

Whiteaker Middle School
Art – 7th/8th grade
Sweeney



SYLLABUS:

General Course Description:

This course will revised and look in depth at the elements of design (line, shape, color, texture, value, mass, color) and art principles, (movement, balance, contrast, repetition, variety, unity, and pattern). The course includes exploration of these elements and principles by covering the vocabulary, materials, and experimentation with a variety of media to create visual art. The focus of this class will be on art production; however, art history and art appreciation will also be included.

Goals:

1. Students will develop basic skills in drawing and painting while using a variety of techniques in creating art.
2. Students will use a variety of materials and tools for visual self-expression.
3. Students will become familiar with design concepts and terminology.
4. Students will study significant artists and the historical movements they are associated with.
5. Students will be able to describe their art in writing.

Art Projects:

1. Name Design
2. Sketchbook for daily warm ups
3. Multi-Media Mood Project
4. Lascaux Cave Painting
5. Collage Print
6. Gytaktu Printing
7. Block Printing
8. Altered Books
9. Altered Faces
10. Alebrijes

Expectations:

Students are expected to bring *writing paper, their sketchbook for daily warm ups, pencil, eraser, colored pencils*, and to be prepared to work during the allotted studio.

Late Work:

Late work will be accepted one day late at a reduction of 10%. Students with excused absences and illnesses will be allowed to make-up work as many days as they have been ill. When your student is absent much of the written work can be found online at <https://sites.google.com/site/whiteakersvisualartsdepartment/> .

Tag Consideration:

In Art students will be pre-assessed on the knowledge and skills that will be learned in the subject/course. The purpose of this pre-assessment is to find out what students already know and are able to do to avoid repetition and to give the student access to advanced and/or accelerated content.

Formal or informal pre-assessment may include tests, student input and self-evaluation, placement test, specific teacher observational data, lab demonstration or test, work samples, fist of five, thumbs up/thumbs down, or other forms of pre-assessment.

I _____ have read and I understand my responsibilities and expectations as an art student. I have also shared this information with my parents/guardians.

Student

Date

Parent

Date

Parent/Guardian e-mail _____