

Art Foundation 09-10

Location:

Art Room
Mon, Wed, Thu, Fri
11:30 am – 12:15 pm

Teacher:

Onah Helgesson
School: 646-8236 ext 216

Office Hours:

Tuesday and Thursday 330pm to 430 pm (by appointment)

Textbooks

“The Art of Seeing” Paul Zelanski and Mary Pat Fisher
7th Edition Prentice Hall
“Elements and Principles of Design” Student guide with Activities
Crystal Productions

Materials needed:

Spiral Bound Sketchbook (at least 9 in X 12 in)
Drawing pencils (4h, hb, 2b, 4b, 6b)
3 Ring Binder
Pencil sharpener
Art gum eraser
Thin black pen
Scissors
At least 24 Prismacolor Pencils

Teaching Approach

I believe that everyone has the potential to be creative and artistic. Art is a universal form of communication and self-expression. I encourage a safe, non-competitive learning environment where everyone shares his or her skills and knowledge. In the classroom we focus on analysis rather than criticism and acknowledge that we are all on our own personal journey in discovering our artistic voices. I see myself as a facilitator that helps each student travel along his or her own creative path.

Course Description

This is an introductory course to art and its four major components (art production, art criticism, art history and aesthetics). This course is designed to give all students a basic introduction to the world of art so that when they leave this class (whether or not they wish to define themselves as an artist) they will feel more confident when observing, creating and discussing art pieces. This will be achieved through guided hands on art projects, class discussions, homework assignments and self-reflection. Students will be asked to read, present and discuss the information in the textbook “The

Art of Seeing". We will be doing hands on projects from the booklet "Elements and Principles of Design" This course focuses on the Elements and Principles of Design and an overview of Artistic Techniques and how they have been used in historical and contemporary art.

We will explore how people understand art, what visual elements are used and how they are organized. Hands on projects will incorporate many two-dimensional and three-dimensional media and methods. This course is designed to help all students discover their creative expression and guide each student appropriately depending on their past experience with diverse mediums. This class is organized for individual development and will equally challenge the student who has never taken an art class before to the student who has been studying art for many years. An environment of skill and knowledge sharing is greatly encouraged.

Throughout the semester we will work on and with Oak Grove's Arts of Inquiry (students will observe, question, fact-find, conduct original research, and engage in self-reflection), Communication (they will speak, write and listen), Academia (they will learn to present work according to the highest academic standards), Engagement (they will learn about what motivates them, develop a sense of self-direction, examine their own thinking, and learn about learning), Aesthetics (they will experience a sensitivity and appreciation to many forms of arts, they will continue to discover the artist within and find many ways and mediums to express themselves artistically)), and Caring and Relationship (they will develop self-understanding of how they are creative in there life and appreciation for how others express themselves creatively in diverse ways. They will see how creativity has been expressed in different cultures and learn to appreciate the diversity and what is being communicated)

Goals of a Visual Arts Education

Art in school is both a body of knowledge and a series of activities. Fundamentally, learning in art has four major components. The goal of art education is the development of these areas:

*By making art (art production);

*By responding to and making judgments about the properties and qualities that exist in visual forms (art criticism);

*By acquiring knowledge about the contributions artists and art make to culture and society (art history)

*By understanding the nature, meaning, and value of art (aesthetics).

Homework:

Students should expect to spend an average of 1 1/2 to 2 hours per week on homework for this class.

Illness (unless grave) is not an excuse not to do homework. When a student cannot come to class s/he should bring the work due on the first day that they return to school. Should a student nonetheless miss homework s/he can gain an extra point by doing extra credit.

I do not, under any circumstances, accept late assignments, although I will note that they are done—this may help a grade if it is in between two grades at the end of the semester.

Classroom Guidelines

Be prepared for class – bring textbook, sketchbook, pencils, etc. to class everyday.
Be to class on time.
Listen to and follow directions – ask questions.
Respect the people, equipment and furnishings in the art room. Get permission to use other's materials.
Use all tools safely and properly.
Be honest and accountable for your actions.
Use your time wisely – stay on task and work towards project and assignment objectives.
Work quietly – use appropriate language and have appropriate conversations.
Be responsible for work area and tools – clean up after yourself!
If you miss a class check with Onah to make up work
Personal music players are allowed during certain projects
Computer used only for collecting info related to an art project
Save all of your work (you'll need it for your portfolio for the end of each semester)
Positive feedback to others and yourself is encouraged
Come with an open mind and willingness to try new things
Have a positive attitude – you CAN do it!

Guidelines on Class Behavior:

When students are excessively disruptive in class and do not respond to requests to end the behavior, I will ask them to leave the class. Parents, the Dean, and the High School Director will be contacted. They will be asked to write a 2-3 page typed double-spaced essay in order to reflect on their behavior and its meaning. If it comes to the point that I have to ask a student to leave the class a second time, they will be asked to write a 5 page essay to reflect on their behavior and both the Head of School and the students' parents will be contacted. A third incident could be cause for suspension or dismissal.

Attendance:

Students are required to follow school policy on attendance: if students miss 10 or more classes (not only days) during a semester, whether excused or not, their course grade will automatically be a C (or lower if that is where their grade is). Attendance will be taken at the start of every class. It is the responsibility of the student to keep track of their attendance record; I will not remind them of it. Should you miss a class, you are responsible for catching up. You should assume that you missed something important and find out what that is. I will not remind you.

Tardiness:

Students are required to be on time. Tardiness will be noted down at the start of every class. The definition of tardiness is: to arrive in class after the clock in-class, which runs on radio-controlled time, indicates class has started. It therefore makes sense to come a little early to class and to wear and consult a watch. If students are late 10 or more times in a semester their course grade will be dropped by a full grade (e.g. from a C to a D, or D to F). It is the responsibility of the student to keep track of their tardiness record; I will not remind them of it. Should you come late to class, you are responsible for catching up.

You should assume that you missed something important and find out what that is. I will not remind you.

Student Needs

Students need to bring to class for every class:

1. Working pens, pencils and color pencils.
2. A binder in which they can store notes, handouts, and their graded materials without loosing them.
3. Their sketchbook
4. Their textbook(s).

--Students are responsible for staying organized and for not loosing their books, notebooks, handouts, and graded materials. It is the responsibility of the student to keep track of their grades; I will not remind them of it.

--In addition students need access at home to a working computer with Internet access, a word processing program and a working COLOR printer with standard white 8 ½ by 11 printing paper.

Assessment

Assessment is the process of judging in terms of criteria. Assessment is an integral part of expected learning outcomes. Criteria are expected outcomes and observable evidence of learning. The main purpose of assessment should be to improve teaching and learning and to measure student's progress. Evaluation of each student will be by the following methods:

*Projects 30%	Grading Scale:
* Final 10%	
*Midterm 10 %	100-90 = A
*Sketchbooks 5%	89-80 = B
*Homework 15%	79-70 = C
*Weekly progress/ Effort in class 30%	69-60 = D
	Below 60 = F

Grading Rubric

Most hands on assignments will be evaluated using the "Assessment Criteria for Art Rubric" that is attached to this syllabus

Due date and late policy

Late or partially completed assignments will not be accepted unless due to an excused absence.

Extra Credit

Extra credit may be earned by attending any art related function outside of normal school/art class activities; such as museum exhibitions, art walks, artist openings/receptions, etc. Proof of attendance will be required and the credit earned will be dependent on specific event.

Sketchbooks, Portfolios and Binders

You will be required to keep a record of all of your homework and assignments in your sketchbook, portfolio and binder. You are expected to keep all work done on this course during the entire school year. DO NOT THROW ANYTHING AWAY!! Your work will be reviewed at least twice a semester.

Art Exhibitions

You are required to exhibit at least one art piece in both the Fall and Spring HS Showcases plus a piece for the Awesome Art Show at the Ojai Valley Museum.

Class Participation

There are five criteria for class participation

1. Students get involved in class discussions by making comments related to the homework and in class projects
2. Students prepare themselves for the class by doing the homework.
3. Students help the teacher create a relaxed but also serious and educational environment.
4. Students show the teacher, fellow students, and visitors proper respect.
5. Students take appropriate notes in class, work focused on in class projects and do not interrupt class needlessly.

Class Discussion

Students will frequently participate in class discussions, often about the course material, which is why doing the reading for class is so important. The intention here is twofold, firstly to see if we can discover new insights and ways of understanding through sharing our critical and analytical thoughts and opinions on the subject material, and secondly to reinforce mastery of the material and make it our own.

Class discussions have another component however: learning about others and ourselves. When we discuss topics about which we will have divergent opinions we often feel a range of emotions across the scale from strong agreement to strong disagreement. In this class it will be important to learn about this dimension of being with other people as well and to not only focus on the readings. The intention of this aspect of class discussion is also twofold, firstly to create a supportive environment where we can help the person speaking to go deeper into what is alive in them and help them verbalize that, and secondly to create an atmosphere where we look afresh at what is going on inside of us, trusting that we can discover new understandings and insights about who we are.

Class discussions are an integral part of an Oak Grove education. Students learn about and apply skills from Oak Grove's Art of Communication and the Art of Caring & Relationship as well as from the Art of Inquiry and the Art of Engagement. Participation in class discussions consists of discussing readings and content, caring for others and participating in a movement of discovery and will be part of the course grade.

Weekly Readings

You should be reading no longer than a half an hour a day. Be aware that the art terms used in the book may be difficult at first but with practice you will get used to them. Consider working with another student who has an artistic background or an adult. Focus

on understanding the larger concepts of what you are reading and be sure to look carefully at the pictures (they can say a thousand words sometimes)

Weekly In-Class Schedule

During our 4 class periods a week we will discuss the homework (usually Wednesday, Thursday and Friday), we will work on hands on projects (most days), we will have group class reviews of assignments (at least once a week), we will preview the next day's homework (Mondays, Wednesdays and Thursdays).

Course Outline (this is an approximate schedule and may vary during the year)

Fall Term

Sep 2-4 Intro to Course

“What is Art?”

“How are we creative in what we do?”

“What are we passionate about in our life?”

Sep 8-11- Visual Analysis

Description

Reflection

Formal analysis

Learning to See “Understanding Art” Chap 1 pg 11-57

Types of art

Content

Critical Opinion

Lasting Greatness in Art

Sep 14-18- “Visual Elements” Chap 2 pg 58-72

Line

Sep 21-25 HS Camping Trip

Sep 28 – Oct 2 “Visual Elements” Chap 2 pg 73-92

Shape and Form

Oct 5-9 “Visual Elements” Chap 2 pg 93-111

Space

Oct 13-16“Visual Elements” Chap 2 pg 113-118

Texture

Oct 19-23 “Visual Elements” Chap 2 pg 119-133

Value and Light

Oct 26-30 “Visual Elements” Chap 2 pg 134-160

Color

Nov 2- 6 “Visual Elements” Chap 2 pg 161-169
Time

Nov 9-13 Chapter Reviews and Midterm

Nov 16- 20 Hands on Assignments using Elements of Design

Nov 23-24 Hands on Assignments using Elements of Design

Nov 30-Dec 4 “Organizing Principles of Design” Chap 3 pg 170 -204

Repetition

Variety

Rhythm

Balance

Compositional Unity

Emphasis

Economy

Proportion

Relationship to the Environment

Prep for HS Showcase

Dec 7-12 Final, , Chap 3 Review, Student Final Presentations

Dec 14-15 Student Final Presentations

Spring Term

Jan 11- 15 Mini Projects

Jan 19-22 Mini Projects

Jan 25-29 Visual Analysis Review

Review Design Elements

Line

Shape

Form

Color

Value

Texture

Space

Feb 1-5 Review Design Element

Color

Feb 8-12 Review Design Element

Form

Feb 16-19 Perspective

Feb 22-26 Review Design Principles

Balance
Movement
Rhythm
Contrast
Emphasis
Pattern
Unity

Mar 1-5 Review Design Principle

Balance

Mar 8-12 Review Design Principle

Movement

Mar 15-19 Review Design Principle

Rhythm

Mar 22- 26 Midterm due

Review Design Principle

Contrast

SPRING BREAK

Apr 12- 16 Review Design Principle

Emphasis

Apr 19-23 Review Design Principle

Pattern

Apr 26-30 Review Design Principle

Unity

May 3-7 Egg Tempera/ Gold Leaf

May 10-14 Acrylic Painting

May 17- 21 Final Project

May 24-28 Hs Showcase Prep

June 1-4 Final Project Presentations

Midterms and Finals

Fall Midterm Nov 12, Thu- review of Chap 1 “Understanding Art” and Chap 2 “Visual Elements” in the textbook “The Art of Seeing”

Winter Final due Thu, Dec 11

The 1st semester final will be a research poster project in which you will be researching an artist from any century and creating a poster portraying the following information:

- Portrait of the artist
- Name of the artist, dates and period of art (ex. - Impressionism, Renaissance, Pop)
- Birth date and location
- Where they lived and studied, perhaps a map of the area (optional)
- A brief biography including: major accomplishments, what made their work unique or changed the direction of art, what style of art did they produce, was the work of this artist accepted by the people of the time, what were this artist’s most famous works and where are they today, did this artist create portraits, landscapes, or abstracts, what seems to be the favored subject matter of this artist, how did this artist learn art techniques (art school, taught by a master, self-taught)
- Timeline that relates the artists life to important art periods and world events
- At least 3 visual illustrations of artist’s work – print images from sites online in color

Poster Guidelines:

- Use a poster board as your background
- Utilize any art materials to create handmade poster
- Craftsmanship extremely important
- Good design and layout
- Format is viewer-friendly and information is clearly presented

PREPARE A 10 MIN ORAL PRESENTATION FOR THE CLASS

Spring Midterm due March 25, Thu

“You will be assigned a chapter in the book”

2 Page double-spaced typed summary of chapter that covers all of the key concepts highlighted at the beginning of the chapter

2 pages of images that relate to your summary

1 paragraph summaries of each of **the world seen**, **artists on art** and **art issues** sections in your chapter

Definitions of all terms in **bold** in your chapter

Poster Board with visuals for oral presentation

10 min prepared oral presentation

Summer Final due Thu, May 27

1 mixed media artwork

At least 18” x 24” in size

Use at least 2 art mediums that we have used in class
Include at least 2 elements and 1 principle of design

1 page typed, double spaced artist statement

Address the following questions:

When do you make art?

Why do you make art?

What is your history as an artist?

What is art to you?

How are you creative in what you do?

1 page typed, double spaced visual analysis of your work

Include Description, Reflection, and Formal Analysis (refer to handout on visual analysis)

BE PREPARED TO SPEAK ABOUT YOUR WORK IN CLASS

THIS WORK WILL BE DISPLAYED FOR THE HIGHSCHOOL SHOWCASE