

## **Visual Art at Kingston High School**

At KHS, we offer the following visual art courses:

Art I & II  
2D Art & Design  
3D Art & Design  
Advanced 2D Art

Advanced 3D Art  
AP Studio Art- Drawing  
AP Studio Art- 2D Design  
AP Studio Art- 3D Design

The content of our art courses revolves around four basic ideas, called our Power Standards. These four standards are the “big ideas” of our courses. They are the main things we want you to come away from your class with. Each of our lessons and projects will contain elements of these power standards but will usually focus more heavily on one or two. The Power Standards are:

- \*Elements & Principles of Art
- \*Methods and Materials
- \*Voice/Point of View
- \*Reference (historical & cross-curricular)

These courses are designed to give students a complete course of study, so that they are prepared and qualified to enter any visual or creative arts college, certificate, or career program they choose, for their post-secondary path. Taking a complete, four-year course of study, ending with high-level work, such as AP courses, also gives students the best chance to earn scholarships for the program of their choosing.

### **Course Descriptions and Objectives**

#### **Art I & II**

These two courses are basically, the same course with different projects. That is to say, the same concepts are taught in both Art I & Art II. These two semester-long offerings were created to give students with little to no formal visual art experience an opportunity to enjoy learning the basic foundations of art concepts, materials, and techniques. This is a beginners’ course and all entering freshmen (or new students without experience) are encouraged to start with this course. Students will be taught about a broad range of basic materials of drawing, painting and sculpture as well as techniques for how to see the world around them so that they may accurately represent it in works of art. Some of what the course will cover follows:

- The Elements of Art and Principles of Design
- Watercolor and acrylic techniques
- Installation Art
- Sculpture techniques with various materials
- Basic color theory
- Observational drawing using the Envelope/Block-in method
- Storytelling and personal voice

While all of our power standards are addressed in our projects, Art I & II students tend to focus more intensely on the *Elements and Principles of Art* power standard. Students in this course receive project grades as well as grades on several short quizzes throughout the semester.

## **Two-Dimensional Art & Design- 2D Art, Advanced 2D, AP 2D and AP Drawing**

The 2D Art classes are challenging in that any or all of them may be taught in the same room at the same time. In order to do this without instruction suffering, students are relied upon to come ready to listen during initial project instruction, and to be dedicated, independent workers during project work time. When the students and I have determined which Studio Art section will be the most successful learning experience for them, we will arrange the class seating according to section in order to facilitate instruction.

**2D Art & Design** students will follow a curriculum which builds on the skills acquired in Art I & II. The course will offer assignments which will often be based on artistic movements and styles, addressing our Power Standard, *Reference*. For example, when studying Fauvism, we may create a still life in the style of Vincent Van Gogh, complete with wild impasto strokes of the paintbrush; when studying the work of Chuck Close we may create oversized super-realistic portraits using a design grid. We will also begin to develop a personal artistic point of view through more open-ended assignments. These assignments usually begin with group discussions about a given topic, wherein students are asked to consider their position and/or feelings on or about that topic. Next, the students spend time developing and expressing their thoughts from our discussion as visual ideas, in their sketchbooks. Finished works are often completed in the medium and size of each student's choosing. The final pieces in these type of assignments are typically as varied and unique as each individual student.

**Advanced 2D Art (Pre-AP)** students will complete assignments designed to help them explore their own artistic voice and begin to develop their own style. It would be a mistake, however, to interpret this description of the ASA assignments as a license to do "just any old thing" and attempt to defend it by dubbing it "my own style." ☺ As art teachers go, I could be considered "old school," and as such always expect project work to demonstrate proper use and understanding of the elements and principles of design as well as the best quality draftsmanship each student is currently capable of. Students will always have ample time to work on my suggestions for improvement of their works. The Advanced 2D students will create a portfolio of work using the same basic guidelines that our AP students use. This will help prepare them for the next level of earning college credit through one of our AP courses. Advanced students tend to focus more on the investigation of *Methods & Materials* and begin to develop their unique *Voice/Point of View*.

**AP Studio Art-Drawing & 2D- (AP)** students spend the year developing a body of work with a definite *Voice/Point of View*. By the time a student takes one of our AP Art

courses, they are expected to have a solid grasp of the *Elements & Principles of Art* and a facility with a variety of *Methods & Materials*.

These students must have twenty-four (24) original works completed by the first week of April so that they have time to organize their digital portfolio, which serves as their AP “Exam”—not an easy task. AP students will be evaluated every two weeks. These assessments will most often take the form of our group critiques. We also have individual critiques, peer critiques and various writing assignments designed to help students organize their artistic ideas.

**\*\*Advanced and AP Art students** will be required to display their work in venues of their choosing, throughout the year. This could be an online display, such as a web site or facebook page, a display space created here, at KHS, a physical display at a local business, or even a more traditional display space such as a local gallery that may offer some wall space for young artists. Getting one’s work “out there” is extremely important for artists—both for learning how to prepare work for display and for dealing with feedback. This required part of the course is also another way to feed the “gradebook monster” with the required data while doing real, authentic learning in art. 😊

### **Three-Dimensional Art & Design-** 3D Art, Advanced 3D, AP Studio Art 3D Design

The largest challenge in our 3D Art classes is often the sheer number of students in them! However, if the biggest problem I ever have is that too many students want to enroll in my art classes, I will have a long and very happy career. 😊

**3D Art (Pottery & Sculpture)** students have their course broken into two parts. I hope to eventually make each part available as a semester-long option for a half-credit.

#### **Part 1 (1<sup>st</sup> semester)**

Students break into groups and rotate through various project stations in order to learn different pottery/sculpture techniques such as coil building, slab construction, pinching, wheel throwing, relief carving and working with armatures.\* We also demonstrate, discuss and execute basic glazing and decorating techniques.

#### **Part 2 (second semester)**

Students must create six finished works, complete with design renderings and glaze or paint, as appropriate. Students must also choose at least one of their finished works for display in the district arts festival.

\*Other sculpture media, such as cardboard, plaster, wire, tape, etc., will also be introduced, throughout the year.

\*\*The techniques taught in *Semester I* are necessary, prerequisite knowledge for students to acceptably complete the work of *Semester II*. Because of this, any zeroes on *Semester I* projects will need to be cleared by completing and turning in that work, thereby demonstrating competency with the basic construction techniques, **before** students will

be allowed to move on to their *Semester II* projects. The zeroes from *Semester I* will stand but, once all of the *Semester I* work is in and graded, the student will receive a 100% grade for *Semester II* for the assignment, “Semester I Make-Up Work.” Students who have completed all of their first semester work on time receive an automatic A for this assignment.

\*\*Students should understand that taking this route can dig quite a hole for them to have to climb out of and it is highly recommended that they do *everything* they can to get Semester I’s work done in the initial time allotted. Because students can continue to work on projects after each two week assignment period and turn them in at any point up to the week before the end of the semester, a student’s grade can look bad even though there is no real concern that they will fail for the semester. Mr. Andrews will put a zero grade in the book two weeks after a given project is *scheduled* to be completed. This zero will be wiped out and the project graded, for full credit, up until that last week before the end of the semester. The zero is there to show the student what their overall grade *will be* if they don’t get that project done in time. This makes things like Senior Warnings nearly impossible to complete with any accuracy. Pottery students, and their families, who need this credit for graduation should keep track of their grade status throughout the semester—not only in the final week of the semester, when things have potentially reached a crisis point. Mr. Andrews and Kingston High School **will not**, and will be under no obligation to, make any adjustments to assignment requirements.

## Supplies

*All of my 2D Art students should have the following:*

- \*Graphite Pencils- Plain old number twos are fine! ☺
- \*Pens for written work (blue or black only please)
- \*A small, handheld pencil sharpener (non-electric and preferably with its own catch basin)
- \*A small binder for design renderings and handouts. A folder is not acceptable because the papers simply do not stay as neat as they do in a proper binder.

*3D Art & Design (Pottery/Sculpture) must have the following materials:*

- \*Graphite pencils
- \*Pens for written work (blue or black only please)
- \*A small binder for design renderings and handouts. A folder is not acceptable because the papers simply do not stay as neat as they do in a proper binder.

These other items are ones that are optional but **strongly** suggested:

- \*A smock of some sort
- \*8-10 kitchen garbage bags
- \*An old towel (two or three would be even better)

Everything else that students regularly need is provided here in class. Occasionally, students will be asked to bring in “found” or non-traditional art materials from outside of

school. These might be anything from sand, twigs or fabric scraps for our Artist Trading Cards to an old book to be altered for our visual journals.

### **Grading & Opportunities**

*\*\*\*\*\*No KHS art student is ever graded based on “talent.” It would be unfair and far too subjective to do so. Every student comes to me with a different artistic background. Some have had private art lessons all their life and some have had little or no formal art instruction at all or even basic exposure to the world of visual art. One of my goals is to show students that, contrary to the beliefs of many; competence in visual art is not some magic power that one must be born with in order to have any success. Success in the visual arts comes from mastering a set of skills, principles and elements through care and practice just as it does in math, science and language.\*\*\*\*\**

The grading percentage breaks down as follows:

Class project work .....	65%
Sketchbook and design work.....	25%
Studio Maintenance and professionalism.....	10%

Our class assignments will be graded using a scoring guide that measures the student’s mastery of the Power Standards addressed in that particular project, as well as assignment completion as per directions and effort towards improvement. Our students will have frequent sketchbook assignments based on improving their basic drafting skills and/or developing ideas for future works.

### ***Observational Drawing Days***

All of my 2D classes will regularly engage in observational drawing. We may draw from a still life set-up, drawing casts, or from live models (clothed). This is an invaluable tool for any artist, whatever their chosen medium. It also gives students a nice break from whatever project they may be working on at the moment. Every student will have at least one turn as our class model. If there is a genuine reason why a student should not be asked to take their turn as our model, that reason should be shared with Mr. Andrews as soon as possible. Aside from genuine medical exemptions, the expectation is that all students will take part in this, and all other, class participation activities. Another example would be when we use art games to practice and learn. These games often involve getting up and drawing on the white board. These games, while disguised as purely fun, are part of the class and participation is not optional.

### ***Open Studio/Art Club***

One day per week, after school, the art room will be open for students to work on assignments missed due to absence, complete extended learning (AP students) and work on sketchbook drawings. The room will also be available to students not currently registered in art due to scheduling conflicts. This time is called, Open Studio, and serves as our “art club.” The specific day we meet is determined early in the year so that we can get started quickly.

### ***Homework***

There is no assigned homework in our art classes. If a student is doing work outside of our class time, it is due to either a desire to do more involved work or to remedy a poor use of class time which has possibly put them behind schedule. In either case, the work is self-assigned. As an instructor, I strongly believe that homework, especially as part of a student's course grade, is useless and often counterproductive to learning. If a student wishes to delve deeper into their study and practice in art, then I will make myself available to help them in any way I can. I have no desire to cut into what is, all too often, already far too limited time connecting with family, at home.

### ***Late Work***

People don't work at the same pace, in the same way, even when they are creating the exact same thing as thirty other people---and , while the students in a given art course, here at KHS, will be given the same **assignment**, I never want to see thirty copies of the exact same thing. How incredibly boring that would be! So, in keeping with this philosophy, we only have two real, hard deadlines for art assignments. Those are: one week before the end of the first semester and one week before the end of the second semester (or the student's last day, for our seniors, who end school before the other grade levels). We will have dates on which class time for a given assignment ends, and we move on to new assignments. However, students will be able to continue to work on any assignment, outside of regular class time, until the appropriate hard deadline arrives. I will always have a "grace period" wherein I will leave the assignment marked with an asterisk, in the electronic gradebook. This asterisk means the work has not been graded yet, but the missing grade is neither helping nor hurting your course grade. After the grace period, the grade will be changed to a zero. That zero is there for the sole purpose of show the student how their grade will be affected if never turn that assignment in. I will still take the assignment and grade it for **full credit** up until that hard deadline. **\*\*A note of caution-** If a student allows him/herself to build up several asterisks and zeroes, I will likely talk with that student and possibly contact parents, to make sure that everyone is aware of the situation. Things like overdue work can quickly "snowball" out of control and I want to make sure each student has the best chance for success in any of our classes.

### **Attendance**

This is a project-based class with, as stated earlier, little or no work ever assigned for home. This makes regular attendance even more important than it may be in some other courses. As a result, even **excused** absences may affect a student's performance in in the class. Athletes should also be aware that having their absences excused does not necessarily make their attendance **acceptable**. If the student's absences are having an adverse effect on that student's performance in our class, that student may be assigned tutorial, study hall or Open Studio time to make up or stay current on our class work. Finding out what work was missed during an absence and making up that work is the *sole responsibility of the student*. With our numerous tutorial days and Open Studio, no student should ever allow themselves to become ineligible, or experience lower grades, due to attendance issues.

## Conduct

All students are expected to arrive on time and ready to work. All school policies regarding attendance, attire, electronic devices and general behavior will be enforced in our art classes.

**Phone use** in our room does warrant a little clarification. There are times, when our class computers and iPads are all in use and I will authorize a student to use their phone for research. There are also times, particularly in those class periods which have multiple courses going on, simultaneously, when I will authorize a group of students to listen to music on their phones with their headphones on. When I have not specifically authorized the use of a phone in the classroom, it is to be turned off and put away. It is not to be on the work table or visible in any way. When/if phones are allowed for listening to personal music, students are to have a playlist of songs which will allow them to press, "Play," and put the phone in their pocket for the remainder of the period. Use of the phone is not a right, but a privilege. Any abuse of that privilege will result in the student being directed to immediately turn their phone in to the floor office.

Art students will treat the materials and equipment properly and with respect or they will not be permitted to use them. All art students will take part in clean-up of the studio at the end of class. It is expected that, if one should finish cleaning his area quickly, he or she will help others who may have more mess to clean than they can handle alone. We work together in the art room.

We have precious little time each day to work on our art. Therefore, that time must be spent focused on the task at hand, not working on assignments from other classes, texting or writing notes to friends, socializing without working or making frequent bathroom trips. If a student is "stuck" and having trouble figuring out what to do next, he or she is *expected* to seek my help. Again, we work together in the art room.

All students will be treated with respect, both by their classmates and by me. All students will treat the other members of the class (including me) respectfully. Manners such as the use of the terms, please, thank you and excuse me as well as the proper address of adults as Mr., Mrs., Coach, etc. are not optional. There are quite a few of us packed into the art classes. To make it all work, in case you haven't heard, ***we work together in the art room!*** ☺

**\*\*To show that you have read and understand the material covered in this syllabus, please send an email to Mr. Andrews, at [jandrews@nkschools.org](mailto:jandrews@nkschools.org). The subject line of your email must be only the word, syllabus. If you use any other subject line, your grade will not be recorded. The body of your email should simply state that you have read and understand our class syllabus. Please make sure that you include your first and last name and your art class period in the signature space of your email.**