Course Title: Art Appreciation
Instructor: Mr. Parker
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Classroom: 364
Plan Period: A1 (7:40-9:10am)

Course Description: This course offers beginning art students a structured platform in understanding the importance of art. A foundation in basic drawing skills, design elements and principles, and color theory as they create original art works in a variety of media. In addition to art production, students will use a variety of learning strategies including reading, analyzing and responding to develop a deeper understanding of art. Students will be examining important works of art from a variety of cultures and time periods, participating in critiques of art works, and discussion aesthetic issues.

Content Standards

1. Create (CR): Students will use the creative process to make works of art with a variety of pottery materials.
2. Present (PR): Students will explore basic presentation methods and purposes.
3. Respond (RE): Students will explore the critical process to respond to pottery, learning about themselves and others.
4. Connect (CN): Students will identify contemporary, historical and cultural context in pottery and life.
Course Objective

- Understand and apply media, techniques and the artistic process.
- Reflect on the aesthetic issues of art in relation to history and culture.
- Critically evaluate subjects, symbols, and ideas communicated in works of art.
- Understand the visual arts in relation to world history and socio-cultural context.

Classroom Expectations

- **Responsible:** - Be on time   – Bring necessary items only   – Use tools/materials appropriately   – Students will leave cell phones, food, and any other unnecessary items out of sight during class time.
- **Respectful:** - Use classroom appropriate language and volume   – Clean up after yourself   – Do not touch art that is not yours
- **Accountable:** - Take pride in your work   – Follow directions and turn in work on time   – Ask for help politely

Texts and Other Material:

- You must bring a pen or pencil, a notebook or sketch book to class every day. A folder with pockets is suggested because you are required to keep track of all handouts and notes; no papers should be left out in the classroom.
- A textbook will not be checked out to individual students, all bookwork will be completed in class.
- All other materials will be provided.

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.

- 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
Redoing/Revising Student Coursework*

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redoes 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