



**Waters Fine Art School • Visual Arts Syllabus 2018-2019**

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**Welcome to our VISUAL ART SYLLABUS!**

Questions? Please email me @ [alvecchioni.cps.edu](mailto:alvecchioni.cps.edu). I look forward to our conversation!

**Thank you for your support,**

**Mrs. Vecchioni**

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## OVERVIEW

### Context

Standards-based (National Core Arts Standards) curricular themes and skills are explored in the art room to create a balanced, sequential and comprehensive visual arts education for your child at Waters Fine Arts School. Students work through essential questions and enduring understandings as they build upon prior knowledge in each art lesson. Specific projects are rooted in the arts integration model, design thinking, growth mindset and STEAM collaborations. **All visual arts curricula** are based on your child's homeroom SEL/ELA/STEAM/SS curriculum.

### Practice

Students experience design thinking in a student-centered, choice-based format. Students begin with an exploration of art history/visual culture, experience a media/skill demonstration and work through practice and experimentation studios. **Our art room's aim is to interpret learning and media to create unique personal expression. In addition to many choice-based opportunities throughout the studio process, all students experience our Makerspace in the art room, Leonardo's Workshop. Leonardo's Workshop's mission is to create intellectual and physical space for students to direct their own creativity and to pursue their own interests using design thinking as their catalyst.**

### Leonardo's Workshop is:

- 1) a practice of *Genius Hour* and design thinking in the art room's curriculum where students spend 20% of their experience pursuing their own ideas/challenges
- 2) a Makerspace in the art room equipped with a variety of choice-based art, construction and digital media and tools—from hammers to sewing machines, printmaking materials, 3D pens, wood dremels, a 3D carver, animation, cartooning and green screen digital applications and much more...

### Assessment

All student artwork is documented using in-class interactive journals (process portfolios) and on-line digital portfolios (product portfolios). Students experience peer review via Feldman's 4 Steps of Art Criticism, and practice a variety of self-assessments in each art project. Authentic assessments include informal project-based gallery walks (monthly), all-school pop-up galleries (November & February) and all-school formal exhibits (December and June) each school year. In addition, authentic assessments have included online web features, print publications, local museum exhibitions and site-specific art installations.

## **CURRICULUM SCOPE & SEQUENCE**

### **Visual Art ABCDE: A**tttributes, **B**ehaviors, **C**urriculum, **D**oings and **E**xpectations

*Every Day! Empathize, Explore, Experience, Experiment and Express!*

Grade level skills are based on National Core Arts Standards (NCAS). NCAS Visual Arts domains are Creating (Cr), Presenting (Pr), Responding (Re) and Connecting (Cn).

### **All Students: creativity, critical thinking, communication, collaboration**

- reflections of personal experience, uniqueness and/or emotion (Re7.1, Cn10.1)
- conversations about personal artworks (Cr3.1)
- uses of art in a variety of societal, cultural, and historical contexts and making connections to uses of art in contemporary and local context (Cn11.1)
- self-directed, creative making for exhibition and critique (Cr3.1, Pr5.1, Cn10.1)

### **Kindergarten: creativity, critical thinking, communication, collaboration**

- early color theory, shapes, patterns, textures and moods in various artworks (Cr1.1, Re8.1)
- media/tools such as crayon, paint, clay, stamps, texture plates, collage (Cr2.1)
- making marks (brush & pencil), cutting, color mixing & collage (Cr2.3)
- free choice building, imaginative play with materials (Cr1.1)
- early woodworking, beginning Makerspace practice and collaborative design thinking (Cr1.2)

### **1<sup>st</sup> grade: creativity, critical thinking, communication, collaboration**

- early color theory, organic/geometric shapes, forms, and a variety of lines (Cr1.1, Re8.1)
- media/tools such as crayon, ink, clay, paper, papier mâché, stamps, brayers (Cr2.1)
- painting, printmaking, weaving and/or early 3D construction (Cr2.3)
- free choice building, imaginative play with materials (Cr1.1)
- early woodworking, beginning Makerspace practice and collaborative design thinking (Cr1.2)

### **2<sup>nd</sup> grade: creativity, critical thinking, communication, collaboration**

- color theory, styles of lines, warm and cool colors, & a/symmetrical shapes (Cr1.1, Re8.1)
- media/tools such as oil pastel, chalk, found objects, clay, paper, polaroids (Cr2.1)
- mixed-media composition, bookmaking and/or 3D assemblage (Cr2.3)

- free choice building, imaginative play with materials (Cr1.1)
- simple machines, Makerspace practice and independent design thinking (Cr1.2)

### **3<sup>rd</sup> grade: creativity, critical thinking, communication, collaboration**

- color theory, positive/negative space and rhythm, mood & unity in artworks (Cr1.1, Re8.1)
- media/tools such as oil pastel, charcoal, paint, colored pencil, 3D materials (Cr2.1)
- 3D assemblage, (3D pens, papier mâché, clay), scientific and/or perspective drawing (Cr2.3)
- free choice studios, imaginative play with materials (Cr1.1)
- design thinking and Genius Hour/TAB projects (Cr1.2)
- early prototyping, simple machines, woodworking, Makerspace practice (Cr1.2)

### **4<sup>th</sup> grade: explore, experience, experiment and express**

- color theory, fore/background, value and random rhythm in 2D/3D artworks (Cr1.1, Re8.1)
- media/tools such as oil pastels, pens, textiles, clay, found objects, scratchboard (Cr2.1)
- paper making, mixed-media design, printmaking, fiber arts and/or sculpture (Cr2.3)
- design thinking, 3D prototyping (pens, cardboard etc.) & Genius Hour/TAB projects (Cr1.2)
- early robotics, woodworking, Makerspace practice (Cr1.2)

### **5<sup>th</sup> grade: creativity, critical thinking, communication, collaboration**

- intermediate color theory, value, contrast in 2D/3D artworks (Cr1.1, Re8.1)
- media/tools such as wire, found objects, mixed-media and digital art (Cr2.1)
- kinetic sculpture, storyboarding, woodworking and/or time arts (Cr2.3)
- design thinking, 3D prototyping (pens, cardboard etc.) & Genius Hour/TAB projects (Cr1.2)
- Makerspace projects, intermediate robotics and collaborative artmaking (Cr1.2, Cn11.1)

### **6<sup>th</sup> grade: creativity, critical thinking, communication, collaboration**

- intermediate color theory, unity, emphasis and use of symbols in art (Cr1.1, Re8.1)
- media/tools such as charcoal, pen, colored pencil, paint and 3D materials (Cr2.1)
- contour/cross contour drawing, abstract expression and/or 3D assemblage (Cr2.3)
- Genius Hour projects, 3D pens, 3D carving, digital art, film making (Cr1.2)
- Makerspace projects, robotics, artistic agency and collaborative artmaking (Cr1.2, Cn11.1)

### **7<sup>th</sup> grade: creativity, critical thinking, communication, collaboration**

- advanced color theory, linear perspective, space, unity and harmony in art (Cr1.1, Re8.1)
- media/tools such as ink, acrylic paint, clay, batik and 3D materials (Cr2.1)
- woodworking, mosaic, fiber arts and/or painting (Cr2.3)
- Genius Hour projects, 3D Pens, 3D carving, digital art, film making (Cr1.2)
- Makerspace projects, robotics, artistic agency and collaborative artmaking (Cr1.2, Cn11.1)

### **8<sup>th</sup> grade: explore, experience, experiment and express**

- formal understandings of Elements and Principles of Art (Cr1.1, Re8.1)
- media/tools such as ink, acrylic paint, wood, batik and 3D materials (Cr2.1)
- mixed-media, abstract/realistic expression, fiber arts and 3D assemblage (Cr2.3)
- Genius Hour projects, Design Challenges, 3D pens & carving, digital art, film making (Cr1.2)
- Makerspace projects, robotics, artistic agency and collaborative artmaking (Cr1.2, Cn11.1)

## GRADING\*

### Rationale

Our group goal is to create a safe space for students to explore, experience, experiment and express themselves. We aim for personal ownership of learning and flexibility in student outcomes. We practice empathy. We celebrate mistakes, failure and risks!!! To that end, grading is based on effort not expertise. We learn histories, skills and processes and aim to be proficient in all that we do--- but my philosophy of art education is simple---there is no right, wrong or absolute answer in art, just YOUR answer. If students are working toward their answer, it is a job well done 😊.

### Numeric Breakdown

<b>Formative Assessments</b> Ongoing formal and informal assessments: daily work, prior knowledge teacher/student conversations (oral and silent), collaborative activities, games/play, interactive journals/process portfolios, prototype blueprints, design thinking activities, Genius Hour project plans and Marzano self-assessments	<b>15%</b>
<b>Studio Work</b> Informal progress monitoring, teacher/student conversations (oral and silent), checklists (in place of rubrics), process portfolio activities, response Cards	<b>80%</b>
<b>Summative Assessments</b> Artist statements/talks, da Vinci Notebook responses, Feldman art critiques, 3-2-1 self-reflections, process portfolio work (including exit slips, silent conversations, graffiti boards and rebus reflections), exhibition and Maker demonstrations	<b>5%</b>

\*All grades are based on a 10-point scale each studio session. No homework. Absence = 10 pts.

### K-8 Visual Arts Digital Portfolio: Artsonia!

<https://www.artsonia.com/schools/school.asp?id=99781>

*Check out ALL student artworks K-8!* All artworks are photographed (Thanks Volunteers 😊!) and shared with families and community. Additionally, Artsonia is a forum for students to exhibit globally---safely sharing their artwork online... Artsonia is a digital art gallery shared across the world! Hooray!

*Finally---*Artsonia's Giftshop has a variety of exciting, high-quality objects---jewelry, ornaments, magnets, coasters, books, canvas prints and much more--- that can feature your child's artwork! How fun!

*All Artsonia purchases provide 20% of their total sale back to Waters Art Room. These purchases provide supplies for our next art room project. All support is greatly appreciated. Thank YOU!*