



# Visual Arts Foundations

## 2023 - 2024

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Website

[www.lexrich5.org/cllong](http://www.lexrich5.org/cllong)

Planning Periods

Spring: 3A, 6B

### Course Description

Grades: 9 - 12

Semesters: 1

Credit: .5 Elective

Prerequisite: none

Visual Arts Foundations is an introductory course in which students study the design elements and principles, which form the basis for developing composition and are necessary for the appreciation and production of artworks. Objectives include art making, studying the appreciation of art, understanding the characteristics and potentials of many tools and processes, appreciating the importance of art in everyday life, developing individual capabilities including creativity and originality, and learning to visually and verbally express thoughts, feelings, and ideas. Visual Arts Foundations is a prerequisite for all other Visual Arts courses.

### Course Standards

Instructional goals will reflect performance outcomes prescribed by *South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency*. The college- and career-ready standards are:

**Artistic Processes: Creating** - *I can make artwork using a variety of materials, techniques, and processes.*

**Anchor Standard 1:** *I can use the elements and principles of art to create artwork.*

**Anchor Standard 2:** *I can use different materials, techniques, and processes to make art.*

**Artistic Processes: Presenting** - *I can choose and organize work that demonstrates related concepts, skills, and/or media.*

**Anchor Standard 3:** *I can improve and complete artistic work using elements and principles.*

**Anchor Standard 4:** *I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.*

**Artistic Processes: Responding** - *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*

**Anchor Standard 5:** *I can interpret and evaluate the meaning of an artwork.*

**Artistic Processes: Connecting** - *I can relate artistic ideas and work with personal meaning and external context.*

**Anchor Standard 6:** *I can identify and examine the role of visual arts through history and world cultures.*

**Anchor Standard 7:** *I can relate visual arts ideas to other arts disciplines, content areas, and careers.*

South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency can be referenced at:

<https://ed.sc.gov/instruction/standards-learning/visual-and-performing-arts/standards/south-carolina-college-and-career-ready-standards-for-visual-and-performing-arts-proficiency/>

### Instructional Goals & Major Curricular Topics

- Sketchbook as foundation for studies and creation
- Categories and styles of art (Realism, Abstract, Non-objective, two-dimensional vs. three-dimensional)
- Critiquing artworks (Describe, Analyze, Interpret, Judge)
- Compositional rules
- Art appreciation
- Aesthetics and aesthetic puzzles
- Craftsmanship
- Creativity

#### Elements of Art

- Line
- Shape
- Value
- Texture
- Color
- Form
- Space

#### Principles of Design

- Emphasis
- Unity/Variety
- Contrast
- Balance
- Rhythm
- Movement
- Pattern

A variety of instructional methods will be used to include lectures, presentations of digital reproductions and other art objects, group discussions and critiques, as well as tutorials and demonstrations.

The elements of art and principles of design will be foundations for building knowledge and refining skills for creating meaningful artworks. A variety of materials, techniques, and processes will be explored within the context of contemporary and historical topics. Student mastery of concepts, skills, and craftsmanship will be assessed and are expected to improve over time. Art criticism and reflection will also be components in the learning process.

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## Course Sequence/Pacing Overview

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Classroom instruction will consist of lectures, slides, reproductions and other visuals, instructor demonstrations, individual projects, critiques, and written quizzes.

### Scope and Sequence of Instruction

- Introduction and Procedures
- Line, shape, pattern, emphasis
- Value, variety, contrast
- Texture, form
- Shape, color, pattern
- Balance
- Unity, rhythm, movement
- Space
- Art Careers
- Exam Prep

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## Textbooks & Supplemental Materials

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Teacher-generated instructional resources and materials will be used in lieu of textbooks designated for Visual Arts courses and will be posted to Google Classroom throughout the semester.

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## Studio Fees & Explanation • Required Art Supplies

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A studio fee of \$6.00 is assessed for this course to cover the cost of consumable materials. The majority of the art supplies that you will need for class will be supplied by FIVE in an art kit that will be available for pick up at your home school. I will email students and parents with information on art kit pickup once the art kits have been delivered to the home schools.

Students will need to provide their own sketchbook. Sketchbooks can be purchased at discount big box and art supply stores. When purchasing from art supply stores, be sure to look on your smartphone for store coupons.

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## Course Grading Policies and Assessments

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The student's quarterly grade will be determined through a point system. Assessments will be weighted according to their length and difficulty. The student's grade will be calculated by adding all earned points and dividing that sum by the total possible number of points. Such grades will translate to percentages by multiplying by 100. The semester exam will account for 20% of the semester grade.

Missing assignments will be recorded as a 0 when grades are entered and changed accordingly upon student submission following the make-up and late work policies.

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## Grading Procedures

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Continuing in the 2023-24 school year, grades for minor assignments (process assignments) will be posted within **5 school days**, and major or extended assignment (studio assignments) grades will be posted within **10 school days**.

**Studio Grades** (Major Grades) Assignments that students are given 2 or more classes (more than 48 hours) to produce or prepare. The following will be major grades in Visual Arts courses:

- Studio work/creative challenges (Assessment may include all or some of the following components for studio work/creative challenges: demonstration of technical skills and concepts, creative and original approach, craftsmanship.)

**Process Grades** (Minor Grades) Assignments that students are given 1 class (24 hours) to produce or on-the-spot work. The following will be minor assignments in Visual Arts courses:

- Quizzes
- Skill-building exercises
- Sketchbook notes and artwork development sketches
- Written assignments
- Google Classroom posts and activities

There will be at least 2 major assignments and at least 8 minor assignments per nine weeks.

The final grade is a reflection of the quality of work produced and the mastery of ideas, concepts, skills, and techniques presented.

Missing assignments will be recorded as 0 when grades are entered and changed accordingly upon student submission following the make-up and late work policies.

### Grade Scale and Descriptors

100	95	90	89	85	80	79	75	70	69	65	60	59 and below
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Exemplary			Above Average			Average			Below Average			Unsatisfactory
Outstanding			Very Good			Good			Needs Improvement			Poor
Excellent			Effective			Acceptable			Barely Acceptable			Unacceptable

### Homework

In a Visual Arts course, homework consists of generating, researching, exploring, and selecting ideas to be used in assignments. It is almost impossible to confront an assignment without first contemplating and recording possible solutions to an assignment. Recording ideas and sketches in a sketchbook where they will not be forgotten best develops creative ideas and solutions in response to assignments presented in class. During the course of completing an assignment, the initial idea may change and grow as other creative solutions are developed. However, the initial theme or concept is best devised outside of class. Wasted class time trying to *get an idea* is often the cause of unfinished and/or poorly planned and executed assignments.

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### Exam Exemption (Updated for 2022 - 2023 school year.)

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Seniors can exempt exams in semester and year long classes if they meet the following conditions:

1. Have a grade of 80 or higher in the course.
2. Have not had an In-School Suspension or an Out of School Suspension.

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### Honor Code

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In order to foster an environment of mutual trust and respect, we believe, within the community of School District Five of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity. *Students will not cheat or plagiarize.*

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### Suggestions for Success in Course

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In order to guarantee a challenging, successful, and rewarding learning environment, the following practices should be observed during class time:

#### Live Instruction (synchronous)

- Choose a distraction-free work space.
- Log in on time. Attendance will be taken within the first seven minutes of class.
- Camera should be turned on during the first 10 minutes of class and you should be visible.
- Dress appropriately.
- Focus on the presenter.
- Remain on task.
- Eat before class, during breaks, during independent work time, or after class.
- Take turns speaking.

#### Independent Work Time (asynchronous)

- Only visit websites as directed by your teacher.
- Read all directions and ask questions if you need clarification. Questions may be asked by unmuting, using the chat feature in Google Meet, or emailing your teacher.
- Use time effectively.
- Submit work on time.
- Double check your work. Make sure all assignments are complete.
- Clearly photograph sketchbook and studio assignments.

#### The 5 Ps for Success

**Prompt:** Be present and be on time. Your ideas are important and we want to hear them and watch them grow. However, we can't share in your ideas if you aren't here.

**Prepared:** We read, write, create, discuss, and present in this class. Have your sketchbook, art supplies, pencil and/or pen, questions, and ideas ready for class every day.

**Polite:** Be kind or neutral to everyone. Be patient with yourself and others. Be respectful to yourself, your classmates, your teacher, your materials, and your studio space. Care for and leave your workspace and materials tidy. Contribute to the learning community in a positive and uplifting manner.

**Productive:** Maximize your learning and creating by staying on task, carefully following instructions, and engaging in class activities and discussions. Learn something today that you didn't know yesterday.

**Passionate:** Jump into this class with both feet - not for a grade but for your own growth as a person and an artist. Be daring, be different, take risks, learn and grow from your mistakes, discover something unexpected, and create something you're proud of.

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## Classroom Management Plan & Expectations

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In order to guarantee all students the positively challenging and rewarding learning climate they deserve, the following Classroom Management Plan will be implemented:

1. Students are expected to follow all rules and guidelines listed in the Student Handbook on the school's website.
2. Students are expected to use school and personal technology responsibly and follow rules included in the [23-24 District 5 Mobile Device Guide](#) and [Acceptable Use Agreement](#). This includes:
  - a. Having a charged mobile device (district-issued Chromebook or comparable personal device) during school EVERYDAY.
  - b. Not using devices assigned to other students.
  - c. Being responsible for their own devices and should keep them secured on and off campus.
  - d. Following all teacher directions regarding appropriate times for use of device.

### Positive Consequences

Verbal praise

Parent phone call or email

Artwork exhibited in FIVE virtual art show and at District Office

### Negative Consequences

Teacher/student conference

Parent phone call or email

Discipline referral to Assistant Principal and parent phone call

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## Uniform Grading Scale

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See [State Department of Education website](#) for complete details. All report cards and transcripts will use numerical grades.

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = Below 60

## 10 Point Grading Scale

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

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### Student/Teacher & Parent/Teacher Communication

- All students should use district issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).
- All students should check school email, Google Classroom and Google Calendar every school day.
- Parents and students should check the teachers' websites for classroom calendars/assignment sheets.
- Parents may contact teachers via email in order to receive invitations to Google Classroom parent/guardian signup. Parents will receive an email from Google and then need to register to receive emails from Google Classroom. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
- Emails and phone calls to teachers will be returned within two business days.
- Parents and students who would like access to the parent/student PowerSchool portals should visit their home school attendance office for login information.

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### Attendance & Make-up Work Policy

Students will be considered present when students are logged in the same time the teacher is providing live instruction.

If you are experiencing technical difficulties, you must communicate with your teacher immediately. Your teacher will then provide you with information and/or assignments to be completed in order for you to be marked present during the time your computer was inoperable.

It is imperative that you maintain an open line of communication with your teacher in regards to your attendance. If for any reason you are unable to attend class, contact your teacher. Please provide any documentation for any absence to your home school Attendance Clerk.

Assignment due dates will be clearly listed and communicated to students. All late work should be turned in before the end of the quarter in which it was assigned. If a student misses a due date on a major assignment, they may turn in late work for a maximum of 90% within 5 consecutive school days. Work turned in after that late deadline will earn a score of zero. Students who need to improve their nine weeks grade will be offered a content recovery opportunity after grades have been turned in for the first/third quarter and also ten days before the end of the semester.

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## **Syllabus Acknowledgment and Information Form**

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Parents, please complete the Google Form below to indicate you have read the syllabus and you acknowledge the policies that have been explained to you.

[1A Syllabus Acknowledgment Form](#)