

VPA Studio Art 09-10

Location:

Art Room
M, Tu, Thu, Fri
2:40- 3:30 pm

Teacher:

Onah Helgesson
School: 646-8236 ext 216

Office Hours:

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

Materials needed:

Spiral Bound Sketchbook (at least 9 in X 12 in)
3 Ring Binder
Drawing pencils (4h, hb, 2b, 4b, 6b)
Pencil sharpener
Art gum eraser
Thin black pen
Scissors
At least 36 Prismacolor Pencils

Prerequisite

Art Foundation, Digital Design, or equivalent

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 advanced studio art course. We will be working on projects that have many components to them. Students will be responsible in keeping visual and written records of their artistic and design process and should be prepared to present these to fellow students, teachers and parents. We will be working in a variety of three-dimensional and two-dimensional mediums that will range from oil paint to assemblage of found objects. For those seniors who wish to attend Art School we will also focus on preparing an Art Portfolio for applications to Art Colleges.

Students are expected to have a basic knowledge of the Elements and Principles of Design and basic drawing skills when entering this course. This course is designed to take the student and their artwork to the next level. Students will be asked to work into

more depth on each project, improve their artistic techniques, organize their time wisely, take risks and try something new, and consider often why they create art and what are they trying to communicate by doing so. Most projects will be theme based. They will also be asked to research various artists and artistic movements.

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 SKETCHBOOK, binder, 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 losing them.
3. Their sketchbook

--Students are responsible for staying organized and for not losing 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 the Awesome Art Exhibit at the Ojai Valley Museum and in both the Fall and Spring HS Showcases.

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 about the course material and finished art pieces. 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 course material. 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 In-Class Schedule

During our 4 class periods a week we will discuss the homework (usually Tuesday, 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, Tuesdays and Thursdays).

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

Fall Term

Sep 2-4 Intro to Course

Review of Elements and Principles of Design

Sep 8-11- Tower 1 Project

“What defines a tower?”

Wood Sculpture

Collect Stories and Images

Sep 14-18- Tower 1 Project
 Photograph Tower
 Rivers and Tides Video

Sep 21-25 HS Camping Trip “Towers of found objects”

Sep 28–Oct 2 Tower 1 Project
 Pencil Drawing
 Pen and Ink Drawing

Oct 5-9 Tower 1 Project
 Presentations
 Discussions
 Tower 2 Project
 Preliminary sketches

Oct 13-16 Midterm due Thu Oct 15
 Tower 2 Project
 Model Making Prototypes

Oct 19-23 Student Presentations
 Tower 2 Project
 Final Design Model

Oct 26-30 Student Presentations
 Tower 2 Project
 Final Design Model

Nov 2- 6 Tower 2 Project
 Final Design Model
 Charcoal Drawing
 Paint Tower

Nov 9-13 Tower 2 Project
 Presentations
 Discussions

Nov 16- 20 Tower 2 Project
 Acrylic Painting including tower as subject matter

Nov 23-24 Tower 2 Project
 Acrylic Painting including tower as subject matter

Nov 30-Dec 4 Theme Based Painting
 Final Due Tue Dec 1

Prep for HS Showcase

Dec 7-12 Theme Based Painting, Student Final Presentations

Dec 14-15 Student Final Presentations

Spring Term

Jan 11- 15 Mini Projects

Jan 19-22 Mini Projects

Jan 25-29 Theme Based Painting
Brainstorming
Preliminary Sketches

Feb 1-5 Theme Based Painting
Main work

Feb 8-12 Theme Based Painting
Main Work

Feb 16-19 Theme Based Painting
Presentations
Discussions

Feb 22-26 Print Making
Lino Cut

Mar 1-5 Print Making
Stencil Making
Screen Printing

Mar 8-12 Print Making
Stencil Making
Screen Printing

Mar 15-19 Print Making
Presentations
Discussions

Mar 22- 26 Midterm due Thu Mar 25
Student Presentations

SPRING BREAK

Apr 12- 16 Student Presentations

Apr 19-23	Mixed Media Project Brainstorming Preliminary Sketches
Apr 26-30	Mixed Media Project Main Work
May 3-7	Mixed Media Project Main Work
May 10-14	Mixed Media Project Main Work
May 17- 21	Mixed Media Project Presentations Discussions Final Project
May 24-28	Final Project Due Thu May 27 Hs Showcase Prep
June 1-4	Final Project Presentations

Midterms and Finals

Fall Midterm Oct 15, Thu

The 1st semester midterm 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

Winter Final due Tues, Dec 1

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

Spring Midterm due March 25, Thu

“you will be assigned an artistic movement”

The 2nd semester midterm will be a research poster project in which you will be researching an artist movement and creating a poster portraying the following information:

- Names of key artists involved
- Name of the artistic movement, dates and period of Movement
- Where the movement happened, perhaps a map of the area (optional)
- A brief summary 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 artistic movement accepted by the people of the time, what were this movements’s most famous works and where are they today, did this movement create portraits, landscapes, or abstracts, what seems to be the favored subject matter of this movement, what art techniques did they use

- Timeline that relates the artistic movement 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

Summer Final due Thu, May 27

1 mixed media “theme based 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 of how your work relates to the theme

Address the following questions:

What are you saying about the theme?

How is the theme represented in your work?

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

1 page typed, double spaced analysis of your artistic process

Address the following questions:

What was the most challenging aspect of this project?

What was the most rewarding aspect of this project?

What new techniques did you learn?

What did you learn about yourself as an artist and how you work during this project?