

ART

Course Syllabus • 2016/17

Mrs. Callahan • Room 301

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Curriculum Goals

This course will help students build a solid foundation in the visual arts. Students will achieve this through viewing, discussing, and creating art. All of the assignments will be tied to the *elements of art* and *principals of design* which make up most of the Arkansas Art Standards. Students will explore these concepts while learning skills and techniques using *various mediums*. We will also explore different eras of art history and complete assignments related to the studied material. We will use Google Classroom frequently to compliment instruction and tutorials. This is also where students will photograph and turn in all their artwork. Please visit our website to see upcoming assignments and to view our art gallery!

www.artatmacarthur.weebly.com

Special Emphasis

Students will develop their artistic skills throughout the semester as they do their best to complete the given assignments. In addition to procedural proficiency, they will learn to express themselves visually. Learning to work through common problems faced while creating art will develop higher order thinking skills. *Artists* use high level thinking skills to communicate their thoughts and ideas creatively by making meaningful and unique works of art. We are not all on the same skill level, but we will all put forth our best effort!

Materials

All students are expected to have a spiral bound **8x10 in sketchbook** for class, **drawing pencils**, and an **eraser**. It is *expected* that students will have all of these material for class every day. These materials are to stay in the art room in designated locker space.

Behavior Expectations

Each student has the right to work in a *positive learning environment*. If a student *chooses* to break any policy or procedure, the following consequences will be imposed:

- 1st time- Student receives a warning unless behavior calls for immediate discipline.
- 2nd time- Student receives a written referral and a call will be made to parent.
- 3rd time- If the student continues to break the art room policies or procedures, all disciplinary action will be handed over to the appropriate Administrator.

Performance Evaluation and Grading Procedures

Students will receive grades for sketchbook exercises, art projects, worksheets, and written assessments. Grades will be clearly defined on **rubrics** and handouts given at the beginning of each assignment. Since art students have different skill and ability levels, the criteria for grading assignments are based on three primary areas. The criteria may include but is not limited to the following:

- Assignment criteria (3 concise tasks directly related to assignment)
- Effort (amount of time and energy the individual puts into his/her work)
- Craftsmanship (Turning in work that is complete and in good condition)

Assessment Rubric

MacArthur Art – Mrs. Callahan - Room 301							
Student Name:						Class:	
Assignment:						Date:	
Circle the description that best shows how well you completed the criterion for the assignment.	4	3	2	1	Student	Teacher	
Criteria 1 –							
Criteria 2 –							
Criteria 3 –							
Effort 4 –	Took needed amount of time to develop idea & complete project. Advanced use of class time.	Took some time to develop idea & worked to complete project. Proficient use of class time.	Took little time to develop idea & put forth minimal work to complete project. Basic use of class time.	Took very little time to develop idea & put forth little work to complete project. Below basic use of class time.			
Craftsmanship 5 –	Neat, clean & complete. Skillful use of the art tools & media.	Somewhat clean & complete. Evidence of skill with art tools & media.	Somewhat clean & almost complete. Some skill using art tools & media.	Not clean or complete. Very little skill using art tools & media.			
Total: /	Grade:					Your Total	Teacher Total

DMJHS utilizes a general percentage based grading system that is applied to all assignments to determine marking period grades: A 90-100 B 80-89 C 70-79 D 60-69 F 50-59

Please return to Mrs. Callahan!

I have read and *understand* the above goals, needed materials, behavioral expectations, and grading scale. I believe that the consequences of misbehavior are fair and require discipline. I will also encourage my child to follow all of the policies within the DMJHS handbook while in Mrs. Callahan’s room.

Parent/Gaurdian _____ Date _____