**Advanced Art:** Course Syllabus 2016 - 2017 Instructor: Mrs. Jennings

Prerequisites: Successful completion of Studio in Art and Drawing.

**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: **oa6lvu**

**Course Description:** Advanced Art was created to challenge the creativity and ability of art students. Students in this class are expected to have already mastered the skill of rendering subjects with realism and accuracy, as well as a basic knowledge of traditional 2D media. The goals of this course are:

* To increase students’ understanding and use of an artistic vocabulary
* To further students’ knowledge of how to apply the elements and principles of design to create good artwork
* To encourage creative thinking & the use of the creative process
* To experiment and learn new techniques in a variety of media
* To introduce students to contemporary art/artists/issues, as well as learning about & understanding the contributions of past artists
* The development of a unique, personal artistic style and the ability to be a self-sufficient artist

**Course Requirements:**

* Be a working artist EVERY day: Students are expected to work on art every day during class time; this could mean they are completing research on the computer, experimenting with ideas in their sketchbook, creating preliminary works, working on their projects, etc. Students receive a point a day for using in class time as a working artist. These points are used for their Participation grade.
* Complete all written assignments: These include, but are not limited to, homework, sketchbook, image journal, art analyses, & student project worksheets.
* Complete all projects: Students will create two different types of projects throughout the year:
	+ Teacher-directed projects: These projects are more traditional, “college portfolio” building projects such as self-portraits, still lives, landscapes, as well as maintaining a current body of work on the OHSartgallery website.
	+ Student-directed projects: These projects are created entirely by the student. The student will learn how to decide upon a project idea, gather materials & resources, create the project, and evaluate their own finished work and process. Student-directed projects are meant to teach students how to become self-sufficient artists. These projects should also be used to develop and explore a personal style. Student-directed projects include a worksheet that helps students outline their process and develop goals for each project.
* Participate in class critiques: At the end of each project students will share/evaluate their artwork with the class in a formal class critique. Students must have work completed and ready to share on the day of the critique. The formal class critique will follow a specific format, explained to the students before the first critique. The grade given for the critique carries the same weight as a project.
* Write an Artist Statement: In the Spring semester, students will be required to write an Artist’s Statement. This statement is essentially a philosophy statement; explaining the development of their personal style over the past school year, as well as why creating art is important to them.
* Participate in a Midterm Exam and a Final Exam: worth 1/3 of their respective semester’s grade.

**Required Materials:** Students will need to have

* A hard cover binder to keep handouts in
* a spiral-bound sketchbook
* a set of drawing pencils & drawing eraser (white or gum)
* a box to keep their supplies in (large pencil box or small tackle box)
* In addition, although it is not required, many students find it helpful to purchase their own portfolio (18 x 24 brown paper)

\*\**If they haven’t used them up, students may continue to use the sketchbook and pencils from their Drawing class*\*\*

**Classroom Grading & Policies:**

* Projects/Critiques: Worth 70% of each quarter’s grade. All projects are out of 100 points and are evaluated using a rubric specific to each project. All critiques are out of 50 points and are evaluated using a rubric specific to the project being critiqued.
* Midterm/Final Exams: These reviews function as a midterm and final exam grade and are each worth 1/3 of their respective semester’s grade.
* Written Assignments: Worth 20% of each quarter’s grade. Written assignments will include, but are not limited to, homework, the sketchbook, image journal, art analyses, & student project worksheets.
* Participation: Worth 10% of each quarter’s grade. This grade is based on students making sure they are being a “working artist” every day, as explained in the Course Requirements.

Please Note: Late work will be accepted for one week after the original due date, HOWEVER, two points will be deducted from the late work’s grade for each day it is late and the student will lose points off of their critique grade because the work was not finished for the critique. After one week, the work will be graded “as is” and the grade may not be changed further. 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)**

* 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.
* Respect all art work found in the art room. Do not touch/draw on another’s artwork or sketchbook.
* 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.
* 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.
* Be responsible with the art supplies – do not waste them!
* NO food or drink in class – it could spill onto work and damage a masterpiece!

**SKETCHBOOK**

What is a “Sketchbook”?

 A sketchbook is an important tool used by artists. A sketchbook holds the artist’s ideas, memories, and personal thoughts. It is a place for the artist to sketch out possible projects, practice drawing skills, and experiment with new media. Artists use sketchbooks to record everyday 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:

* Teach creative thinking and problem solving skills as they relate to projects.
* Give students “artistic independence” over their sketchbooks through more open-ended assignments and encourage personal use beyond just completing class assignments.
* To complete research on major artists/art movements /art styles that helped to create modern art and the world of contemporary art.

**IMAGE JOURNAL**

 Students in the Drawing class created an Image Library – a collection of images that captured the interest of the student. Each image was accompanied by a brief written explanation of why the image was chosen and what design elements helped to capture the student’s interest. Creating an Image Library helped students to begin to understand and analyze visual information and see how they could apply that information to their artwork.

 The nature of the Image Library changes in Advanced Art: instead of gathering images, students will be introduced to the imagery of contemporary artists. Students will be watching a PBS video series called “ART:21”, which explores the works of artists in the 21st century in a documentary/interview format. Students will discuss and answer questions about the artists. The questions & discussions help prepare them to write their own Artist Statement in the Spring.

**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.