

Twin Falls School District

Pathways/Art Syllabus

Grade 7



Course Description:

Introduction to Art: 7th Grade

Instructional Philosophy:

Art is a creative process of inquiry. Artists create shapes, manipulate materials, and define space in order to express ideas and emotions. The Twin Falls School District's Art Department believes that all students need an art education, exposure to art criticism, aesthetics and art history, as well as studio experience. To respond to this process of creative inquiry the Art Department has established the following goals for the courses offered:

- to provide a sound aesthetic and technological foundation allowing the student to prepare for higher education or career goals;
- to provide a well rounded curriculum that will contribute to the continuing education of the student;
- to provide a learning atmosphere that will encourage and enable the student to create; and
- to teach students to use their powers of observation along with their ability to analyze and think critically.

Power Standards:

- **Content Standard #1:** Understanding and applying media, techniques, and processes
- **Content Standard #2:** Using knowledge of structures and functions
- **Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas
- **Content Standard #4:** Understanding the visual arts in relation to history and cultures
- **Content Standard #5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others
- **Content Standard #6:** Making connections between visual arts and other disciplines

Major Course Projects and Assignments:

- Line-Contour Line, Learning to Draw What You See
- Space-Introduction to Perspective
- Value/Texture-Gradated Value Scale, Rendering (Shading) Techniques, and Chiaroscuro of Four Basic Shapes, i.e. Cone, Cylinder, Cube (Box), and Sphere
- Final Graphite Drawing (implementing techniques learned)
- Shape-Cardboard Sculpture
- Color- Theory; Spin Wheel
- Shape/Form-Mobile

The projects and assignments are designed to introduce the student to the Elements and Principles of Art/Design. The student is responsible to complete all products for a grade. Due dates and exam dates will be announced during class and displayed on the agenda board. This syllabus is subject to change throughout the year. If you have any questions, concerns, or comments, please feel free to contact me at your convenience.

Grading Scale:

A 90-100 B 80-89 C 70-79 D 60-69 F 0-59

Assessment and Grading Plan:

- Projects and Final Portfolio- 100 pts
- Quizzes- 50 pts
- Tests- 100 pts
- Writing Assignments- 100 pts

Components of the Grade:

- Understanding of Art Elements/Principles
- Use of techniques/styles
- Creativity of design
- Quality of the project
- Time and effort put into the final product

Policy for Re-Doing Work:

If any completed assignment does not meet a proficient grade level, the student will have the option to redo the assignment for a proficient grade. Revised work must be turned in one week after the return date. **All projects must be completed by the end of the quarter.**

Opportunities for Extra Help:

Extra Help will be available before school, during Prime Time or after school.

Grading Rubrics:

A-Excellent Quality- Advanced

Work at this level is consistently of high quality

Work shows obvious evidence of thinking

Materials are used well – Technique is generally excellent

There is strong evidence of awareness of style and format- a sense of informed decision-making

B-Strong Quality-Proficient

Work at this level is generally strong, although there may be inconsistencies in the overall quality

Work shows evidence of thinking, i.e. it conveys a sense that it is about something

It is fairly confident in style and format

There is successful engagement with most aspects of technique and materials

C-Good Quality- (Novice)/Proficient

Work shows a sense of real effort and some sense of direction/purpose, but problems are not always successfully resolved

Some manipulation of ideas is evident

Technique may be developing, erratic, with little or no sense of challenge

D-Poor Quality- Lacking

There is little, if any evidence of thinking

Technique is poor

Work is uneven

Work shows a lack of awareness of tools and/or media

10 points credit if signed and returned by _____

Pathways/Art- Ms. Tuma

Parent/Guardian Signature: _____ Date: _____

Student Name (Please Print): _____