

Perry High School
Sculpture I Syllabus

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SCULPTURE 1 COURSE DESCRIPTION

Sculpture I is an introductory semester long 3-D art course designed for any student grades 9-12, who has had no previous experience in sculpture and required by any student who wishes to continue into further advanced sculpture courses.

In this class you will:

1. Learn about the elements of art and principles of design to construct sculptures that are **successful, original** and **crafted with talent and skill**.
2. Develop creative problem solving skills.
3. Use various sculpture media such as paper, cardboard, wire, tape and clay to create short and long term assignments. One of these may be a group project.
4. Learn that struggle is part of **growth**- finding a creative solution may take time, but rest assured it will be your OWN resolution.
5. Have a weekly sketch- book topic to challenge your creative “right brain.” Assignments are given every Monday, and due the following Monday.
6. Demonstrate **INTEGRITY**, and take responsibility for one’s own actions and words.
7. Do something not done before; **be BOLD!**

CLASSROOM EXPECTATIONS:

1. I will be creative.
2. I will be positive.
3. I will be respectful.
4. I will be responsible.
5. I will be on task.

Elements of Art – showing use of the elements and principals of design in your work

Effort- this means always striving for your personal best

Craftsmanship- you have taken your time and done a careful job using materials properly

Creativity/Originality- you have developed your own idea and not copied someone else's

Following instructions- you have met the criteria outlined for each assignment

GRADING:

Grading artwork can be tricky. One might think they are graded solely on talent, but that is not the case in my classroom. Each project is graded on a pre-determined set of objectives (Rubrics) such as:

originality, technique, craftsmanship, visual effect, and use of class time.

Self-assessment sheets are completed at the end of every assignment, and are always out prior to the project completion.

Please do not assume that because you are in an elective course, it is an “easy A.” Additionally, please expect that you will receive **guidance and constructive criticism** about your projects. It is my job to help you LEARN what works technically and artistically. I will be your biggest cheerleader and hardest critic, but most of all I want you to THINK CREATIVELY and solve the problems given to you in an unexpected way!

****There are no late points given for WEEKLY SKETCH BOOK TOPICS. You will have one week to complete them. If you are absent, it is your responsibility to hand your topic in the very next day you return to class.**

**** Late projects will be given partial credit on the following basis:**

- One day late = **90%** credit at most.
- Two days late = **80%** credit at most.
- Three days late= 70 % credit at most.
- After three days projects are no longer available for credit.
- Incomplete projects **will not** be graded. Assignment **must be** complete to receive a grade.
- If you have excused absences, you will be allowed the same number of days absent as an extension to complete the project.
- Work may be taken home on occasion with the permission of the instructor.

Semester grades will be calculated by the 40/40/20 formula. Each quarter is worth 40% and the semester final is worth 20%

A = Excellent, outstanding effort, *exceeds expectations*; **“WOW!!!”**

B = Strong work, very good

C = Fair, adequate, *looks finished*.

D/F= work does not demonstrate standards and must be resubmitted

MATERIALS:

There is a \$20.00 fee for this course paid to the bookstore by the end of this week. Bring back your receipt and you will be given a sketchbook, and colored pencils. Your art fee also covers all the materials you will be using this semester (wire, paper, markers, glue, clay, glaze...). Your first graded assignment is designing and coloring your sketchbook cover. You need to pay your fee in order to obtain your sketchbook. You will also need to bring back your *signed contract page* by the end of this week (10 points).

CLASSROOM EXPECTATIONS:

1. Be **respectful** of the classroom space and everyone in it. This includes **projects, belongings, sculpture tools,** and most importantly people’s **IDEAS**.
2. Clean up after yourself. Everyone at the table will stay until things are cleaned up (this includes the floor).
3. Be on time! On your 4th tardy you will receive a referral, and one after each additional tardy.
4. Be kind and compassionate. Every day we have a choice on how we “show up” in this life.

Breaking Rules Results In...

1. Conference with student.
2. Change of seat.
3. Parent phone call.
4. Referral
5. Removal from class if behavior is unsafe, disruptive or repeatedly disrespectful.

***Throwing any material in the art room is an automatic referral.**

**“Great minds discuss ideas; average minds discuss events; small minds discuss people.”
-Eleanor Roosevelt**

Dear Student & Parents:

I am delighted about your interest in the fine arts and about working with you this year. Hopefully, this syllabus has provided sufficient information regarding curriculum, expectations and grading policy. The keys to success in this program are regular attendance, a positive attitude and good work habits. If you have questions, please ask. I read email daily and respond promptly. I check my mail box at school daily.

All grades can be viewed on the PowerSchool website. Please contact the front office for your login & password. This is an excellent way to check on progress and assignment due dates throughout the marking period.

I anticipate that this class will be an exciting, productive experience and look forward to sharing art work with parents, the school and the community. Check the PHS website for our future student gallery.

Your signature on the tear strip acknowledges that you are aware of and support these expectations for your student.

Sincerely,

Marybeth Vogt, Fine Arts Teacher PHS

Course goals

1. Demonstrate basic skill building in drawing and painting production, applying the fundamentals of the elements and principles of fine art and design.
2. Experience not only art production, but also artistic philosophy, art criticism, and art history.
3. Analyze and make critical assessments about artworks.
4. Respond appropriately to a variety of inquiries related to the curriculum.
5. Produce artwork that shows individual creativity and problem solving ability.
6. Be respectful, responsible, and productive high school students.

Course Objectives

1. Students will design individual artworks based on design elements and principles as well as responses to historical, philosophical and cultural prompts.
2. Students will use appropriate vocabulary in the verbal and written description and analysis of their work.
3. Students will participate in historical and cultural discussions about the philosophy of art.
4. Student s will create artwork of acceptable quality using the techniques of graphite drawing, pen and ink, colored pencil, pastels, water color, tempera, multi-media collage, ceramics, 3-d media, and acrylic paints. Using materials properly at all times,

I understand the rules, expectations and consequences of this class. I also understand how I am being evaluated and graded and have read and understand this syllabus and have asked questions about the procedures and expectations. I will give my best effort toward meeting class expectations. If I have future questions, I will contact the teacher using the information located at the top of page one.

Period: _____

Student (printed): _____

Signature: _____ Date _____

Parents/Guardians: Students are asked to show you the course syllabus. Please sign here to let me know that you have read it. Thank you. *Return it signed within one week. (10 pts)

Parent/Guardian (printed): _____

Signature: _____ Date _____

Current home/cell phone: _(_____) _____ cell (_____) _____

Parent's email address (es): _____.