



VISUAL ARTS &

My beloved art student;

I am very excited; a new school year just started! I hope you had a wonderful summer. Mine was pretty cool, I visited my parents in Fajardo, Puerto Rico, and got the chance to visit wonderful museums and galleries while there... and of course eat good, good food! I was also in school during the summer, yes, I'm a student (must say life long learner) at Illinois College. There I'm taking all the coursework needed to become a Type 9 Certified Teacher for the state of Illinois. As today, I'm only three months away of completing my goal...yeah! After two years in the making, it feels really awesome! Let me ask you something— What are your goals for this year, for the next two or five?

As a group or unit we will establish many goals as well, hoping that you can connect them with your personal growth and success in our school and furthermore. We are a community of learners, and within our community my role is to facilitate diverse learning experiences in a nurturing, positive and safe environment which is not limited to our classroom, since learning and inspiration can happen when you least expect it.

In the past, some students have posted a very genuine question-- how they can use art in real life? Common' people—art is everywhere! Look at your shoes, the design of your backpack, the tiles in your grandmother kitchen, or a Disney film... art is applied to many, many different things we use or encounter every day. But there's art that you will find in museums and galleries that are just a form of expression, an object/image that communicates something... art is a universal language used by every human in every culture. By the way, for that reason it comes in every shape, size, style and form just like all of us. Well, not everything that people creates ends at a museum, some people just love to make art as a hobby or recreational activity and they still express feelings and ideas too.

Is art all about drawing and mixing colors? Is not, though is pretty fun to do that. Art will challenges us to be creative, to be open minded, good visual learners and receptive. Through art we can learn to see things in new ways and to give meaning and sense to things around us, and while you engage in the process of planning and producing an art piece your mind flourish and open up to new concepts more efficiently.

For that reason this course has been designed to facilitate the learning of some important skills that will not only nurture our creativity but will help us understand the methods of identifying, interpreting, exploring and critically think about ideas in the creative arts and the world around us.

You are also going to be able to learn more about yourself, your environment and your community in a very different and engaging way. To make that happen our itinerary has been adjusted, each class meets two hours a day, hoping to meet your creative and exploratory needs in a less restrictive time allotment. This is third year at IPRAC, which is a sacred place devoted to the Puerto Rican arts and its culture. We will learn more about IPRAC among other important institutions through our scheduled field trips during the semester. Just make sure that you respect our space, like your own, contribute positively to our learning community, so not only us can enjoy of this privilege but future generations as well.

As we begin this journey, keep in mind while you read this guide that under any circumstances your can success be measured in how well you cope with the facts of the world, but with the abilities you acquire to change the world we live in.

I just have to say—
Happy creative 2011 y'all!

Brenda, your Art Teacher

VISUAL ART AND CULTURE CLASSROOM PROCEDURES

I. Upon arrival— At IPRAC

Note that we are in a beautiful place that on a daily basis receives a lot of visitors and host meetings on their premises. Our presence at IPRAC is a privilege that we would like to continue to enjoy. So, your cooperation is expected while transitioning from the school van to the classroom area in a peaceful and respectful way.

These are our daily seven commandments for readiness in our classroom:

1. **Locate** yourself on your designated seat.
2. **Turn off** all your electronics.
3. **Read** the agenda located on the right side of the board.
4. **Prepare** for learning have your folder, sketchbook and notebook ready on the table.
5. **Locate** all the rest of your personal items under working table.
6. **Complete** the warm up
7. **Hand in** completed assignments and/or look for any missing work.

II. LEARNING ENVIRONMENT

These are our hardcore commandments for a successful learning environment:

- **Be an Art Star!** Complete Studio skills tasks and assessments—
- **Participate** in Team building activities
- **Be mindful** through our Creative Lab Centers
- **Be the change** through exploring your critical thinking skills
- **Be proactive** in our weekly Classroom meetings
- **Be a full core literate**—reading at least 20 minutes a day
- **Be reflective**—Self-assess your learning
- **Show your pride**—exhibit your completed work and...

III. Exiting/dismissal

These are our daily seven commandments for completing a successful day in our classroom:

1. **Stay** on your seat until teacher advises to begin exiting transition.
2. **Organize** all your materials quietly in designated areas.
3. **Clean**/wipe your table/working area
4. **Prepare** materials needed for cool down
5. **Complete** cool down and hand it in to teacher/facilitator
6. **Write down** homework/make sure to have materials needed for its completion
7. **Stay** on your seat until teacher advises to begin exiting transition—Dismissal will be effective when teacher advises.

III. Materials—Sketchbook and Folder

At the beginning of the school year you will receive a folder to safe keep assignment/homework and a **sketchbook**. Please keep in mind these very important points:

- Both your folder and sketchbook will be used daily, having them in class every day is expected.
- Be mindful of keeping them in a safe place while not in use. There will be a designated area in the classroom for their safe keep.
- Every **Friday** you will be evaluated on both items: for its content, organization and neatness and points will be given for having this items everyday.
 - Do not allow anyone to draw/sketch or write on your sketchbook during the period of the semester. Only assigned class material is intended to be on your sketchbook during that period.

Materials & Resources—each student should be able to have enough materials to develop basic assigned projects. Even when we buy in bulk, materials are limited to the number of students in each class. Caring and maintaining our materials safe and clean is the whole classroom responsibility.

Visual Arts and Culture is a visual literacy and studio course that introduces students to the history and purposes of creating and producing art today. The course content will be addressed through the acquisition and mastery of skills in the areas of creative expression, artistic perception, historical and cultural context and aesthetic valuing through studio and language based tasks and projects.

Students will learn:

- 1) The different purposes of making art works by self and others.
- 2) How to create and produce original art works.
- 3) How to document ideas through a visual journal or sketchbook and a portfolio of work in compliance with the skills achieved.
- 4) How to use the elements and principles of design to convey meaning.
- 5) How to apply learned and original techniques and processes to achieve desired results.
- 6) How to discuss and debate the intention of artists from different periods of time over a common theme or idea.
- 7) How other disciplines inform the arts and how artists use interdisciplinary approaches to inform their concepts.

Expectations: Students should expect to complete 5-10 drawings each week on their sketchbooks based on direct observation and of their particular interests; also they should expect to complete a series of written pieces that include: essays and personal reflections to compliment their art work; at the end of the course students are expected to complete a portfolio with a minimum of 10 art works that reflect acquisition of the skills learned.

Quarter I—

Unit One: Know yourself: (5 weeks)

Topics—

- What is Art?: Purposes of Making Art
- Communicating through Art—Elements and Principles of Art
- Archaeology of the Self—Hybridism and Assimilation
- Sketch artist tool kit: Why we draw?

Unit two: Know your Community: (5 weeks)

Topics—

- Careers in Art and Cultural Institutions
- From the collective memory to the urban experience: a look at urban art.
- Architect tool kit: Rebuilding from within

Quarter Projects and Assessments

- Studio: Non Objective Composition—Elements of Art
- Studio: Applied Arts—Principles of design
- Studio: I am Poem/ Self-Portrait piece
- Studio: Value Scale Drawing
- Time to connect/Artistic perception: Essay
- Time to connect/Survey: Careers in Arts and Cultural Institutions (Digital Art piece)
- Studio: To the streets (Stencil Art piece)

Quarter II—

Unit three: Know your Planet: (5 weeks)

Topics—

- When nature becomes art: from land art to eco graffiti
- Color theory— Visions and Dreams (Paradoxes)
- Printmaking and Illustration—History and Memory
- Sculptures, objects and materials—Conflict and Resistance

Unit four: Be the change you want to see in the world (5 weeks)

Topics—

- Empowered Art— How art shaped the world.
- New Media: the power of the moving image, Internet and every day encounters
- Artist tool kit: Portfolio

Quarter Projects and Assessments

- Time to connect: Visual Essay on Eco Art
- Studio: Synchronizing colors—Color Wheel
- Time to connect: Story of Color –Creative writing
- Studio: When things don't make sense—Surrealist painting
- Studio: Book marks –Printmaking in everyday life
- Studio: Commemorative garments project
- Time to connect: Essay—How art shaped the world
- Studio: 40 sketches based on direct observation and composition
- Art Portfolio

Evaluation Process:

- **Rubric based assessments for end of quarter projects**
- **Art Critique**
- **Self-Assessments**
- **Sketchbook**
- **Daily work—working habits**
- **Attendance**
- **Participation**
- **Cooperation and contribution to the learning environment**