



Waters Fine Arts School @ 4540 N. Campbell Ave. Chicago, IL 60625
2017/2018 Visual Arts Syllabus, Amy Vecchioni @ alvecchioni@cps.edu

OVERVIEW

Context

Standards-based curricular themes and skills will be explored in the art room this year to create a balanced, sequential and comprehensive visual arts education for your child at Waters Fine Arts School. Students work through essential questions and enduring understandings as they build upon prior knowledge in each art lesson. Specific projects are rooted in the arts integration model and will be determined based on your child's homeroom curriculum.

Practice

Students experience art-making in a studio format. Students begin with an exploration of art history/visual culture, experience a media/skill demonstration and work through practice and experimentation studios. The aim is to interpret learning and media to create unique personal expression. In addition to many choice-based opportunities throughout the studio process, all students experience Leonardo's Workshop. Leonardo's Workshop's mission is to create intellectual and physical space for students to direct their own creativity and to pursue their own interests.

Leonardo's Workshop is:

- 1) a practice of Genius Hour and design thinking in the art room's curriculum where students spend 20% of their experience pursuing their own ideas/challenges
- 2) a Makerspace in the art room equipped with a variety of choice-based art, construction and technological media and tools—from hammers to sewing machines, printmaking materials, 3D pens, laser cutters, a 3D carver, to mention a few.

Assessment

All student artwork is documented using in-class interactive journals (process) and on-line digital portfolios (product). Students work through peer review via Feldman's 4 Steps of Art Criticism, and practice a variety of self-assessments in each art project. Authentic assessments include informal project-based gallery walks (monthly), all-school pop-up galleries (November & February) and all-school formal exhibits (December and May) each school year. In addition, authentic assessments have included online web features, print publications, local museum exhibitions and site-specific art installations.

For more information and to learn more about current art room happenings, please visit <http://mrsvecchionisartroom.com/blog/>

CURRICULUM SCOPE & SEQUENCE

Grade level skills are based on National Core Arts Standards (NCAS). NCAS Visual Arts domains are Creating (Cr), Presenting (Pr), Responding (Re) and Connecting (Cn).

Kindergarten

- Identify and investigate simple shapes, patterns, textures and moods in various artworks (Cr1.I, Re8.I)
- Explore media/tools such as crayon, paint, clay, stamps, texture plates, marbles (Cr2.I)
- Practice making marks (brush & pencil), cutting, color mixing and/or collage (Cr2.3)
- Share how own artwork reflects personal experience, uniqueness and/or emotion (Re7.I, Cn10.I)
- Explore how diverse people create a variety of art for many reasons (Cn11.I)
- Develop and refine artistic techniques and work for presentation (Cr3.I, Pr5.I)

1st grade

- Identify and investigate open/closed, organic/geometric shapes, and a variety of lines (Cr1.I, Re8.I)
- Explore media/tools such as crayon, ink, clay, paper, papier mâché, stamps, brayers (Cr2.I)
- Practice painting, printmaking, weaving and/or early 3D construction (Cr2.3)
- Share how own artwork reflects personal experience, uniqueness and/or emotion (Re7.I, Cn10.I)
- Explore how diverse people create a variety of art for many reasons (Cn11.I)
- Develop and refine artistic techniques and work for presentation (Cr3.I, Pr5.I)

2nd grade

- Identify and investigate styles of lines, warm and cool colors, & a/symmetrical shapes (Cr1.I, Re8.I)
- Explore media/tools such as oil pastel, chalk, found objects, clay, paper, cameras (Cr2.I)
- Practice mixed-media composition, bookmaking and/or 3D assemblage (Cr2.3)
- Share how own artwork reflects personal experience, uniqueness and/or emotion (Re7.I, Cn10.I)
- Explore how diverse people create a variety of art for many reasons (Cn11.I)
- Develop and refine artistic techniques and work for presentation (Cr3.I, Pr5.I)

3rd grade

- Identify and investigate positive/negative space and rhythm, mood & unity in artworks (Cr1.I, Re8.I)
- Explore media/tools such as oil pastel, charcoal, paint, colored pencil, 3D materials (Cr2.I)
- Practice papermaking, 3D assemblage, scientific and/or perspective drawing (Cr2.3)

- Share how own artwork reflects personal experience, uniqueness and/or emotion (Re7.I, Cn10.I)
- Explore how diverse people create a variety of art for many reasons (Cn11.I)
- Develop and refine artistic techniques and work for presentation (Cr3.I, Pr5.I)

4th grade

- Recognize and investigate fore/background, value and random rhythm in 2D/3D artworks (Cr1.I, Re8.I)
- Explore media/tools such as oil pastels, pens, textiles, clay, found objects, scratchboard (Cr2.I)
- Practice mixed-media design, printmaking, fiber arts and/or sculpture (Cr2.3)
- Share how own artwork reflects personal experience, uniqueness and/or emotion (Re7.I, Cn10.I)
- Explore how diverse people create a variety of art for many reasons (Cn11.I)
- Develop and refine artistic techniques and work for presentation (Cr3.I, Pr5.I)

5th grade

- Recognize and investigate primary and secondary colors and contrast in 2D/3D artworks (Cr1.I, Re8.I)
- Explore media/tools such as wire, found objects, mixed-media and cameras (Cr2.I)
- Practice kinetic sculpture, storyboarding, woodworking and/or time arts (Cr2.3)
- Share how own artwork reflects personal experience, uniqueness and/or emotion (Re7.I, Cn10.I)
- Explore how diverse people create a variety of art for many reasons (Cn11.I)
- Develop and refine artistic techniques and work for presentation (Cr3.I, Pr5.I)

6th grade

- Recognize and investigate contour/cross contour, emphasis and use of symbols in art (Cr1.I, Re8.I)
- Explore media/tools such as charcoal, pen, colored pencil, paint and 3D materials (Cr2.I)
- Practice contour drawing, abstract expression and/or 3D assemblage (Cr2.3)
- Share how own artwork reflects personal experience, uniqueness and/or emotion (Re7.I, Cn10.I)
- Explore how diverse people create a variety of art for many reasons (Cn11.I)
- Develop and refine artistic techniques and work for presentation (Cr3.I, Pr5.I)

7th grade

- Recognize and investigate linear perspective, space, unity and harmony in art (Cr1.I, Re8.I)
- Explore media/tools such as ink, acrylic paint, wood, batik, 3D materials and cameras (Cr2.I)
- Practice perspective drawing, time arts, mosaic, fiber arts and/or painting (Cr2.3)
- Share how own artwork reflects personal experience, uniqueness and/or emotion (Re7.I, Cn10.I)

- Explore how diverse people create a variety of art for many reasons (Cn11.I)
- Develop and refine artistic techniques and work for presentation (Cr3.I, Pr5.I)

8th grade

- Recognize and investigate Elements and Principles of Art within a work of art (Cr1.I, Re8.I)
- Explore media/tools such as ink, acrylic paint, wood, batik, cameras, and 3D materials (Cr2.I)
- Practice mixed-media construction, abstract & realistic expression, fiber arts, time arts and/or 3D assemblage (Cr2.3)
- Share how own artwork reflects personal experience, uniqueness and/or emotion (Re7.I, Cn10.I)
- Explore how diverse people create a variety of art for many reasons (Cn11.I)
- Develop and refine artistic techniques and work for presentation (Cr3.I, Pr5.I)

GRADING

Rationale

The goal of the art room is to create a safe space for students to explore, experience, experiment and express themselves. We aim for personal ownership of learning and flexibility in student outcomes. To that end, grading is based on effort not expertise. We learn histories, skills and processes and aim to be proficient in all that we do--- but my philosophy of art education is simple---there is no right, wrong or absolute answer in art, just YOUR answer. If students are working toward their answer, it is a job well done 😊.

Numeric Breakdown

Formative Assessments In-class variety of on-going formal and informal assessments: oral and written daily work, collaborative activities and design challenges	15%
Studio Work Based on in-class progress monitoring and checklists	80%
Summative Assessments In-class self-reflections, da Vinci Notebook responses, artist statements, Feldman art critiques, 3-2-1 responses	5%

Notes

All grades are based on a 10-point scale each studio session. No homework.

Any questions, comments or concerns, please email me at alvecchioni@cps.edu.

