



Introduction to Art/Art Comprehensive I

Comprehensive Art I/Intro to Art introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.

- **Art Making** – exercises creative thinking and problem-solving skills by manipulating a variety of materials and tools to create quality artworks.
- **Aesthetics** – develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art. Discusses and debates the philosophy of beauty and defining “art.”
- **Art Criticism** – reflects on and assesses characteristics and merits of artwork.
- **Art History** – understands the visual arts in relation to history and cultures.

School Logo



Units

Unit 1: Color Theory and Design

Standards: VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

VAHSVA.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.

VAHSVA.CR.4 Incorporate formal and informal components to create works of art.

VAHSVA.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.

VAHSVA.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

Unit 2: 3d Design

Standards: VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

VAHSVA.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.

VAHSVA.CR.4 Incorporate formal and informal components to create works of art.

VAHSVA.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.

VAHSVA.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

Unit 3: Drawing

Standards: VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

VAHSVA.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.

VAHSVA.CR.4 Incorporate formal and informal components to create works of art.

VAHSVA.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.

VAHSVA.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

Resources

The art textbook can be found in Classlink under Fine Arts - Davis books.

Classroom Expectations

In the Art Room:

1. Be prepared - bring pencil and sketchbook every day.
2. Be respectful, kind and considerate - to everyone in the class and art materials.
3. Listen carefully.
4. Raise your hand.
5. Follow directions.
6. Quiet, inside voices.
7. Complete all assignments.
8. Be safe: use materials properly (as shown), no horseplay, no running, no throwing anything.

Grades

Grading scale:

A – 90 and above

B – 80-89

C – 70-79

F – Below 70

Categories:

Major: 50% Major projects and effort, participation which includes enthusiasm, willingness to extend oneself past the “first right answer,” experimentation/risk taking, and cooperation.

Minor: 40% Classwork.

Practice: 10% Homework and sketchbook/journal.

Recovery on Assignments/ Assessments:

Board Policy states: All students will have one (1) opportunity every nine weeks to redo/retake one (1) major assignment/assessment. o Eligibility for redo/retake is for students who receive a 79 or below on a specific major assignment/assessment. o Students are eligible to earn a replacement grade on a redo/retake no higher than 79. o Student redo/retakes must be completed before the next major assignment/assessment is given or five (5) school days before the end of the marking period if there is not another major assignment/assessment given. (exceptions can be made for students who have excused absences during this five-day window)

Within this course, accommodations and modifications will be implemented based on students’ current Individualized Education Plan (IEP). For specific goals and objectives and instructional levels, refer to your child’s IEP

Contact Information



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