Course Title: Art History 1-2  
Instructor: Ms. Buckley  
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Classroom: 361  
Plan Periods: B4 (9:50-11:20)

Course Description: This course is designed to expand student knowledge and understanding of world history by analyzing art and artifacts of the past. Students investigate the many roles of the visual arts and artists throughout historical, political and other social contexts. They will learn the formal visual elements that art uses as means to communicate in order to describe, analyze, interpret and evaluate art. This is a non-production art class.

Content Standards

1. Create (CR): Students will use the creative process to formulate a plan and implement aesthetic choices in artwork.
2. Present (PR): Students will integrate and apply presentation knowledge into life experience.
3. Respond (RE): Students will explore the critical process to develop and defend a logical argument supporting a contextual response to a work of art.
4. Connect (CN): Students will synthesize understanding of contemporary, historical and cultural context in art.

Course Expectations

- Students will understand why people have created art throughout history and what the artists are trying to communicate.
- Students will know how to evaluate art through the critical process utilizing the elements and principles of design and aesthetic properties.
- Students will identify artwork, artists, and stylistic characteristics from the earliest beginnings to Romanesque and Gothic Art of Medieval times (ART I).
- Students will differentiate between Western and Non-Western Art.
• Students will identify artwork, artists, and stylistic characteristics from the Early Renaissance to Modern Art (ART II).

Classroom Expectations

• Be Respectful:
  - Students will use appropriate language in the classroom.
  - Students will respect the space of other students and teachers.
• Be Responsible:
  - Students will be responsible to bring necessary materials to class.
  - Students will be on time and in their assigned seats.
• Be Accountable:
  - Students will leave cell phones, food, and any other unnecessary items out of sight during class time.
  - Students will turn in work on time and make up missing work from absences

Texts and Other Materials:

• *Discovering Art History*, Davis Publications 2007
• Students will be requested to have a notebook and folder to keep track of notes, handouts, and assignments. This will be left in the classroom.

Assessment

• Course grades will be determined by planned assessments such as projects, tests, quizzes, and written assignments scored with rubrics in the content standard categories of Create, Present, Respond, and Connect.

OPS Secondary Grading Practices*

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*

• *Practice* – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
• **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

• **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

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\begin{align*}
A &= 3.26-4.00 \\
B &= 2.51-3.25 \\
C &= 1.76-2.50 \\
D &= 1.01-1.75 \\
F &= 0.00 -1.00
\end{align*}
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**Redoing/Revising Student Coursework**

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing,
retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).

5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

*Indicates standardized language