**Drawing:** Course Syllabus 2016 - 2017 Instructor: Mrs. Jennings

**Important:** We will be using Google Classroom as our class website to start the school year with until the district makes the switch to our new learning platform, Schoology. To join our google classroom page please use the following code: **sqloi1h**

If you are unsure how to join google classroom, please see Mrs. Jennings or Mrs. Stalder (OHS librarian) for help. Please join your google classroom by MONDAY, SEPTEMBER 12th.

**Course Description:**

The Drawing course is designed to teach students how to draw with realism and accuracy, use traditional 2D media (ex: pencil, charcoal, pastel, pen & ink, watercolor, colored pencil, acrylics, and oil paint), and continue their development as creative artists. The Drawing course begins with small, daily assignments that teach students the skills they need to draw realistically. Projects become longer and more involved as students build their skills. By mid-year students are expected to have mastered the ability to render subjects realistically in dry media. After mid-year, projects begin to involve a more in-depth exploration of a wet media, such as watercolor or acrylic paints. Students taking this course are also expected to complete weekly sketchbook assignments, which include a drawing component and an art analysis component (examples are attached). The artwork created in this year-long course is meant to be the starting point for a college-entry portfolio.

Students will be required to:

1. Complete all projects sequentially and successfully: Each project is designed to teach basic skills. The skills in one project must be learned before the next project can be started, so it is important for students to stay on task and work to deadlines. Some students may need to bring work home to finish it on time; students may also use their study halls and lunch time to catch up if they have fallen behind.
2. Complete a Sketchbook and Image Journal assignment each week: There will be a Sketchbook and Image Journal assignment due every Friday.

Required Materials: can be purchased at Wal-Mart, Office Max, or ArtWare

1. Each student will need to purchase a spiral bound sketchbook – a good size to get is 8 ½ x 11” or 9”x 12” – sketchbooks bigger than those sizes are difficult to fit in lockers and backpacks. The sketchbook pages should be drawing paper, NOT newsprint.
2. Each student will need to purchase a set of drawing pencils. The set should include dark, medium, and light pencils - these are referred to as B, HB, and H pencils and usually cover a range from 6B through 4H.
3. Most pencil sets come with an eraser, but if the one you choose doesn’t, then please get yourself and eraser. The eraser should either be a white eraser or a brown gum eraser.
4. A hard cover binder to keep handouts in

**Classroom Grading Policies:**

1. Midterm & Final: Students will complete two self-portraits that will count as their Midterm Exam grade and Final Exam grade. The grades for the self-portraits are worth 1/3 of their respective semester’s grades, or 1/6 of the overall final average.
2. Projects: Worth 60% of each quarter’s grade. Projects are worth 25, 50, 75, or 100 points depending on their length and complexity. Each project is graded using a rubric specific to that project.
3. Written Sketchbook: Worth 30% of each quarter’s grade. Sketchbook and Image Journal assignments fall into this category.
4. Participation: Worth 10% of each quarter’s grade. Students will be graded on the following each day:
   1. Coming to class on time or with late pass
   2. Coming to class prepared (pencil, sketches, reference images, etc…)
   3. Using class time in a responsible manner
   4. Taking care of classroom materials and work area
   5. Creating an atmosphere where all can work comfortably

Please Note: Late work may be accepted for one week after the original due date, HOWEVER, two points may be deducted from the late work’s grade for each day it is late. After one week, late work will be graded as is. Students who are absent from school for a length of time due to sickness, travel, or family obligations should discuss an alternative due date with their teacher as soon as possible.

**Student Responsibilities** (additional to those in the OHS handbook)

1. Attendance – Be on time – Important information will be missed if you are tardy.

Students who want to succeed in this course will need to attend every class.

Students should see the teacher immediately after a missed class to make-up any

missed work. Students may miss a maximum of 28 absences in this year long class.

1. Respect all art work found in the art room. Individuals cherish their work!
2. Keep the classroom clean and take care of art supplies. The sink area must be kept clean. Tables should be washed daily if you make a mess. Art supplies must be returned at the end of class or signed out if you are borrowing them.
3. You will receive a 5-10 minute warning to clean up. Watch the clock and allow yourself enough time to clean up. Put your artwork away to keep it safe. Do not clean up early unless you are given permission to do so.
4. Be responsible with the art supplies – do not waste them!
5. NO food or drink in class – it could spill onto work and damage a masterpiece!
6. Phones are a privilege and are to be used for **research** and **music** only. Please wear headphones when listening to music. Students who cannot follow this rule will not be allowed to use phones in class.

**MAKING ART AND PLAGIARISM**

For centuries, artists have incorporated the work of others as part of their creative practice. Today, many artists occasionally or routinely reference and incorporate artworks and other cultural productions in their own creations. Such quotation is part of the construction of new culture, which necessarily builds on existing culture. It often provides a new interpretation of existing works, and may (or may not) be deliberately confrontational. Increasingly, artists employ digital tools to incorporate existing (including digital) works into their own, making uses that range from pastiche and collage (remix), to the creation of new soundscapes and lightscapes. Sometimes this copying is of a kind that might infringe copyright, and sometimes not. But whatever the technique, and whatever may be used (from motifs or themes to specific images, text, or sounds), new art can be generated.

**PRINCIPLE**

Artists may invoke fair use to incorporate copyrighted material into new artworks in any medium, subject to certain limitations:

* Artists should avoid uses of existing copyrighted material that do not generate

new artistic meaning, being aware that a change of medium, without more, may not meet this standard.

* The use of a preexisting work, whether in part or in whole, should be justified

by the artistic objective, and artists who deliberately repurpose copyrighted works should be prepared to explain their rationales both for doing so and for the extent of their uses.

* Artists should avoid suggesting that incorporated elements are original to them, unless that suggestion is integral to the meaning of the new work.
* When copying another’s work, an artist should cite the source, whether in the new work or elsewhere (by means such as labeling or embedding), unless there is an articulable aesthetic basis for not doing so

Borrowed from: p. 11, <http://www.collegeart.org/pdf/fair-use/best-practices-fair-use-visual-arts.pdf>

**OCSD policy for PLAGIARISM/CHEATING**

Definition: The *Modern Language Association Manual* commonly used in academia throughout this country defines plagiarism as, “The use of another person’s ideas or expressions in your writing without acknowledging the source.” Although plagiarism is easily defined, it is an act of academic misconduct that generally falls into one of the two categories listed below. As such, the Oneonta High School distinguishes between these two different forms and degrees of plagiarism. They are as follows:

Intentional Plagiarism is defined as, but not limited to:

* The submission of others’ work while claiming it as the students’ own. This can apply to uncited paraphrasing of someone else’s ideas as well as using others’ words verbatim. The term *others’* may refer to either scholarly sources, online essays (commonly known as “cribbed”), as well as the work of other students. The term *work* may refer to any of the following: ideas, theories, strategies, statistics, graphs, diagrams, data, charts, speeches, plays, poems, pictures, films, and computer programs.
* The obvious, substantial, and/or verbatim reproduction of others information/work.
* The fabrication of sources, deliberate mis-documentation, and the falsification of page numbers. The term *sources* may refer to websites, online journals, books, printed journals and articles, newspapers (print or online) plays, other students’ work. These sources may be published or unpublished.

Technical Plagiarism is defined as, but not limited to:

* The improper use of citations or documentation that misrepresents a source.
* The poor use of direct quotations with the student’s own writing.
* Poor paraphrasing of others’ work.
* Insufficient citation of factual information not deemed to be common knowledge.

Determination of Plagiarism

The student and the student’s parent/guardian must be informed when a student is suspected of plagiarism. The teacher will have to provide the source(s) that the student plagiarized from.

Consequences

It is the contention of this high school administration that a consequence without education is simply not effective discipline. As such, we also recognize the difference between intentional and technical plagiarism.

* Evidence of *intentional plagiarism* may result in the student receiving a grade of zero for the assignment in which the plagiarism occurs. The teacher does have the right to reassign the plagiarized assignment as a deducted rate upon completion.
* Evidence of *technical plagiarism* may result in a deduction of points as determined by the teacher based on the severity and number of occurrences for the assignment in which the plagiarism has occurred.
* Evidence of plagiarism may result in additional consequences for students participating in extracurricular activities such as National Honor Society, Link Crew, other clubs or sports.

**SKETCHBOOK**

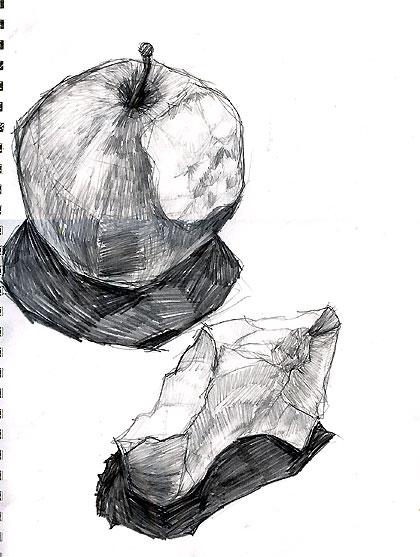
**What is a sketchbook?**

A sketchbook is an important tool used by artists. A sketchbook holds the artist’s ideas, memories, and personal thought. It is a place for the artist to sketch out possible projects, practice their drawing skills, and experiment with new media. Artists use sketchbooks to record every day events, as well as draw from their imagination. A sketchbook is small enough to be portable, going places where large paintings and delicate drawings cannot. A sketchbook becomes an extension of the artist, a personal record of the artist’s creativity, skill, and ideas.

**Sketchbook Goals:**

1. Teach creative thinking and problem solving skills.
2. Practice drawing skills.

Example: Using pencil or pen, sketch a fruit “before” and “after” you eat it. Adjust your mark-making to create light, medium, & dark areas as seen on the fruit.



**IMAGE JOURNAL**

**What is an Image Journal?**

An Image Journal is a collection of images gathered by the artist, along with a brief explanation about why each image was chosen. The images chosen have, for some reason, captured the eye of the artist – using the Image Journal will help the artist to figure out why. When you understand how a visual image is put together and how it affects you, then you can begin to use that knowledge to enhance your own artwork.

**Image Journal Goals:**

Each week the students will pick an image, tape it into their sketchbook, and then complete the following:

1. Write a brief summary of why an image captured your attention – include specific examples from the image.
2. Write a brief analysis that demonstrates knowledge of the design elements/principles and how they have been used selectively in the image. Write only about the design element and/or principle that have been emphasized in the image.

Example:

Image: The Second Day of the Creation by MC Escher

1. I chose this image because I really love how Escher depicted the water – it really looks like its moving and churning. I also like the clouds because they’re not the stereotypical cloud shape; they remind me of big pieces of lettuce floating in the sky.
2. The most important design element in this image is line. The way Escher carefully changed the types of lines he used creates the whole picture – straight lines for the rain, curved/wavy lines for the water, dots line up to create cloud edges. I also think the absence of color plays an important role – the black & white values make the picture very stark, bold, & attention grabbing.

