

## **Art 2-D: Introduction to Two-Dimensional Art: Art 113**

**Instructor:** Mr. Scott Lammer

**Room:** D118

**Office Hours:** Mon. – Th. 7:00- 7:30

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### **Course Description:**

In this introductory course students will become familiar with and learn how to use the elements of visual design, a variety of materials, processes and techniques. Drawing, painting, and printmaking are explored. Students should anticipate a studio-based art class which may include creative problem solving, sketchbook studies, production of artwork, critiques, self-evaluation, readings, note taking, tests, and quizzes. Also introduced in the class are historical and contemporary trends in art, which are explored through visual examples. It is highly recommended to enroll in Art 3D in addition to Art 2D to gain a more complete understanding of art concepts and skills needed to be successful in the advanced art courses.

#### **Creating**

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Refine and complete artistic work.

#### **Presenting**

- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6: Convey meaning through the presentation of artistic work.

#### **Responding**

- Anchor Standard 7: Perceive and analyze artistic work
- Anchor Standard 8: Interpret intent and meaning in artistic work
- Anchor Standard 9: Apply criteria to evaluate artistic work

#### **Connecting**

- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

### **Assessments:**

Formative assessments will include unit pretests, observations of student progress, formal and informal conferences/ discussions with students, checklists, studies, notes, handouts, quizzes, journal reflections, peer critiques, self-critiques, and student surveys. Summative assessments include rubrics that reflect the learning targets of culminating projects and semester final exam.

### **Content:**

**Drawing** (approx. 7-8 weeks):

The drawing unit will include a series of assignments, studies, and projects using various mediums to explore design elements, mark-making techniques, different styles of drawing, proportion, etc. This unit will include observational studies within the human form, organic forms and everyday objects.

**Painting** (approx. 6 weeks):

Studies of color theory, proportion, value, line, space, and composition will assist students as they prepare to create an original painting using acrylic paint. Different types of paint and rationale for when each type might be used/ preferred will be discussed.

**Printmaking** (approx. 4-5 weeks):

In this unit, students will work through the process of relief printmaking using linoleum.

Discussions will focus on the aspects/criteria that will enable students to produce original, quality prints.

### **Instructional Strategies:**

The students will construct knowledge through authentic tasks such as projects, studies, and assignments. New concepts will be taught through large and small group discussions, constructive criticism, informal/formal critique, and reflection.

### **Resources:**

Almost all of the materials/ equipment you will need to complete artwork will be provided. The only materials that you are expected to bring to every class:

- Wooden No. 2 Pencils
- Large eraser
- Agenda (*Required to visit the bathroom, nurse, water fountain, etc.*)
- Folder
- Sketchbook (will be constructed in class- do not need to purchase one)

### **Academic/ Behavioral Expectations**

Students are expected to show Mustang PRIDE in everything they do in and out of class. Follow all Mustang PRIDE School-wide expectations in addition to the following classrooms expectations. Abide by all Dubuque Community School District attendance and conduct/behavior policies (found on the Hempstead web page) as well as all specific attendance and conduct policies for Hempstead High School (found in the student planner).

#### **Prepared**

- Two feet in the door when the bell rings. Have a pass and sign in if you are late.
- Be ready to learn and have all materials. (pencil, notebook, and agenda)
- Be dressed appropriately for this class. Close-toed shoes are suggested. Safety Glasses worn when needed. Please leave hats in your locker.
- Have cell phone and other personal electronic devices put away during instruction, videos, group activities, and class discussions.
- Be organized and prioritize

#### **Responsible**

- Be responsible for your work, your time, and the work space around you.
- Comply with teacher request without arguing
- Treat equipment and supplies with care and adhere to all safety expectations. Ask for permission to use equipment and materials that are not typically used within the unit. Please do not use any equipment when teacher is not present.
- Keep all food/ drink in the cafeteria or poolside. Water is permitted if kept in closable bottle.
- Use technology/ devices appropriately.

#### **Inclusive**

- Help others when needed, but allow them to do the work.
- Allow others to speak. Respect presenter.
- Mustangs Stand UP for others
- Collaborate with classmates

#### **Dignified**

- Respect others work, space, and time.
- Help keep the entire classroom and studio space clean, safe, and functional for everyone.
- Respect others viewpoints and beliefs that may differ from your own.
- Use appropriate language for the classroom. Avoid words that can be hurtful, threatening, or demeaning. Use words that are tasteful.
- Resolve conflicts with maturity

#### **Empowered**

- Be an active listener during demonstrations, discussions and critiques
- Do your own work. Be innovative. Be creative. Create with quality.
- Participate in class and give consistent effort
- Foster a positive environment
- Ask questions when you need help

### **Late Work and Make-Up Plan for Absences:**

If you are absent, it is your responsibility to contact the teacher upon returning from an absence to retrieve all missing work and to schedule time to make up studio time and assignments. The best time to discuss missing work is from 7-7:30 (M,Tu,W,Th) or 2:20-3 (these morning and afternoon times allow the teacher to discuss missing work without compromising the instructional time of others). Students can also make up missed studio/ class work during certain periods of the day if the teacher using the room gives consent. This will mean that you need to arrange time to come into the art room to use the equipment/materials. Depending on what you miss, you may need to talk to Mr. Lammer about checking out equipment. No equipment may leave the room without prior permission. Some equipment cannot be checked out due to the nature of the item or for safety concerns. If you waste class time you will not be allowed to come into the art room for additional time. Additional time is for students who need it, not wasting it. If you turn in an assignment on time and are unhappy with your grade, you will have until a week before the end of the semester to re-make that project and I will give you the higher of the two grades. If you turn in a project late you will not be able to remake your project. Special circumstances/ any extensions will need to be discussed with the teacher. Since the teacher will need adequate time to finalize grades at the end of the semester no assignments will be accepted near the end of the semester without teacher approval. The teacher will provide due dates. Students will need to plan accordingly. **Please see "HOW'S IT GRADED" portion below for project grading and make up work.**

### **CLASSROOM PROCEDURES:**

#### **Beginning of class:**

Please take your seats at the beginning of class. *NO CELL PHONES, PLEASE PUT THEM AWAY AT THE BEGINNING OF THE CLASS.* Be here before the bell rings because I like to start right away. If you are not in the door by the time the bell rings you may be counted absent/tardy. Please listen for your name to be called and answer by either raising your hand, saying "here" or you will be marked absent.

#### **Restroom/ Drink/Offices**

Passes are required to leave the classroom. Students will need to have passes filled out in their agenda and signed by the teacher in order to leave the classroom (restrooms, water fountain, office, etc.). No agenda...no leaving! Failure to have your agenda signed before you leave may result in an unexcused absence and referral to the office. Date, time out, destination, and teacher signature required.

#### **Leaving Early/ Arriving Late:**

If you arrive to class late (pass or no pass) or you are leaving class early (athletics, nurse, other activities), please sign in or out on the clipboard located near my desk. Failure to sign in or out could result in it being recorded as an unexcused absence in PowerSchool. If you are just going to the restroom or getting a drink you are only required to have your agenda. You need not sign out on the sign in/ sign out sheet.

#### **Clean Up Procedures**

We usually need about 5 minutes to clean up, depending on what you are doing in class. Please do not clean up earlier than expected. Before leaving we need to make sure that the room is ready for the next class. Before lining up at the door, make sure...

- All tools, materials, and equipment is properly put away
- Tables are clean with no debris on them.
- Sinks are wiped down and organized
- Floors are clean and void of any debris
- 7<sup>th</sup> Period stack chairs on top of tables

### **Problems or Concerns:**

Please feel free to bring any questions or concerns to me. I may not be able to help, but I can try. If someone or something is bothering you, I would like to know about it. I will handle these problems in a discrete respectful manner according to school policy. Sometimes I may not see or hear everything that goes on in and outside of the classroom, so I need you to bring those concerns to me. You can contact me directly in person, via email, or phone. If you wish to leave your concern anonymously you may put a letter in my mailbox in the main office.

### **Individual Interventions, Strategies, & Consequences**

If a student is unable to participate in the classroom environment due to individual behavioral circumstances, the following actions will be taken.

**First Offense:** There will be a Student/ Teacher Conference. Student may be asked to wait out in the hallway. Teacher will contact parent/guardian if necessary.

**Second Offense:** Student will be asked to leave the classroom and spend the remainder of the class in the AP office. Teacher will document the behavior with the AP office. Teacher will contact parent/guardian.

**Third Offense:** Student will be asked to leave the classroom and spend the remainder of the class in the AP office. The teacher will fill out a referral with the AP office. Students will be expected to establish a behavioral contract before returning to class.

Some offenses may be handled differently due to the significance of the individual actions.

### **Plagiarism**

Plagiarism is stealing someone else's work and is not allowed at Hempstead, please refer to the Plagiarism Policy on pages 32-33 in student handbook.

### **Grading Plan:**

#### **What is graded?**

- Final Unit Projects
- Sketchbook Assignments and Studies
- Design Assignments/ Homework
- Semester Exam

#### **How is it graded?**

- A (Exceeding/Extending) = 100-90%
  - Exceeding is going above and beyond the required skills/criteria expected of a student and distinguishing one's self as mastering not only the medium but the concept/idea behind the work being made.
- B (Meeting/Achieving) = 89-80%
  - Demonstrating the required skills/criteria in each assignment.
- C (Meeting/Basic) = 79-70%
  - Demonstrating the basic understanding on required skills/criteria in each assignment. Student has met most requirements for each project
- D (Approaching) = 69-60%
  - Student has not yet demonstrated basic understanding of the required skills/criteria. Student has met some requirements for each project.
- F (Beginning/Little Evidence) = 59-1%
  - Student demonstrates little or no evidence of required skills/criteria. Student has not yet met the basic requirements of each project.
- F (No Evidence) = 0

Work is missing. Student needs to complete and turn in assignment.

The learning targets/criteria for each assignment/project will be discussed and available on project rubrics. You will be aware of what is expected for each unit as concepts are taught and may help define the criteria for which you will be graded. Learning targets will enable you to reflect on and assess your artwork and will be used as a guide during critiques. Points will reflect how well the student demonstrates the learning targets/criteria. The semester exam may include concepts from all units. We will review before hand and your notes will be your study guide.

If a project is turned in on time and the student is not satisfied with the grade they've earned on a project, the student can create replacement projects outside of class time which follow the project criteria and receive the higher of the two grades (rubrics must be turned in with each replacement project). Students will have one week after the due date to turn in late work and will not be accepted after this date, this late work may not be redone if the student is not happy with their grade.

**Communication Plan:**

Grades and due dates will be available for viewing in PowerSchool. Due dates are subject to change. Grades are updated as project and rubrics are completed. Late work will be graded and updated based on teacher's availability or next opportunity to grade. If you have any questions please feel free to contact me via email or by phone.

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