

# Perspectives in Art

Syllabus / Course Outline  
North Dorchester High School  
2020 – 2021



**Teacher's Name:** Mrs. Powell

**Google Meet Code:** powellj1



**Phone Number:** (410) 943-4511 x1555

**Asynchronous Monday**

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## Course Description \*

An intermediate course in visual arts which focuses on students' analysis of how the visual arts interrelate with other forms of human creativity, such as the humanities and science. The course explores major forms of artistic expression including architecture, sculpture, painting, and other media from across a variety of cultures. This course is designed to explore *why* art is made, *not just how* art is made, and to appeal to students who enjoy art and history. Students will learn how artists contributed to and reflected the history of their time as well as how design concepts are used for visual expression and social commentary. Coursework will include performance assessments (timeline, dream journal, etc.), short responses (artist statements, blogs, etc.) essays, small/large group discussions, cooperative learning activities, vocabulary activities, quizzes, and exams.

## Course Requirements / Objectives \*

### *I. Analyze and Respond: Aesthetically*

- Discuss why certain art is made and interpret meaning
- Study specific artists and their work to better understand historical reasons why it was produced

### *II. Historical, Cultural, and Social Production*

- Understand art as a part of worldly cultural history

### *III. Apply & Create*

- Apply knowledge and information to design, build, and create art

### *IV. Evaluation & Criticism*

- Assess, describe, and question to self-evaluate and group critique of why art was made

**Elements of Art:** Line, Shape, Space, Value, Color, Form, Texture

**Principles of Design:** Harmony, Economy, Movement, Rhythm, Contrast, Proportion, Emphasis

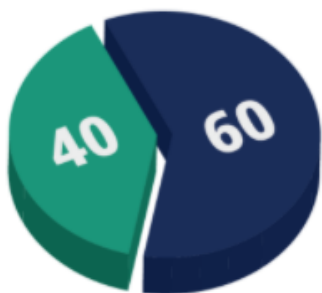
## Required Materials\*

- A three-ring binder / folder
- Pencil
- Lined-notebook paper
- Art-making materials of your choosing

*\*optional - An art sketchbook*

## Grading Policy \*

**\*All work MUST be submitted through Schoology and will not be accepted/graded if emailed to teacher**



★ **Summative - Projects & Exams (60% of grade):**

- Projects will be graded out of 100 points. Each project will be considered a “test grade”. Projects will include the art-making process.

★ **Formative – Warm-ups, Classwork, and Self-Reflections (40% of grade):**

- Classes will also include worksheets, comprehension checks, critiques and short exercises.

## Guidelines for Success \*

### **VIRTUAL INSTRUCTION EXPECTATIONS:**

Log into Schoology daily. For synchronous learning, allow yourself time to log in to Google Meet and be on time for class. Be prepared, ready to work and participate. Be respectful to both the teacher and your peers and use appropriate language during conversations. Please be considerate of our time together and turn off cell phones and place out of sight.

### **DISCIPLINARY ACTIONS:**

**Virtual:** Any student who cannot conduct themselves in an appropriate manner during live synchronous instruction and continues to be a distraction, will be removed from the call and will receive a phone call home. If the student continues with disruptive behavior, they will receive a behavioral referral and administration will be informed.

**Return to School (face-to-face instruction):** Student will be given a warning (may be verbal, non-verbal, or written redirection). If behavior continues – 1:1 conversation, conference in hallway, change of seat if necessary, conversation after class, lunch or after-school detention and a call home. If inappropriate behavior continues, a school referral will be given to administration.

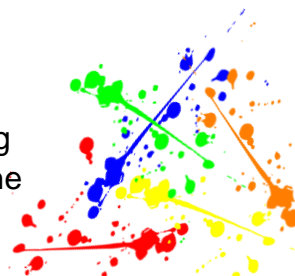
### **MAKING UP ASSIGNMENTS:**

Students will have the opportunity to make up any missing assignments. If unable to attend class virtually on a specific day, please contact Mrs. Powell via email prior to the absence. It is your job to discuss any missing/incomplete assignments with Mrs. Powell. Grades can be checked on PowerSchool and assignments will be located on Schoology in weekly folders.

## units of Study \*

**Term 3:** Portraits / Self-Portraits & Art HerStory  
Dreams and Other Worlds & Myths

**Term 4:** Time & Artfully Designed  
Arts Alive!



## Scope & Sequence of Units \*

Unit of Study	Lesson / Project	Dates
	Intro to Perspectives in Art class	Week of 1/27/21
	Why do we make art?	2/2/2021
<b>Portraits &amp; Self-Portraits</b>	Portraits & Self-Portraits timeline	TBD
	Comparing Portraits vs. Self-Portraits	
	Self-Portrait with symbolism "How I see myself"	
	Portraits vs. Self-Portraits essay	
<b>Art HerStory</b>	Why no great women artists? / Feminism through the years	
	HerStory timeline	
	Guerilla Girls	
	Female artist comparison essay	
	Mixed media depicting the female	
<b>Dreams &amp; Other Worlds</b>	Dream Journals	
	Dreams & Other Worlds timeline	
	Surrealism and the subconscious mind	
	Surrealism gallery walk	
	Surrealistic research project	
	Dream Art (symbolism research)	
<b>Myths</b>	Myth timeline	
	Myths from around the world	
	Myth superhero comic strip	
<b>Time</b>	Time timeline	
	Time Gallery Walk	
	Time & Preservation	
	"Marilyn" vs. "Persistence of Memory" written comparison	
	Memory preservation composition	
<b>Artfully Designed</b>	Architecture & structures	
	Products	
	Body Adornment – fashion, tattoos, costumes, make-up, nails, etc	
	Resin jewelry planning & making	
<b>Arts Alive!</b>	Intro to types of interactive art	
	Flash Mobs	
	Arts Alive research project	
		Week of 6/4/21