
Art 2 Syllabus

Course Description

Textbook and Materials: **Art 2 by Jennifer Williams**

This textbook is a concise, up-to-date, and attractive art book with clear pictures and examples for the intermediate student of art, as well as a great reference book.

Objectives, skills Attained, topics, procedures, equipment, and materials will be explained throughout the course for ongoing studio work, supplemented with lectures, videos, books, Internet research and presentations. I am a believer that many materials can be brought from home and recycled or found.

Introduction

This course is designed for the students who want to expand their art horizons and provides art experiences that will help to develop sensitivity toward art. This yearlong course is designed to meet state and national art standards in a compelling and interesting way. Art belongs to everyone. It affects each of us in a unique way. Many of the decisions that we make each day involve issues of taste, style, and design, from the cars we drive to the clothes we wear. From art's historical roots to the present day, art stands as one of mankind's highest achievements by transmitting our values, our history, our human experiences. To express it in another way, art is the very core of our everyday life.

"I found that I could say things with color and shapes that I had no words for." -Georgia O'Keeffe, artist

Course Objectives

These are incorporated into the philosophy that all individuals are creative and that art gives each individual an opportunity to:

1. Express visual ideas in a unique and personal way.
2. Promote emotional and mental growth.
3. Release inhibitions and emotional blockades.
4. Understand human experiences.
5. Transmit cultural values.
6. Think critically and to perceive, interpret, and utilize aesthetic judgments in everyday life.
7. Understand more fully the impact of our role in the protection and improvement of the visual and physical environment.
8. Create more choices for leisure activities.
9. Become more aware of the many ways in which art can enrich lives.

Course Content

This course is organized into 4 chapters from the text: Pottery, Sculpture, Batik, and 3-Dimensional Design, each covering a time period of approximately 9 weeks. There will be plenty of opportunity for hands-on projects which will be complemented with lectures, sketchbook assignments and 'fooling around', recycling, note-taking, research work, Internet assignments, class presentations and discussions, collaboration, demonstrations, reflections, critiques, art history correlations, cross curriculum opportunities, tests, community outreach, and many, many opportunities for personal growth and digging deep to fulfill and tap into one's own personal level of creativity. Some of the projects will take longer than others, with text information to reinforce and supplement hands-on experiences. There will be culminating activities with each chapter to share the knowledge and acquisition of skills acquired. Student notes will be taken as a means of recording processes and procedures, and a sketchbook will be used for assignments, personal reflections, and just 'fooling around' with ideas. Lessons will consist of reading, written, and hands-on assignments. As art is very subjective in both its creation and interpretation, students should feel free to express opinions, even though they may conflict with others in the class. The final grade will be based upon the combined grades of the sketchbook, hands-on assignments, test and report grades, class attendance, effort and attitude, and final projects.

It is my purpose and the intent of this course to make the student see our world in a different way. It is an attempt to help the student to learn how to experience with all the senses a new and greater understanding of the aesthetics of pottery, sculpture, batik, and other 2 and 3 dimensional art forms, while meeting state and national art standards.

This course is versatile and flexible to meet the needs of the classroom art teacher and the particular art needs of the school. It can be adapted to a six or seven period day that meets five days a week, fifty-five minutes daily (approximate), or a block schedule where students meet for ninety minutes (approximate) every other day. The lessons are flexible and can be adjusted, moved out of sequence, or omitted for teacher convenience and to meet time restrictions and constraints, or lack of materials.

Class Policies

It is my belief that art should be fun. My primary goal in this course is that the student leave it with a positive feeling about art, and knowledge of the basic techniques and procedures to experience and understand art.

1. Regular attendance is extremely important. Students who are absent a lot, most often do poorer than those who attend regularly. Generally, more than three absences during the semester will affect the quality of the work and grades. Being punctual is very important as most Instructions are given at the beginning of the class. If students are tardy they will miss these and should get them from another student. Many times, missed projects will have to be made up after school or as homework assignments. Coming to class prepared to work, will be very important in following suggested timelines. Work will proceed immediately and last the entire period. Students should use any extra time to work on homework assignments.

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2. Effort and ATTITUDE are very important. While students may not have control over the amount of talent they have, they do have control over how hard they work. Utilizing class time in a productive way will be encouraged, unless an assignment is complete.
3. Being open-minded and willing to stretch beyond a perceived ending point will bring great rewards. Students can learn from each other. Keeping this in mind will help students experience new and wonderful things out of the 'comfort zones' we've all created, and will allow for experiences utilizing new techniques and materials.
4. Missing demonstrations or lectures will be very difficult to make up.
5. Being patient and forgiving with 'self' is important when learning new skills, which can be frustrating at times. It is important to have fun, while pushing personal limits.
6. Grades will be based on classroom performance, effort and ATTITUDE, attendance, completed assignments, sketchbook assignments, and the quality of the work.
7. Food is prohibited from all classrooms.
8. Work in sketchbooks is to be student work and done alone.

The schools' **Student Handbook** explains all policies related to school expectations. Students should understand all policies and rules. Asking questions is important!

Grading Scale:

- A 90%-100%**
- B 80%-89%**
- C 70%-79%**
- D 60%-69%**
- F Below 60%**

There will be occasions when students will be on the border of a higher grade (88%-89%, 78%-79%, 68%-69%, 58%-59%) and may, due to other factors (illness, family issues, effort and attitude) receive a higher grade. This will be a teacher decision. There will be instances when students will have opportunities for extra credit.

~The beginning of each chapter opens with one of the many stories about children doing art and sharing art that I've written about the adventures of my 'Van Go' Project. Some of these were previously published in 'Best Teaching Practices for Reaching All Learners'.

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Chapter 1:

Introduction to Pottery

- Pottery of the Past
- Pottery of the Present

Exploring Pottery

- Basic Skills
- Techniques
- Media

Creating Pottery

- Skills
- Techniques
- Personal Expression

Connecting Pottery

- Beyond the Classroom

Chapter 2:

Introduction to Sculpture

- Sculpture of the Past
- Sculpture of the Present

Exploring Sculpture

- Basic Skills
- Techniques
- Media

Creating Sculpture

- Skills
- Techniques
- Personal Expression

Connecting Sculpture

- Beyond the Classroom

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Chapter 3:

Introduction to Batik

- Batik of the Past
- Batik of the Present

Exploring Batik

- Basic Skills
- Techniques
- Media

Creating Batik

- Skills
- Techniques
- Personal Expression

Connecting Batik

- Beyond the Classroom

Chapter 4:

Introduction to 3-Dimensional Design

- 3-Dimensional Design Examples of the Past
- 3-Dimensional Design Examples of the Present

Exploring 3-Dimensional Design

- Basic Skills
- Techniques
- Media

Creating 3-Dimensional Design Projects

- Skills
- Techniques
- Personal Expression

Connecting 3-Dimensional Design

- Beyond the Classroom