

## Syllabus 3-Dimensional Art RCHS

### RCAS Policies/Procedures

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click [handbook](#).

### Course Description

Students will create 3-dimensional projects using fundamentals of design with emphasis on subtractive and additive methods. A variety of materials such as fiber, plaster, wood, paper, and wire will be used in creating a multitude of sculptural forms.

### Course Learning Outcomes

**You will demonstrate the Artistic Thinking Process (ATP) through the creation of 4 Original Works of Art (OWA).**

- Media Fair: **I Develop Skills**
  - Lesson Objective: I will improve my knowledge of a familiar material.
- Media Fair: **I Take Risks**
  - Lesson Objective: I will work with unfamiliar materials.
- Inspire/Responding: **I Look at 2D Art and Art Concepts**
  - Standard 7: Analyze artistic work.
  - Standard 8: Interpret meaning in art.
  - Standard 9: Evaluate artistic work.
- Design/Connecting: **I Develop a 2D Art Idea to Convey Meaning**
  - Standard 10: Relate knowledge and experiences to make art.
  - Standard 11: Relate ideas with societal, cultural, and historical context
- Create/Creating: **I Plan and Create 2D Art**
  - Standard 1: Generate artistic ideas.
  - Standard 2: Develop artistic ideas.
  - Standard 3: Complete artistic work.
- Reflect/Presenting: **I Reflect on and Present My 2D Art**
  - Standard 4: Select artistic work for presentation.
  - Standard 5: Refine work for presentation.
  - Standard 6: Convey meaning through art.

Overarching **Artistic Thinking Process** Outcomes:

- It starts with Inspiration. Getting cool ideas for what you want to make.
- Development is next. Making a plan for how to do your artwork.
- Creation of the actual Original Work of Art (OWA).
- Then you'll Reflect on how it went, and what you learned.
- During the whole thing you'll be Sharing. Talking with the teacher, looking at other classmates' work, getting and giving ideas.

Each module has a few basic requirements.

- Learn about the module's category (like a theme), its techniques, and materials either in class or in Canvas.
- Fill out the Art Journal sheets that go with the Module.
- Create and submit the art project.
- Complete the Reflection & Feedback Sheets in the Art Journal with Wiebe either in class or virtually.
- Move on to the next Module.

Each module will have a specific Lesson Objectives.

### **Classroom Expectations**

As learners are creating art, it is important to keep these three concepts in mind.

1. You want to create original work. Respect other's work.
2. In order to do so, you'll want to use class time productively. Be Present.
3. If you get stuck, and it happens to all of us sooner or later, it's best to be persistent no matter what you think of your work in progress. Have Courage.

Students should come to class prepared for the projects they are working on that day. This may include art project materials they are bringing from outside of school, pencils, pens, markers, etcetera.

Each class period Students will be expected to either actively participate in learning activities such as classroom discussions, quizzes, or demonstrations; or smoothly transition to working on their art projects. At the end of each class period students will be expected to clean up the studio and put away projects.

Cell phones can be a distraction or a learning tool; manage their use in class responsibly. If students choose to have their cell phones on vibrate, they must leave the classroom prior to taking the call.

Students with excused absences will have at least as many school days as they were absent, plus one additional day, to complete make-up work. If the absence is unexcused, students must make-up work on their own time (before school, after school, during Advisory time or when they have an open period) and supervised by a staff member.

An unexcused tardy will be given if a student is ten minutes or less late and they don't have a note from the office, another teacher, or a parent. If a student is later than ten minutes it will be counted as an absence, but I still want you in class!

Respect is something we all want, especially as adults. The trick is, respect is a two-way street, if you want it, you have to give it. In Art we respect one-another, we respect the studio space, we respect our materials. In turn, if we respect these then they will respect us, resulting in better relationships with our peers and teachers, better results from our materials because they're well-maintained, and cleaner more organized environments within which to be creative.

### **Grading**

Each Art Project asks the artist to complete all expectations.

- No progress results in a project grade of 0% out of 100 points.
- Partial completion of art project expectations is a grade of 80% out of 100 points.
- Completion of Learning Checks, Art Journal sheets, and project artwork is a grade of 98% out of 100 points.

The grades are based on feedback and progress as discussed by students/artists and the teacher. Summary/Reflection/Feedback Rubric sheets in the Artist Journal will be used. They are a way for the artist to demonstrate understanding and effort. They let one know exactly what is needed to do to get the grade wanted. It's less about natural ability and more about effort!

Weekly Engagement Grade: Learning and growth occur through the Artistic Thinking Process. For this reason, you, the artists, will be assessed based on a weekly engagement grade. The expectation is that you are fully engaged in the process daily, taking part in all activities.

**I:** Inspiration - Maintains their Art Booklet/Journal. Explores new media and techniques.

**D:** Design - Brainstorms ideas. Develops a plan. Creates Lesson Objectives/Artistic Goals

**C:** Creation - Develops original works of art. Uses class time productively. Persists even when problems arise.

**R:** Reflection - Reviews work. Completes Booklet/Journal sheet. Considers display/presentation options.

	<b>Engaged = 98 points</b>	<b>Compliant = 80</b>	<b>Disengaged - 0</b>
<b>Week 1</b>	I    D    C    R		
<b>Week 2</b>	I    D    C    R		
<b>Week 3</b>	I    D    C    R		
<b>Week 4-9</b>	Repeats through the 9 <sup>th</sup> week of the quarter.		

Grades will be maintained and updated frequently in Canvas and Skyward so that it stays up-to-date including mid-term, and final grades.

Grade Scale:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

0 – 59% = F

Course Calendar: This course is paced according to student progression and mastery of content. There are several projects each student will need to complete. There is an order to the progression provided below. The average student will take approximately 9 weeks to complete the course. It is possible to complete the course early if mastery is demonstrated for each module.

#### List of Modules

- Media Fair
- Object
- Architecture
- Landscape
- Nature
- Portrait
- Figure
- Imagination
- Non-Representational
- Big Idea

Course Structure: The course has thematic modules represented in the list above. Each module will be introduced along with technique and artist lessons. A student will choose 4 modules to complete, each module takes about two weeks to complete and consists of mini lessons, skill/technique acquisition, artist lessons, and student choice art projects.

Original artwork is emphasized in this course. Every student is an artist and as such will be responsible for designing, creating, and self-evaluating no less than four Original Works of Art by quarter's end.

#### **Textbook**

There is no textbook for this course.

#### **Instructional Resources**

All resources will be provided in the art studio or in the online Canvas course.