Objectives of the Visual Arts Class at Sonoma Valley Middle Schools:

 Students will study the Elements of Art and the Principles of Design while exploring the visual world around them. They will investigate, evaluate, and analyze the world through pictures, books, hands-on experiences, museum visits, and historical artifacts. By using their imagination and by interpreting real objects, students will create their unique works of art.

 As the art teacher, I will share historical and modern art knowledge, including the “tricks” of perspective techniques, whereby they will make objects on a flat surface appear to have depth by creating the illusion of space around them. Students will learn about famous styles of art, and they will be encouraged to develop their own style.

 Students will learn the common vocabulary of artists. Students will use a variety of materials including paper, pencil, colored pencil, oil pastels, paint, and clay. This year we will make mobiles in the spring! By the end of the year, students will have a greater appreciation of the visual arts.

**Curriculum for The Middle School Visual Arts Class** includes lessons on:

* using the Elements of Art (line, shape, form, color, space, value, texture).
* Identifying and using the Principles of Design (balance, unity, variety, emphasis, pattern, proportion/scale, movement, rhythm) through various assignments.
* understanding and using color theory including the color wheel, values of hues, mixing colors, warm and cool colors.
* understanding various artistic styles including Prehistoric, Oaxacan, Realism, Impressionism, Fauvism, Cubism, and Abstract Expressionism, and making art in some of these styles.
* drawing one- and two-point perspective and other perspective techniques.
* drawing faces in a realistic manner, and drawing people in proportion.
* working with clay through pinch-pot, and coil methods of hand building creative objects.
* Creating mobiles in the style of Alexander Calder, using new and found objects
* analyzing and critiquing artworks based on their knowledge of art history, Elements of Art, and Principles of Design.
* learning about styles of art from cultures around the world including the ancient world, Mexico, South America, Europe, and America.
* Additionally, they will create art assignments in an integrated curriculum, as I teach art lessons relating to what is being taught in their History, Science, Math, and/or Language Arts classes.

**Mission Statement**: To provide a curriculum which is challenging, engaging, and relevant to today’s world, and to provide a high level of learning for all students.

**Grading and Participation**:

In order to receive an A or a B, students must participate in all activities, keep their art sketchbook up-to-date, and turn in all art projects by completion dates. All students are required to clean up their work area, and any resulting mess at their tables and the storage area. Students must stay on task, listen to instructions, and follow through on assignments. Failing to meet project deadlines, failing to participate, failure to adequately clean up - will reduce points available for each project.

Each project is graded according to a rubric, so students know ahead of time how to earn an A or a B or a lower grade. Grading is done objectively and subjectively by the teacher; however, students compete only with themselves. In middle school, a majority of the grade is from effort, including clean-up, as well as working on improving their skills. Students will mostly work independently during the year, but occasionally may work in small groups.

A general guideline for grades includes:

 Participation in class (including clean up) 20%

 Sketchbook work 30%

 Quality of art work assignment 50%

If students complete all assignments on time, they will receive a minimum grade of C.

Completion of above, and two or more projects of high quality, they will receive a B.

Completion of above plus consistent, outstanding high quality work, will earn an A.

**Sketchbook**: The sketchbook is an important part of the art class. Each student is provided with a sketchbook, and they are required to bring this to class every day. (The more often that students draw, the better they will become.) Students will take notes in it, do daily warm up exercises, plan their work, and draw complete sketches. If a student loses their sketchbook, they are responsible for bringing in a new one. The sketchbook is kept for the entire year. ONE FULL PAGE DRAWING IS DUE EVERY 30 DAYS. This will most likely be the only homework assignment during the year, although there may be a special assignment.

**Fieldtrips**: Every year, I plan at least one field trip so students can see original artwork. In order to do this, I will need parent volunteers to be chaperones. If you think you might be available to be a chaperone, please print your name and include your phone number & email.

Thank you. I look forward to a wonderful year, as we investigate the visual arts together. If you have any questions, please ask me, or email me.

Ms. Cheryl Coldiron ccoldiron@svusdca.org

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Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name and Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent phone number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ email address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_