



Advanced Art 1-8th Grade

LeAnne Beason

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Conference Period: 4th Period, 11:00AM-1:40AM

Tutoring Opportunities: 3:30-4:00 Tuesdays. 7:45-8:15 by appointment only

Class Materials:

Vocabulary and Sketch Folder will be provided in class

- 1 Package Wooden Lead Pencils
- 1 package of permanent black markers or black ink pens
- Personal pencil sharpener
- eraser (pink is fine)
- 12 pk (or larger) colored pencils
- 8pk (or larger) markers

All course work will be available through CANVAS access

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

The Art Pre AP curriculum will follow the College Board directives of the Advanced Placement General and Drawing Portfolio requirements. Art 1 Pre AP provides learning opportunities beyond those available in the regular Art 1 class by extending the state essential knowledge and skills through drawing and color study (first semester). Students also learn what will be expected of them for the AP Portfolio Examination. The second semester focuses on painting, printmaking, sculpture, and ceramics.

Course Goals:

Students who complete this course successfully will be able to:

Learn the four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. 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, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their 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.

Student Evaluation:

The grading system for this course is as follows:

- Advanced courses 70% Major 30% Minor
- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks

- Each six weeks will count as 1/6 and the semester exam will count as 1/7 of the semester grade.
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments and quizzes. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

Assignments, exams, expectations outside of the classroom:

Students will be expected to complete the Daily Vocabulary and Sketches which will count as a Minor Grade. Students who are absent can access that information for make-up purposes either on the Weekly Lesson on Canvas (at home) or on the Vocab and Sketch Clipboard (in the classroom). Other Minor grades may come from quizzes, product planning, and project reflections. Major grades will be given for final unit project submissions, presentations, and end of unit tests. Most unit projects will allow for specific student choices (such as placement of objects, color of objects, medium used etc.) and will have specific guidelines for “must have elements” which are based on unit study of specific style or artist. “Must have elements” will be clearly communicated throughout the project, rubric checked by student before turn-in, and heavily weighted in the final unit project grade. Outside work may be required if a student needs more time on an assignment or to make up for class time missed. These students can also utilize tutorials to work on projects at school during available times. Students are expected to use their in-class work time to its maximum potential. Semester exams will be given in art. Advanced Art Students may be required to complete ONE project outside of class.

Attendance/Tardy Policy/Make-Up Work:

Late work may be accepted. Late work will follow these guidelines:

- 1 school day late= 15 point deduction- max score 85
- 2 school days late= max score 70
- 3 school days late= max score 60
- Each additional day will cost 10 additional point deductions. Late work will NOT be accepted after the end of the six week grading period.
- **Advanced Art Students only: Late work will NOT be accepted after 3 school days.**

All students will be allowed to make up work when they are absent from class. Students will have a time equal to days absent from class plus one day to complete all missed assignments.

Classroom Expectations:

Badger Guidelines for Success in the Classroom

- ★ Be responsible.
- ★ Always try.
- ★ Do your best.
- ★ Cooperate with others.
- ★ Treat everyone with respect, including yourself.

Preliminary Schedule of Topics, Readings, and Assignments

Students will learn about the elements of art and principles of design and create works of art based around those ideas.

Academic Integrity: Update from GRH

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not

tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.