



This Sketchbook Belongs to...

Class Period: _____

Grade: _____

If Lost, Please Return to...

Student Background Questionnaire (10 pts)

Name: Nickname/Preferred Name:

1. How long have you been making art?

2. Have you done any art classes, clubs, or camps outside of school? Yes No

If yes, please describe your experience/s:

3. What media (materials) and techniques do you have experience with? (Circle all that apply)

Pencil Colored Pencil Charcoal Colored Pastel India Ink Watercolor

Acrylic Paint Clay (Ceramics) Oil Clay/Sculpey Throwing Pottery Wood Metal

Wire Plaster Collage Fabric Yarn Printmaking Glass

Jewelry-making Graphic Design Digital Photography Stop Motion Animation Digital Drawing

Other:

4. What area of art do you like best? (Please circle one response, or add your own)

Drawing Painting Sculpture Ceramics Graphic Design Printmaking

Photography Video Performance Writing Other:

5. What medium (material) do you most enjoy working with?

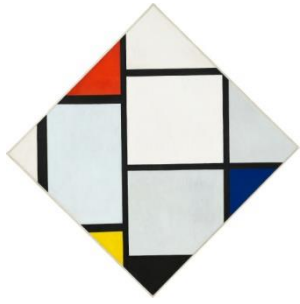
6. What do you wish you could create in class this semester?

7. Circle the letter grade that you plan to earn this semester: A B C D F

How will you work to achieve this goal?

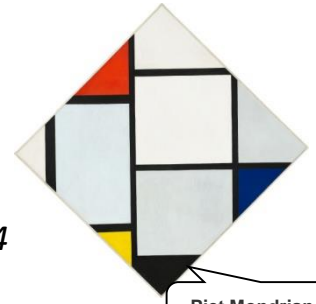
8. If you could have any superpower, what would it be, and why?

7TH GRADE ART SYLLABUS



Teacher: Ms. Bongiorno
 abongiorno@cbsd.org

Tohickon Middle School, Room #114



Piet Mondrian,
 Tableau No. IV. c. 1924

Basic Art Studio Rules & Expectations:

- Follow Directions
- Respect All
- Be Safe

Course Description:

Art Essentials

For this eighteen week course, 7th grade students are exploring various techniques:

DRAWING, PAINTING, PRINTMAKING, CERAMICS, AND SCULPTURE.

Students produce a variety of two and three-dimensional art works. Art History is integrated throughout the course, including art movements from the late 1800's to the early 1920's. Students continue to develop knowledge and skills in the disciplines of Art Criticism, Aesthetics, and Philosophy, through activities including:

PROJECTS, CRITIQUES, CLASS DISCUSSIONS, REFLECTIONS AND WRITINGS.

Course Grading & Assessment:

| Course Responsibilities: | | Points Possible | (Approximate) Total |
|--------------------------|---------------------------------------|---------------------|---------------------|
| Work Habits | | weighted 10% | |
| | "PREP" points | 1 pt per day | ~40 pts |
| | "Do Now" Prompts | 10 pts per month | ~80 pts |
| Creative Process | | weighted 20% | |
| | General Sketchbook Work & Checkpoints | 5 pts each | ~25 pts |
| | Artist Statements | 25 pts each | ~25 pts |
| | Elements & Principles | 5 pts each | ~15 pts |
| Final Projects | | weighted 70% | |
| | Class Critiques | 10 pts each | ~30 pts |
| | Major Art Projects | 100 pts per project | ~400 pts |

Actual **Total** points (pts) may change based on class and individual student progress

Assignment Expectations:

Day-to-Day Class Work:

- **PREP (Preparation, Respect, Effort, Participation) Points:**
 - are awarded for basic art studio performance
 - *earn* up to 4 points *each class* (one for each category listed above)
 - *lose* points if you are late to class, are being disruptive, forget your pencil/eraser, or if you fail to follow general art studio expectations, such as putting materials away
- **“Do Now” Prompts**
 - respond to the question or prompt on the whiteboard
 - write your responses in the Do Now section of your sketchbook (HINT: Don’t forget the date)
 - always attempt, even if you are unsure of the “correct” answer; we will review as a class
- **General Sketchbook Work & Checkpoints**
 - general course work in your sketchbook can be awarded up to 5 points per task
 - For example, “First Day Self-Portrait” and “Drawing Pre-Test” are each worth 5 pts for quality completion
 - complete checkpoints that accompany major projects; these are found in your sketchbook

On-Going Assignments & Major Projects:

- **Artist Statements**
 - a short, yet descriptive, one-page essay on a piece of art produced during the course
- **Elements & Principles of Design**
 - essential concepts relating to your major projects
 - complete pages depicting each concept
- **Class Critiques**
 - involve independent writing and reflection, along with small group, and whole-class discussion
- **Major Art Projects**
 - approximately 4 to 6 major art pieces, that involve planning, creating, and reflecting
 - will be graded using the ‘Art Studio Rubric for Assessment’ and detailed criteria

Absences:

- *if you are absent, it is your responsibility to find out what you missed*
- check the board, and then check with a classmate to see what was covered
- if you missed a due date for an assignment, fill out a *Late or Incomplete Assignment (LIA)* form and submit the work
- you will have extra time to make up work from excused absences

Late or Incomplete Work:

- if you are unprepared to submit an assignment on its due date, you must fill out and submit a *Late or Incomplete Assignment (LIA)* form
- points *may* be deducted, but you will always have the opportunity to submit *and* resubmit your work 😊
- *always come see Ms. B.* during resource if you have missed, or believe you will miss the deadline

Consult class website for more information on **Second Chance Learning!**

Materials/Supplies:

- If you use an art supply, return it to where you found it and how you found it (clean, and arranged properly)

Material Sign Out Policy: If you would like to work on your project at home or in resource you may sign out supplies. In order to do so you need to see me before the end of class. It will be your responsibility to return all items to me. Return the items directly to me so they can be checked in; *you will be held responsible for any missing items.*

NOTE: *Metal rulers and sharp items may not be taken out of the room for any reason...EVER!*

Daily Routines/Procedures:

Arrival

- You will arrive to class on time. If you arrive after the bell, without a pass, you will be marked “unexcused tardy.” After three unexcused tardies, you will receive an after-school detention.
- *Immediately look for directions and assignments on the board!*

Seating

- After arriving to class, take your assigned seat (unless otherwise instructed). Be responsible; sit with students who help you rather than distract you. *I will move students and change seats if I deem it necessary.*

Do-Now

- Don't wait to be prompted. Take out your sketchbook and respond to any question/prompts written on the board or on the projector.
- *Relax.* If you don't know the answer, or are unsure of the “answer,” just give your *best attempt*.
- We will discuss the do-now's as a class, and you can correct your response if necessary.
- If there is no Do Now, follow the directions on the board or begin Open Studio work time on your project.

Presentation/Work Time

- At this point, you will either receive a presentation from me (a power point or a visual demonstration of a technique) or you will begin to work on your current project/assignment.
- You will find all your supplies labeled throughout the classroom.

Clean-Up

- **10 minutes before the end of class, you will need to begin clean up.**
- You must place all of your work in the designated areas and you will completely clean and return your supplies and chairs. If you are unable to do this during class time, you will be given a detention to finish the job after school, or during lunch.
- *You may not leave until your area is clean. No late passes will be given if you fail to clean-up on time.*
- Use any remaining time to review your Do Now, or work in your sketchbook.

Coming & Going - Hall Passes, and More...

- *To be successful, you must be productive. **You cannot be successful if you are not in class, producing.***
- If you do need to leave, fill out the hall pass log by the door. Raise your hand to ask before leaving for the bathroom, water fountain, nurse, etc.
- Fill out a hall pass in your sketchbook when you wish to leave; I will sign it as your hall pass
- *Note, you only have a certain number of hall passes each month!*
- You may come to the art studio during your resource or lunch to work on your artwork. Avoid distracting the students or staff (me 😊) during the period you are visiting. You must get a pass from me ahead of time.
- Do not ask to leave during the first 5—or last 5—minutes of class.
- *Absent?* See page 3.

If you ever have questions, see me or email me at:

abongiorno@cbsd.org

ART STUDIO RULES & EXPECTATIONS

1. Follow Directions

- ...to learn new techniques, methods, concepts & programs
- ...to see the historical & cultural connections for problem solving and creative decision making
- ...to improve my skills & personal or group production

2. Respect All

- ...by cooperating and communicating with my teacher, visitors, and classmates in a respectful manner
- ...by treating school and studio property with respect
- ...by cleaning and returning tools to organized placement
- ...by leaving all tools & materials in the classroom
- ...by keeping hands off of other students' work
- ...by respecting private property

3. Be Safe

- ...by paying attention
- ...by using tools, equipment, and furniture appropriately for my own safety
- ...by keeping my hands & feet to myself

Rewards:

- *Excellent Performance
Assessment & Evaluations
- *Quality Art Work
- *Extra Production Time
- *Art Perks & Prizes

Consequences:

- Strike 1** – Verbal Warning
- Strike 2** – Isolation/Seat Change
- Strike 3** – Detention & Call Home

Contact home may be made
before strike 3; strikes only
"reset" after a detention

ART STUDIO CONTRACT

I, _____, have read and understand the art
(write your name here)
studio syllabus, procedures, and expectations, found on pages
2-5 of my sketchbook. I understand that I will be successful in
this course, and enjoy my time in class, if I use this information to
guide my actions daily.

I acknowledge that should I fail to follow the expectations set for me on
pages 3, 4, and 5, there may be negative consequences. I have
presented this information to my parent/guardian, and shared my goal
for a successful semester 😊!

(Student Signature)

(Date)

(Parent/Guardian Signature)

(Date)

DRAWING PRE-TEST:

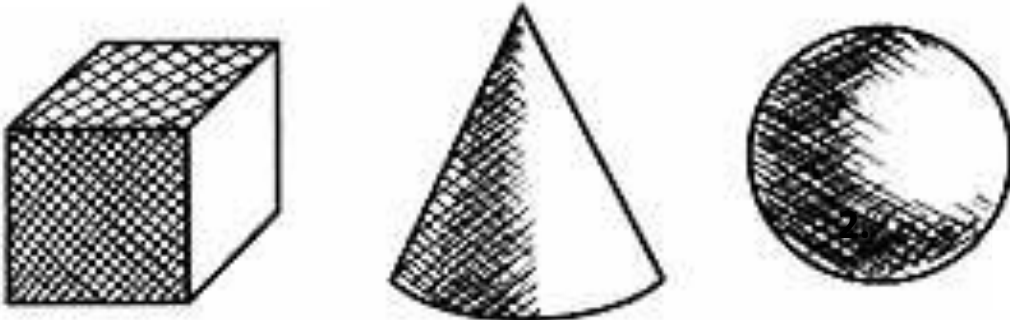
Create value scales in the empty rectangles; match the shading techniques shown ↓

Hatching



1.

Crosshatching



2.

Tonal/Blending



3.

Stippling



4.

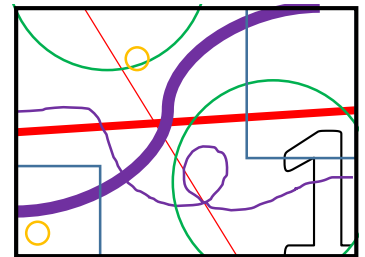
Art Essentials: 7th Grade

Project: “Collaborative Color Theory”

OBJECTIVES:

Students will explore *color theory*, and *various color schemes* while learning how to utilize painting techniques. In doing so, you must:

- Read this checklist!**
- Complete the top of the **PLANNING & PRACTICE** section, below
- Draw/sketch the base of your painting, **with pencils** to include:
 - 2 straight lines** that extend off the edges of the paper (these can be thick or thin)
 - 2 curved lines** that extend off the edges of the paper (these can be thick or thin)
 - 2 large circles** (these *can* extend off the page)
 - 2 small circles** (these *can* extend off the page)
 - 4 squares** (any size, these *can* extend off the page)

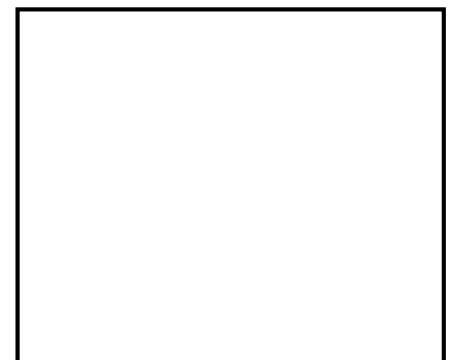


EXAMPLE →

- Optional Enrichment:** Include a large bubble letter of your **table number** in your drawing that **extends off of two sides** of your paper (). Hint, it should be hidden, or abstracted slightly. See the example above ↑.
- Have Ms. Bongiorno cut your paper into 4 sections, and select the section you will paint
- Using your assigned color scheme, slowly, and neatly paint your area, keeping all of the original designs
- Touch up any small details with a tiny, detail brush, and straighten any painted edges
- Complete the **VOCABULARY** section, below and the rubric

PLANNING & PRACTICE:

- Draw a small circle in the box, using a template or a compass →
- Draw a larger square around the circle, using a ruler →
- Using a marker, color the box to the right using your assigned color scheme _____ →



complete after assigned

write your assigned color scheme here


VOCABULARY: Complementary Color Scheme - Warm Color Scheme - Monochromatic
 Cool Color Scheme - Tonal - Value Scale - Colored Pencil - Atmospheric Perspective

Circle one term from above to define here (use your own words):

1. _____

“Collaborative Color Theory” Grading Rubric Checklist:

Directions: Pass your paper to a peer in the class, and have them check off down the “Peer” column, for the project criteria that you have met. Then, you must check off down the “Me” column, for the criteria you believe you have met.

| Point Value | Peer | Me | Teacher | Project Criteria |
|------------------------------|------|----|---------|--|
| 5 | | | | Group artwork has 2 straight lines that extend off the edges of the paper (these can be thick or thin) |
| 5 | | | | Group artwork has 2 curved lines that extend off the edges of the paper (these can be thick or thin) |
| 5 | | | | Group artwork has 2 large circles (these can extend off the page) |
| 5 | | | | Group artwork has 2 small circles (these can extend off the page) |
| 5 | | | | Group artwork has 4 squares (any size, these can extend off the page) |
| 5 | | | | Optional Enrichment: Group artwork included a large bubble letter of your table number in your drawing that extends off of two sides of your paper (). It is hidden, or abstracted slightly. |
| 5 | | | | Individual painting clearly incorporates <i>assigned</i> color scheme: _____ write your assigned color scheme here ↑ |
| 5 | | | | Individual painting shows careful, slow brushstrokes for a neat/well-crafted product |
| 5 | | | | Individual painting utilized the appropriate sized brush: small brush for small details, and a larger brush for larger spaces |
| 5 | | | | Paint on individual piece is applied evenly, without blotches or excessively thick areas |
| 5 | | | | Individual painting shows that any edges on lines or shapes are sharp, crisp, and even, without “fuzzy” paint effects and brushstrokes |
| 5 | | | | Any pencil lines and white spaces have been painted over, and are no longer visible |
| 5 | | | | Individual artist and partner properly stored paint palette with plastic wrap, name, & class period |
| 5 | | | | Individual artist properly washed paintbrushes each class |
| 5 | | | | Individual artist properly stored paintbrushes each class, with bristles facing up |
| 5 | | | | Individual artist <u>never</u> distracted others, or damaged another’s artwork |
| 5 | | | | Individual artist listened respectfully to demos, and other students |
| 5 | | | | Individual artist <u>always</u> showed active involvement <u>throughout</u> the project, working or cleaning in the studio <u>until the end of each class period</u> |
| 5 | | | | Individual artist properly stored and cared for artwork |
| 5 | | | | Individual artist completed <i>Planning & Practice</i> , and <i>Vocabulary</i> |
| 5 | | | | Submitted assignment by February 15 th |
| 105 = max points possible | | | | <p>← Total Points Earned (According to Each Person Assessing the Work). <i>Note: Extra points are possible.</i> Ms. Bongiorno will take all of these scores into account, but her score will ultimately count for the final project grade.</p> <p style="text-align: right;">Final Project Grade: _____ / 100</p> |

↑ ↑ ↑

Do Now

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ART STUDIO HALL PASSES

February

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

NURSE - Date: _____ Time: _____ Teacher Signature: _____

LOCKER - Date: _____ Time: _____ Teacher Signature: _____

March

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

NURSE - Date: _____ Time: _____ Teacher Signature: _____

LOCKER - Date: _____ Time: _____ Teacher Signature: _____

April

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

NURSE - Date: _____ Time: _____ Teacher Signature: _____

LOCKER - Date: _____ Time: _____ Teacher Signature: _____

ART STUDIO HALL PASSES

May

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

NURSE - Date: _____ Time: _____ Teacher Signature: _____

LOCKER - Date: _____ Time: _____ Teacher Signature: _____

June

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

BATHROOM - Date: _____ Time: _____ Teacher Signature: _____

NURSE - Date: _____ Time: _____ Teacher Signature: _____

LOCKER - Date: _____ Time: _____ Teacher Signature: _____