A logo of a college

Description automatically generated**A.R. Johnson Visual Arts**

**Mrs. Nicola Brown**

**Brownni@boe.richmond.k12.ga.us**

**Grades 9-12 Room 351**

**Welcome to Visual Art. Ceramics, Drawing and Composition**

Hello, my name is Mrs. Nicola Brown and this will be my 14th year teaching in Richmond County. I love spending time with my family and traveling the World. When at home, I am experimenting with bread, dessert and cookie recipes…with the game going on in the background. I cheer on many teams, having lived in many places. My heart is with Minnesota (Go Vikings, Go Timberwolves) but my children went to FSU, Auburn and UGA. We are a house divided!

***Courses:***

* **Comprehensive Visual Arts I:**
  + 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. The course emphasizes the ability to use the elements and principles of design through a variety of media.
* **Comprehensive Visual Arts II & III:**
  + Enhances level-one and two skills in art history, art criticism, aesthetic judgment, and studio production. Reinforces knowledge and provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists and developing personal artistic voice.
* **Drawing I**:
  + Explores a variety of drawing techniques and media. Emphasizes development of basic drawing skills and critical analysis skills for responding to master drawings. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.
* **Drawing II:**
  + Enhances level-one skills in technique and provides further exploration of drawing media. Reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.
* **Drawing III:**
  + Enhances level-two skills in technique and provides further exploration of drawing media. Reinforces drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to increasingly complex drawing problems and development of personal style.
* **Drawing IV:**
  + Enhances level-three skills in technique and provides further exploration of drawing media. Reinforces drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to complex drawing problems and development of personal style.
* **Ceramics I:** 
  + Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration, and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.
* **Ceramics II:**

Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.

* **Ceramics III:**

Enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while developing personal artistic voice. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present.

* **Ceramics IV:**

Enhances level-three skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while continuing to develop personal artistic voice. Emphasizes more complex form and surface treatments using tools, glazes, resists, and multiple clay bodies.

**LaunchPad & Canvas**

* Launchpad is our single sign on platform. All the apps/webtools that students will access throughout the school year, in all their courses, can be found here. You may also download the Classlink app to your device to access Launchpad from your phone or tablet.
* Our learning management system, Canvas, can be found in each student's Launchpad. The courses they are registered for will be displayed on the Dashboard in Canvas. Click on each course to find announcements, assignments, and all online instruction. You may also download the Canvas app for parents and the Canvas app for students to your cell phone or tablet.

**Materials List**

* **Comprehensive Visual Arts:**
  + - Sketchbook: ***Please*** No bigger than 9x12
    - 2 Fine Tip Permanent Markers
    - 2 Ultra Fine Permanent Markers
* **Drawing:**
  + - Sketchbook: ***Please*** No bigger than 9x12
    - 2 Fine Tip Permanent Markers
    - 2 Ultra Fine Permanent Markers
* **Ceramics:** 
  + - 1 Clear plastic 6 qt. shoebox with lid-$1-2.00 from Dollar store, Walmart or Target

**Grading Policy**

Middle and High school student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

* Calculation of Final Grades Final grades will be determined by the cumulative semester average using the following criteria:

**Minor Grades** = 60% Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study. Minimum number of minor grades per 6-week progress report period = 5

* **Major Grades** = 40% Examples include unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study. Minimum number of major grades per 6-week progress report period = 2

**Late/Missing Assignments**

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school. Students are expected to submit assignments on time.

Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s work habits through an academic contract.

Scores may be reduced by 5% per school day for a 25% maximum reduction (five school days).Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.

**Relearn/Reassess**

Students who perform below 70% on a major assignment will be given the opportunity to relearn and reassess to show improvement in their mastery of the standard.

Students will submit a Relearning Plan as part of this process. This plan should include:

* Analysis of their errors or misconceptions on the previous major assignment.
* Complete assignments provided to relearn the content for mastery. Students may also attend a tutoring session.
* Complete and turn in any missing assignments.
* Commit to date(s) and time(s) to redo the assignment or retake the assessment.
* Share the plan with their parent and teacher for approval and signatures.

Upon satisfactory completion of the plan, as determined by the teacher, student should be given a minimum of one opportunity to be reassessed.

Teachers should have discretion to determine if R&R opportunities will be given for any minor assessment.

**Classroom Management Policy**

1. Be On Time
2. Follow the Art Room rules
3. Respect Others, Materials and Work Space
4. Participate
5. Complete Work, Sign, and Turn In

1st Offense Student Warning

2nd Offense Student Warning and parent/guardian phone call

3rd Offense Parent phone call and detention

4th Offense Parent Conference and detention

5th Offense Office Referral

\*\*This Visual Art Syllabus is a plan for the semester/year that may change as needed.\*\*