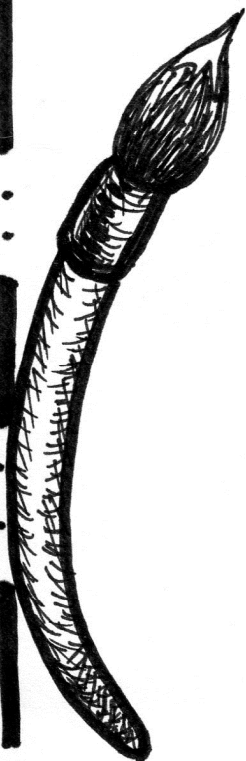


EXPLORATORY



ART

# EXPLORATORY VISUAL ART CURRICULUM

## UNITS OF STUDY

### ***DRAWING***

- ◆ Drawing techniques/exercises
- ◆ Shading techniques
- ◆ Elements and Principles of Design
- ◆ Introduction of drawing tools and materials

### ***PAINTING***

- ◆ Color theory
- ◆ Color schemes
- ◆ Introduction to painting techniques
- ◆ Discussion on painting materials

### ***CERAMICS***

- ◆ Set-up and Clean-up procedures
- ◆ Ceramic hand building techniques
- ◆ Ceramic processes
- ◆ Glazing

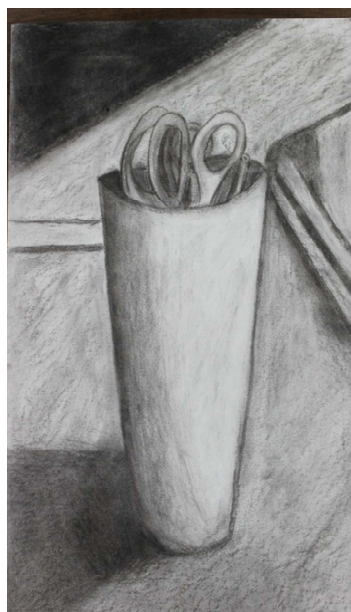
### ***GRAPHIC DESIGN***

- ◆ **Graphic Design Elements**
- ◆ **Image Manipulation** (Photoshop)
- ◆ **Logo Design**
- ◆ **Printmaking**
- ◆ **Techniques**
  - ◆ White space, positive, and negative space
  - ◆ Carving
  - ◆ Loading plate
  - ◆ Rolling ink
  - ◆ Producing series

### ***CRAFTS***

- ◆ **Different Crafts**
  - ◆ Bookmaking
  - ◆ Contemporary
  - ◆ Skilled workers
  - ◆ Accessible art
  - ◆ Trends
  - ◆ Evolution of craft
  - ◆ Modern day application of craft
  - ◆ Basic building techniques (*pertaining to specific craft*)
  - ◆ Art vs. Craft

6<sup>th</sup> Grade Student's  
Charcoal Drawing



## Unit #5 Visual Art Rating Scale

This proficiency scale or rating system is used in all four Unit #5 middle schools. A zero indicates that no work has been completed or turned in at the time work was graded.

<b>4</b>	<b>Exemplary</b> <i>(Superior Skills)</i>	<i>The student exhibits <b>HIGHLY</b> developed abilities in successfully applying learned knowledge and skills pertaining to visual language, history, culture, processes, techniques and critiques or evaluations. The student demonstrates a high intellectual and creative curiosity toward their work. In addition to exhibiting level 4 performance, this student exhibits in-depth inferences and applications that go beyond what was taught in class.</i>
<b>3</b>	<b>Mastery</b> <i>(Good Skills)</i>	<i>The student demonstrates <b>SUCCESSFUL</b> application of learned knowledge and skills pertaining to visual language, history, culture, processes, techniques and critiques or evaluations. The student frequently exhibits an intellectual and creative curiosity that drives work. This student had no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</i>
<b>2</b>	<b>Capable</b> <i>(Sound Skills)</i>	<i>The student is <b>USUALLY ABLE</b> to apply learned knowledge and skills pertaining to visual language, history, culture, processes, techniques and critiques or evaluations. The student is willing to explore work intellectually and creatively. This student's work had no major errors or omissions regarding simpler details and processes but major error or omissions regarding the more complex ideas and processes.</i>
<b>1</b>	<b>Emergent</b> <i>(Developing Skills)</i>	<i>The student is <b>BEGINNING</b> to show application of learned knowledge and skills pertaining to visual language, history, culture, processes, techniques and critiques or evaluations. The student is just beginning to show a spark of creative curiosity toward work. With help, this student exhibits a partial knowledge of some of the simpler and complex details and processes.</i>
<b>0</b>	<b>No Evidence</b> <i>(No Skills)</i>	<i>The student shows <b>NO EVIDENCE</b> of learned knowledge and skills pertaining to visual language, history, culture, processes, techniques and critiques or evaluations. The student lacks desire to explore work intellectually or creatively. Even with help, this student exhibited no understanding of skills or didn't complete necessary skills.</i>

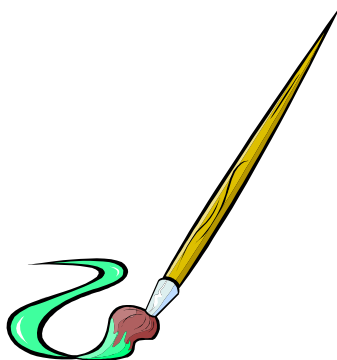
# Rules for the Art Room

1. **Be respectful.** Do not talk when the teacher is talking or a classmate. Keep your hands and feet to yourself. Do not bother other students. Raise your hand; don't just shout out an answer.
2. **Treat all art materials and the room with care and do not abuse.**
3. **Bring a pencil and an eraser every day to class.**
4. **Clean up when told, quickly and quietly.** We will clean up after ourselves. The room will be clean before we leave class. Clean-up will begin 5- 10 minutes prior to dismissal. Depending on the unit, more or less clean up time may be needed. Never pour paint or glue-like substances down the sink drain.
5. **Only work on art during art class.**
6. **The teacher will dismiss class at the end of the period.**



# Art Expectations

1. Students are to be in their seats and working when class begins. Books and other belongings belong on the floor or under your table. Have your art work out and be working on it.
2. Cell phones and laptops should not be in use unless given permission from the teacher.
3. A student should listen to and follow directions the first time they are given.
4. A student should ask questions about any part of the demonstration, which he or she does not understand.
5. A student should be creative. Try to experiment with new or different ideas. Don't get upset if your experiments don't always work.
6. A student should complete the required projects to the best of his or her ability. Artworks should be creative and individual. Students should use the skills taught in class and apply the information they have learned in making their artwork.



# Visual Art

*Promoting Critical Thinking and Problem Solving*

## **Positive Behavioral Interventions and Supports:**

All consequences stated in the student handbook will be enforced in the classroom. In order to create and maintain a respectful, responsible, and safe classroom environment, green slips will be used to reinforce positive behaviors and red slips may be used to address unsatisfactory behavior.

Step 1 – (3 red slips): Student and teacher discuss/complete reflection sheet, which should be taken home and signed by parent.

Step 2 – (6 red slips): Team meets with students and contacts parent.

Step 3 – (9 red slips): A behavior plan is created during a meeting with student, parents, and team.

Step 4 – (12 red slips): student begins a targeted intervention plan.

## **Tardy Policy**

Students should make every effort to be on time to class. When you're late, you hold up your classmates learning as well.

1<sup>st</sup> and 2<sup>nd</sup> tardy – Sign the caution log

3<sup>rd</sup> tardy – Receive a red slip

4<sup>th</sup> tardy – Call home to parents

5<sup>th</sup> tardy – Receive a detention

# Art

Dear parents and guardians;

Welcome to Evans Junior High's Exploratory art class!!!

Art can be a very exciting and creative place for students to express themselves, which is one reason I chose to teach art. It is my hope that your child will push his/her creativity and put forth his/her best effort. If your child does this, he or she will succeed in art class. Please take some time to read the syllabus, which is found online at <http://www.unit5.org/Page/9286> or by taking a photo of the QR code below; and discuss the rules for art with your child so they know what is expected of them.

Art at the junior high will every day for one semester. During that semester we will complete 5 main units of study that are described in more depth earlier in the syllabus. Not only will the students make artworks, there will also be written assignments to go along with each unit and usually a test or assessment. Students will also be utilizing online resources and participate in our class' online Course Management System (CMS) course. Students are able to access CMS from home by visiting the following link: <http://cms.unit5.org>.

If you have any questions please feel free to e-mail me at [kintnej@unit5.org](mailto:kintnej@unit5.org) or call the school at 557-4406. In addition to teaching Visual Art, I also teach some of the Digital Media classes here at Evans Junior High.

I'm looking forward to a great semester with your child!

Sincerely,

Jill Kintner



Student name: \_\_\_\_\_ Parent signature: \_\_\_\_\_

