



HYDE LEADERSHIP CHARTER SCHOOL

# Introduction to Art Syllabus, 9th Grade

## Course Description

Welcome to art classes at Hyde High School!

Students in this course will learn to look at art images from history, images from various cultures,

and contemporary art to make meaning of the visual world.

Students will learn to identify and define art vocabulary. Most importantly the **Elements of Design:** Line, Shape, Space, Form, Texture, Value, and Color. Students will also be introduced to the **Principles of Design:** Unity, Balance, Contrast, Harmony, Variety, Rhythm, Movement, and Proportion.

Many of the assignments will require that students share personal experiences, background information, and interests during class discussions, through writing, and through artworks.

DO NOT throw anything away, and keep *reworking* each work of art, and writing sample you do until it can be used as evidence to show “your best!”

**Go ABOVE and BEYOND!**



## BASIC Expectations: To show excellence means doing more than only this.

I expect students to be on time.  
 If you are not on time, you must have a late pass in hand from a teacher.  
 You will lose one effort grade point for every time you are late.  
 See student handbook for more details on lateness.  
 I expect that students will sit in assigned seats (if applicable,) or away from friends who will hold you back from being your best.  
 I expect work to be on time.

I expect students to come into class quietly, and begin the do now, or assignment immediately.  
 I expect that students will put jackets and backpacks in lockers. If you bring them to class they will sit in the hall unattended.  
 I expect that students will be actively listening when others are talking in the larger group.  
 I expect that a student will stay in his or her chair unless he or she needs an art tool or supply, or a pencil sharpened.

I expect that no student will sharpen pencils when another student or the teacher is talking.  
 I expect that students will be on task and be engaged in art-making whenever it is work time.  
 I expect students to clean the tables and put supplies away (in proper places) before leaving the classroom. Leave it cleaner than you found it!  
 I expect that students will not just be content to get work finished, but will rework their assignments to show their best.

## Grading Policy Breakdown:

### Achievement:

- Studio Work: Artwork you create in class (unless you are behind, then you must take your work home.)
- Aesthetics & Self-Assessments: Reading, worksheets, quizzes, tests. Anything that helps you create your own definition of art.
- Homework Quality: Showing knowledge, understanding, skills and techniques learned in class.

### Effort:

- Assignment Effort:
  - 1) Participation: Being engaged in learning, and working at all times.
  - 2) Expectations: Coming to EVERY class ON TIME, with a PENCIL, ERASER, PLANNER, and SKETCH-BOOK.
  - 3) Sketchbook: Taking notes, planning sketches, and drawings.
- Homework Effort: Spending enough time on anything completed at home and bringing it in ON TIME.
- Effort Rubric

## Achievement—80%

Studio	40%
Aesthetics	20%
Homework	20%

## Effort—20%

Assignment Effort	5%
* Participation	
* Expectations	
* “Sketchbook”	
Homework Effort	5%
Effort Rubric	10%