



**Thornton High School**  
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<b>School Year</b>	2017-2018	<b>Teacher Name</b>	Ms. Katie Funk
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<b>Course Name</b>		<b>Drawing and Painting 2</b>		
<b>Course Description</b>	<p>This advance course deals with the fundamentals of drawing/painting, drawing/painting techniques, and materials. In this course, we will study and apply the elements and principles of design. Participants will also develop a greater understanding of two-dimensional composition. Participants will review and demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Students will be introduced to drawing techniques by using different mediums (charcoal, pencil, marker, inks, colored pencil, pastels, and other medias) to create and manipulate images in a variety of ways.</li> <li>• Students will use Adobe Creative Suite to aid in creating online portfolios, sketchbook entries, and galleries of their work.</li> <li>• Students will learn how to use the computer to draw original artwork by using a mouse as a drawing tool in Adobe Illustrator</li> <li>• Students will be instructed on presentation techniques.</li> <li>• Students will understand the process of critiquing art and interpreting drawing.</li> <li>• Students will have multiple opportunities to create art around the recurring themes of fine art, drawing, 2D art, and art history.</li> <li>• Students will be presented with information and have classroom discussions on the history of art.</li> <li>• Students will complete art assignments that are intended to help them learn to see and feel the endless possibilities of the world of art that surrounds them.</li> </ul> <p>In this course, you will be required to use e-mail, participate in blog discussions, in class discussion, take quizzes, write artist reflections and visit art shows/exhibits outside of this class.</p>			
	<b>Unit of Study</b>	<b>Grade Level Expectations/Content Standards</b>	<b>Approximate Time Spent or Percent of time Spent</b>	<b>Targeted Date of Assessment</b>
Elements and Principles of Design	CAS.VA.HS;3 Invent and Discover to Create. GLE.1,2. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas. Assess and produce art with various materials and methods.	1 week		
Color Theory (Understanding Color)	CAS.VA.HS;4 Relate and Connect to Transfer. GLE.2,3. Communication through advanced visual methods is a necessary skill in everyday life. Art is a lifelong endeavor.			
Understanding Composition and Painting	CAS.VA.HS;3 Invent and Discover to Create. GLE.2. Assess and produce art with various materials and methods.	2 weeks		
Painting from Objects	CAS.VA.HS;3 Invent and Discover to Create. GLE.2. Assess and produce art with various materials and methods.	2 weeks		
Structures and Landscapes (Perspective)	CAS.VA.HS;1 Observe and Learn to Comprehend. GLE.3. Art and design have purpose and function CAS.VA. HS;3 Invent and Discover to Create. GLE.1 Demonstrate competency in traditional and new art media, and apply appropriate and	3 weeks		

		available technology for the expression of ideas.		
Anatomy and the Figure (Self-Identity, Perception)		CAS.VA.HS;1 Observe and Learn to Comprehend. GLE.1.3 Visual art has inherent characteristics and expressive features. Art and Design have purpose and function. CAS.VA.HS;2 Envision and Critique to Reflect. GLE.3. Interpretation is a means for understanding and evaluating works of art.	2 weeks	
Painting from your Mind (Fantasy)		CAS.VA.HS;4 Relate and Connect to Transfer. CAS.VA.HS;2 Envision and Critique to Reflect. GLE. 1.2. Reflective strategies are used to understand the creative process. Interpretation is a means for understanding and evaluating works of art.	3 weeks	
Experimentation with media (Protest, Social Commentary)		CAS.VA.HS;3 Invent and Discover to Create. GLE.1.2 Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas. Assess and produce art with various materials and methods. CAS.VA.HS;1 Observe and Learn to Comprehend. GLE.1. Visual art has inherent characteristics and expressive features. CAS.VA.HS;2 Envision and Critique to Reflect. GLE.1.2.3. Reflective strategies are used to understand the creative process. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes. Interpretation is a means for understanding and evaluating works of art.	2 weeks	
<b>Grading Scale</b>	<b>Grade Percentages/Weights</b>			
<b>A</b>	9 0 - 1 0 0	<b>Summative Assessments &amp; Projects</b>	<b>80%</b>	Tests, Quizzes, Artist Statements, Personal Websites, Rubrics, Finished Products/Projects, Presentations, Sketchbook/Investigation Workbook
<b>B</b>	8 0 - 8 9	<b>Formative Assessments &amp; Projects</b>	<b>20%</b>	Sketchbook/Investigation Workbook, Peer Evaluations, In-Process Critiques, Self-Evaluations, Worksheets, Class Participation
<b>C</b>	7			

	0 - 7 9		
<b>D</b>	6 0 - 6 9	<b>*Weekly progress grades are posted at <a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a></b>	
<b>F</b>	5 9 - 5 0		

*\* Criteria and expectations are given for each assignment and may differ for each assignment. If students' use their class time responsibly, turns in their work on time, and actively participates in class activities, success is guaranteed.*

#### General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

#### Class Expectations

**Attendance:** Please refer to the school attendance policy. For each excused absence day, students will get 1 additional workday on a project. Make up work time on the project must take place outside of regular class time.

**Participation/studio time:** Each day is worth 20 points in studio work. Students will not gain some/all/any of these points if they are absent, late, or choose not to partake in their studio work. Students are able to regain points if they need/want to by making up the time on an off hour, after school or lunch. The time must be pre-arranged and convenient for the teacher, since it would be outside of prescribed class time.

**School Equipment:**

At any point during the semester, students may be loaned and or using school equipment including but not limited to: drafting self-healing table tops, computers, cameras, tripods, lighting equipment, card readers, flash drives, scanners, computer mice & keyboards, and other miscellaneous supplies. It is the student's responsibility to use school equipment in a safe manner. If equipment is broken, damaged, lost or stolen, it is the responsibility of the student or family to pay for any replacements. Large items that are checked out to be borrowed overnight must be signed out in the teacher's equipment logbook. No food is allowed in the classroom.

**Sketchbooks/Binders:**

As part of the IB in the visual arts program, Investigation Workbooks/Sketchbooks are a required part of the IB curriculum. **All students must use a binder provided by the art department.**

Sketchbooks/Investigation Workbook are used for students to brainstorm, make preliminary sketches, and explore options in the creative process. Depending on the class, students are expected to work ten minutes (Warm-up) in their sketchbooks at the beginning of the class. The warm-up assignments are usually open to interpretation and are graded on use of time and completion of the warm-up assignment.

**Movies, YouTube, Shows, Clips:**

Throughout the course, instructional and animated movies or clips may be shown for inspiration and/or informational purposes. Movies will always be rated PG-13, PG, or G, anything else not rated will be appropriate for age level and content.

I am very excited to be here at Thornton High School and am looking forward to getting to know you during our creative and productive semester!

#### **Student Expectations**

1. Students are expected to be on time and prepared when class starts.
2. Students are responsible for cleaning their work area and taking care of shared materials in the art room. Clean up and care for materials and the room is part of the participation grade for each project.
3. Students are expected to respect themselves, each other, and the materials.
4. Students are expected to follow safety rules for tools and materials used in the classroom.
5. Electronic Devices players may not be used at Thornton High School.
6. Students are expected to have a good attitude when entering the classroom, try new things, and give their best effort on each assignment.