



Syllabus Template

School Year 2011-2012

Teacher: Molly Renauer		School: Mt. Tabor Middle School	
Subject: Visual Art	Course Title: JMP Art Taborsan Lodge	Grade Level: 6, 7, 8	
<p>Course description:</p> <p>Visual Art at Mt. Tabor is aligned with national and state Visual Art standards and benchmarks. Art classes include:</p> <ul style="list-style-type: none"> ☞ Art History (<i>including independently researching artists, art forms</i>) ☞ Aesthetics (<i>how you feel about art</i>) ☞ Art Criticism (<i>talking about art</i>) ☞ Art Production (<i>making two-dimensional and three-dimensional art</i>) ☞ Multiculturalism (<i>exploring different cultures</i>) ☞ Cross-curricular integration (<i>tying 1 or more other subject areas into art</i>) ☞ Technology ☞ Journal writing, note taking ☞ Sketchbook home and class work ☞ Art careers <p>**A special emphasis is given to Japanese Art.</p> <p>Grading is based on projects, research papers, quizzes, tests, sketchbook, effort, participation. Rubrics are given at the beginning of projects so student expectations are clear.</p>			
<p>Course outline:</p> <p>1st quarter – Elements of Art, Principles of Design, Intro to Art, two-dimensional drawing, painting, three-dimensional clay, mixed media</p> <p>2nd quarter – n/a</p> <p>3rd quarter – n/a</p> <p>4th quarter – n/a</p>			
<p>Academic Vocabulary:</p> <p>Elements of Art: Line, Shape, Space, Form, Color, Value, Texture,</p> <p>Principles of Design: Emphasis, Rhythm, Balance, Movement, Variety, Unity, Proportion</p>			
<p><u>See next pages</u></p>			

Oregon Arts Content Standards:

CREATE, PRESENT AND PERFORM: Apply ideas, techniques and processes in the arts.

Common Curriculum Goals:

- *Create, present and perform works of art.
- *Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.
- *Express ideas, moods and feelings through the arts and evaluate how well a work of Art expresses one's intent.
- *Evaluate one's own work, orally and in writing.

AESTHETICS AND CRITICISM: Respond to and analyze works of art, based on essential elements, organizational principles and aesthetic criteria.

Common Curriculum Goals:

- *Apply critical analysis to works of art.
- *Respond to works of art and give reasons for preferences.
- *Understand the interrelationships among art forms.

HISTORICAL AND CULTURAL PERSPECTIVES: Understand the relationship of works of art to their social, historical and cultural contexts, and the influence of the arts on individuals, communities and cultures.

Common Curriculum Goals:

- *Understand how events and conditions influence the arts.
- *Distinguish works of art from different societies, time periods and cultures.
- *Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.
- *Understand the place of the arts within, and their influences on, society.

District adopted materials: Discover Art 6, Art in Action

Supplemental resources: History of Japanese Art by Penelope Mason, Japanese Art by Joan Stanley Baker, Scholastic Art Periodicals, World Wide Web, PPS District Website, variety of books on art history, aesthetics, art criticism, multicultural art, art process.

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

Teacher feedback on individual expectations and performance, flexible grouping, combining creative thinking and learning. Frequently check individual progress on projects, modifying lessons to achieve greater depth. Encourage students to identify the purpose and/or importance of the lesson using critical thinking skills. Rate and level will be the focus.

Final proficiencies:

Use knowledge of essential elements, organizational principles and aesthetic criteria to describe works of art as well as describe how the elements and principles contribute to the aesthetic effect.

Distinguish the influence of events and conditions on works of art. Identify and relate works of art from different historical eras and cultures, emphasizing their common and unique characteristics.

Class participation, self assessments and portfolio review

Behavioral expectations:

ATTENDANCE: daily

TARDINESS: school policy

RULES: Be prepared, respectful, responsible, safe, cooperative, diligent, peaceful

Please bring to class daily: sketchbook- we'll MAKE sketchbooks in class (do not buy one)
these are all on your MTMS Student Supply list:

3-ring binder (use for multiple classes)

pens/pencils and pencil pouch

colored pencils/markers/highlighter

notebook paper

ruler

agenda book (school-issued)

CONSEQUENCES: Re-taught rule. If behavior continues to be a problem: parent contacted, school/district behavioral consequences protocol will be instituted

CONTACT INFORMATION: If you need to contact me my email address is mrenauer@pps.net

ASSIGNMENTS ARE POSTED ON OUR CLASS WEBSITE: <http://mtmsart.ning.com/>

You may contact me by phone at 503-916-5646 during school hours.