class.

No food or drink is allowed at any time.

Raise your hand when you would like to speak.

Follow directions the first time they are given.

In a studio, safety is a top priority. Treat one another, the tools, and materials with care.

Use appropriate language at all times.

Keep things neat and orderly.

Virtual Class Rules:

- **Show up a few minutes before class time and wait to be admitted into the class.**
- **Mute yourself when you enter the meeting.**
- **Dress in a way that shows respect for yourself and others.**
- **Only unmute when you've been called on to speak.**
- **Want to comment, but someone else is speaking? Use the chat box!**
- **Pay polite attention when someone else is speaking: leave your video on, look into the camera.**
- **Be respectful of others, both verbally and visually.**

- **Inappropriate behavior will affect your participation grade; may result in muting or removal from class that day; and may be referred to administration for additional consequences, depending on the severity of the offense.**

- **Students and parents should be aware that virtual classes and meetings may be recorded.**

Attendance Expectations

Blended (when we return)

On your asynchronous days, plan to spend at least 90 minutes working on at home projects and assignments. Occasionally, there will be a special session or demonstration I need you to attend virtually on your asynchronous days. Meet due dates for all assignments.

Grades

There is a district requirement of 2 grades per week. Grades are dependent upon 2 factors: class participation and time management (40%) and studio projects (60%). All grades are earned on an assigned point basis. Large studio projects will be given a grade rubric so that you know what is important and how many points each aspect of the assignment is worth. Late work does not usually receive full credit. Students may be required to keep a sketchbook. You can organize a binder using drawing paper. You may access your grades at any time by using the District Portal.

Daily Routine (in class)

Each day when you arrive at class:

- Make certain you have sharpened pencils, your sketchbook, and other necessary supplies at your place.
- Make sure your phone is off and in your backpack (not your pocket).
- Begin the assignment listed on the board.

Instructional time: Remain seated. Listen attentively. Take notes when appropriate. Raise your hand if you wish to speak.

Studio Time: Studio time is slightly more relaxed than instructional time. However, it is a time when your primary focus must be on working skillfully and creatively.

- You may take a break briefly when you need to.
- Respect the space and concentration of those around you.
- If you finish early, work in your sketchbook (Free Draw).
- Label every assignment, large or small, with your full name on the back (no initials) and Period number.

Clean up: At the appropriate time, usually 5-10 minutes before the end of class, clean-up will be announced.

Stopping work before clean up is announced will reduce your participation grade.

- Put your mask on so that you are not breathing on sanitized surfaces.
- Wait to be called move about the room to put things away.
- Sanitize your desk and chair.
- When you finish clean up, return to your seat for “Final Thoughts”.

Other Important Information

- Projects will be kept at school the entire semester to remain undamaged, as well as select shows and competitions.
- Parents should feel free to contact me by calling the school or emailing me directly at cynthia.terrazas@houstonisd.org