Class Purpose

Semester 1

Studio Art: Color and Composition is a class designed for art students with experience curious to explore color theory and composition. We will explore the art elements in depth: line, shape, form, value, color, texture and space, with a focus on color and color media and techniques, as well as the design principles: balance, rhythm, unity, contrast, pattern, emphasis, and movement, and when to use them and how to successfully ignore them. Working in color media: colored pencil, oil pastel, soft pastels, and occasionally paint we will create color study drawings of topics meaningful to us using proven techniques to accurately depict images in a photo-realistic and illustrative style.

We will also study professional documentation, portfolio development, and display our work for public audiences in the form of exhibitions within and outside of City High.

Key Concepts & Essential Questions

- What conditions, attitudes and behaviors support or hinder creativity?
- What responsibilities come with the freedom to create?
- How do artists learn to grow and become accomplished in their art form?
- How does life and cultural experience influence the way you relate to art and the way you create art?
- How do artists determine goals for designing and redesigning work?
- How is personal preference different from evaluation?

Class Overview

Key Performance Indicators / Standards

Students will be assessed on the these key performance indicators and more:

- Employ various approaches to begin creating, such as researching, planning, and practicing independent and / or collaborative artwork
- Develop and / or execute a plan for an installation, artwork, or space design that transforms the perception and experience of a particular place collaboratively or individually.
- Engage in making deliberate and spontaneous works of art by considering elements and principles, artistic norms.
- Create studio projects and participate in studio activities that give students the opportunity to create works of art using various media and techniques.
- Reflect on, re-engage, refine, and revise artwork by engaging in constructive critiques with peers and instructors.
- Demonstrate safe, and skillful handling of tools, equipment and materials and create works of art that employ understanding of craftsmanship.
- Demonstrate understanding of purposeful and responsible use of media, images and resources and awareness of the ethical implications of creating and displaying artwork.
- Professionally document the creation of artwork for display in portfolios, websites, online stores or for the creation of reproductions for sale.
- Determine and apply criteria used by artists to price artwork appropriately.
- Construct evaluations of a work based on different sets of relevant criteria distinct from personal preference.
Major Assignments

Studio Art: Intermediate will consist (at minimum) of 2 major assignments for semester 1: Colored Pencil: Mechanical Object & Oil Pastel containing the following components:

- Research media and artwork created in that medium
- Practice assignments in the particular media
- Preparation and project planning
- Project execution, construction, and process documentation
- Final Art Piece(s) & Reflection / Artist Statement Presentation(s) (Mid Term)

Grading: Competency Based Learning

Competency Based Grading allows students to advance based on their ability to master a competency or particular skill at their own pace. This method is tailored to meet different learning abilities and prevents students from falling behind in any given area, as feedback and revision are key components to mastery. Students will be scored on performance indicators listed in the Class Overview section of the syllabus using the following grading scale:

<table>
<thead>
<tr>
<th>Scoring Levels</th>
<th>Emerging (E)</th>
<th>Nearing Proficiency (N)</th>
<th>Proficient (P)</th>
<th>Highly Proficient (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression (Knowledge)</td>
<td>I can create a masterpiece.</td>
<td>I can create my own artwork.</td>
<td>I can create my own artwork and manipulate art with intention.</td>
<td>My artwork is creative and showcases my originality and originality.</td>
</tr>
<tr>
<td>Evidence (Data)</td>
<td>I understand the purpose of a grid.</td>
<td>I can use a grid as a tool.</td>
<td>I can follow the grid drawing technique accurately.</td>
<td>I can follow the grid drawing technique accurately and creatively.</td>
</tr>
<tr>
<td>Evidence (Skill &amp; Technique)</td>
<td>I can use drawing and ombre techniques using the tools for this project.</td>
<td>I can apply drawing and ombre techniques accurately and creatively using the media for this project.</td>
<td>I can follow the grid drawing technique accurately and creatively.</td>
<td>I can follow the grid drawing technique accurately and creatively.</td>
</tr>
<tr>
<td>Evidence (Artwork: Photos)</td>
<td>I can photograph my artwork.</td>
<td>I can photograph my artwork accurately.</td>
<td>I can photograph my artwork accurately and creatively.</td>
<td>I can photograph my artwork accurately and creatively.</td>
</tr>
<tr>
<td>Evidence (Craftsmanship)</td>
<td>I can create artwork.</td>
<td>I can create artwork that showcases creativity.</td>
<td>I can create artwork that showcases creativity and techniques.</td>
<td>I can create artwork that showcases creativity and techniques.</td>
</tr>
<tr>
<td>Evidence (Wattled Prints)</td>
<td>I can create my own artwork.</td>
<td>I can create my own artwork accurately and creatively.</td>
<td>I can create my own artwork accurately and creatively.</td>
<td>I can create my own artwork accurately and creatively.</td>
</tr>
<tr>
<td>Action (Time Management)</td>
<td>I can manage my time effectively.</td>
<td>I can manage my time effectively and efficiently.</td>
<td>I can manage my time effectively and efficiently.</td>
<td>I can manage my time effectively and efficiently.</td>
</tr>
<tr>
<td>Reflection (Artist Statement)</td>
<td>I can write my artwork description.</td>
<td>I can write my artwork description accurately and creatively.</td>
<td>I can write my artwork description accurately and creatively.</td>
<td>I can write my artwork description accurately and creatively.</td>
</tr>
</tbody>
</table>

It is important to note that this grading scale is not parallel to a traditional grading scale (A, B, C, D, F) as it’s assumed that when you are new to a skill or concept, you are Emerging, and once you've mastered the skill or concept you are Proficient or Highly Proficient. The focus is on practice, revision, and production.

Progress on assignments will be posted weekly at the very least (by Wednesday at 5pm). It’s important to remember that grading is focused on effort and growth on a particular performance indicator.

Habits of Heart & Mind

The Habits of Heart and Mind are cross-curricular learning competencies that will be assessed in all of your courses, including Art & Community. Each major project will include assessment of one or more of the Habits of Heart and Mind:

- Inquiry: The art of genuine curiosity
- Reflection: The art of revisiting and contemplation
- Perspective: The art of considering different points of view
- Expression: The art of communication
- Action: The art of initiative and planning
- Evidence: The art of collecting and presenting proof with integrity

Semester Final

The Semester Final will consist of an exhibition of all of your projects throughout the semester in an online (or possibly in person) gallery including documentation of:

- Your process
- Your final pieces and entire portfolio thus far (professionally photographed as much as possible)
- Your Artist Statements

PROJECT & PROCESS INDICATORS

<table>
<thead>
<tr>
<th>HABIT</th>
<th>EMERGING</th>
<th>NEARLY PROFICIENT</th>
<th>PROFICIENT</th>
<th>HIGHLY PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td>I can create artwork that is well-crafted.</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
</tr>
<tr>
<td>Reflection</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
</tr>
<tr>
<td>Perspective</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
</tr>
<tr>
<td>Expression</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
</tr>
<tr>
<td>Action</td>
<td>I can manage my time effectively.</td>
<td>I can manage my time effectively and efficiently.</td>
<td>I can manage my time effectively and efficiently.</td>
<td>I can manage my time effectively and efficiently.</td>
</tr>
<tr>
<td>Evidence</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
<td>I can create artwork that is well-crafted and creative.</td>
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In order to better support competency based efforts, teachers at City High School will generate course grades: (A, B, C, or F) Here is the course grade rubric teachers will use to assign letter grades ONLY AT THE END OF EACH SEMESTER

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Criteria Description</th>
</tr>
</thead>
</table>
| A           | Show Proficient on learning standards for the course by the end of the semester  
Performance on one or more standards for the course are “Highly Proficient”  
All assignments are completed/revised as needed |
| B           | Show Proficiency on at least 80% of learning standards for the course by the end of the semester  
Show “Nearing Proficiency” on all other learning standards that are not yet at “Proficient”  
All but a few assignments are completed/revised as needed |
| C           | Show Proficiency on at least 80% of learning standards for the course by the end of the semester  
Show “Nearing” or “Emerging” Proficiency on all other learning standards that are not yet at “Proficient”  
Most assignments are completed/revised as needed |
| I (Incomplete) | Show Proficiency on at least 50% of learning standards for the course by the end of the semester  
Show “Nearing” or “Emerging” proficiency on all other learning standards that are not yet at “Proficient”  
Less than 50% of the assignments are incomplete/missing  
NOTE: Incompletes can also be issued to students who need to complete one or two major assessments that would make the difference between a passing grade (A, B, or C) |
| F           | Less than 50% of the learning standards for the course by the end of the semester are “Proficient”  
More than 50% of the assignments are incomplete or missing |

Thank you for being curious about the art processes and techniques! I look forward to creating with you this semester!

*Images in order of appearance: Michael Fisher colored pencil grade 10, Kami Warren soft pastel grade 11, Skye Media oil pastel grade 11