

Art Exploration Syllabus – Erich Richter

NOTICE

Required Materials: Sketch Book 50+ pages, 6x8” or bigger

Recommended (Optional) Materials: Colored Pencils

Material notes: A typical college ruled notebook will suffice in place of a Sketch Book but students often find it more rewarding to be sketching and drafting in a book without lines. Colored pencils will be provided in the classroom but often students can benefit from having their own bigger packs that allow for more color choices.

Student/Parent Communication to Instructor

Instructor: Mr. Richter

Web Page: www.richterart.weebly.com

Phone: 629-4189

Email: erichter@isd578.org

Email will be the most effective means to reach me as I will be spending time traveling between the High School and the ALC. Please provide one business day for a response, but responses should normally be within a couple hours. Grades will be updated weekly and will be posted online (not in the classroom). Students are very much encouraged to inquire about their grades at any time. Course materials and calendar will be available at my web page.

Summary

I will view this course as a deeper look into the visual arts, yet it is still largely an introductory level class. Therefore, the goal will be to introduce the students to a variety of the most relevant artistic theories, concepts, mediums, and movement histories. Creativity is the prime goal of this course so while technical skills will be practiced, my top goal is for students to develop their abilities to take visual art related “problems”, and to be able to “solve them” with individual thought and purpose. This particular skill will be useful for the rest of life. A daily goal of ours will be to enjoy the challenge of growing as artists and as well rounded individuals.

Grading

There will be 10 points for daily participation. Students will either receive a 10, 5, or 0 for each day. Misbehaviors like tardies, lack of productivity, excessive noise, not cleaning up, etc, will lead to a 5 or a 0 for the day depending upon the severity of the action. Simply do what is reasonable and you will receive 10's. I have three groupings in my grade book: Daily Homework, Major/Final Projects, Participation. Generally, the gradebook breakdown winds up being, 25% daily homework/worksheets, 45% final projects, 30% participation.

I will provide a reasonable due date for each assignment. Sometimes, students who work very hard on their projects will need time beyond their due date in order to complete it to their own satisfaction. In this case, alternate arrangements will be made. The only reason a student should have art homework is if they did not manage their classroom time because there is no fruit in me rushing my student's efforts of art creation. Late assignments not approved for an extension will be docked 20% if it is a week or less late. If work is turned in more than a week late, it will be docked 40%.

	A 100 – 93%	A- 92.9-90%
B+ 89.9-87	B 86.9 – 83%	B- 82.9-80%
C+ 79.9-77	C 76.9 – 73%	C- 72.9-70%
D+ 69.9-67	D 66.9 – 63%	D- 62.9-60%

F: 59.9% and below

Extra Credit: I will grant up to a 7% boost per quarter of Extra Credit homework. Generally, Extra Credit projects will be worth 10 points maximum. As far as the effort per point is concerned, points

for every day assignments are attained much easier than are extra credit points are. Therefore, the best decision is to do good work every day and to think of extra credit not as THE way to pass, but as a supplemental means for students to reach their GPA goals.

Classroom Rules

I have three simple umbrella rules that apply to each person and all art materials in the classroom. When these rules are followed, Art class, as well as the other areas of life, will be successful, enjoyable, and safe.

- 1) Effort
- 2) Accountability for our actions
- 3) Respect towards people and things

Effort is the most important rule because strong effort will lead to accountability and respect. A student must be accountable for their learning, art work, and materials. Lastly, a student should be respectful in their treatment of people, supplies, homework, and their instructor. If we can follow these rules, there will be success in the art room as well as in life.

Orders of Disciplinary Procedures

The stages in order of discipline per offense:

- 1) Teacher Warning
- 2) Teacher Conference
- 3) Detention
- 4) Parental Discussion
- 5) Principal Meeting

This is a generalized outline. Certain extreme behaviors in the classroom will warrant an alternate procedure. Two free tardies are allowed per quarter, but the third tardy will equal a lunch detention or possibly some other arrangement (cleaning the art room for example).

Daily Routine

Students will enter the classroom and notice on the board that two things will be identified. The first will be the “bell ringer”, which describes the task students are to do immediately as they enter the classroom, and on into the first few minutes of class. The second will be the major goal(s) for the day, which will usually revolve around learning a concept or skill, or starting/continuing/finishing an art project.

The attention getter that I use in my classroom is to raise my hand and count down from five. There are many other specific procedures that will be discussed concerning the use of the art room.

Scheduled Projects, Curriculum, and Mediums

In Art Exploration, we will work with a variety of common art types and mediums. We will be taking the time to learn how to critique ourselves as well as each other because an important part of growing as artists, or in any skill or trade, is to be able to evaluate as well as create. We will focus on art-making techniques, rules, and principles, and relative art history.

Some of the projects, concepts, and mediums we will encounter:

Folder, Color Theory, Focus Drawing, Landscapes, Caricature, Portrait, Abstraction, Still Life, Digital Art, Figure Drawing, Art History, Value, Shape, Space, Form, Line, Function, Texture
Clay, Colored Pencil, Chalk Pastel, Paint, Graphite, Charcoal.