



## Syllabus: Practices & Policies

### Franklin High School

2021-2022

#### Section 1: Course Overview

<i>Course Title</i>	<b>Intermediate Art 3/4</b>
<i>Instructor Info</i>	Name: <b>Srulle Brachman</b> Contact Info: <b>sbrachman@pps.net</b>
<i>Grade Level(s)</i>	<b>9,10,11,12</b>
<i>Room # for class</i>	Room: <b>S 226</b>
<i>Credit</i>	Type of credit: <b>Elective</b> # of credits per semester: <b>.05</b>
<i>Prerequisites (if applicable)</i>	<b>Beginning Art 1/2</b>
<i>General Course Description</i>	<p><b>Intermediate Art 3/4 is a two semester course using Visual Design fundamentals. It offers experiences that engage students in materials and practices of drawing, painting, sculpture and printmaking.</b></p> <p><b>Inclusive in this course is the study of women artists and artists of color, art history, the development of creative and critical thinking skills, art vocabulary, reflective thinking, a positive world view, and the ability to communicate through visual language.</b></p>


#### Section 2: Welcome Statement & Course Connections

<i>Personal Welcome</i>	<b>Greetings Students, Parents and Guardians. My name is Srulle Brachman. I am one of four visual</b>
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	Arts teachers. I teach Beginning Art and Intermediate Art. I'm very excited about meeting you all in the coming days. At Conferences I'm hoping to meet parents and guardians to discuss what we are doing and how we are doing.
<i>Course Highlights</i> (topics, themes, areas of study)	Intermediate Art uses the Elements and Principles of visual arts to explore focused individual and teacher directed projects. Some of the elements are Line, shape, color, form. Some of the Principles are Balance, Pattern, contrast, etc. Students will view and report on videos of women artists and artists of color and their connections to art history and its impact on the contemporary world.
<i>Course Connections to</i> <a href="#">PPS Reimagined Vision</a>	The Intermediate Art course and all Art courses will emphasize reflective, critical and creative thinking, the power of personal visual communication, development of positive and confident creative artistic problem solving skills that carry over in life skills.


### Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p><b>Respond A.9:: Apply Criteria to Evaluate Artistic Work.</b></p> <p><b>Connect A.10: Synthesize and Relate knowledge and Personal Experiences to Make Art.</b></p> <p><b>Create A.2: Organize and Develop Artistic Ideas and Work.</b></p> <p><b>Present A.5: Develop and Refine Artistic Techniques and Work for Presentation.</b></p>
<a href="#">PPS Graduate Portrait Connections</a>   8/27 Work	<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</p>



	<p>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 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:</p> <p><i>Special Education: Intermediate Art and all Arts courses 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 student positive outcome than rigid expectations.</i></p> <p><i>504 Plans:</i></p> <p><i>English Language Learners: Prompts and instructions are given verbally, written, and visually.</i></p> <p><i>Talented &amp; 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"> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <b>Art Class curriculum includes career related information with visits from Art Colleges and Art professionals.</b></li> <li><input checked="" type="checkbox"/> Career Related Learning Experience (CRLE) #2 -The experience(s) will be:</li> <li><input checked="" type="checkbox"/> Complete a resume</li> <li><input checked="" type="checkbox"/> Complete the My Plan Essay</li> </ul>

 **8/27 Work**      **Section 4: Cultivating Culturally Sustaining Communities**

<p><i>Tier 1 SEL Strategies</i></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>Shared Agreements will be created collaboratively. Agreements will be created in the first days of classes. Agreements will include :</p> <ol style="list-style-type: none"> <li>1. Studio maintenance</li> <li>2. Behavior</li> <li>3. Student - teacher open communication to build trust and community.</li> </ol> <p>There will be emphasis on reflective, critical and creative thinking, the power of personal visual</p>
<p><i>Shared Agreements</i></p> <p></p>	



communication, development of positive and confident creative artistic problem solving skills that carry over in life skills.

I will display our Agreements in the following locations  
**:On the Art Room walls**

My plan for ongoing feedback through year on their effectiveness is:  
**Feedback can be given in class discussions, through polls, questionnaires, personal conversations.**


*Student's  
Perspective &  
Needs*

I will cultivate culturally sustaining relationships with students by:  
**As a visual artist I will show students my work, appropriately discuss my life, have students introduce themselves through personal narrative art, questionnaires, videos of various artists of color and gender.**



	<p>Families can communicate what they know of their student's needs with me in the following ways: <b>Email, telephone, conferences</b></p>
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways: <b>Art exhibits, conferences, positive feedback</b></p>
	<p>I will solicit student feedback on my pedagogy, policies and practices by: <b>Questionnaires, class discussions, student feedback forms, and polls.</b></p>



	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:  <b>Personal conferences, parent notification, parent-student meetings, time out,</b></p>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:  <b>Class and school art exhibits, class critiques, student discussions</b></p>
<p><b>Section 5: Classroom Specific Procedures</b></p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	<p><b>Student studio safety rules and maintenance are posted throughout the room,</b></p>
<p><i>Coming &amp; 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: <b>If a student needs time out they can take it with permission and allotted time.</b></p>
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way: <b>Folders and Process-folios.</b></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: <b>Deadlines are flexible, Late work is permissible with notice and a schedule.</b>
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: <b>They keep most work!</b></i> <i>What to look for on your returned work:</i> <i>Revision Opportunities:</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
<i>Attendance</i>	If a student is absent, I can help them get caught up by: <b>Conversations and arrangements</b>

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: <b>All Art Materials</b>
<i>Materials Needed</i>	Please have the following materials for this course: <b>None</b>  <i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course:
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course:

## 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: <b>Conversations, conferences, written notes, grades.</b>
<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: <b>exhibited work, rubric mutually graded, critiques.</b>



<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Rubric, processfolio/folder, gallery walks, group and individual critiques.
<b>Section 8: Grades Progress Report Cards &amp; Final Report Cards</b>	
<i>Assessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: <b>Synergy</b>
	I will update student grades at the following frequency: <b>Progress Reports and Final grades</b>
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: <b>letter grade</b></i> <i>Meaning of the mark:</i>  <i>Mark:</i> <i>Meaning of the mark:</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: <b>Synergy Averaging, rubrics, art folders and personal discussions.</b>
	I use this system for the following reasons/each of these grade marks mean the following:
<b>Other Needed info (if applicable)</b>	

