




Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Ceramics 1-2, Ceramics 3-4, Ceramics 5-6		
<i>Instructor Info</i>	Name: Jeff Anderson	Contact Info: janderson1@pps.net	
<i>Grade Level(s)</i>	9,10,11,12		
<i>Room # for class</i>	Room: S-224		
<i>Credit</i>	Type of credit: Elective	# of credits per semester: .05	
<i>Prerequisites (if applicable)</i>	Ceramics 1 - None. Preceding classes will be required for higher sequence courses (example: Ceramics 3-4 - prerequisite: Ceramics 1-2)		
<i>General Course Description</i>	This course provides instruction to the ceramic arts. Students will examine and apply the elements of art (line, shape, value, space, color and texture) as well as the principles of design (balance, emphasis, harmony, rhythm and proportion) to their finished ceramic sculpture. In addition, students will survey these techniques with a combination of hand building and wheel throwing techniques. By the end of this course, students will be able to demonstrate through observation, replication and examination/critique these fundamentals in the ceramics arts. Students will also learn the recognition of art aesthetics by identifying the elements of art in their own work and well as the work of other notable artists.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Greetings Students, Parents and Guardians. My name is Jeff Anderson. I am one of the four visual Arts		





	teachers. I teach Beginning, Intermediate and Advanced Ceramics. I'm very excited about meeting you all in the coming days. At Conferences I'm hoping to meet parents and guardians to discuss past and future program highlights, goals and accomplishments.
<i>Course Highlights</i> <i>(topics, themes, areas of study)</i>	Students will investigate the basic elements and principles of art and design through the understanding of the properties of clay, clay construction, and project exhibition. Students will also learn related ceramic vocabulary and be able to constructively apply these terms and principles during active personal and peer critique.
<i>Course Connections to PPS Relimagined Vision</i>	The Ceramic course sequence will emphasise critical thinking, creative expression, visual communication and support the development of creative artistic problem solving strategies that will likely support the development of a life skills "toolbox" to be later utilized in future college or career endeavors.


Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p>Respond A.9: Apply Criteria to Evaluate Artistic Work.</p> <p>Connect A.10: Synthesize and Relate knowledge and Personal Experiences to Make Art.</p> <p>Create A.2: Organize and Develop Artistic Ideas and Work.</p> <p>Present A.5: Develop and Refine Artistic Techniques and Work for Presentation.</p>
PPS Graduate Portrait Connections 	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <p>The visual arts and all creative arts prepare students for the world by developing resilient mindsets that increase flexibility in thinking, persistence, creative risk taking and the ability to use "mistakes" for new directions, self directed learning and pursuit of creative ideas.</p> <p>The creative Arts instill the ability to organize, create compelling content, create many forms of expression through visual storytelling.</p> <p>As students develop the tools of visual image language, written and spoken vocabulary; they develop a sense of confidence and self worth and self advocacy.</p> <p>Through the introduction and study of global arts information, student views of others and themselves expands. This carries over into broader views of current events and increases their skills to critically evaluate the information that is presented to them.</p> <p>The Arts provide students with the language and thinking tools to be reflective, empathetic, and</p>




	<p>compassionate, by seeing how people throughout the ages have created and responded to events in front of them.</p>
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs: <i>Special Education: Beginning Ceramics and all Ceramics courses will give instruction and assignments that can be flexible and will meet the student's skills. If a student enjoys making art, I consider that of great importance. This can provide a more positive outcome than rigid expectations, directives, .</i> <i>504 Plans:</i> <i>English Language Learners: Prompts and instructions are given verbally, written, and visually.</i> <i>Talented & Gifted: All Students are asked to be rigorous and to push their work out of the box.</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 Art Class curriculum includes career related information with visits from Art Colleges and Art professionals. <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
 <p>8/27 Work Section 4: Cultivating Culturally Sustaining Communities</p>	
<p>Tier 1 SEL Strategies</p>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p> <p>The visual arts classes aim to provide an environment where students have a sense of belonging and community. Cultivating community is sustained through collaborative learning activities and peer to peer critiques.</p> <p>Presenting culturally relevant artists that demonstrate and model techniques reflected in the class learning targets. Selected artworks and artists will help facilitate and evoke class discussions and inquiry through class small group reflection. Students will then use these experiences to create original pieces of artwork.</p>
<p><i>Shared Agreements</i></p> 	



	<ul style="list-style-type: none"> - Students will practice these skills through peer to peer critique and the demonstration of learning targets, students will learn to articulate their ideas and be able to create and present their work in a clear and organised manner.
	<p>I will display our Agreements in the following locations:</p> <p>Agreements will be displayed on Ceramics Lab walls in visible locations.</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <p>Feedback can be given in class discussions, through polls, questionnaires, and personal conversations.</p>
<p><i>Student's Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>I will cultivate and sustain cultural relevance in my classroom by presenting a broad range of artists from a variety of disciplines, each pertaining to the learning target or relevance to the current assignment.</p> <p>Families can communicate what they know of their student's needs with me in the following ways:</p> <p>Families can communicate with me through email, telephone and conferences.</p>



<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <p>Student success is celebrated with participation in Franklin High School ArtsAlive. This event is a showcase of student achievement, which is built in over a year long culmination of artistic inquiry, all with the intent to create a finalized work of art. Positive feedback and encouragement will also help motivate and sustain momentum throughout the year.</p>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>I will collect feedback from students in the form of both written feedback surveys and digital feedback surveys.</p>
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <p>Restorative justice practices will be employed when class behavioral agreements are challenged. During class, I will use positive reinforcement techniques to maintain a classroom culture of kindness and inclusion.</p>
<p><i>Showcasing Student Assets</i></p>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Opportunities to showcase student work are created in an annual event hosted by Visual and Performing Arts Arts Alive.</p>

Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	<p>Student studio safety rules and maintenance are posted throughout the room. As a part of class curriculum, safety is integrated in studio best practices including clean-up, potential toxic material management and hazard material handling and storage.</p>
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: If a student needs time out they can take it with permission and allotted time. Attendance will be taken within the first 5 minutes of class daily.</p>
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way: Work will be collected digitally through Canvas class</p>



	<p>site and through individual google portfolio site that the students create in class. Students will also submit physical work when finished.</p> <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: Deadlines are flexible, Late work is permissible with notice and a schedule.</p>
<i>Returning Your Work</i>	<p>My plan to return student work is the following: <i>Timeline:</i> Students will be given a general timeline to submit work. Student work will be returned as needed or as kiln firing is completed. <i>What to look for on your returned work:</i> Student work will be labeled with name and class period. <i>Revision Opportunities:</i> Revision will be accepted when appropriate or if time and materials permit.</p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Directions to submit work will be outlined as per project. Students also have access to class sketchbook bins where physical papers or folders can be kept.</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up: Students who are absent can look up work on either class canvas page or email teacher for questions or concerns.</p>

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provide the following materials to students: All clay and art materials will be provided to students except personal items such as aprons or smocks.</p>
<i>Materials Needed</i>	<p>Please have the following materials for this course: Personal materials may include a smock or apron.</p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course: TBA</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course: Class canvas page will be a resource for both families and students.</p>



Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Student assessments will be in the form of formative teacher/students Conversations, formative conferences, teacher written notes and final assessed grades in Synergy.
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Students will showcase learned techniques and skills through exhibited work, completed summative project rubrics and peer to peer critiques.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Students will partner and demonstrate their abilities by participating in class projects and activities, class exhibitions and end of the year exhibitions such as "Arts Alive."

Section 8: Grades Progress Report Cards & Final Report Cards

<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: The best resource for up to date grades would be Synergy "parent vue" is the best up to date resource for grades.
	I will update student grades at the following frequency: Student grades will be updated weekly in Synergy or as projects are completed. Students will submit either a digital or physical grading rubric at the time of project assessment is made through either peer to peer assessment or by teacher.
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: letter grading A-F entered in Synergy.</i> <i>Meaning of the mark:"</i> <i>Mark: "A"</i> <i>Meaning of the mark: 90-100% = A 79% - 89% = B 79% - 69% = C 68% - 58 % = F</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: A combination of



	formative and summative assignments entered in Synergy. Averaging, rubrics, art folders and personal discussions.
	I use this system for the following reasons/each of these grade marks mean the following: I use averaging, rubrics and summative projects to collect scores for grading purposes.
Other Needed info (if applicable)	
	n/a

