



Course Syllabus	
Franklin High School	2019-2020
Course Title: Advanced/AP Art	Grade Level(s): 11-12
Prerequisites: 2 Fine Art Credits	
<p>Course description: This course is for students who plan to continue their art education past high school. This course is based on a sustained investigation of an inquiry question. Students will be showing mastery of materials and processes, practice and experimentation of materials, revision and synthesis of materials. Students will also identify in writing the materials, processes and ideas used to make works of art and design. Students who are taking this course for AP credit will submit 15 finished works and the process images that went into the revisions and final pieces to the College Board in the spring. Students who are in the class as Advanced will submit their 15 to me.</p>	
<p>Standards: Aesthetics and Criticism</p> <p>AR.08.AC.01 Use knowledge of essential elements, organizational principles and aesthetic criteria to describe works of art and identifies how the elements and principles contribute to the aesthetic effect.</p> <p>AR.08.AC.02 Describe personal preferences for works of art using aesthetic criteria and identify how essential elements and organizational principles contribute to the aesthetic effect.</p> <p>AR.08.AC.03 Explain the distinctive ways that essential elements and organizational principles from various arts disciplines are used in an integrated work of art and identify their impact on that work.</p> <p>Create, Present, and Perform</p> <p>AR.08.CP.02 Describe the creative process used and the effects of the choices made, when combining ideas, techniques, and problem solving to produce one's work.</p> <p>AR.08.CP.03 Create, present and/or perform a work of art by controlling essential elements and organizational principles to express an intended idea, mood or feeling.</p> <p>Historical and Cultural Perspectives</p> <p>AR.08.HC.01 Distinguish the influence of events and conditions on works of art.</p> <p>AR.08.HC.02 Identify and relate works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.</p> <p>AR.08.HC.03 Explain how works of art from around the world reflect the artist's environment, society and culture.</p> <p>AR.08.HC.04 Explain how the arts serve a variety of purposes, needs and values in different communities and cultures.</p> <p>AR.08.HC.05 Explain the influence of the arts on individuals, communities and cultures in various time periods</p>	

Schedule of topics/units covered:

Skills and Techniques Boot camp. This is to review or learn any skills or techniques students feel they've missed in their previous art instruction or that need refreshing. Students will also be making sketchbooks to document their process. All work will be photographed and kept in a shared Google folder.

Throughout the year the teacher will introduce/revisit skills and techniques. Once students choose their inquiry question, they will begin working on their 15 pieces. The 15 need to show the entire process from brainstorm to rough draft to several revisions and then the final piece. The 15 need to show cohesion of materials, idea, process and synthesis of materials. Students will also need to explain in writing all 15.

We will hold critiques throughout the year to give constructive feedback and help improve all student work.

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

Teacher will provide visual examples when necessary. Everything will be accessible on Google Classroom for reference. Students who qualify will be provided extra time. In addition, when needed instructions can be provided in student's native language.

Final proficiencies:

- To learn and apply the basic elements of Art
- Demonstrate proficiency using Elements and Principles of Design
- To constructively critique personal and other student works of art
- To recognize historically notable and culturally significant works of art
- To demonstrate creative potential and artistic expression.
- 15 cohesive pieces showing a sustained investigation of a chose inquiry question.

Assessment (pre/post)/evaluation/grading policy:

Tests, quizzes, projects points will be assigned based on the length and difficulty of the assignment. By Semester, these points will be added to factor into the final grade. All assignments are points based and not weighted. Students show proficiency through daily work and final project outcomes.

Evidence of course competence: Students demonstrate their learning in the following three ways: Achievement- Students are expected to show proficiency and growth. Progress reports posted via Synergy at midterms and at semester Finals. Effort- Students are expected to complete their work on time, thoughtfully, and in a manner that demonstrates vigorous respect for their learning. I accept resubmissions for partial or even full credit. Involvement- Students are expected to engage in classroom discussions, small group work, and daily assignments. Meaningful participation is a graded component of this class.

Behavioral expectations:

1. Respect for self, others, and teacher.
2. Help others in the class to succeed
3. Help keep the studio clean.
4. Store backpacks, purses, and coats in approved zones.
5. No food or drink in the classroom.
- *6. No phones unless specified or otherwise...OFF, AWAY, AND OUT OF SIGHT

Guiding Class Expectations: We all deserve a safe and respectful environment to learn and achieve our academic goals. Be a positive member in our learning community, and a good steward of classroom materials.

Safety issues and requirements: We sometimes use semi-dangerous materials. Students will be instructed as needed on the safe use of such tools or materials.