

Subject: Sculpture and 3-D Design I , II (2007-2008)

Teacher: Mrs. Imerson

Text: *Not applicable*

Required Materials: \$20.00 per semester materials fee, which covers completed projects that are taken home (you may pay for both semesters during the first week), drawing/writing pens and/or pencils, three-ring binder with sculpture section (binder may be used for other classes), a sketchbook to keep project plans and daily journal in.

Communication:

- Mrs. Imerson's phone: 535-6290 x313
- Teacher's e-mail: Debbie_imerson@sjusd.org
- Leland Web Site: www.lelandhigh.org
- Sculpture Web Site: <http://leland.sjusd.org/dimerson>
- Office Hours: _ hour before and after school/please make an appointment

1. Course Content and Standards – Students will apply artistic processes and skills, using a variety of media such as: paper, wire, wax, plastic, balsa foam, plaster and other mediums to communicate meaning and intent in their original works of art. An introduction to hand built clay construction methods-pinch, coil, slab, combined and sculpture, how to use glazes and different methods of decoration, and the firing process is emphasized. Students may work with the potter's wheel and mold techniques. Students will analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Students will analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Students will apply what they learn in the visual arts across subject areas. They will develop competencies and creative skills in problem solving ,communication ,and management of time and resources that contribute to lifelong learning and career skills. They will also learn about careers in and related to the visual arts. Three life long learning standards will be emphasized this year: informed thinkers, effective communicators and collaborative workers. This course corresponds with the material required in the California State Visual Arts Standards. see attached complete visual arts standards) As we study sculpture, you will learn about how the visual arts impact our world and the challenges and achievements of artists throughout the world in different periods of time. In this class you will have the opportunity to see how art gives us a different way to look at the world.

The hands-on aspect of this course lends itself for all students to express themselves in a personal way that increases self awareness and self esteem, while practicing critical thinking skills.

2. Rules and Expectations Class/School - Students are expected to know and adhere to all School and District policies and behavior standards outlined in the Student and Parent Information Handbook of San Jose Unified and the Leland Student & Parent Handbook. Appropriate classroom behavior is expected at all times. The following list represents the minimum expectations for individual conduct in this class, in addition to the policies listed above.

1. A quiet atmosphere of concentration will be maintained while working on individual projects. Appropriate oral contribution after presentations is encouraged. Raise your hand when you wish to speak. A certain level of noise is expected during group project activities, provided the discussion is centered on the day's assignment.

2. Do not do homework for another course during this class.

3. Have respect for tools, supplies, and classroom (Eating, drinking, chewing gum, electronic equipment, playing cards, or applying make-up are not permitted in class,

4. Students should use the rest room on their way to class. If this causes the student to be tardy, remember that five tardies will result in a student being assigned to AIM. Any student with a medical condition requiring a different policy should provide me with a doctor's note. Two emergency passes per semester should cover unexpected emergencies, please wait till an appropriate time to ask (not while I am presenting). Extra credit will be added for those who do not use the emergency passes.

5. Always have a sharp pencil and pens and paper in class as well as your binder and sketchbook.

6. Backpacks and other student possessions belong under the chairs.

7. Have respect for other students and their artwork.

8. At the end of the period clean up your work area, put your tools, supplies and project away and *remain in your seat for the bell*. You will have 6 minute clean up periods. Please leave table and chairs in an orderly manner.

Academic honesty: **Cheating is defined as using any material or source that is not yours.**

Copying all or part of an assignment from a classmate will result in zeros for both students. *Copying from the computer, encyclopedia, the Internet, or any other book* is called plagiarism and also will result in a zero. In addition, the student will be given a cheating file in the office. Do not copy another's

work and to turn in as your own. It is better to take the zero for the assignment than to jeopardize your entire future academic career. If you ever have questions on what constitutes plagiarism or if your work is similar to another source, please do not hesitate to speak with or contact me about this. If a student's behavior becomes a problem,

1. I will ask student to refrain from the undesirable behavior (i.e. disruptive talking, eating in classroom, etc.).

2. If undesirable behavior continues I will call the student's parents and inform them of the problem.

3. If the behavior continues *a referral to the office will occur.*

3. Testing: Types/Frequency/Policy Tests and quizzes will vary in style and be 20% of your total grade. They will follow after major units of study. Final exams will be project based and include Internet research that is developed in a power point presentation and/or poster form and also a hands-on sculpture. Missed tests and quizzes may only be made up in the case of severe illness. In the case of a test, the student must have a signed doctor's note with a phone number on it or a letter of explanation from a parent or guardian explaining the absence if the test is to be made up. In the absence of such a note, a zero will be scored for that test. Tests/projects must be made up within one week of the student's return. Missing only one day before a major project is due is not considered grounds for postponing the due date. Make all efforts to be present for all announced presentation due dates.

4. Homework: Frequency/Policy -

a. Includes idea development, sketches, brainstorming, collecting of resources from magazines, Xeroxes from books and websites.

b. You are responsible for all preparation/research assignments *on the date assigned.*

c. Class materials should be kept in a three-ring binder and project plans in a sketch book.

d. *Keep all handouts.*

5. Research/Special Projects - A special project will be required at the end of the first semester and end of the year, which includes a presentation (mentioned in testing section) and display board.

You are expected to obtain a folder for loose-leaf paper, which will serve as your notebook for this class. (See me if this is a financial hardship.) I will check your notebook/sketchbooks every six weeks during the semester.

Notebook checks may be unannounced, so if you do not have your notebook

on the day I check, you will receive no credit. This will be graded on the criteria of neatness and completeness.

You will be required to hand in random assignments, hand-outs, or notes from your class notebook at some points during each semester. This assignment is designed to improve your note-taking and organizational skills. (Are your notes detailed and complete? Are they organized and neat? Are you keeping track of all work in an orderly fashion so it is accessible to you to study for the final?)

6. Absence/Make-up Work – Assignments are handed in at the beginning of the period on the day that they are due. Late work will not be accepted. Homework amounts to 5% of your grade in this class, so get in the habit of doing it, bringing it to class, and turning it in on time. Assignments will be orally announced and written on the board at the front of the class, on a white board and listed on line on the sculpture website. a. In the case of a student's excused absence, it is the student's responsibility to hand in work within two days of his or her return unless special arrangements have been made with me. There is no point penalty. If a student has been absent two or more days and needs more time to make up your work, they should make specific arrangements with me. If the excused absence is known about in advance, such as for a sporting event, you must turn the work in on the first day when you return to class. *It is your responsibility to find out what the assignment is.*

b. Late work, and projects will not be accepted in the cases of unexcused absences or suspensions.

7. Tardy Policy – You are to be seated at your assigned work area, ready to work when the bell rings. The district AIM policy will be diligently followed. Please refer to your student handbook for clarifications.

8. Participation – : Performance is 20% of your total grade, and is based on your effort to be involved in class discussions, your attempts to finish in-class assignments, your participation in daily activities, your attitude, cleaning messes made at your work area and proper use of tools and equipment in the classroom. Everyday I will observe your participation. A portion of your semester grade will be based upon your participation and behavior in class. Points can be taken away from your participation grade by not bringing required materials, repeated behavior problems such as consistent talking, showing disrespect to myself or other classmates, or general\ disruption of the class. Points will be deducted for inappropriate or untimely remarks

9. Written Work Format Policy - Written work must be neat and legible,

with resources presented clearly and using the required heading format given below. One point will be deducted for each incorrect heading. Carelessness in the use of grammar, spelling, punctuation or penmanship will result in point loss. Illegible work will result in point loss. This course requires a notebook. Consider this your text for the course. It will be graded every 6 weeks. All sculpture projects should have your full name on it (not initials please). Your notebook should be organized in the following manner.

- a. Grade record-The first page is to be grade records where you will list all grades you receive. This way you will know exactly how you stand throughout the course. You are expected to record all grades in this class on the grade sheet provided. This will keep you apprised of your grade at all times. Incomplete grade sheets will be lower your grade. Students should only ask me to discuss their grade when they have an updated grade sheet in hand.
- b. Xerox copy section-The second part of your notebook is where you will keep all the handouts you receive from me, in the order you receive them.
- c. Class Notes-The third section is where you will keep notes you will take during all class presentations, demonstrations and films. They should elaborate on the information covered in the handouts.
- d. Picture File-In the fourth section you will keep a collection of photos, magazine clippings, etc. that relate to your class work. Project sketches and homework design projects belong in this section.
- e. Calendar Journal of daily productivity. Make dividers or tabs so each section is clearly marked.

Class Heading

First, last name

Assignment

Date Due

10. Assessment/Grading System – Grades will be determined on a point system (see approximate weighting below). All student work will be evaluated according to point value. Points will be totaled and determined by the standard school grading scale. Each student is to keep her or his own point record and all papers in case of a grade conflict. Individual grades will not be discussed if the student does not have an updated grade sheet in hand. You will be graded on the following criteria:

Home/class work: points will vary (usually 10 points each/approximately 5%)

Quizzes: points will vary

Notebook Check: 30 to 50 points total

Chapter and Unit Tests: 25 to 50 points each

Final: 100 points

Oral Participation: 10% of points possible

Extra Credit: up to but not more than 5% of points possible for eligible students

Semester Projects: 50 to 100 points each

Major Projects: 30 points each

Class work: 20 points each

Your final grade for the semester, as well as the 6 week and 12 week progress reports, will be determined by a weekly self-evaluation and evaluation by the teacher using critique forms. Approximate weighting: 20% tests, 35% major projects, 5% homework, 20% class work, and 20% participation.

You will be given several opportunities to earn extra credit throughout this course. Assignments may include: visiting an art museum, or writing a short report. These assignments will be discussed as the opportunities arise.

Quality work on all possible extra credit assignments may raise your grade by as much but not more than 5%. To be eligible for extra credit, a student must

not be missing more than two regularly scheduled assignments.

I have read and understood all of the above policies and procedures, especially the behavior expectations.

Name: _____ Date: _____

Parent Signature: _____ Date: _____

Leland High School

Lifelong Learning Standards (ESLRs)

Students will be **self-directed learners** who:

- assess and reflect on their attitudes, skills and behaviors
- manage time and resources efficiently
- set priorities, plan and take action to accomplish goals
- apply what they learn to other situations
- explore and prepare for academic, extracurricular and career opportunities

Students will be **responsible members of society** who:

- recognize and diverse ethnic, linguistic, cultural and economic backgrounds
- recognize the rules and processes that govern societies
- demonstrate and exercise the skills required to be a contributing member of society
- apply practices that preserve the safety and health of one's self, others and the environment

Students will be **information processors** who:

- identify access, gather and evaluate relevant data
- convert data into usable information related to need
- build knowledge by using a variety of information resources and tools including technology

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills

Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment.

They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in

the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its

contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a

particular principle of design.

Impact of Media Choice

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning

and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

2.5 Create an expressive composition, focusing on dominance and subordination.

2.6 Create a two or three-dimensional work of art that addresses a social issue.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures Throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

4.3 Formulate and support a position regarding the aesthetic value of a

specific work of art and

change or defend that position after considering the views of others.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.