

# Barry Goldwater High School, A+ School of Excellence



## Introduction to Art 2020-2021

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### GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and the student's future. **Each piece of work is crucial as it provides an opportunity for feedback on improvement and also for growth in the student's education. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of your student's learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of achievement based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, Arizona Career & College Readiness Standards, and Arizona content standards.

Final course marks ("grades" in a traditional system) are determined by the teachers' professional analysis of your student's most recent and consistent evidence of levels of achievement against those standards based on prescribed exit outcome levels, not by mathematical calculations such as averaging or curving the grade. Valuable feedback on student work may be provided through use of rubrics, on paper, or verbally during instructional time. Quality feedback is clear and timely to provide support for student learning and growth. BGHS teachers are trained in analyzing student products against standards and in obtaining evidence of learning using a variety of instructional methods. Please do not hesitate to inquire how levels of achievement for your student are determined by contacting the teacher.

### SUPPLIES LIST

All DVUSD students can successfully participate in **virtual** visual arts classes. Students enrolling in a DVUSD high school art class are expected to provide minimal supplies. If unable to acquire or afford minimal supplies they must contact their teacher immediately or as situations occur so that arrangements can be made to either provide or modify assignments for them. **If students do not notify their teachers of their needs, it may negatively impact their grade. We are here to support our students. Please contact me with any questions or concerns.**

- School provided Chromebook
- notebook/lined paper
- **Spiral Sketchbook 9"x12"** OR printer paper in small binder/folder for drawing
- Gallon ziploc bag for tools
- Pencils- 4B, #2 & Pencil Sharpener
- Ruler 12"
- Vinyl Eraser
- Colored Pencils- Prang, Crayola, Prismacolor
- Black Liner- Sharpie, Micron..
- Watercolor Set with brush and water container
- Bag to keep supplies in-(Gallon size ziploc)
- Glue stick
- Scissors

## COURSE OUTLINE of Units and Expected Time Frames\*

### Approaches to Learning (ongoing)

Here is a quick look at just some of the approaches to learning we will be using in Introduction to Art...

#### Communication

- Through product creation & critiques (giving/receiving feedback)

#### Social

- Collaboration through group activities/discussions/critiques

#### Self-Management

- Setting goals through brainstorming
- Using technology for brainstorming purposes
- Organization of ideas/concepts via Sketchbook
- Affective skills through perseverance of ideas into products & maintaining focus & positive mindset to see project through to end
- Reflection through Portfolio Review/Gold Sheets/Self-Critiques

#### Research

- Research Artists/Art Movements/Style/Art careers through articles (information literacy) & online resources (media literacy)
- Use critical literacy skills to analyze and interpret works of art/artists/art movements

#### Thinking

- Critical Thinking - applying skills/strategies learned through observation
- Transfer - Application of Knowledge & Techniques; Making connections between subjects and other disciplines; Applying skills and knowledge in unfamiliar situations
- Creative Thinking - Brainstorming & Generating Original Ideas; generating ideas and creating solutions to apply to works of art

### Fall Semester

Unit Title	Key and Related Concepts	Assessment	Expected Timeframe
<b>Introduction to Art</b>	<ul style="list-style-type: none"> <li>● Identity</li> <li>● Point of View</li> <li>● Self-expression</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Journal Quiz</li> <li>● District Pre-Assessment on Schoolcity</li> </ul>	Weeks 1-3
<b>Linear Perspective</b>	<ul style="list-style-type: none"> <li>● Logic</li> <li>● Innovation</li> <li>● Aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Artists/Art Movements Research</li> <li>● Journal Quiz</li> <li>● Technique Study</li> </ul>	Weeks 3-6
<b>Dia de los Muertos</b>	<ul style="list-style-type: none"> <li>● Global Interaction</li> <li>● Style</li> <li>● Presentation</li> <li>● Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Artists/Art Movements Research</li> <li>● Journal Quiz</li> <li>● Technique Study</li> </ul>	Weeks 6-10
<b>Pop Art &amp; Color Theory</b>	<ul style="list-style-type: none"> <li>● Change</li> <li>● Visual Culture</li> <li>● Creativity</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> </ul>	Weeks 10-14

		<ul style="list-style-type: none"> <li>● Artists/Art Movements Research</li> <li>● Journal Quiz</li> <li>● Technique Study</li> </ul>	
<b>Living Landscapes</b>	<ul style="list-style-type: none"> <li>● Global Interaction</li> <li>● Culture</li> <li>● Change</li> <li>● Style</li> <li>● Narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Artists/Art Movements Research</li> <li>● Journal Quiz</li> <li>● Technique Study</li> </ul>	Weeks 14-17
<b>Fall Finals</b>	<ul style="list-style-type: none"> <li>● Self-Expression</li> <li>● Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Journal Quiz</li> <li>● Fall Final Test</li> </ul>	Weeks 17-19
<b>Spring Semester</b>			
Unit Title	Key and Related Concepts	Assessment	Expected Timeframe
<b>Art Careers</b>	<ul style="list-style-type: none"> <li>● Audience Imperatives</li> <li>● Communication</li> <li>● Innovation</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Journal Quiz</li> </ul>	Weeks 1-2
<b>Abstract Expressionism</b>	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Composition</li> <li>● Style</li> <li>● Purpose</li> <li>● Aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Journal Quiz</li> <li>● Artists/Art Movements Research</li> <li>● Technique Study</li> </ul>	Weeks 2-6
<b>Portraiture</b>	<ul style="list-style-type: none"> <li>● Aesthetics</li> <li>● Representation</li> <li>● Expression</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Journal Quiz</li> <li>● Artists/Art Movements Research</li> <li>● Technique Study</li> </ul>	Weeks 6-10
<b>Surrealism</b>	<ul style="list-style-type: none"> <li>● Development</li> <li>● Relationships</li> <li>● Style</li> <li>● Change</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Journal Quiz</li> <li>● Artists/Art Movements Research</li> <li>● Technique Study</li> </ul>	Weeks 10-14
<b>Recyclable Relief</b>	<ul style="list-style-type: none"> <li>● Theme</li> <li>● Form</li> <li>● Innovation</li> <li>● Visual Culture</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Journal Quiz</li> <li>● Artists/Art Movements Research</li> <li>● Technique Study</li> </ul>	Weeks 15-17
<b>Spring Finals</b>	<ul style="list-style-type: none"> <li>● Theme</li> <li>● Self-Expression</li> </ul>	<ul style="list-style-type: none"> <li>● Final Unit Project &amp; Self-critique</li> <li>● Spring Final</li> <li>● District Post-Assessment</li> </ul>	Weeks 17-20

\*Subject to change at the discretion of the teaching team

## GUARANTEED AND VIABLE CURRICULUM

BGHS students will develop their knowing and understanding, developing skills, creative thinking and responding skills. The following rubric demonstrates the skills students will need to gain and demonstrate during the fall and spring semester to achieve both an MYP level of achievement and a BGHS/DVUSD letter grade. The skills will be assessed individually and collectively multiple times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability. Please check Power Schools or ManageBac (IB and MYP) and the BGHS / course website for the Standards, Performance Objectives and Rubrics for grading.

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a “snap shot” of where a student is for the purpose of feedback; a final mark or “grade” can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

### REPORTING TIMELINE

<b>Fall Semester</b> <b>“Snapshots,” Progress Report, and End of Semester</b> <b>Mark Reporting Dates</b> <i>(All grades are reported in Power Schools)</i>	<b>Spring Semester</b> <b>“Snapshots,” Progress Report, and End of Semester</b> <b>Mark Reporting Dates</b> <i>(All grades are reported in Power Schools)</i>
August 28 <sup>th</sup> - Snapshot September 18 <sup>th</sup> - Snapshot October 9 <sup>th</sup> * - <b>Progress Report</b> October 30 <sup>th</sup> - Snapshot November 20 <sup>th</sup> - Snapshot December 18 <sup>th</sup> - Snapshot January 4 <sup>th</sup> * - <b>End of Semester in PowerSchools</b>	January 29 <sup>th</sup> - Snapshot February 19 <sup>th</sup> - Snapshot March 12 <sup>th</sup> * - <b>Progress Report</b> April 9 <sup>th</sup> – Snapshot April 30 <sup>th</sup> - Snapshot May 14 <sup>st</sup> - Snapshot May 21 <sup>st</sup> - <b>End of Semester in PowerSchools</b>

Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not develop, practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

<b>FINAL GRADE DESCRIPTOR</b> <b>(ALL CONTENT AREAS)</b>	<b>POWERSCHOOL</b> <b>L</b> <b>FINAL GRADE</b>	
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost flawlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student <b>consistently</b> demonstrated originality and insight and always produces <b>work of high quality</b> .	<b>10</b>	<b>A</b>
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis, and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.	<b>9</b>	<b>A</b>
The student demonstrates a <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis, and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.	<b>8</b>	<b>Bdang jes</b>
The student demonstrates a <b>good, general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis, and evaluation.	<b>7</b>	<b>C</b>

The student demonstrates a <b>limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrated a limited understanding of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .	<b>6</b>	<b>D</b>
<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, <b>even with support</b> .	<b>5</b>	<b>F</b>
The student demonstrates <b>minimal</b> achievement in terms of the objectives.	<b>5</b>	<b>F</b>
The student demonstrates <b>no evidence</b> of achievement.	<b>5</b>	<b>F</b>

## CLASSROOM EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

### What to do immediately upon entering this classroom:

1. Look at the White Board to determine learning goals and find your assigned chair.
2. Turn all electronic devices off and place in backpack or pocket\*
3. Take out your Chromebook and all necessary materials and put backpack away as indicated.
4. Begin bellwork and/or join your team to actively engage in learning.
5. Contribute to the learning and work hard to demonstrate your abilities.

# BULLDOG PACK MATRIX



	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
<b>PRIDE</b>	<ul style="list-style-type: none"> <li>Support your peers</li> <li>Produce work you are proud of</li> <li>Be actively engaged</li> </ul>	<ul style="list-style-type: none"> <li>Use positive language</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Respect school property</li> <li>Clean up after yourself</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>Be on Time</li> <li>Personal devices away</li> <li>Ready to Learn</li> </ul>	<ul style="list-style-type: none"> <li>Move with purpose</li> <li>Have pass and ID</li> </ul>	<ul style="list-style-type: none"> <li>Use Restroom Before/After Class or at Lunch</li> <li>Use for intended purpose</li> </ul>
<b>COURAGE</b>	<ul style="list-style-type: none"> <li>Stand up for what's right</li> <li>Try something new</li> </ul>	<ul style="list-style-type: none"> <li>If you see something, say something</li> </ul>	<ul style="list-style-type: none"> <li>If you see something, say something</li> </ul>
<b>KINDNESS</b>	<ul style="list-style-type: none"> <li>Treat ALL with Respect</li> </ul>	<ul style="list-style-type: none"> <li>Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>Respect others space and privacy</li> <li>Wash hands</li> </ul>



# BULLDOG PACK MATRIX



	Distance learning	Technology
<b>P</b> <small>PRIDE</small>	<ul style="list-style-type: none"> <li>Support your peers</li> <li>Produce work you are proud of</li> <li>Be actively engaged</li> </ul>	<ul style="list-style-type: none"> <li>Use technology appropriately</li> </ul>
<b>A</b> <small>ACCOUNTABILITY</small>	<ul style="list-style-type: none"> <li>Be on Time</li> <li>Be present, avoid multitasking</li> <li>Ready to Learn</li> </ul>	<ul style="list-style-type: none"> <li>Use Technology appropriately</li> <li>Make sure device is charged</li> </ul>
<b>C</b> <small>COURAGE</small>	<ul style="list-style-type: none"> <li>Raise virtual hand to comment</li> <li>Video on at all times</li> </ul>	<ul style="list-style-type: none"> <li>If you see something, say something</li> <li>Sign in with your name only</li> </ul>
<b>K</b> <small>KINDNESS</small>	<ul style="list-style-type: none"> <li>Make appropriate comments</li> <li>Encourage others</li> <li>Treat ALL with Respect</li> </ul>	<ul style="list-style-type: none"> <li>Follow technology safety expectations</li> <li>Respect privacy</li> </ul>



## Consequences of Positive Choices

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive Peer relationships
More/ higher level skills	Increased success	Positive Relationships with staff
Scholarships, better jobs	Increased respect	Internships and Opportunities

## Consequences of Poor Choices

Tier	Minor Offences	Major Offences
1st	Restate expectations, Redirect, Task change, Seat change, Conference	Referral to Administration Consequences issued in line with student handbook
2nd	Buddy Teacher w/reflection, Conference, email communication to parent	
3rd	Phone call home, In person conference w/parent, Thinking center, Detention	
4 <sup>th</sup>	A referral to the administration/office	

## BGHS ELECTRONICS PROCEDURES

At BGHS we know that technology is all around us and can enhance work outcomes. We embrace technology and strive to use it as a powerful learning tool. We provide Chromebooks to our students and strive to integrate technology in our lessons. Because our students have access to Chromebooks and school computers they will not need to use cell phones during class time. We ask students to not access their phones or music devices, etc. during instructional time. This is an important part of preparing students for college and career. As they graduate, head to college or start jobs they will need to know how to manage their devices and understand the appropriate time and place for technology use.

BGHS students will use Chromebooks to complete tasks during class. If a student does not comply with this policy and his electronic device is being used or creates a disruption in the classroom, the following steps will be taken.

1<sup>st</sup> Offense: Teacher will request that the student put technology away and that devices are not to be visible or used during class time. \*

2<sup>nd</sup> Offense: Teacher will apply classroom consequences and document the offense. \*

3<sup>rd</sup> Offense: Teacher will send the student with the device to the office where the electronic device will be stored to be picked up at the end of the day.

\*If at any time during this process the student escalated this issue, the student can be referred to administration. *If a student has multiple instances where the office has taken their phone, parent pick up will be required and a conference with the parent may be requested.*

## BGHS OUT OF CLASS PASS

At BGHS teaching and learning time is a priority. When a student is out of class they are often not directly supervised and are missing out on instruction. We limit the number of passes students use in a semester and students are taught to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom or to get a drink. Students are asked to make every effort to be in class from bell to bell. Each classroom uses a sign out log and students must have a pass each time they are out of class. Abuse of passes may need to be handled with a parent contact or a conference with administration.

