

## **Art 2D: Portfolio**

**Course Number:** ART 217-218 (Year Course) **Room:** D115 **Prerequisite:** Advanced Art 2D

**Teacher Name:** Ms. Sara Hilby

**Teacher Phone:** (563) 552-5411

**Teacher Email:** shilby@dbqschools.org

**Office Hours:** 7:05-7:30 & 2:20-2:30

### **Course Description:**

This course allows interested students to do in-depth exploration and study of two-dimensional concepts. Students will reflect and build upon previous concepts, techniques, and art history gained in Advanced Art 2D and propose innovative ideas to generate original/creative artwork. Focus will be on portfolio development. Students selecting this class should have a strong interest and understanding of two-dimensional concepts. Students will develop a diverse body of work for their two-dimensional art portfolio. May be repeated for credit.

### **Standards:**

The National Core Art Standards guides educators in providing a unified quality arts education for students in Pre-K through high school:

#### **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.

#### **Performing/ Presenting/ Producing**

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic 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 include observations of student progress, formal and informal conferences/discussions with students, checklists, studies, peer review, and critiques. Summative assessments include rubrics that reflect the learning targets of projects/units and culminating activities (critiques, reflections, etc.).

### **Content:**

**Creative thought and originality are expected. The design elements and the principles of composition will be infused into the following areas of study:**

#### **Drawing**

Drawing units will include in-depth studies of mark-making techniques, chiaroscuro, contour, gesture, and other types of drawing. Emphasis will be on observational studies. Subject matter will include the human figure, organic forms and everyday objects. Mediums may include: a variety of pencils, conté crayon, oil pastels, charcoal, pastels, ink, colored pencils, etc. Drawing will be the basis for every unit. The drawing unit will include:

### Year 1

- Students will choose a color scheme and style (surrealism, impressionism, cubist, etc.) to communicate Hempstead's landscape in a new and interesting way.
- Students will reveal the subtleties of light that hit a form by using the reverse value technique to create a self-portrait that communicates at least one aspect of the artist's character.
- Students will build upon the mark-making techniques of Art 2D and Adv. 2D and utilize juxtaposing ideas/issues to develop an original illustration using pen and ink.

### Year 2

- Students will utilize the knowledge gained from the art history unit to choose the style/direction of the drawing. The focus of this unit will be abstraction. Students will take the familiar and interpret it in an unfamiliar way. Original concept development will be the focus of this unit.
- Students will utilize the mark-making techniques explored in Advanced and Portfolio one to generate an original composition using the reverse value technique on scratchboard.
- Students will propose an original idea that will go beyond previous/demonstrate deeper understanding of illustration processes and concepts.

## **Mixed Media/Collage**

### Year 1

Students will develop an original concept to be interpreted in mixed media. The composition will visually communicate an issue and expand beyond previous understanding of mixed media processes and concept development; focus will be on juxtaposing ideas to communicate an issue. The final composition will provide the viewer/audience with a new way to think about the issue. Students will explore a variety of techniques and materials. Students will utilize the principles and elements of design to plan and construct an original mixed media piece using a variety of mediums in one composition.

### Year 2

Students will propose an original idea that will expand beyond previous understanding of mixed media processes and concepts. The final composition will provide the viewer/audience with a new way to think about the issue and will connect with previous work/expand on previous concepts. The artist will expand their understanding techniques and materials. Students will use the principles and elements of design to plan and construct an original mixed media piece using a variety of mediums in one composition.

## **Painting**

### Year 1

Students will utilize the knowledge gained from the art history unit to choose the style/direction of the final painting. Watercolor and oil paint will be the two of the mediums emphasized. We will compare techniques, styles and the different types of paint and give rationale of when each might be used/ preferred. Color theory will be applied in this unit. Students will need to develop an original concept to be interpreted in oil paint. The composition will contain juxtaposing ideas. Students will choose a subject that is familiar and interpret it in a very unfamiliar way.

### Year 2

Students will utilize the knowledge gained from the art history unit to choose the style/direction of the final painting. The focus of this unit will be abstraction. Students will choose a subject that is familiar and interpret it in a very unfamiliar way.

## **Printmaking**

### Year 1

Students will create a series of mixed media compositions in which a motif is created using the silkscreen technique. Then each print within the series will be altered to generate a series of cohesive, yet original compositions.

### Year 2

Students will be introduced to collagraph printmaking techniques to generate an edition of original prints. Students will select and combine a variety of low relief materials to construct printing plate.

\*\* Students may be allowed some class time to generate designs for each unit, however, students will be assigned work that they will be expected to do at home. Students will need to plan accordingly.

### **Instructional Strategies:**

The student will construct knowledge through authentic tasks such as projects, studies, and assignments. When introducing new concepts and processes instruction/demonstrations may include modeling a task, guided instruction, large and small group discussions, constructive criticism through informal and 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:

- No. 2 wood pencil
- Large eraser
- Student planner
- Folder
- Sketchbook (will be constructed in class-do not need to purchase one).

### **Academic/Behavioral Expectations:**

Students are expected to abide by all Dubuque Community School District attendance and conduct/behavior policies as well as all specific attendance and conduct policies for Hempstead High School (found in the student planner). Show mustang **PRIDE** by being:

#### **P**repared

- Attend class daily and arrive on time. Studio courses, such as art, expect students to be present for demonstrations, guided instruction, critiques, class discussions, and facilitated student work time which are all vital to producing quality artwork. If arriving late or leaving early for any reason students must show the teacher a pass and sign in or sign out on the attendance clipboard. Failure to sign in or out may result in being counted absent for the class period. Attendance issues will be addressed through the Assistant Principals' Office (refer to the Hempstead student planner and district policy 5107).
- Be ready to learn and have all materials (pencil, planner, large eraser, sketchbook, and completed assignments)
- Demonstrate organization by keeping track of assignments and due dates so that work is completed on time.

#### **R**esponsible

- Be responsible for your work, your time, your work area, and the overall condition of the room. If a student chooses to misuse materials/equipment he/she may be asked to replace the item or may be asked to clean the art room after school.
- Keep all food/ drink in the cafeteria or poolside. Water is permitted if container is capped at all times because water may wreck artwork or damage supplies.
- At the beginning of class, please check to make sure that all electronic devices (CELL PHONES, IPods, earbuds, laptops, tablets, and other musical devices) are silenced and placed in a backpack, pocket, or left in your locker (out of sight), unless teacher designates that it can be used for instructional purposes. If there is an emergency, please ask the teacher to use the classroom phone. Please inform your parents, guardians, and other people who want to contact you that you are in class and will not be allowed to accept any phone calls/texts on your cell phone during class; they must call the office to contact you.
- Get permission from teacher to leave the room or may result in unexcused absence or tardy.
- Please note Hempstead's Cellular Phone Policy found in the student planner. Student is responsible for any loss or damage to personal property.
- Treat equipment and supplies with care and adhere to all safety expectations. Ask for permission to use equipment that has not been designated for the unit (this includes the teacher's desk). Most items are fine to use—just ask first. Students misusing equipment may lose the privilege of using

classroom equipment, which may result in a total loss of points for the project. Students may also be referred to the assistant principal for further consequences.

### **I**nclusive

- Assist others when needed, but allow them to do the work.
- Allow others to speak. Respect presenter. We ALL matter.
- Stand UP for others who may stand alone/need support.
- Collaborate with classmates.
- Simply...Be nice ☺

### **D**ignified

- We share this space. Respect other's work, 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. We share this classroom- no harassment or bullying will be tolerated.
- Use appropriate language for the classroom. Avoid words that can be hurtful, threatening, or demeaning.
- Comply with teacher request without arguing.
- Resolve conflicts with maturity.

### **E**mpowered

- Be an active listener during demonstrations, discussions and critiques so that you get the most out of this experience.
- There's only one you, so take pride in creating your own original artwork. Be innovative. Be creative. Create with quality. Cheating (you didn't do the work or you do the work for someone else), plagiarism, and violating federal copyright policies can result in loss of credit and failing grade. Please refer to Hempstead's Plagiarism policy on pages 32-33 of the student planner. Embrace the struggle, so you don't cheat yourself out of the opportunity to learn something new.
- Participate in class and give consistent effort.
- Foster a positive environment.
- Ask questions when you need help.
- Focus on the task at hand. If you finish early it is an opportunity to create additional artwork for your portfolio. Avoid distractions such as completing homework from other classes or excessive socializing.
- Please feel free to bring any questions or concerns to me. I may not be able solve all problems, 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.

### **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 any daily studio points. The best time to discuss missing work is from 7:05-7:30 (this morning time allows teacher to discuss missing work without compromising the instructional time of others). Students can also make up missed daily studio points during certain periods of the day if the teacher using the room gives consent. Please speak with Ms. Hilby to arrange a make-up time. 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 Ms. Hilby 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. Assignments need to be completed and turned in by the due date or it will be considered late. If you turn in a project by the due date and are unhappy with the quality of your work, you will have until the week before the end of the semester to revise/re-make the project; I will regrade the project only if the rubric is turned in with the project and all changes/revisions are highlighted on the rubric, so I know what aspects of the project you would like me to regrade. If you turn in a project late you will not be able to revise your project for regrade/credit. 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.

### **Grading Plan:**

The learning targets/criteria for each assignment/project will be discussed. 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. A study guide will be provided.

In addition to demonstrating concepts/criteria, you can also earn **Daily Studio Points (DSP)**. DSP points are based on developing the following safe and productive studio habits: proper use of tools and equipment/safety (ex. Practicing proper safety precautions as you carve your printing plate, only using designated equipment, etc.), work habits/time usage, demonstrating clean-up procedures, being an active listener/ participant, participation in critiques, coming prepared for class (ex. bring all materials, assignments/artwork ready for critique/discussions, etc.).

### **Extra Credit Options:**

There are no identified extra credit projects. There may be an art exhibit that relates to the content of this class. I will explain and post the extra credit option. Please take advantage of these opportunities as they become available.

### **Communication Plan:**

Grades will be available for viewing in PowerSchool (due dates are subject to change). Grades are updated as projects 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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Student Information is available on Power School. Please feel free to contact me if there are any questions or concerns.