



WELCOME TO ART!

Butler Middle School

Art

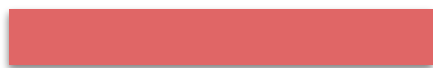
Inspiration is everywhere

COURSE DESCRIPTION

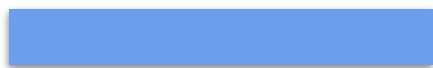
This class is an opportunity for students to cultivate their own creativity and personal expression through art. Students will be encouraged to take artistic risks and use creative problem solving in the learning process and while building a community of inclusion and understanding.

GRADES

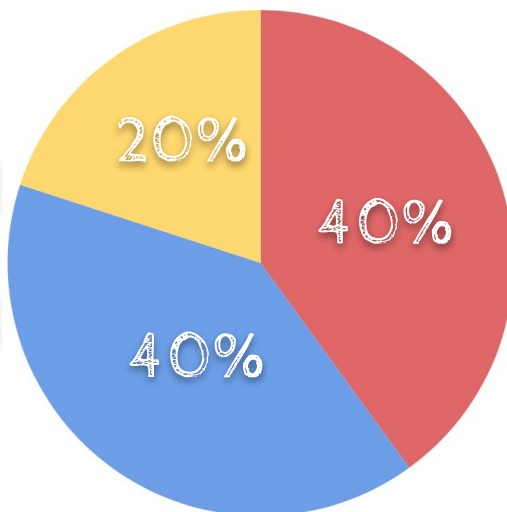
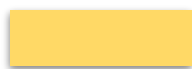
Major Projects 40%



Daily Grade 40%



Minor Projects 20%



EXPECTATIONS

Be Safe

Be in control of your body and use art materials correctly.

Be Respectful

Take care of art supplies and classroom space. Use kind and positive words and actions

Be Responsible

Stay on task, put in your best effort, and follow classroom procedures.

CLASSROOM PROCEDURES

| Start of Class | Studio Time | End of class |
|--|---|---|
| <ul style="list-style-type: none"> Be on Time Find your seat Read the board, check leadership roles and follow instructions | <ul style="list-style-type: none"> Follow instructions Stay on task Show your best effort Ask questions | <ul style="list-style-type: none"> Clean up the last 5 minutes of class. Sanitize your desk Wait to be dismissed |



| Chromebook Protocol | Chromebook Expectations |
|--|---|
| Student can use their laptops in class to use Google Classroom and review/turn in assignments. | Students are using your computer for classwork only. |
| Students can use their computer to watch a video about art ONLY. (ex. How to draw something) | The sound is at ZERO unless they have headphones. |
| Students can use their computer for reference photos for their artwork. | Students are searching for the right photo with purpose and are not distracted. |

Daily Grade

Our actions matter! Students will be given a daily grade based on their willingness to follow class expectations on a 4-0 scale. Our class expectations are to: be safe, be respectful, and be responsible as explained on the front. This will be 40% of the overall class grade.

| | |
|----------|---|
| 4 | Outstanding: always follows expectations independently and goes above and beyond. |
| 3 | Good: Follows expectations. |
| 2 | On my way: Needed some reminders from teacher. |
| 1 | Keep working: Needed several re-directions to follow expectations. |
| 0 | Did not follow class expectations. |

Rubric & Self Assessment for Projects

| | 4: Outstanding | 3: Great | 2: On my way | 1: Keep working | Student Rating | Teacher Rating |
|--|--|---|--|---|----------------|----------------|
| Effort: Everyone's artwork will look different. <i>How hard did you try?</i> | Maximum effort- Goes above and beyond by trying and mastering new techniques. Continues working on project until it is complete and worked beyond the requirement. | Good effort- class time was used effectively and student put in good effort with trying new techniques. You are growing! | Starting to put in more effort- keep going! The project is finished and there is room to improve with more effort. You got this! | Still learning how to put in effort in art class. Something isn't working, let's figure it out together! | | |
| Creativity & Experimentation: Art class is a time to explore ideas and try new things! | Lots of experimentation demonstrated by exploring several ideas and making changes. The students took artistic risks and used their imagination to show original creativity. | Some ideas were explored before selecting one. Took some risks and experimented with creative ideas. | Starting to expand on personal creativity and creative experimentation. Warming up | Continuing to find personal creativity and warming up to experimentation. Keep trying new things! There are no mistakes in art as long as you are trying! | | |
| Detail & Thought: This is what makes your work special to you. | Maximum thought put into the project; very detailed and goes above and beyond applying learned knowledge to artwork. | Good amount of thought put into the project, good amount of details and knowledge of art demonstrated. | Starting to expand on refining the eye for details and thought. | Let's find new ways for you to practice details and thinking in your artwork! | | |
| Classroom Community: We are in this together! How are you supporting your peers and contributing to a positive classroom environment? | Goes above and beyond to contribute to a positive classroom community. Always supporting peers in positive ways and showing leadership skills. Takes care of the physical classroom space by cleaning up and respecting materials. | Contributes to a positive classroom community and learning how to support others. Takes care of the physical classroom space by cleaning up and respecting materials. | Still learning how to contribute positively to the classroom community. Needs reminders to clean up and show respect to peers. | Needs several reminders on how to be a part of the classroom community in a positive and respectful way. Let's figure this out together! | | |
| Assignment Requirements | All Requirements completed. Way to go! | One requirement missing. Oops! Make sure to double check your work. | Two requirements missing. Make sure you are focused on the goal! | Three or more requirements missing- let's chat and make improvements! | | |



What are we learning?

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Art

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MA Visual Art Framework grades 5-6

Creating Generate and conceptualize artistic ideas and work. Generate artworks that integrate ideas with new materials, methods, and approaches. (5-6.V.Cr.01)

Media Arts Connection: Students sketch out a script for a stop-motion animation then paint a landscape as a backdrop in the film. (5-6.MA.P.06)

Creating Organize and develop artistic ideas and work. Organize and plan an idea using a variety of self-selected strategies (e.g., sketches, prototypes, rough drafts). (5-6.V.Cr.02)

Creating Refine and complete artistic work.

Refine an artistic work by making changes to specific elements, such as color, form, or space. (5-6.V.Cr.03.a)

Investigate and invent new techniques and approaches using two- and three-dimensional materials. (5-6.V.Cr.03.b)

Presenting Select, analyze and interpret artistic work for presentation. Develop a title and artist statement that explain important information about a personal artwork. (5-6.V.P.04)

Responding Perceive and analyze artistic work. Analyze how an artwork's form (e.g., portrait, sculpture, installation, textile art) compares and contrasts with others of the same type or period. (5-6.V.R.07)

HSS Connection: Students study the quilts of enslaved African Americans, discuss their possible use for communication in the Underground Railroad and compare them to other 19th century American quilts. (HSS.5.T1.07)

Responding Interpret intent and meaning in artistic work. Use domain-specific vocabulary to identify details about an artistic work. (5-6.V.R.08)

Responding Apply criteria to evaluate artistic work. Evaluate a piece of artwork based on a predetermined list of criteria. (5-6.V.R.09)

Connecting Synthesize and relate knowledge and personal experiences to make art. Describe and demonstrate personal artistic style and preferences. (5-6.V.Co.10)

Connecting Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify influential works of art from different periods and their impact on the artistic world. (5-6.V.Co.11)

MA Visual Art Framework grades 7-8

Creating (7-8.V.Cr.01) Generate and conceptualize artistic ideas and work. Generate artistic ideas that demonstrate differences in composition principles (e.g., balance, proportion, emphasis) and push the boundaries of what materials can do. (7-8.V.Cr.01)

Creating (7-8.V.Cr.02) Organize and develop artistic ideas and work. Develop clear artistic plans that others could implement. (7-8.V.Cr.02)

Creating (7-8.V.Cr.03) Refine and complete artistic work. Apply strategies to work through creative blocks. (7-8.V.Cr.03)

Responding (7-8.V.R.07) Perceive and analyze artistic work. Analyze elements of a work that are indicative of the historical or cultural context in which it was created. (7-8.V.R.07)

Responding (7-8.V.R.08) Interpret intent and meaning in artistic work. Explain how an artistic work was influenced by the culture or historical context in which it was created. (7-8.V.R.08)

Responding (7-8.V.R.09) Apply criteria to evaluate artistic work. Develop criteria for evaluating a collection of artworks (e.g., students determine criteria for an exhibition juried by students). (7-8.V.R.09)

Connecting (7-8.V.R.10) Synthesize and relate knowledge and personal experiences to make art. Describe and demonstrate influences of personal artistic style and preferences in visual arts. (7-8.V.Co.10)

Connecting (7-8.V.R.11) Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify visual ideas from a variety of cultures connected to different historical populations. (7-8.V.Co.11)

HSS Connection: Students are able to identify the three types of Greek columns (Doric, Ionic, and Corinthian) when studying ancient architecture. (HSS.7.T4b.07)