

***School Year \_\_\_\_\_2020-2021\_\_\_\_\_\_\_\_\_\_\_\_***

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| ***Course Name*** | *K-5 Visual Art* | ***Course Code*** |  |
| ***School Name*** | *Sagamore Hills Elementary* | ***Teacher Name*** | *Liz King* |
| **School Phone Number** | 678-827-3371 | **Teacher Email** | Elizabeth\_J\_King@dekalbschoolsga.org |
| **School Website** | <http://www.sagamorehillses.dekalb.k12.ga.us/>  | **Teacher Website** | <https://mskingsartclassroom.weebly.com/> |

**Course Description**

Goals for curriculum, instruction and assessment in art draw their content from the four foundation domains of the Georgia Standards of Excellence (GSE) for the visual and performing arts: creative thinking-CREATING (CR), contextual understanding, production-PRESENTING (PR), assessment and reflection-RESPONDING (R), and CONNECTING (CN).

Art education is based on the belief that the arts have intrinsic, cognitive, and enduring value for our students. Art education is sequential and integrates the four curricular components of the arts: art history (knowing who, what, and when); art criticism (knowing why); aesthetic perception (knowing about); and art production (knowing how).

Structured learning situations include the exposure to and application of a wide variety of media, techniques, and processes. These are essential parts of the visual and performing arts education instructional programs.

Art education contributes to the intellectual, social, and emotional growth of every child, and the fine arts curriculum is designed to develop the unique mental capabilities which foster flexible, original, divergent, fluent, creative, and imaginative thinking. While art enhances learning in all subject areas by providing auditory, visual, and sensory experiences, art has intrinsic value and is worth learning for its own sake. The department of curriculum and instruction aims for a comprehensive program which fosters the creative potential of every learner.

**Curriculum Overview**

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

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| **CURRICULUM OVERVIEW—Kindergarten** |
| Unit 1 – Intro to Art: Create works of art emphasizing one or more elements of art and/or principles of design. Use pictures to tell a story. |
| Unit 2– 2D Design: Understand and apply media, techniques, and processes of two-dimensional art. Discuss works of art using art vocabulary with an emphasis on the elements of art. |
| Unit 3 – 3D Design: Understand and apply media, techniques, and processes of three-dimensional art. Discuss works of art using art vocabulary with an emphasis on the elements of art. |
| Unit 4 – Connections: Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas. |

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| **CURRICULUM OVERVIEW—1st grade** |
| Unit 1 – Intro to Art: Create works of art based on selected themes. Create works of art emphasizing one or more elements of art and/or principles of design. |
| Unit 2 – 2D Design: Understand and apply media, techniques, and processes of two-dimensional art. Explain how selected elements of art are used in works of art to convey meaning. Identify primary colors and mix them to make new colors. |
| Unit 3 – 3D Design: Understand and apply media, techniques, and processes of three-dimensional art. Explain how selected elements of art are used in works of art to convey meaning. |
| Unit 4 – Connections: Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas. |

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| **CURRICULUM OVERVIEW—2nd grade** |
| Unit 1 – Intro to Art: Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes. Discuss personal works of art and the artwork of others to enhance visual literacy. |
| Unit 2 – 2D Design: Understand and apply media, techniques, and processes of two-dimensional art. Explore basic color theory (e.g. tertiary colors, values, color schemes). Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. |
| Unit 3 – 3D Design: Understand and apply media, techniques, and processes of three-dimensional art. Create sculpture using a variety of materials and methods (e.g. papier mache, paper sculpture, assemblage, found objects). Create a title for a work of art. |
| Unit 4 – Connections: Participate in appropriate exhibition(s) of works of art to develop identity of self as artist. Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. Integrate information from other disciplines to engage in the understanding and production of works of art. |

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| **CURRICULUM OVERVIEW—3rd Grade** |
| Unit 1 – Intro to Art: Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation. Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.  |
| Unit 2 – 2D Design: Understand and apply media, techniques, and processes of two-dimensional art. Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). |
| Unit 3 – 3D Design: Understand and apply media, techniques, and processes of three-dimensional art. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models). Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers. |
| Unit 4 – Connections: Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist. |

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| **CURRICULUM OVERVIEW—4th Grade** |
| Unit 1 – Intro to Art: Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images. Create works of art emphasizing multiple elements of art and/or principles of design. Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). |
| Unit 2 – 2D Design: Create representational works of art from direct observation (e.g. landscape, still life, portrait). Apply understanding of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary). Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers. |
| Unit 3 – 3D Design: Understand and apply media, techniques, and processes of three-dimensional art. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models). Explain how selected elements and principles of design are used in works of art to convey meaning. |
| Unit 4 – Connections: Investigate ways in which professional artists contribute to the development of their communities (e.g. architects, painters, photographers, interior and fashion designers, educators, museum educators). Describe and discuss various arts-related careers and how design impacts daily life (e.g. art historian, art critic, curator, web designer, game designer, fine artist). Create works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry, puppetry). |
| **CURRICULUM OVERVIEW—5th Grade** |
| Unit 1 – Intro to Art: Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models). |
| Unit 2 – 2D Design: Understand and apply media, techniques, and processes of two-dimensional art. Refine knowledge of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary). Apply multiple spatial concept knowledge to create works of art (e.g. one-point perspective, atmospheric perspective, positive and negative space.) |
| Unit 3 – 3D Design: Understand and apply media, techniques, and processes of three-dimensional art. Create sculpture that demonstrates a design concept using a variety of methods (e.g. papier-mache, paper sculpture, assemblage, found object sculpture). |
| Unit 4 – Connections: Discuss how social, political, and cultural events inspire works of art. Describe and discuss various arts-related careers and how design impacts daily life (e.g. art historian, art critic, curator, web designer, game designer, fine artist). Explain how selected elements of art and principles of design are used in works of art to convey meaning. |

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA**.

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| **GRADING CATEGORIES** | **\*GRADE PROTOCOL** |
| **Formative and Diagnostic Assessments – 0%****Assessment Tasks (Skills & Homework) – 25%****Classwork (Guided, Independent, and Group Practice) – 45%****Quizzes, Tests, and Projects – 30%** | **A** 90 – 100 ~**P** (pass)**B** 80 – 89 ~**F** (fail) **C** 71 – 79 **D** 70 **F** Below 70 |

**Notes:**

**\***English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

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| **DISTRICT EXPECTATIONS FOR SUCCESS** |
| **STUDENT PROGRESS** | Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester.  The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. **See Board Policy IH.** |
| **ACADEMIC INTEGRITY** | Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. **See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.** |
| **HOMEWORK** | Homework assignments should be meaningful and should be an application or adaptation of a classroom experience.  Homework is at all times an extension of the teaching/learning experience.  It should be considered the possession of the student and should be collected, evaluated and returned to the students. **See Board Policy IHB.** |
| **MAKE-UP WORK** **DUE TO ABSENCES** | When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. **See Board Policy IHEA.** |
| **SCHOOL EXPECTATIONS FOR SUCCESS** |
| **CLASSROOM EXPECTATIONS** | **A.R.T.: A=(a good) attitude, R=respect for others, T=try your best!** |
| **MATERIALS AND SUPPLIES** | **Virtual Learning: Please have some basic art materials on hand: pencils, erasers, markers, paper, crayons, construction paper, scissors, and glue. Additional supplies would increase your options and enhance your experience, but are not required. These items are: Sharpie markers, watercolor and tempera paint, brushes, chalk, and oil pastels.** |
| **EXTRA HELP** | **I can be contacted via my email address above or on Verge if you or your child have any questions.** |
| **PARENTS AS PARTNERS** |  |

# PLEASE SIGN BELOW AND RETURN.

I have read the syllabus.

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

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional information to support continued contact:

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| **Information** | **Parent/Guardian** |
| **Day Time Phone Number** |  |
| **Cellular Phone Number** |  |
| **Home Phone Number** |  |
| **Email Address** |  |