|  |
| --- |
| **COURSE DESCRIPTION:** *This is an overview of the course. 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)* |
| The ninth grade studio art course is designed to be an introductory class to both technical and conceptual skills. Research, and the the subsequent opinion derived from such, will play an important role in this class. Students will be expected to immerse themselves in their work by reading, writing, and conversing about their art, and related master works. Students will produce unique works of art based off of their research. This class focuses on current events and activism. Students will respond to the current cultural climate and their personal histories with various art techniques to communicate important messages, made possible through the study of the elements and principles of art and design.  |
| **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)*  |
| * Students will respond to current events and social injustices with original imagery
* Students will learn art specific research techniques to fully conceptualize an art project
* Students will learn professional and efficient art techniques to execute their ideas visually
* Students will develop art specific critical language to support their own creations
* Students will be able to analyze the visual language of master artists and their own peers
* Students will develop an individualized aesthetic through the engagement of art, leading to an understanding and appreciation of the self, others, and the world.
* Students will design works that embody and influence the needs, desires, beliefs, traditions, and values of people within their community
 |

|  |
| --- |
| **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)* |
| * Presenting clear claims/arguments and evidence to support these claims
 |
| * Art specific vocabulary, professional processes and techniques
 |
| * Art specific research techniques to support thoughts on the current cultural climate and personal histories
 |
| * The visual language to design a work that clearly communicates ideas, thoughts, opinions
 |
| * Previously learned visual creation skills will be improved up through rigorous practice techniques
 |

|  |
| --- |
| **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 every one!* |
| * English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading
* KEY IDEAS AND DETAILS:
* ● CCSS.ELA-LITERACY.CCRA.R.1Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

● CCSS.ELA-LITERACY.CCRA.R.2Determine the central ideas or themes of a text and analyze their development;● CCSS.ELA-LITERACY.CCRA.R.3Analyze how and why individuals, events, or ideas develop and interact over the course ofa text.Craft and Structure:● CCSS.ELA-LITERACY.CCRA.R.6Assess how point of view or purpose shapes the content and style of a text.Integration of Knowledge and Ideas:● CCSS.ELA-LITERACY.CCRA.R.7Integrate and evaluate content presented in diverse media and formats, including visuallyand quantitatively, as well as in words● CCSS.ELA-LITERACY.CCRA.R.9Analyze how two or more texts address similar themes or topics in order to buildknowledge or to compare the approaches the authors take. |

|  |
| --- |
| **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!*  |
| * Artist Journal and Artist Statements
 |
| * Skill specific projects and the creation of an Art Portfolio
 |
| * Class participation, discussions, and conferencing
 |

**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.*

|  |  |  |
| --- | --- | --- |
| 1. #Activism: Original Emoji |  | 5.Tattoo Flash |
| 2. Personal History Artist Book |  | 6.Text and Image: Mural and Poster Design |
| 3. Self Portraiture |  | 7. |
| 4. Linear Perspective |  | 8. |

|  |
| --- |
| **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.*  |
| Students will learn from the methodology of contemporary and professional artists, architects and designers. |

|  |
| --- |
| **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 implemented both in-school and remotely, collaboratively and independently.*  |
| * Effort and Participation are HIGHLY valued in this class. You do not need to possess any previous “natural skills” to be create successful art. The willingness to try new things and smartly practice is important to your success.
 |
| * The art room is a safe space. There is respect shown for ALL types of people and their expressions.
 |
| * Respect the the supplies and take care of them. They are tools in making your work a success. No throwing or breaking supplies.
 |
| * Trust in the process: This class might be different from others you might have had before. You are now learning professional techniques and methods from a professional working artist. Your ideas and techniques will be pushed—do not fight this push, anyone in this class is capable of making powerful and beautiful art that they can be proud of.
 |

|  |
| --- |
|  **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.*  |
| Because we will be teaching in a blended/remote style:-All work assigned on Google Classroom must be submitted through Google Classroom-Late work must be submitted within the week to receive partial credit -Students and parents must sign an agreement of log on time, work submission, late submission-Students with conflicted access or WIFI connection must notify teacher -Attendance will be taken for at home learning and taken into account when given a grade |