

Contemporary Learning Academy

**Course Syllabus Template**

The mission of Contemporary Learning Academy is to provide comprehensive support to ensure that each student is prepared to pursue a post-secondary option.

|  |  |
| --- | --- |
|  |  |
| **School** | Contemporary Learning Academy |
| **Instructor** | Mr. Pablo Rivera |
| **Classroom** | 204 |
| **Classroom Phone** | 720-423-6937 (Classroom phone)  (720) 240-1754 (Text only) |
| **E-mail** | PABLO\_RIVERA@dpsk12.org |
| **Website** | http://claart.weebly.com/ |
| **Course Title** | Art Studio – Portfolio I |
| **Term** | 2015-2016, Trimester 1 |
| **Credit** | 5 |
| **Required Textbook(s)** | Art Journal (either made in class or personal journal) |

**Introduction**

|  |
| --- |
|  |
| This course aims to develop skills in visual literacy, the creative process, and design. Students will also determine how they will approach their own learning through self-guided exploration, idea development, goal setting, collaboration, research, and reflection. The artist’s journal will be the central artifact that reflects the student’s areas of research and meaning making. |

**Standards Addressed in Course**

|  |  |
| --- | --- |
|  |  |
| Common Core | Standards are the topical organization of an academic content area. The four standards of visual arts are:  **1. Observe and Learn to Comprehend**  Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.  **2. Envision and Critique to Reflect**  Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.  **3. Invent and Discover to Create**  Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.  **4. Relate and Connect to Transfer:**  Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to diverse cultures. |
| 21st Century Skills | * Critical Thinking and Reasoning * Collaboration * Self-Direction * Invention |

**Method for Delivery of Course Content**

|  |  |
| --- | --- |
|  |  |
| Teacher Strategies | Teacher modeling, student modeling, small group, large group, and one-on-one instruction, pair-share strategy, portfolios, reading rehearsal improvements, visual information analysis, class discussions conducted by students, visiting artists, and fieldtrips. |

**Course Content**

|  |  |
| --- | --- |
|  |  |
| Student Objectives | **Standard: 1. Observe and Learn to Comprehend**  Concepts and skills students master:   1. Visual art has inherent characteristics and expressive features 2. Historical and cultural context are found in visual art 3. Art and design have purpose and function   **Standard: 2. Envision and Critique to Reflect**  Concepts and skills students master:   1. Reflective strategies are used to understand the creative process 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes 3. Interpretation is a means for understanding and evaluating works of art   **Standard: 3. Invent and Discover to Create**  Concepts and skills students master:   1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas 2. Assess and produce art with various materials and methods 3. Make judgments from visual messages   **Standard: 4. Relate and Connect to Transfer**  Concepts and skills students master:   1. The work of art scholars impacts how art is viewed today 2. Communication through advanced visual methods is a necessary skill in everyday life 3. Art is a lifelong endeavor   **Goal:**  SWBAT develop an understanding and passion for the creative and learning process in order to develop the skills to order to grow and contribute to the community. |
| Course Outline | 1. Discuss journaling and art studio procedures 2. Finding a creative interest 3. Developing technique and creating meaning 4. Understanding community and culture 5. Exploring the reflective process 6. Each project will consist of three sections with recorded evidence in their journal. The three sections are idea development and research, mid-process reflection and studio work, completion and final critique. |
| Course Requirements | Do now’s and exit tickets, journal entries, written and oral reflection, studio work, participation, 3 projects completed, collaboration, portfolio development and completion, critique participation, and display artwork. |
| Course Expectation | All students are expected to follow all school and cohort policies, procedures, and standards. |

**Assessment Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | | |
| Short Cycle Assessments | Assessment (1)  Project 1 | Assessment  (2)  Project 2 | Assessment (3)  Project 3 | Assessment (4)  Portfolio  Review |
| Grading System | You will be graded based on:   * Studio-time and participation/collaboration (20%) * Evidence of learning (Including Do Now’s/Exit Tickets, and Journals) (30%) * Projects and portfolio (30%) * Critique and reflection (20%)   Total: 100 (points)  100-90 = A  89-80 = B  79-70 = C  69-below = D | | | |

**Differentiated Plan (DP)**

|  |
| --- |
|  |
| DP Components:   1. **Specially Designed Instruction** 2. Instructional tasks build on key concepts to supplement the core curriculum with the necessary modifications and accommodations to meet individual student’s needs 3. Specially designed instruction is aligned with the area(s) of need identified in the IEP 4. Specially designed instruction consists of explicit, sequential, research-based strategies in the area(s) of need identified in the IEP 5. Specific, skill-based progress monitoring data is collected regularly to determine mastery of taught skills and for instructional planning 6. Instruction and practice opportunities may be offered in small group, individually, or whole group and inclusive settings depending on individual student’s needs 7. Lessons target skills that match each student’s IEP goals and objectives 8. **Least Restrictive Environment and Individualized Education Plan** 9. Student’s goals, objectives, behavior plans and data collection sources are accessible 10. Student’s schedules allow for integration with grade level peers (Students in center programs must have a ghost and regular schedule to ensure that they are registered within core and elective classes) 11. Evidence of a plan to increase inclusionary practices for each student   Opportunities are available for interaction and instruction with non-disabled peers   1. Evidence of instruction that is fostering independence 2. Evidence of structure and classroom routines   Explicit instruction in classroom routines   1. Evidence of post-secondary planning 2. Evidence of explicit instruction in self-determination and advocacy skills 3. Evidence that student’s cultural and linguistic needs, (i.e., images, language, books, and other academic experiences) are incorporated into the classroom setting |

**Course Supplies**

|  |
| --- |
|  |
| Have your journal with you for every class. |

**Course Calendar**

Sessions

Week (1) Journals and Introductions

Week (2) Art Studio Manifesto and First Project Development/Research

Week (3) Studio Time, Project 1 Completion, Critique and Reflection, Display

Week (4) Project 2 Research and Development

Week (5) Studio Time, and Mid-Project Reflection

Week (6) Project Completion, Critique, and Display Artwork

Week (7) Project 4 Research and Development

Week (8) Studio Time, and Mid-Project Reflection

Week (9) Studio Time, Portfolio Development, and Mid-Project Reflection

Week (10) Project Completion, Critique, and Display Artwork

Week (11) Portfolio Completion

Week (12) Portfolio Presentations and Reflections

**Detach below and return with your parent/guardian signatures by: \_\_\_\_\_\_\_\_ (date)**

**- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -**

**I acknowledge receiving a copy of the Course Syllabus for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (course)**

**Class Period \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Print) (Sign)**

**Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print) (Sign)**