



Portland Public Schools  
Middle Level  
Syllabus

School Year 2011-12

Teacher: Dacklin		School: Mt. Tabor Middle School	
Subject: Art	Course Title: Art 6,7,8	Grade Level: 6, 7, 8	
Course description:			
<u>Course Overview</u>			
<p>Art at MTMS is an introduction to or reinforcement of artistic skills, depending on the experience and practice level of the student. The foundation of the course is instruction in how to see as an artist sees, and therefore, draw, paint and create as an artist does. All assignments introduce or reinforce the elements: line, shape, texture, color, form and space; or principles: balance, emphasis, contrast, rhythm, unity and pattern - of design.</p>			
<u>Teaching and learning methods:</u>			
<p>Lecture, demonstration, participation, critiques, class discussion, written responses, note taking, self and peer evaluation, quizzes, tests, films and research.</p>			
Course outline:			
<i>Course Goals</i>			
The student will:			
<ol style="list-style-type: none"><li>1. Participate in the production of various assignments that teach and reinforce the elements and principles of design.</li><li>2. Become familiar with various media and the techniques for handling them.</li><li>3. Work collaboratively with peers in a studio atmosphere.</li><li>4. Learn to evaluate and critique artwork.</li><li>5. Learn the various artistic periods and styles.</li><li>6. Write written responses to artists and their artwork.</li><li>7. Learn to appreciate art within a historical context.</li><li>8. Assume responsibility for maintaining materials and the classroom.</li></ol>			
<u>Proposed/Suggested Curriculum:</u>			
<p>1<sup>st</sup> quarter – Nature Nametags, Portfolios, Day of the Dead, Frida Kahlo, Drawing on the Right Side of the Brain, Picasso, Color Theory, Color Cartoon Panel Painting, Roy Lichtenstein</p>			

2<sup>nd</sup> quarter – 3-D Puzzlers, Perspective Drawing, Leonardo da Vinci, Fantasy Drawing, Colorful Characters, Illuminated letters, The Book of Kells, Pattern Explorations, Slab Ceramics

3<sup>rd</sup> quarter – Alphabet Animal Block Printmaking, Four Media Cityscapes, African Textile Design, Jacob Lawrence, Faith Ringhold, Polish Paper cutting

4<sup>th</sup> quarter – Bird Monoprints, Starry Night Oil Pastels, Vincent Van Gogh, Group Mandalas, Conquering Glass, Janet Fish, Sherrie Wolf, Green Man Clay Masks

Academic Vocabulary:

The elements of design:  
line, shape, texture, color, form and space.

The principles of design:  
balance, emphasis, contrast, rhythm, unity, and pattern

Assignments will have vocabulary that pertains to the materials, techniques, historical period and artists being studied.

District adopted materials:

Discover Art 6, Art in Action, PPS Performing and Visual Arts Content and Performance Standards, Oregon Arts Content Standards

Supplemental resources:

Books, reproductions, films, community artists, walking field trips, etc.

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd):

Teacher checks for individual understanding, differential instruction, modification and extension of assignments, individual tutoring outside of class, student suggested challenges to assignments, pre-testing for prior knowledge to assist in determining level of instruction, contact with parents to appraise them of progress/challenges and to seek their advice in working with their child, conferencing with other teachers to gain insight and learn successful strategies for dealing with students, etc.

Final proficiencies:

Student will achieve competencies in the above stated course goals.

Students follow rubrics for assignments, complete self and group evaluations, respond in discussions and quizzes/tests to demonstrate understanding of terms, concepts, techniques that are presented in course.

Student will be able give written responses to art reproductions that demonstrate their understanding of terms, concepts and techniques in art.

Behavioral expectations:

*ATTENDANCE:*

Roll is called promptly after the period has begun. It is the student's responsibility to clear with Ms. Dacklin any absences or tardiness with an admit slip from the Attendance office. It is the late student's responsibility to check with Ms. Dacklin before the end of the class period that they have been marked present but tardy in the grade book and the eSIS system.

Participation points are deducted at the rate of 5 pts. per excused absence, therefore any absence or unexcused tardy needs to be made up with advance arrangement at lunch or before school. Student earns 5 pts. for each 30-minute make-up period. Make-up periods enable the student to get individual help from Ms. Dacklin with the assignments and demonstrations that were missed. Any student is welcome to receive individual help at the above times and is also eligible to earn 5 points per 30 minutes. Unexcused absences are deducted 10 points per class period, and require double the make-up time. Please sign up at least one day in advance with Ms. Dacklin to reserve make-up time.

*TARDINESS:*

Three unexcused tardies warrant a detention; time and place to be assigned by Mt. Tabor M.S. administration.

*RULES:*

1. I am in my assigned seat with my pencil when the tardy bell rings.
2. I am courteous and respectful to the teacher and my classmates.
4. I turn in my assignments and homework when due.
3. I stay seated in my assigned seat until given permission to leave it.
5. I take care of classroom supplies and clean-up when asked.
6. I raise my hand to be recognized to talk in classroom discussions.

*CONSEQUENCES:*

Consequences: Reminder, quiet time, conference with teacher, parent phone call/conference, referral and other actions as determined by school rules and Mt.Tabor administration.

*CONTACT INFORMATION:* If you need to contact me my email address is pdacklin@pps.net. You can contact me by phone at 503-916-5646 during school hours.