



Course Syllabus Art/Design Spring 2020

Instructor: Ms. Joyce Symoniak

Office: 630-907-5916

Room: Art Studio E107

Direct line: 630-673-1078

Office Hours: 2:30 – 4:30 M-F

Email: jsymoniak@isma.edu

Meeting Days A, B, C, D. Mod 2

Students will investigate the Elements of Art and the Principles of Design, using both 2 & 3-Dimensional solutions to design problems. Emphasis will be placed on hands-on problem solving, aesthetics and reflection.

Essential Content:

- Technical Proficiency: Identify fundamentals and develop muscle memory/automatically through practice
- Production Technique: combining and processing cognitive skills on a continuum
- Problem Solving: inquiry, experimentation, application and transfer of knowledge
- Collaborative Learning: Teamwork and leadership opportunities within the parameters of an ethical framework
- Aesthetic Development: Explore creativity through the interconnections of culture, design, and historical genre
- Aesthetic Appreciation/Lifelong learning: magnify personal perception of beauty, meaning, value, intent, & emotional content
- Aesthetic Experience: Synthesize the identified core elements into the resultant product.
- Standards: National Standards:
- Artistic Process: Creating: Conceiving and developing new artistic ideas and work.
- Artistic Process: Presenting: Interpreting and sharing artistic work.
- Artistic Process: Responding: Understanding and evaluating how the arts convey meaning.
- Artistic Process: Connecting: Relating artistic ideas and work with personal meaning and external context.

Targeted SSL's:

- Develop automaticity in skills, concepts & processes that support & enable complex thought. Visual Arts classes: developing muscle memory and repetition in order to fabricate a piece of art.
- Use appropriate technologies as extensions of the mind. Visual Arts classes: selecting equipment & tools that will allow for creative endeavors.
- Recognize, pursue, and explain substantive connections within and among areas of knowledge. Having the ability to recognize connections between the arts and other content-based curricula and cultural relationships to extend understanding and lifelong learning.

- Recreate the “beautiful conceptions” that give coherence to structures of thought. Visual Arts classes: the musical & visual thought structure which results in the beautiful conception continuum or an aesthetic experience through experimentation & exploration of the arts.

Instruction Design and Approach:

- Opportunities to produce solutions to design problems
- Production of artwork or artifacts.
- Lecture presentations, demonstrations, & critiques. Learning Groups Students will work individually* on most projects, collaborating in small groups at times for formative assessments and in class groups for critiques.
- The creation of artwork is problem centered. Students will explore individual approaches to materials, procedures, technology, ideology, iconography, & historical/cultural associations to create their original artworks.

STUDENT EXPECTATIONS

- Attendance: Students must make up all missed work. Numerous absences will diminish a grade. Late work, Academic & Personal Integrity:
- Hand in your work on time. One letter-grade reduction or a 10% grade reduction per day for all assignments.
- Always hand in original work. If you are caught plagiarizing, you will be referred to the Dean of Students.
- Students are always expected to behave respectfully and appropriately. Otherwise, dismissal from classroom. Clothing:
- Please wear shoes (not sandals).
- Keep purses and book bags on the floor - please do not ‘wear’ them.
- Please wear clothing that allows you to work freely, without concern for art materials that may get on your clothing.
- Please wear shirts or tops and pants that do not reveal undergarments.

Respect for Supplies:

- Always respect the tools we use in the process of making art - this includes conserving supplies.
- Always leave the art supplies in the art room unless you are given a 'take-out' pack for homework.
- Students will be held financially accountable for broken, lost, or misused supplies and equipment.

Safety and Sensory issues:

Creating art can pose sensory and safety issues. If there are situations in class where safety is a concern, instructor will instruct you how to deal with these in a safe manner. If you have any sensory issues with a project procedure, you must let me know immediately.

Clean-up:

We are a community and as such, should always be willing to clean up the area both for yourself and others when they need assistance.

Assessment Philosophy:

Because this is a studio course in which production aesthetic awareness and capacity is the emphasis, assessment will be based upon a number of related factors. These factors include:

- Ability to follow instructions and meet deadlines.
- Ability to complete projects/assignments
- Tenacity (work ethic)
- Issues relating to craftsmanship
- Issues relating to creativity, aesthetics, and artistic originality
- Ability to work safely and clean up after oneself and pitch in with general studio cleanup
- Ability to self-reflect on one's own performance and/artwork
- Ability to conserve and recycle
- Ability to use and recognize appropriate terminology and procedures
- Issues relating to attendance and ethical behavior
- Ability to discuss artwork as it reflects aesthetics and social significance

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Pre-Assessments:

Most units will begin with a Pre-Assessment to determine unit content.

Formative Assessments:

Methods:

- One-on-one conversations
- Small group conversation
- Individual or group critiques

Ms. Symoniak believes that Formative Assessments are more important than Summative Assessments since this give ongoing feedback to the student at any particular point in the semester. Formative assessments will be given to students both formally at times in PowerSchool, in group critiques, or individually in the classroom.

Summative Assessments:

- Summative Assessments will be given at the end of each unit or project using numerical grades in PowerSchool
- Some exams or quizzes
- Creative 'artifacts' produced by the student (assessments based upon specific criteria given to students at the beginning of each unit. Student will submit their own graded rubric along with their project.)
- Student will keep all their artwork/artifacts related to the course. This will be in digital format via an electronic portfolio.

GRADE SCALE:

A = 100-94%	A- = 93-90%	
B+ = 89-86%	B = 85-83%	B- = 82-80%
C+ = 79-76%	C = 75-73%	C- = 72-70%
D = 69% >		

Feedback and a grade will be shared for each assignment on a grade sheet. Questions about grades are welcomed at any time during the quarter.

- 50 points Participation
- 180 points Assignments 9 assignments at 20 points each
- 80 points Homework 10 points per assignment.
- 40 points Final exam
- 200 points Final project
- 20 points Critique papers, 5 points each
- 100 points Art journal

Sequence of Topics and Activities to be graded:

Week 1: Class overview

Class introductions, Art journal
Creative Impulse Project, understanding the creative process.
Understanding the elements of Art and Design.

Week 2: Complete Art Journal Cover

Artist Research Paper, art history in brief
Artist paper presentations

Week 3 and 4: Order/Disorder Project, understanding movement, unity and repetition in design and art.

Week 5: Complete Order disorder Project and critique view project
Color Theory – Hue, Tint, Shade/Grey Apple Project
Understanding color and the color wheel Value/Texture: Scales, understanding the importance in color harmonies in art and design.

Week 6: Finish grey apple Project
Value, Scale and Apple Project critique

Week 7 : Design Paintings understanding line shape and foam
Understanding the importance of line within design and art, its impact on art and how we view it.

Week 8: Finish Line design project, put together group painting
Critique project
Start 3-D Paintings

Week 9: 3D design, Foreground, mid-ground, background for 3D design
Work on finishing 3+D painting, mid-ground background must be completed
Square up, how to square up paintings and drawing, why it is needed.

Week 10: Review and finish 3D designs and art.
Painting critiques.

Week 11: Meeting the grand challenges in stained glass style/ collage.
Research one of seven chosen global challenges; create a PSA using a collage technique, scan the your collage and creating a completed PSA.

Week 12: Finish Grand Global Challenge project, write your research, present and explain your PSA.

Weeks 13: Positive/Negative Space - Typography Project , History of type and it's origin's.
Light and Color, understanding the importance of light and color.

Weeks 14: Critique for negative positive projects.
Final Project Pop art in history and effects it has had in art design. Artist research and paper..

Week 15: Color Harmony Selections, worksheets, start paintings

Week 16: Work on Final Project and Paintings.

Weeks 17: Final Project, putting it all together. Finishing Final Project.

Week 18: Presentations Design and Final Test

Complete Calendars will be given out. Teacher has the right the make changes to projects and to calendars.

CHEATING & PLAGERISM

- Cheating is the act of obtaining or attempting to obtain credit for work by the use of dishonest, deceptive, or fraudulent means.
- Plagiarism is the act of taking ideas, words or specific substance of another and offering them as one's own.

Cheating, plagiarism, and falsification of student work, including documents will be submitted to Katie Berger for review.

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AGREEMENT

(please sign and return to the instructor)

I have received, read, and understand the course syllabus for Art and Design Course numbers SAR402.1 and SAR402.2

The instructor has, within the structure of the class, explained the material contained within the syllabus.

Student Signature: _____

Printed Name: _____

Contact Information (please print clearly):

e-mail address: _____

Alternate e-mail: _____

Cell phone number: _____