**COURSE DESCRIPTION:** The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:

* has students learn valuable and engaging ideas about themselves and about others. (Identity)
* covers skills/standards that support college/career preparation, creative, and personal development. (Skills)
* has students become smarter about academic challenges, their lives, and the world around them. (Intellect)
* engages students about power, discrimination & oppression personally, locally, and nationally/globally (Criticality)
* allows for access, success and support both in-school and remotely (Coherent Methodology)
* allows for success and support collaboratively and independently (Diverse Platforms & Methodology)

This is a beginners Art Studio course for 9th grade students that places an emphasis on developing visual understanding skills through the study of the Elements of Art and Principles of Design. Students will engage in art making as self-expression. Students will further develop visual literacy skills including careful observation, making inferences and citing evidence. Students will practice the “Studio Habits of Mind” toward furthering their ability to make connections, provide social, cultural, and historical context through their understanding of art, while indicating links to other disciplines. Students are expected to apply knowledge and skills learned in the art class to assist them in interpreting the world around them. Students will have opportunities to interact with and explore the community and cultural resources of New York City and explore community, career and lifelong learning opportunities in art related fields.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ENDURING UNDERSTANDINGS/QUESTIONS:** Please state the most important ideas and/or questions for the course. Please name valuable and empowering ideas about themselves and about others. (Identity) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (Criticality)

* Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.
* People create, respond to, and interact with objects and places in ways that define, shape, enhance, and empower their lives
* Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work overtime
* Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and function as a record of social, cultural, and political experiences; resulting in the cultivating of appreciation and understanding.
* Individua l aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world
* Visual imagery influences understanding of and responses to the world.
* People gain insight into meanings of artwork by engaging in a process of art criticism.
* People evaluate art, based on various criteria
* Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
* Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.
* Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIFIC ACADEMIC SKILLS:** These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (Skills); and those that help students become smarter about academic challenges, their lives, and the world around them. (Intellect)

* Students will practice keen observation and apply precise descriptive language using an arts vocabulary
* Students will develop their perception, understanding and navigation of 2D and 3D space, including shape, direction, estimation and relative proportions
* Students will engage in a cycle of feedback and reflection refining their approach to creative problem solving
* Students will engage in self-expression and communication through visual media
* Students will develop the Studio Habits of Mind: Develop Craft, Engage and Persist, Envision, Express, Observe, Reflect, Stretch and Explore, Understand Art Worlds.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CCL STANDARDS:** These are the important Common Core Learning Standards (in short form) that will drive the curriculum and connect to units of study and academic skills. No need to list everyone!

* NYS Learning Standards for the Arts: Creating, Presenting, Responding, Connecting
* NYC DOE Blueprint for Teaching and Learning in the Visual Arts / The Moving Image: Benchmarks for Gr 8 – Gr 12
* CCL: [CCSS.ELA-LITERACY.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/) Presentation of Knowledge and Ideas

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASSESSMENTS OF SKILLS/STANDARDS:** These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!

* Baseline assessment at beginning of unit to assess student prior knowledge, and skill level
* Daily checks for understanding at the end of each class
* Teacher-Student conferencing setting individual goals and areas of focus
* Peer feedback and whole class discussion
* Rubrics and check lists for student self-assessment
* Culminating presentation of student work with artists reflection

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNITS OF STUDY:** These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.

* Unit 1: Using tech tools in the arts classroom / Creating a “Memoji”/Avatar Identity Portrait - Students will establish routines and best practices for accessing digital resources and apply elements of art to create a unique avatar that represents them online. (Master Artists: Laylah Ali, Os Gemos, Cindy Sherman, Vincent van Gogh)
* Unit 2: Symbolic Still Life – Students learn about the subversive history of symbols in art and apply Principles of Design to create a still life composition that expresses a point of view concerning a social issue of their choice (Master Artists: Betye Saar, Miguel Luciano, Latoya Ruby Frazier, Cezanne)

# Unit 3: The Politics of Space – Students practice techniques for perspective drawing and examine historical and contemporary global architecture while reflecting on the how public spaces impact the identity of communities, culminating in students applying perspective techniques to (re)design a community space. (Master Artists: Pepon Osario, Antoni Gaudi, Norma Merrick Sklarek, Nari Ward)

# Unit 4: Me, Myself, and I – Students explore their personal goals and learn about the proportional relationships existing in nature and the human body. Students will learn traditional techniques for drawing self-portraits and will create a series of self-portraits that represents a future version of their self. (Master Artists: Jordan Casteel, Amy Sherald, Kerry James Marshall, Frida Kahlo)

* Unit 5: Printing Posters – Students will learn about the history of graphic activism and create poster designs that spread their truth (Master Artists: Emory Douglas, Banksy, Frans Masereel, Faith Ringgold, Favianna Rodriguez)
* Unit 6: Making Monuments – Students engage in 3D art making techniques and consider the history of monuments, examining why some monuments are offensive or controversial, and examining the debates around them. (Master Artists: Kehinde Wiley, Claus Oldenburg, Augusta Savage, Yinka Shonibare, Maya Lin)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEXTS/MEDIA:** This is a sampling texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely

* Google’s GSuite for Education/ Zoom / EdPuzzle / Khan Academy / Adobe Creative Cloud / YouTube
* Art 21 / Artnet / The Met museum / The Whitney / MOMA / The Brooklyn Museum / The New York Historical Society / MOCADA
* Selected readings on artists and art movements

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COURSE RULES AND GUIDELINES:** These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to be implemented both in-school and remotely, collaboratively and independently.

* All school rules for health and safety apply
* Show respect to everyone, and respect their personal space and property
* Use positive, and respectful language, acknowledge the perspectives and feelings of others
* Everyone is responsible to keep their area clean, and leave it clean for the following class.
* Allow yourself and others to make mistakes, ask questions, and try new things.
* Be cool

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COURSE HOMEWORK POLICY:** This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely

Daily assignments including exit tickets are expected to be completed during class time

Homework assignments for this course are given an appropriate deadline and students are expected to turn in work by that deadline.

Any work handed in late will automatically lose points that accumulate for each day that an assignment in late.

Any work handed in after one week past the due date will be marked as either pass (65) or fail (60).

Incomplete assignments will be marked 55-60 depending on their level of incompletion, and missing assignments will be marked as 45.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_