

Middle School Art Program Syllabus

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Course Description: The middle school art program at Our Lady of the Presentation School consists of single-gender 6th, 7th and 8th grade classes for one semester. Each grade level of instruction concentrates on learning the foundations of the visual arts, i.e. understanding the elements and principles of design (composition), art history (artists and styles/movements), developing and improving their artistic skills and techniques via media and art analysis and criticism. The units of study involve sculpture, painting, drawing and composition (art elements and principles).

My Philosophy: Art education is a multi-dimensional process, which involves teaching students that the visual arts are a representation of human experiences, culture and emotional expression. The cornerstone of art education is to transform students into visual interpreters via creative experiences. These experiences are designed produce dynamic and inventive problem solving abilities, which blossom into a lifelong exploration of the visual world and hones original, imaginative learning. The study of the visual arts provides students the empirical vehicle to learn and express art history's concrete and abstract qualities into tangible ideas and concepts with an individual flare. My philosophy regarding art education is a marriage of teaching the foundational components of art, e.g. color wheel theory, the art elements and art principles (composition), art history (artists and movements/styles), historical and cultural significance, techniques and processes, viewing, interpretation, interdisciplinary connections, evaluation, and analysis and criticism of art. The main objective of the Our Lady of the Presentation's art program is to provide students the opportunity to explore the multi-faceted history of art that inspires creative ideas and products and develop and nurture a true appreciation of art.

Art Class Standards: The Our Lady of the Presentation art program is designed to meet the art standards designated by the Diocese's Art Standards, the Show-Me Standards, the MO Visual Art Grade Level Expectations and the National Art Education Standards.

The main goals of the standards included the following:

- Understand and apply the principles and elements of art (composition)
- Be able to use the materials and processes of art; demonstrate proficiency at grade level
- Be able to recognize and appreciate qualities in art and in nature
- Be able to state and justify aesthetic evaluations of art and nature both based on personal experiences and background and via art criticism
- Interdisciplinary Connections: be able to demonstrate that art is connected to other disciplines, e.g. communication arts, math, science, social studies, music, drama, and other performing arts
- Understand and demonstrate an appreciation of art as an expression of history and culture with unique diversity.
- Increase creativity and expressiveness by selecting and applying media techniques and processes, subject matter and themes.

Course Outline:

1st Quarter: 6th Grade:

- Color Theory and Graffiti Art: Compare and Contrast Graffiti Art vs. Fine Art, analyze and critique similarities and differences. Art History: Jean Michel Basquiat and the origins of the Graffiti art movement. Create Graffiti a "Throw up or Bomb" utilizing color theory (at least two color schemes), art elements and principles (composition) and take home color wheel exam.
- Abstract Value Scale: Study the Gray scale, graphite techniques, create abstract design incorporating the gray scale and art elements and principles (composition).
- Mexican Folk Art Repousse (Relief Sculpture): types of relief sculpture, utilize aluminum foil as sculpture medium, exploration of the Mexican folk art culture, i.e. what defines folk art, what is the subject matter of Mexican folk art, materials/medias utilized to create folk art and messages/expressions and or purpose of folk art.

1st Quarter 7th Grade:

- Hokusai and "The Great Wave off Kanagawa" fused with the contemporary art of Nina Bovasso "In the Wave": Art history: Japanese Edo period (Ukiyo-e style), life and art of Hokusai, culture of Japan and how it influenced Western art, contemporary art and Nina Bovasso, art elements and principles (composition). Fuse Edo period design (Ukiyo-e) with contemporary design. Create modern "Great Wave" via painting and drawing (mixed media), composition (art elements and principles).
- Giant Playing Cards and Cubism: Art history: Picasso and types of cubism. Creating art out of everyday objects as inspiration, art elements and principles (composition).
- Wire Sculpture: Art History: Naïve art and Elizabeth Berrien, wire sculpture and specifically explore why art is not just being able to draw and/or paint well, i.e. Elizabeth Berrien's biography and Naïve art. The students will create wire sculptures utilizing only their hands and pliers, and 3-dimensinal composition (art elements and principles).

1st Quarter 8th Grade:

- Abstract Expressionism Fusion: Art History: Pollock, Hoffman and Rothko fused with Tom Everhart's Modern Art: Expressionistic painting techniques, i.e. utilize traditional painting instruments in nontraditional manner, or utilize nontraditional painting instruments and invent an original painting technique. Create large Peanut's character a la Everhart utilize abstract expressionistic painting techniques (3) to create a composition based on the principles of abstract expressionism and incorporate art elements and principles (composition).
- Progressive Rhythm (Art Principle) and Giacomo Balla. Art History: Balla and Modern Art, specially study art principle rhythm (types of) and create composition exhibiting progressive rhythm utilizing art elements in a mixed media design.

- Unorthodox Free-Form/Organic Sculpture: Art History: Modernism and Henry Moore, carving vs. modeling sculpture. Create a “draped sculpture free-form/organic” utilizing unconventional items, e.g. wood blocks, wire hangers, nylon stockings and acrylic paint, 3-dimensional composition (art elements and principles).

*Syllabus is subject to change due to time restrictions or availability of materials.

Assessment:

- Assessment is conducted via 10 criteria on the grading rubric (to view grading rubric: please see teacher’s link on webpage).

Grading Scale:

A+ 100%
A 99-94
A- 93
B+ 92
B 91-85
B- 84
C+ 83
C 82-75
C- 74
D+ 73
D 72-70
D- 69-68
F 67 and below

Classroom Procedures and Expectations:

- To view: Please See Teacher’s link on Webpage

Communication with Parents:

- Parents are contacted if warranted via e-mail, notes or telephone. Parent communication is made at mid-terms if a grade is a C+ or below or due to continuous classroom behavioral problems.