

2019-2020 Syllabus for Visual Arts courses at Public Academy for Performing Arts

Courses: Visual Art (MS Art, HS Art, Intermediate Art, Advanced Art, Art Explorations)

Teacher Name: Juliette A. Beck. M.A.(University of New Mexico), B. A.(University of Minnesota)

Level III Teacher, Endorsed in Visual Arts and Performing Arts, National Board Candidate

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Prep period: 4th period

Room: 22

Course Description: Courses in Public Academy for Performing Arts' Visual Arts department are Discipline Based, and based on National and State standards for Visual Art. This includes: **art making, art analysis, art appreciation, and art history**. Students will continue to build and refine their skills as artists. Students will deepen their vocabulary skills and critical thinking skills. Students will develop a visual arts literacy which includes understanding of the creative process, aesthetics, and creativity. Visual arts courses will prepare students to pursue their passions and talents in the visual arts. Courses follow the New Mexico Public Education Department Art Content Standards for Visual Arts for grades 6-8 and 9-12.

Goals and Objectives: Artist goals and objectives for Visual Arts courses include creating original art, utilizing the Elements of Art & Principles of Design, developing art making skills & growth of art making skills, communicating through art work, taking risks, having a global awareness of art making, collaboration, solving problems, and reflection.

Teaching style and philosophy: My teaching philosophy is rooted in the creative processes connected to the visual arts. I expect all students to be present in class (both physically and mentally) and be respectful of the art studio, materials, their peers, and the PAPA community. Respect, safety, creativity, professionalism, and growth mind set are strong components of my teaching style and expectations from my students. I do not tolerate any bullying, disrespect, or intolerance. The art studio is a safe space where all are welcome. My classroom atmosphere is a Safe Zone. I will challenge students to utilize a growth mind set while exploring art, creating art, analyzing art, appreciating art, and studying art history. Lessons and units will guide students into all levels of Bloom's Taxonomy (Remember, Understand, Apply, Analyze, Evaluate, & Create) and Webb's Depth of Knowledge (Recall, Skills/Concepts, Strategic Thinking, & Extended Thinking).

Safe Zone: http://www.lgbtqi2stoolkit.net/pdf/SafeZone_poster.pdf

My classroom **RESPECTS** all aspects of people including ability, age, ethnicity, gender expression, race, religion, and sexual orientation.

Classroom Expectations: In addition to the rules in the PAPA student handbook, the following expectations apply to the art studio:

The majority of work will be done in class. Therefore, regular attendance is required. Attendance is worth 10% of the grade, per quarter. Unexcused absences will result in a zero for the assignment or project.

No food in the art studio. Water in a container with a lid is allowed and encouraged. Drinks other than water must be set on the drink cart as students enter class.

Cellphones need to be away in your bag or backpack. Phones and electronics will be removed, turned into the office, and returned to student with parent/guardian involvement.

Plagiarism (using someone else's art, images, or work without giving them credit) in the art room is wrong. Plagiarism is different than studying, appropriating, or being inspired by another artist. Always give credit where credit is due. Create original art and also spend time studying other artists.

Students with an IEP that require headphone use will be allowed to use devices as per the student IEP.

Students may be able to earn the use of headphones while working on studio arts projects through excellent classroom citizenship on specific studio work days.

Please help keep the art studio clean. Please help keep the art studio supplies and materials in good condition by using supplies and materials appropriately and safely. Please don't take art materials out of the room. If you need to check out supplies, please ask me. 😊

Come to class ready to work and ready to be creative. Continue to push yourself. Don't give up!

Communication is key! Please let me know if you are struggling, need assistance, or need to share information about your learning. Students are my priority and I am here to help you.

Grading: Students will earn class points for participation, sketch book work, drawing/design challenges, in class activities, art making activities, art history lessons, art appreciation events, and art analysis/critiques, proper use of supplies and materials, and following the classroom art studio expectations. We do an extensive amount of work during class. It is crucial that students be present in class as much as possible.

Sketchbook Work/Art Challenges: 20%

In Class Participation/Attendance: 10%

Projects: 25%

Quizzes/Reflections/Extended Responses: 15%

Tests/Final Projects & Presentations: 30%

Required Materials: Please write your name on all supplies with a permanent marker.

1 sketchbook, 12 X 9, spiral bound or hardcover is best. Please note the sketchbook will “live” in the art room.

1 box of no.2 pencils

1 pencil sharpener

1 large eraser

1 set of color pencils, 12 or more

1 set of skinny makers, 12 or more

1 glue stick

1 black skinny Sharpie OR tech liner (Sharpie Pen, Micron, Prismacolor Fine Line type marker)

1 large Zip Lock Bag to keep items in, please write student name on bag

Course Outline: We will be exploring the Elements of Art and Principles of Design through art making, art analysis, art history, and art appreciation. We will have multiple art projects related to Elements of Art and Principles of Design. There will be art challenges each week. Art will be displayed on campus in pop-up galleries and in the community. All projects and assignments will be entered into Power School on a weekly basis for ease of tracking. A rubric will be provided for all projects. Grades will be entered on a weekly basis.

Throughout the year, we participate in art competitions, contests, school, and community art events, which are required. Past exhibitions, competitions, and contests have included: Youth Art Month, Scholastic Art Awards, National Hispanic Cultural Center Awards, The Harwood Art Center Teen Programs, PAPA Spring Dance Art Contest, Safe Zone Poster Competition, Doodle 4 Google, NMPED Logo Contest, New Mexico Ornament Scholarship, Congressional Art Contests, Art of the West Competition, and University of New Mexico’s Young Artists’ Exhibition. Participation is required.

NMPED Blueprints with Standards:

https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/Art_6-8_Blueprint.pdf

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/Art-9-12-Blueprint.pdf>

Webb’s Depth of Knowledge:

https://static.pdesas.org/content/documents/M1-Slide_19_DOK_Wheel_Slide.pdf

Bloom’s Taxonomy:

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>