



# 2018--2019 COURSE SYLLABUS BEGINNING ART

Welcome to Art 1/2P. This is the beginning to your art experience at school. Not only do you fulfill a portion of elective requirements to graduate, but while having fun you will develop many life building skills. You don't have to know how to draw because **all you need to do is try**.

Here are some answers to FAQs you may have about this upcoming year...

## Q: What is Art 1-2?

**A:** Art P is a one year course, consisting of Art 1 and Art 2. Art 1 is a prerequisite for Art 2. Art P (the entire year) is a prerequisite for any advanced courses in art, for example; advanced art, architecture, engineering, or teaching. This course emphasizes primarily on the elements of art, and it covers a wide field of basic skills in composition, color theory, illustration, design, drawing, figure drawing, painting and perspective. Students will also participate in critiques, presentations, and conceptual understanding through group discussions. There will be outside work expected along with some research and a portfolio presentation as a final.

## Q: Who am I and how can we reach you?

**A:** I have been teaching for over a decade from Kinder to correctional facilities, however prior to my tenure here I taught mainly fourth, fifth and sixth grades. Because of this primary background I strongly believe in including literacy requirements along with the art curriculum. My career goal was always to become an Art teacher because my favorite class in high school was art, and the teacher was incredible. I am going on my 8<sup>th</sup> year here and hopefully I can be that long term, positive memory for you. I have experience in every medium and cannot wait to share what I know. You, or your family, can reach me...

- Name of instructor: Benjamin Asa Teweles (pronounce tool-ees)
- Room number: F-3
- Telephone number: (916) 433-5200 x1603
- E-mail address: [benjamin-teweles@scusd.edu](mailto:benjamin-teweles@scusd.edu)

## Q: Are there any course materials?

**A:** There are no individual copies of textbooks, though we will be using text in class during lectures called Exploring Visual Design and The Visual Experience. You will need a **sketchbook for homework ever week**. It must be 8 ½ x 11 inches with 100 sheets or more of white paper. If you cannot afford a sketchbook talk to the teacher for there are many ways we can solve this problem. If you want quality work in this class please buy some of your own supplies. These could include: sharpies (black and multiple colors), drawing pencils, color pencils, a sharpener, eraser, and even your own set of brushes. Though we have all these materials over 200 people use them as well and they can be lacking in quality.

## Q: How will I be graded?

**A:** Grades are calculated on Infinite Campus; a total points system that weights the following criteria:

- Studio Projects 45%: We will be completing a series of art projects in where you will learn to apply various materials and techniques used in art. Expectations will be explicitly taught and each project is worth 100 pts.
- Sketchbooks 15%: You are required to complete a minimum of one sketch per week for homework. More sketches may be completed for extra credit. It is expected that each sketch take one or more hour to complete, and each sketch is worth 10 pts. You will need to complete all sketch requirements to receive an "A" in this course.



# 2018--2019 COURSE SYLLABUS BEGINNING ART

- Class Assignments 20%: These are much like any class requirement that expects participation. This could include sketches, notes, warm-ups, critiques, and practices. Participation on these activities could be worth 10 – 25 pts. each.
- Tests 20%: A test will be given at the end of each semester covering the major concepts, vocabulary, artists, and materials related to the course.

## Q: What are the project’s related themes we will do this year?

A: Generally speaking this is the plan:

<p><u>Semester 1:</u></p> <ul style="list-style-type: none"> <li>• Unit One: Line &amp; Texture</li> <li>• Unit Two: Space, Shape, &amp; Form</li> <li>• Unit Three: Drawing Techniques</li> <li>• Unit Four: Figure Drawing</li> <li>• Unit Five: Value</li> </ul>	<p><u>Semester 2:</u></p> <ul style="list-style-type: none"> <li>• Unit Six: Color Theory                             <ul style="list-style-type: none"> <li>○ Color Wheel</li> <li>○ Pop Art &amp; Fauvism</li> <li>○ Pointillism</li> </ul> </li> <li>• Unit Seven: Perspective</li> </ul>
---	--

## Q: What else do I need to know?

A: I adhere to all school and district policies pertaining to attendance, make-up tests, cheating/plagiarism, as well as withdrawal, incompletes, and final examination. Students are expected to be familiar with and adhere to these policies. Furthermore:

- The Principal and instructor reserve the right to modify and/or change the course syllabus as needed during the course.
- Studio projects are subject to display around the campus and community and may be entered in art competitions throughout the year. Projects will be returned to students before the conclusion of the school year. **It is the responsibility of the students to take home their projects in a timely manner.**
- All students are required to follow the class rules, including:
  - No food or drinks: sunflower seeds (or the like) will be immediate detention
  - No electronics of any kind or they will be confiscated
  - All students expected to act respectfully to everyone
  - The 3 B’s: **Be** on time. **Be** on task. **Be** polite.
  - **Do not talk while the teacher is talking.**
  - Participate in all class activities in a self-motivating way.
  - **F.D.F.T.A. - Follow Directions First Time Asked**

## Q: What are the California State Standards for Art?

A: The California Content Standards for Visual Arts, Grades 9-12, Proficient are:

- 1.0 Artistic Perception: Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- 2.0 Creative Expression: Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- 3.0 Historical and Cultural Context: Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- 4.0 Aesthetic Valuing: Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, and the principles of design, and aesthetic qualities.
- 5.0 Connections, Relationships, and Applications: Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that can contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.