

**OHHS Art Department
Course Syllabus**



Course Name: Pottery
Course Code: FAO10P

Teacher: Mrs. Sexton
KSexton@ohsd.net

Course Description:

In this course, students craft their own unique ceramic artwork while being exposed to ancient vessels and cultures. Students create projects with modern influences that can be used in everyday applications while also be challenged to create non-utilitarian artworks for entirely aesthetic appeal. This class is mainly focused on the hand building processes in pottery including all the basic techniques involved in sculpture. Students will be asked to think outside of the box, research, rough draft, plan and to interpret assignments to create exceptional work. This course sets and expects a high standard of quality artworks. Students are expected in class everyday to work on their assignments, and actively participate in all lessons.

Prerequisites : none

Course Fees

There is a \$20.00 studio fee to cover material costs. The fee is due by the end of the second week and payable in the ASB office.

Course Resources

There is no textbook for this course. Most materials including notes will be provided in class, however, there will be instances where outside homework is required for visual references. All of these can be obtained via internet, magazines, library or personal books, digital photography or student sketches.

Course Outline/Instructional Units

Expect Units on:

- Background information - how to talk about art, vocab tools
- Handbuilding Techniques - How can I build with clay using my hands?
 - Pinch
 - Coil
 - Slab
 - Carve out
- Glazes
- Introduction to wheel (maybe)
-

Major Assessments

Students will keep a sketchbook for all notes, homework, planning, rough drafts and research as well as any quizzes or daily assignments that may arise. Credit for this course will come from large graded art projects students produce in class and safety quizzes. Each of the project objectives and expectations will be given at the BEGINNING of each project so

that the responsibility of the learning and completion of the project remains the students'. Students are responsible for keeping up with deadlines and keeping studios clean. Students are expected to come to class, prepared and participate in lessons and engage in production their artwork everyday.

POTTERY IS A MULTI-LEVEL STEP PROCESS. IT IS THE STUDENT'S RESPONSIBILITY TO KEEP ALL OF THEIR WORK ORGANIZED, TO KEEP TRACK OF THEIR CERAMIC WORK AND FOLLOW THE PROCESS TO COMPLETE THEIR WORKS AND TURN THEM IN ON TIME.

Extra Help

Extra help is always available either before school or afterschool. Students are encouraged to take advantage of tutoring opportunities and assistance.

Before school: Monday- Friday 7:15 am - 7:50 am

After school: Wednesday- Friday 2:30pm- 3:30pm

RE-DO POLICY:

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:

- require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
- require students to complete re-do of work outside of class time.
- limit the number of re-do opportunities for each assignment.
- assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Grading:

Art can be subjective and the effort to grade fine artwork should be based upon the effort, skills learned, progression of the student and whether the finished product achieved the desired objective, rather than the opinion of the teacher. In order to keep grading fair and unbiased, grading in this course will be completed using the universal assessment see below. The universal assessment was created to be in favor for all art students and to give each student the maximum opportunity to create beautiful artwork. The universal assessment is based off of the national art standards.

Grading is always done with the student and with as much transparency as possible. If there are ever any questions about how a project is graded (after carefully reading the rubric) please do not hesitate to email Mrs. Sexton at KSexton@ohsd.net to schedule a conference.

Regular Scale	
Letter Grade	Percentage
A	93% and Above
A -	90%-92.99%
B+	87%-89.99%
B	83%-86.99%
B-	80-82.99%
C+	77%-79.99%
C	73-76.99%
C-	70-72.99%
D+	67%-69.99%
D	60%-66.99%
F	59.99% and Below

Advanced Placement Grade Scale	
Grade	Percent
A	90-100
A-	85%-89.99%

B+	83%-84.99%
B	77%-82.99%
C+	73%-74.9%
C	67%-72.99%
C-	65%-66.99%
D	55%-64.99%
F	54.99% and Below

OHHS PLAGIARISM POLICY:

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the "Late Work Policy" of the teacher where total possible points may be reduced.

Please fill out the following information

I have reviewed this syllabus in class and understand:

Student Printed Name: _____ Date: _____

Student Signature: _____ Class period: _____

Parent/Guardian Printed Name: _____ Relationship to Student: _____

Parent/Guardian Signature: _____ Date: _____

Please list the following Parent contact information and circle the one that is the best to reach you by

Home Phone: _____

Cell Phone: _____

Email: _____

UNIVERSAL ART ASSESSMENT

Artwork Title _____		Artist Name _____	
Materials _____		School _____	Class _____
		Period _____	Date _____
(Cut here, attach to project)			
Student Name(print): _____		Project Title: _____	
(Cr)ART FOCUS (Choose principle of design and art element from lists on back of sheet. Select examples from web bank): >>>			
(Pr)CONCEPT (What did you intend to make, why did you choose it and how did you do it.):			
(Re)CRITIQUE (2 different people comment on your work. *Don't forget to view your work from a distance.):			
Changes or Suggestions? 1. _____		Initials _____	
2. _____		Initials _____	
What's working well? 1. _____		Initials _____	
2. _____		Initials _____	
(Cr)REFLECTION (Answer with full sentences.):			
1. What techniques or planning would you change if you could start over?			
2. How might you increase your quality of craftsmanship next time?			
3. Based on your critiques, what did you change?			
4. What reaction do others have to your work?			

STUDENT SELF GRADING TO BE SUBMITTED TO TEACHER ATTACHED TO PROJECT FOR APPROVAL

National 5.	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Creating (Cr 1,2,3)	<input type="checkbox"/> Techniques & Planning show some ART FOCUS learning.	<input type="checkbox"/> Techniques & planning applied with engaging design.	<input type="checkbox"/> Techniques & planning applied fluidly with dynamic space.
Performing (Pr 4,5,6)	<input type="checkbox"/> Art communicates meaning, but has unintentional damage.	<input type="checkbox"/> Art communicates clear ideas and little damage (marks, tears).	<input type="checkbox"/> Art communicates captivating subject with careful craftsmanship.
Responding (Re 7,8,9)	<input type="checkbox"/> Student respected others, but minimally critiqued art.	<input type="checkbox"/> Student encouraged others and contributed meaningful dialog.	<input type="checkbox"/> Student assisted others and evaluated art using Artistic Focus.
Connecting (Ca 10,11)	<input type="checkbox"/> Able to identify art terms and tell what they are learning.	<input type="checkbox"/> Able to connect art learning and histories to a personal context.	<input type="checkbox"/> Able to relate project back larger societal or cultural contexts.
	Total Marks _____	Total Marks _____	Total Marks _____
Student score (ties round up)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher score (if necessary)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher Notes:			

**OHHS Art Department
Course Syllabus**



Course Name: Pottery X
Course Code: FAO10X

Teacher: Mrs. Sexton
KSexton@ohsd.net

Course Description:

In this course, students will craft their own unique artworks while being exposed to more advanced building techniques. They will create projects with modern influences that can be used in everyday applications while also being challenged to create non-utilitarian artworks for entire aesthetic appeal. This class is mainly focused on more advance building processes in pottery including all the basic techniques involved in sculpture, wheel throwing, extruding, and understanding glazes.

Prerequisites

Successful completion of pottery with interest to learn more.

Course Resources

There is no textbook for this course. Most materials are provided in class, however, there will be many instances where outside homework and influences may be required for visual references. All of these can be obtained via internet, magazines, library or personal books, digital photography or student sketches.

Course Fees

There is a \$20.00 studio fee to cover material costs. The fee is due by the end of the second week and payable in the ASB office.

Course Outline:

This is an advance pottery class. As such, you will be introduced to, and expected to understand and accurately use, pottery techniques, vocabulary and studio procedure.

Expect Units on:

- Pottery Review
- Wheel Throwing
- Extruding
- Dynamic Sculptures
- Glazing
- Artistic Expression

Major Assessments

Students will keep a sketchbook for all notes, homework, planning, rough drafts and research as well as any quizzes or daily assignments that may arise. Credit for this course will come from large graded art projects students produce in class and safety quizzes Each of the project objectives and

expectations will be given at the BEGINNING of each project so that the responsibility of the learning and completion of the project remains the students'. Students are responsible for keeping up with deadlines and keeping studios clean. Students are expected to come to class, prepared and participate in lessons and engage in production their artwork everyday.

POTTERY IS A MULTI-LEVEL STEP PROCESS. IT IS THE STUDENT'S RESPONSIBILITY TO KEEP ALL OF THEIR WORK ORGANIZED, TO KEEP TRACK OF THEIR CERAMIC WORK AND FOLLOW THE PROCESS TO COMPLETE THEIR WORKS AND TURN THEM IN ON TIME.

Extra Help

Extra help is always available either before school or afterschool. Students are encouraged to take advantage of tutoring opportunities and assistance.

Before school: Monday- Friday 7:15 am - 7:50 am

After school: Wednesday- Friday 2:30pm- 3:30pm

RE-DO POLICY:

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- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:

- require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
- require students to complete re-do of work outside of class time.
- limit the number of re-do opportunities for each assignment.
- assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Grading:

Art can be subjective and the effort to grade fine artwork should be based upon the effort, skills learned, progression of the student and whether the finished product achieved the desired objective, rather than the opinion of the teacher. In order to keep grading fair and unbiased, grading in this course will be completed using the universal assessment see below. The universal assessment was created to be in favor for all art students and to give each student the maximum opportunity to create beautiful artwork. The universal assessment is based off of the national art standards.

Grading is always done with the student and with as much transparency as possible. If there are ever any questions about how a project is graded (after carefully reading the rubric) please do not hesitate to email Mrs. Sexton at KSexton@ohsd.net to schedule a conference.

Regular Scale	
Letter Grade	Percentage
A	93% and Above
A -	90%-92.99%
B+	87%-89.99%
B	83%-86.99%
B-	80-82.99%
C+	77%-79.99%
C	73-76.99%
C-	70-72.99%
D+	67%-69.99%
D	60%-66.99%
F	59.99% and Below

Advanced Placement Grade Scale	
Grade	Percent
A	90-100
A-	85%-89.99%

B+	83%-84.99%
B	77%-82.99%
C+	73%-74.9%
C	67%-72.99%
C-	65%-66.99%
D	55%-64.99%
F	54.99% and Below

OHHS PLAGIARISM POLICY:

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Please fill out the following information

I have reviewed this syllabus in class and understand:

Student Printed Name: _____ Date: _____

Student Signature: _____ Class period: _____

Parent/Guardian Printed Name: _____ Relationship to Student: _____

Parent/Guardian Signature: _____ Date: _____

Please list the following Parent contact information and circle the one that is the best to reach you by

Home Phone: _____

Cell Phone: _____

Email: _____

UNIVERSAL ART ASSESSMENT

Artwork Title _____ Artist Name _____
 Materials _____ School _____ Class _____ Period _____ Date _____

-----[Cut here, attach to project]-----

Student Name(print): _____ **Project Title:** _____

(Cr)ART FOCUS (Choose principle of design and art element from lists on back of sheet. Select examples from web bank): >>>

(Pr)CONCEPT (What did you intend to make, why did you choose it and how did you do it.): _____

(Re)CRITIQUE (2 different people comment on your work. *Don't forget to view your work from a distance.):
 Changes or Suggestions? 1. _____ Initials _____
 2. _____ Initials _____
 What's working well? 1. _____ Initials _____
 2. _____ Initials _____

(Cr)REFLECTION (Answer with full sentences.):
 1. What techniques or planning would you change if you could start over?
 2. How might you increase your quality of craftsmanship next time?
 3. Based on your critiques, what did you change?
 4. What reaction do others have to your work?

STUDENT SELF GRADING TO BE SUBMITTED TO TEACHER ATTACHED TO PROJECT FOR APPROVAL

National S.	Developing 3pt.(75%)	Disciplined 3.5pt.(87.5%)	Distinguished 4pt.(100%)
Creating (Cr1,2,3)	<input type="checkbox"/> Techniques & Planning show some ART FOCUS learning.	<input type="checkbox"/> Techniques & planning are practiced with engaging design.	<input type="checkbox"/> Techniques & planning are applied fluidly with dynamic space.
Performing (Pr 4,5,6)	<input type="checkbox"/> Art communicates meaning, but has unintentional damage.	<input type="checkbox"/> Art communicates clear ideas and little damage(marks, tears).	<input type="checkbox"/> Art communicates captivating subject with careful craftsmanship.
Responding (Re 7,8,9)	<input type="checkbox"/> Student respected others, but minimally critiqued art.	<input type="checkbox"/> Student encouraged others and contributed meaningful dialog.	<input type="checkbox"/> Student assessed others and evaluated art using Artistic Focus.
Connecting (Co 10,11)	<input type="checkbox"/> Able to identify art terms and tell what they are learning.	<input type="checkbox"/> Able to connect art learning and histories to a personal context.	<input type="checkbox"/> Able to relate project back larger societal or cultural contexts.
	_____ Total Marks	_____ Total Marks	_____ Total Marks
Student score (ties round up)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher score (if necessary)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher Notes:			

**OHHS Art Department
Course Syllabus**



Course Name: Metal Design
Course Code: FAO10M

Teacher: Mrs. Sexton
KSexton@ohsd.net

Course Description:

Students will explore and practice the basic principles of art with an emphasis on 3D design while using metal. Students will be exposed to art history, multiple building methods to create their artwork, as well as learn to use and maintain professional grade equipment. By the end of the course, students will be able to create professional jewelry and metal work with copper, brass, bronze and silver.

Prerequisites: none

Course Resources

There is no textbook for this course. Most materials are provided in class, however, there will be many instances where

outside homework and influences may be required for visual references. All of these can be obtained via internet, magazines, library or personal books, digital photography or student sketches.

Course Fees

There is a \$20.00 studio fee to cover material costs. The fee is due by the end of the second week and payable in the ASB office.

Course Outline:

This is a foundation metal design class. As such, you will be introduced to, and expected to understand and accurately use, fundamental metal techniques, vocabulary and studio procedure.

Expect Units on:

- Background information
- Silhouette
- Wire work
- Soldering ring/pendant

Major Assessments

Students will keep a sketchbook for all notes, homework, planning, rough drafts and research as well as any quizzes or daily assignments that may arise. Credit for this course will come from large graded art projects students produce in class and safety quizzes. Each of the project objectives and expectations will be given at the BEGINNING of each project so that the responsibility of the learning and completion of the project remains the students'. Students are responsible for keeping up with deadlines and keeping studios clean. Students

are expected to come to class, prepared and participate in lessons and engage in production their artwork everyday.

METAL DESIGN IS A MULTI-LEVEL STEP PROCESS. IT IS THE STUDENT'S RESPONSIBILITY TO KEEP ALL OF THEIR WORK ORGANIZED, TO KEEP TRACK OF THEIR METAL WORK AND FOLLOW THE PROCESS TO COMPLETE THEIR WORKS AND TURN THEM IN ON TIME.

Extra Help

Extra help is always available either before school or afterschool. Students are encouraged to take advantage of tutoring opportunities and assistance.

Before school: Monday- Friday 7:15 am - 7:50 am

After school: Wednesday- Friday 2:30pm- 3:30pm

RE-DO POLICY:

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- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
 - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.

- require students to complete re-do of work outside of class time.
- limit the number of re-do opportunities for each assignment.
- assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Grading:

Art can be subjective and the effort to grade fine artwork should be based upon the effort, skills learned, progression of the student and whether the finished product achieved the desired objective, rather than the opinion of the teacher. In order to keep grading fair and unbiased, grading in this course will be completed using the universal assessment see below. The universal assessment was created to be in favor for all art students and to give each student the maximum opportunity to create beautiful artwork. The universal assessment is based off of the national art standards.

Grading is always done with the student and with as much transparency as possible. If there are ever any questions about how a project is graded (after carefully reading the rubric) please do not hesitate to email Mrs. Sexton at KSexton@ohsd.net to schedule a conference.

Regular Scale	
Letter Grade	Percentage
A	93% and Above
A -	90%-92.99%
B+	87%-89.99%
B	83%-86.99%
B-	80-82.99%
C+	77%-79.99%
C	73-76.99%
C-	70-72.99%
D+	67%-69.99%
D	60%-66.99%
F	59.99% and Below

Advanced Placement Grade Scale	
Grade	Percent
A	90-100

A-	85%-89.99%
B+	83%-84.99%
B	77%-82.99%
C+	73%-74.9%
C	67%-72.99%
C-	65%-66.99%
D	55%-64.99%
F	54.99% and Below

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Please fill out the following information

I have reviewed this syllabus in class and understand:

Student Printed Name: _____ Date: _____

Student Signature: _____ Class period: _____

Parent/Guardian Printed Name: _____ Relationship to Student: _____

Parent/Guardian Signature: _____ Date: _____

Please list the following Parent contact information and circle the one that is the best to reach you by

Home Phone: _____

Cell Phone: _____

Email: _____

UNIVERSAL ART ASSESSMENT	
Artwork Title _____ Materials _____	Artist Name _____ School _____ Class _____ Period _____ Date _____
----- (Cut here, attach to project) -----	
Student Name(print): _____	Project Title: _____
(Cr)ART FOCUS (Choose principle of design and art element from lists on back of sheet. Select examples from web bank): >>>	
(Pr)CONCEPT (What did you intend to make, why did you choose it and how did you do it.):	
(Re)CRITIQUE (2 different people comment on your work. *Don't forget to view your work from a distance.):	
Changes or Suggestions? 1. _____	Initials _____
2. _____	Initials _____
What's working well? 1. _____	Initials _____
2. _____	Initials _____
(Cr)REFLECTION (Answer with full sentences.):	
1. What techniques or planning would you change if you could start over?	
2. How might you increase your quality of craftsmanship next time?	
3. Based on your critiques, what did you change?	
4. What reaction do others have to your work?	

STUDENT SELF GRADING TO BE SUBMITTED TO TEACHER ATTACHED TO PROJECT FOR APPROVAL

National 5.	Developing 3pt.(75%)	Disciplined 3.5pt.(87.5%)	Distinguished 4pt.(100%)
Creating (Cr1,2,3)	<input type="checkbox"/> Techniques & Planning show some ART FOCUS learning.	<input type="checkbox"/> Techniques & planning applied practiced with engaging design.	<input type="checkbox"/> Techniques & planning applied applied fluidly with dynamic space.
Performing (Pr 4,5,6)	<input type="checkbox"/> Art communicates meaning, but has unintentional damage .	<input type="checkbox"/> Art communicates clear ideas and little damage (marks, tears).	<input type="checkbox"/> Art communicates captivating subject with careful craftsmanship .
Responding (Re 7,8,9)	<input type="checkbox"/> Student respected others, but minimally critiqued art.	<input type="checkbox"/> Student encouraged others and contributed meaningful dialog.	<input type="checkbox"/> Student assisted others and evaluated art using Artistic Focus
Connecting (Ca 10,11)	<input type="checkbox"/> Able to identify art terms and tell what they are learning.	<input type="checkbox"/> Able to connect art learning and histories to a personal context.	<input type="checkbox"/> Able to relate project back larger societal or cultural contexts.
	Total Marks _____	Total Marks _____	Total Marks _____
Student score (ties round up)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher score (if necessary)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher Notes:			

**OHHS Art Department
Course Syllabus**



Course Name: Metal Design II
Course Code: FA011M

Teacher: Mrs. Sexton
KSexton@ohsd.net

Course Description:

Students will explore and practice advance principles of art with an emphasis on 3D design while using metal. Students will be exposed to art history, multiple casting methods to create their artwork, as well as learn to use and maintain professional grade equipment. By the end of the course, students will be able to create professional jewelry and metal work with copper, brass, bronze and silver.

Prerequisites: Successful completion of Metal Design 1

Course Fees

There is a \$20.00 studio fee to cover material costs. The fee is due by the end of the second week and payable in the ASB office.

Course Resources

There is no textbook for this course. Most materials are provided in class, however, there will be many instances where outside homework and influences may be required for visual references. All of these can be obtained via internet, magazines, library or personal books, digital photography or student sketches.

Course Outline:

This is an advance metal design class. As such, you will be introduced to, and expected to understand and accurately use, advance metal techniques, vocabulary and studio procedure.

Expect Units on:

- Chasing
- Etching
- Stone Settings
- Lost wax casting
- Sand casting
- Cuttlefish bone casting

Major Assessments

Students will keep a sketchbook for all notes, homework, planning, rough drafts and research as well as any quizzes or daily assignments that may arise. Credit for this course will come from large graded art projects students produce in class and safety quizzes. Each of the project objectives and

expectations will be given at the BEGINNING of each project so that the responsibility of the learning and completion of the project remains the students'. Students are responsible for keeping up with deadlines and keeping studios clean. Students are expected to come to class, prepared and participate in lessons and engage in production their artwork everyday.

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Extra Help

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RE-DO POLICY:

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- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:

- require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
- require students to complete re-do of work outside of class time.
- limit the number of re-do opportunities for each assignment.
- assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Grading:

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Advanced Placement Grade Scale	
Grade	Percent

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Parent/Guardian Printed Name: _____ Relationship to Student: _____

Parent/Guardian Signature: _____ Date: _____

Please list the following Parent contact information and circle the one that is the best to reach you by

Home Phone: _____

Cell Phone: _____

Email: _____

UNIVERSAL ART ASSESSMENT			
Artwork Title _____	Artist Name _____	School _____	Class _____
Materials _____	School _____	Class _____	Period _____
(Cut here, attach to project)			
Student Name (print): _____		Project Title: _____	
(Cr)ART FOCUS (Choose principle of design and art element from lists on back of sheet. Select examples from web bank.) >>>			
(Pr)CONCEPT (What did you intend to make, why did you choose it and how did you do it.):			
(Re)CRITIQUE (2 different people comment on your work. *Don't forget to view your work from a distance.):			
Changes or Suggestions? 1. _____		Initials _____	
2. _____		Initials _____	
What's working well? 1. _____		Initials _____	
2. _____		Initials _____	
(Cr)REFLECTION (Answer with full sentences.):			
1. What techniques or planning would you change if you could start over?			
2. How might you increase your quality of craftsmanship next time?			
3. Based on your critiques, what did you change?			
4. What reaction do others have to your work?			
STUDENT SELF GRADING TO BE SUBMITTED TO TEACHER ATTACHED TO PROJECT FOR APPROVAL			
National 5.	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Creating (Cr1,2,3)	<input type="checkbox"/> Techniques & Planning <u>show</u> some ART FOCUS <u>learning</u> .	<input type="checkbox"/> Techniques & planning <u>are practiced</u> with engaging design.	<input type="checkbox"/> Techniques & planning <u>are applied fluently</u> with dynamic space.
Performing (Pr 4,5,6)	<input type="checkbox"/> Art communicates meaning, but has <u>unintentional damage</u> .	<input type="checkbox"/> Art communicates clear ideas and <u>little damage</u> (marks, tears).	<input type="checkbox"/> Art communicates captivating subject with <u>careful craftsmanship</u> .
Responding (Re 7,8,9)	<input type="checkbox"/> Student <u>respected</u> others, but minimally critiqued art.	<input type="checkbox"/> Student <u>encouraged</u> others and contributed meaningful dialog.	<input type="checkbox"/> Student <u>assessed</u> others and evaluated art using <u>Artistic Focus</u> .
Connecting (Cr 10,11)	<input type="checkbox"/> Able to <u>identify</u> art terms, and tell what they are learning.	<input type="checkbox"/> Able to <u>connect</u> art learning and histories to a personal context.	<input type="checkbox"/> Able to <u>relate</u> project back larger societal or cultural contexts.
Total Marks	Total Marks	Total Marks	Total Marks
Student score (ties round up)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher score (if necessary)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher Notes:			

**OHHS Art Department
Course Syllabus**



Course Name: Sculpture and Design
Course Code: FAO10S

Teacher: Mrs. Sexton
KSexton@ohsd.net

Course Description:

Sculpture and Design courses are all about designing and creating three dimensional artwork using a variety of different materials and techniques. Students will create a range of projects with modern influences while being challenged to create sculptural artworks for entirely aesthetic appeal. Students will be asked to think outside of the box, research, rough draft, plan, and to interpret assignments to create exceptional work. Students who decide to take multiple trimesters will be exploring more advanced techniques while developing a better understanding of materials.

Prerequisites: None

Course Resources

There is no textbook for this course. Most materials are provided in class, however, there will be many instances where outside homework and influences may be required for visual references. All of these can be obtained via internet, magazines, library or personal books, digital photography or student sketches.

Course Fees

There is a \$20.00 studio fee to cover material costs. The fee is due by the end of the second week and payable in the ASB office.

Course Outline:

Expect Units on:

- Background information
- Armatures sculptures
- Site Specific sculptures
- Non- representational sculptures
- Found objects sculptures
- Recyclable Sculptures
- Installations

Major Assessments

Students will keep a sketchbook for all notes, homework, planning, rough drafts and research as well as any quizzes or daily assignments that may arise. Credit for this course will come from large graded art projects students produce in class and safety quizzes. Each of the project objectives and expectations will be given at the BEGINNING of each project so

that the responsibility of the learning and completion of the project remains the students'. Students are responsible for keeping up with deadlines and keeping studios clean. Students are expected to come to class, prepared and participate in lessons and engage in production their artwork everyday.

SCULPTURE IS A MULTI-LEVEL STEP PROCESS. IT IS THE STUDENT'S RESPONSIBILITY TO KEEP ALL OF THEIR WORK ORGANIZED, TO KEEP TRACK OF THEIR ART WORK AND FOLLOW THE PROCESS TO COMPLETE THEIR WORKS AND TURN THEM IN ON TIME.

Extra Help

Extra help is always available either before school or afterschool. Students are encouraged to take advantage of tutoring opportunities and assistance.

Before school: Monday- Friday 7:15 am - 7:50 am

After school: Wednesday- Friday 2:30pm- 3:30pm

RE-DO POLICY:

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:

- require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
- require students to complete re-do of work outside of class time.
- limit the number of re-do opportunities for each assignment.
- assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Grading:

Art can be subjective and the effort to grade fine artwork should be based upon the effort, skills learned, progression of the student and whether the finished product achieved the desired objective, rather than the opinion of the teacher. In order to keep grading fair and unbiased, grading in this course will be completed using the universal assessment see below. The universal assessment was created to be in favor for all art students and to give each student the maximum opportunity to create beautiful artwork. The universal assessment is based off of the national art standards.

Grading is always done with the student and with as much transparency as possible. If there are ever any questions about how a project is graded (after carefully reading the rubric) please do not hesitate to email Mrs. Sexton at KSexton@ohsd.net to schedule a conference.

Regular Scale	
Letter Grade	Percentage
A	93% and Above
A -	90%-92.99%
B+	87%-89.99%
B	83%-86.99%
B-	80-82.99%
C+	77%-79.99%
C	73-76.99%
C-	70-72.99%
D+	67%-69.99%
D	60%-66.99%
F	59.99% and Below

Advanced Placement Grade Scale	
Grade	Percent
A	90-100

A-	85%-89.99%
B+	83%-84.99%
B	77%-82.99%
C+	73%-74.9%
C	67%-72.99%
C-	65%-66.99%
D	55%-64.99%
F	54.99% and Below

OHHS PLAGIARISM POLICY:

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the "Late Work Policy" of the teacher where total possible points may be reduced.

Please fill out the following information

I have reviewed this syllabus in class and understand:

Student Printed Name: _____ Date: _____

Student Signature: _____ Class period: _____

Parent/Guardian Printed Name: _____ Relationship to Student: _____

Parent/Guardian Signature: _____ Date: _____

Please list the following Parent contact information and circle the one that is the best to reach you by

Home Phone: _____

Cell Phone: _____

Email: _____

UNIVERSAL ART ASSESSMENT			
Artwork Title _____		Artist Name _____	
Materials _____		School _____ Class _____ Period _____ Date _____	
(Cut here, attach to project)			
Student Name (print): _____		Project Title: _____	
(Cr)ART FOCUS (Choose principle of design and art element from lists on back of sheet. Select examples from web bank.) >>>			
(Pr)CONCEPT (What did you intend to make, why did you choose it and how did you do it.):			
(Re)CRITIQUE (2 different people comment on your work. *Don't forget to view your work from a distance.)			
Changes or Suggestions? 1. _____		Initials _____	
2. _____		Initials _____	
What's working well? 1. _____		Initials _____	
2. _____		Initials _____	
(Cr)REFLECTION (Answer with full sentences.):			
1. What techniques or planning would you change if you could start over?			
2. How might you increase your quality of craftsmanship next time?			
3. Based on your critiques, what did you change?			
4. What reaction do others have to your work?			
STUDENT SELF GRADING TO BE SUBMITTED TO TEACHER ATTACHED TO PROJECT FOR APPROVAL			
National 5.	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Creating (Cr 1, 2, 3)	<input type="checkbox"/> Techniques & Planning show some ART FOCUS learning.	<input type="checkbox"/> Techniques & planning applied with engaging design.	<input type="checkbox"/> Techniques & planning applied fluidly with dynamic space.
Performing (Pr 4, 5, 6)	<input type="checkbox"/> Art communicates meaning, but has unintentional damage.	<input type="checkbox"/> Art communicates clear ideas and little damage (marks, tears).	<input type="checkbox"/> Art communicates captivating subject with careful craftsmanship.
Responding (Re 7, 8, 9)	<input type="checkbox"/> Student respected others, but minimally critiqued art.	<input type="checkbox"/> Student encouraged others and contributed meaningful dialog.	<input type="checkbox"/> Student encouraged others and evaluated art using Artistic Focus.
Connecting (Cn 10, 11)	<input type="checkbox"/> Able to identify art terms, and tell what they are learning.	<input type="checkbox"/> Able to connect art learning and histories to a personal context.	<input type="checkbox"/> Able to relate project back larger societal or cultural contexts.
	Total Marks	Total Marks	Total Marks
Student score (ties round up)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher score (if necessary)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher Notes:			

**OHHS Art Department
Course Syllabus**



Course Name: Sculpture and Design II
Course Code: FA011S

Teacher: Mrs. Sexton
KSexton@ohsd.net

Course Description:

Sculpture and Design II are all about designing and creating three dimensional artwork using a variety of different materials and techniques. Students will be exploring more advanced techniques while developing a better understanding of materials. While create a range of projects with modern influences while being challenged to create sculptural artworks for entirely aesthetic appeal. Students will be asked to think outside of the box, research, rough draft, plan, and to interpret assignments to create exceptional work.

Prerequisites: Successful Completion of Sculpture and Design 1

Course Resources

There is no textbook for this course. Most materials are provided in class, however, there will be many instances where

outside homework and influences may be required for visual references. All of these can be obtained via internet, magazines, library or personal books, digital photography or student sketches.

Course Fees

There is a \$20.00 studio fee to cover material costs. The fee is due by the end of the second week and payable in the ASB office.

Course Outline:

Expect Units on:

- Background information
- Armatures sculptures
- Site Specific sculptures
- Non- representational sculptures
- Found objects sculptures
- Recyclable Sculptures
- Installations

Major Assessments

Students will keep a sketchbook for all notes, homework, planning, rough drafts and research as well as any quizzes or daily assignments that may arise. Credit for this course will come from large graded art projects students produce in class and safety quizzes. Each of the project objectives and expectations will be given at the BEGINNING of each project so that the responsibility of the learning and completion of the project remains the students'. Students are responsible for keeping up with deadlines and keeping studios clean. Students

are expected to come to class, prepared and participate in lessons and engage in production their artwork everyday.

SCULPTURE IS A MULTI-LEVEL STEP PROCESS. IT IS THE STUDENT'S RESPONSIBILITY TO KEEP ALL OF THEIR WORK ORGANIZED, TO KEEP TRACK OF THEIR ART WORK AND FOLLOW THE PROCESS TO COMPLETE THEIR WORKS AND TURN THEM IN ON TIME.

Extra Help

Extra help is always available either before school or afterschool. Students are encouraged to take advantage of tutoring opportunities and assistance.

Before school: Monday- Friday 7:15 am - 7:50 am

After school: Wednesday- Friday 2:30pm- 3:30pm

RE-DO POLICY:

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
 - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.

- require students to complete re-do of work outside of class time.
- limit the number of re-do opportunities for each assignment.
- assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Grading:

Art can be subjective and the effort to grade fine artwork should be based upon the effort, skills learned, progression of the student and whether the finished product achieved the desired objective, rather than the opinion of the teacher. In order to keep grading fair and unbiased, grading in this course will be completed using the universal assessment see below. The universal assessment was created to be in favor for all art students and to give each student the maximum opportunity to create beautiful artwork. The universal assessment is based off of the national art standards.

Grading is always done with the student and with as much transparency as possible. If there are ever any questions about how a project is graded (after carefully reading the rubric) please do not hesitate to email Mrs. Sexton at KSexton@ohsd.net to schedule a conference.

Regular Scale	
Letter Grade	Percentage
A	93% and Above
A -	90%-92.99%
B+	87%-89.99%
B	83%-86.99%
B-	80-82.99%
C+	77%-79.99%
C	73-76.99%
C-	70-72.99%
D+	67%-69.99%
D	60%-66.99%
F	59.99% and Below

Advanced Placement Grade Scale	
Grade	Percent
A	90-100
A-	85%-89.99%

B+	83%-84.99%
B	77%-82.99%
C+	73%-74.9%
C	67%-72.99%
C-	65%-66.99%
D	55%-64.99%
F	54.99% and Below

OHHS PLAGIARISM POLICY:

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the "Late Work Policy" of the teacher where total possible points may be reduced.

Please fill out the following information

I have reviewed this syllabus in class and understand:

Student Printed Name: _____ Date: _____

Student Signature: _____ Class period: _____

Parent/Guardian Printed Name: _____ Relationship to Student: _____

Parent/Guardian Signature: _____ Date: _____

Please list the following Parent contact information and circle the one that is the best to reach you by

Home Phone: _____

Cell Phone: _____

Email: _____

UNIVERSAL ART ASSESSMENT			
Artwork Title _____		Artist Name _____	
Materials _____		School _____ Class _____ Period _____ Date _____	
----- (Cut Area, attach to project) -----			
Student Name (print): _____		Project Title: _____	
(Cr)ART FOCUS (Choose principle of design and art element from lists on back of sheet. Select examples from web bank.) >>>			
(Pr)CONCEPT (What did you intend to make, why did you choose it and how did you do it.):			
(Pr)CRITIQUE (2 different people comment on your work. *Don't forget to view your work from a distance.):			
Changes or Suggestions? 1. _____		Initials _____	
2. _____		Initials _____	
What's working well? 1. _____		Initials _____	
2. _____		Initials _____	
(Cr)REFLECTION (Answer with full sentences.):			
1. What techniques or planning would you change if you could start over?			
2. How might you increase your quality of craftsmanship next time?			
3. Based on your critiques, what did you change?			
4. What reaction do others have to your work?			
STUDENT SELF GRADING TO BE SUBMITTED TO TEACHER ATTACHED TO PROJECT FOR APPROVAL			
National 5.	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Creating (Cr1,2,3)	<input type="checkbox"/> Techniques & Planning show some ART FOCUS learning.	<input type="checkbox"/> Techniques & planning applied practiced with engaging design.	<input type="checkbox"/> Techniques & planning applied applied fluidly with dynamic space.
Performing (Pr 4,5,6)	<input type="checkbox"/> Art communicates meaning, but has unintentional damage.	<input type="checkbox"/> Art communicates clear ideas and little damage (marks, tears).	<input type="checkbox"/> Art communicates captivating subject with careful craftsmanship.
Responding (Re 7,8,9)	<input type="checkbox"/> Student respected others, but minimally critiqued art.	<input type="checkbox"/> Student encouraged others and contributed meaningful dialog.	<input type="checkbox"/> Student assisted others and evaluated art using Artistic Focus
Connecting (Cn 10,11)	<input type="checkbox"/> Able to identify art terms, and tell what they are learning.	<input type="checkbox"/> Able to connect art learning and histories to a personal context.	<input type="checkbox"/> Able to relate project back larger societal or cultural contexts.
	Total Marks _____	Total Marks _____	Total Marks _____
Student score (ties round up)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher score (if necessary)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher Notes:			

**OHHS Art Department
Course Syllabus**



Course Name: AP STUDIO ART: 3D DESIGN PORTFOLIO
Course Code: FA051A / FA051B / FA051C

Teacher: Mrs. Sexton

KSexton@ohsd.net

Course Description:

This 3D AP studio art class is for serious art students interested in the challenges of a college-level art class. Students will focus on a variety of concepts and approaches in 3D design and creation. Students can choose to work with a variety of different mediums available, art history, criticism, etc. Students submit their best work in accordance with AP studio guidelines in the form of a portfolio for evaluation by the AP College Board. Student portfolios are divided into two parts: Breadth (a variety of work and style) and Concentration (a singular artistic focus). While this is a year long course for either juniors or seniors, it is an advantage to take both years.

Prerequisites: Successful completion in any 2 of the following: Metal Design I, Metal Design II, Pottery, Pottery X, Sculpture & Design I or Sculpture & Design II

Course Resources

There is no textbook for this course. Most materials are provided in class, however, there will be many instances where outside homework and influences may be required for visual references. All of these can be obtained via internet, magazines, library or personal books, digital photography or student sketches.

Course Fees

There is a \$20.00 studio fee to cover material costs. The fee is due by the end of the second week and payable in the ASB office.

Course Outline:

Year long course, students should be documenting all designs, plans with measurements, images of the process, written reflections and a image of artwork completed.

Summer: create/ update google digital portfolio, summer homework, try starting some breath or concentration pieces.

Trimester 1: 6 pieces for concentration, 4 for breath

Trimester 2 :4 pieces for concentration, 6 for breath

Trimester 3 :2 pieces for concentration, 2 for breath

(May) : last minute pieces or fixes, photograph and finish portfolio submission.

Major Assessments:

Students will be using a variety of different sculptural materials and process to create 24 Pieces of artwork throughout the year.

Need 12 pieces for Sustained investigation (concentration)

Need 12 pieces for Breath

The students top five best pieces will be apart of their quality. Students are responsible to keeping up with deadlines and keeping studios clean. Students are expected to come to class, prepared and participate in lessons and engage in production their artwork everyday.

3D AP IS A MULTI-LEVEL STEP PROCESS. IT IS THE STUDENT'S RESPONSIBILITY TO KEEP ALL OF THEIR WORK ORGANIZED, TO KEEP TRACK OF THEIR ART WORK AND FOLLOW THE PROCESS TO COMPLETE THEIR WORKS AND TURN THEM IN ON TIME.

Extra Help

Extra help is always available either before school or afterschool. Students are encouraged to take advantage of tutoring opportunities and assistance.

Before school: Monday- Friday 7:15 am - 7:50 am

After school: Wednesday- Friday 2:30pm- 3:30pm

RE-DO POLICY:

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:

- require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
- require students to complete re-do of work outside of class time.
- limit the number of re-do opportunities for each assignment.
- assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Grading:

Art can be subjective and the effort to grade fine artwork should be based upon the effort, skills learned, progression of the student and whether the finished product achieved the desired objective, rather than the opinion of the teacher. In order to keep grading fair and unbiased, grading in this course will be completed using the universal assessment see below. The universal assessment was created to be in favor for all art students and to give each student the maximum opportunity to create beautiful artwork. The universal assessment is based off of the national art standards.

Grading is always done with the student and with as much transparency as possible. If there are ever any questions about how a project is graded (after carefully reading the rubric) please do not hesitate to email Mrs. Sexton at KSexton@ohsd.net to schedule a conference.

Regular Scale	
Letter Grade	Percentage
A	93% and Above
A -	90%-92.99%
B+	87%-89.99%
B	83%-86.99%
B-	80-82.99%
C+	77%-79.99%
C	73-76.99%
C-	70-72.99%
D+	67%-69.99%
D	60%-66.99%
F	59.99% and Below

Advanced Placement Grade Scale	
Grade	Percent
A	90-100

A-	85%-89.99%
B+	83%-84.99%
B	77%-82.99%
C+	73%-74.9%
C	67%-72.99%
C-	65%-66.99%
D	55%-64.99%
F	54.99% and Below

OHHS PLAGIARISM POLICY:

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the "Late Work Policy" of the teacher where total possible points may be reduced.

Please fill out the following information

I have reviewed this syllabus in class and understand:

Student Printed Name: _____ Date: _____

Student Signature: _____ Class period: _____

Parent/Guardian Printed Name: _____ Relationship to Student: _____

Parent/Guardian Signature: _____ Date: _____

Please list the following Parent contact information and circle the one that is the best to reach you by

Home Phone: _____

Cell Phone: _____

Email: _____

UNIVERSAL ART ASSESSMENT			
Artwork Title _____	Artist Name _____	School _____	Class _____
Materials _____	_____	_____	_____
(Cut here, attach to project)			
Student Name (print): _____		Project Title: _____	
(Cr)ART FOCUS (Choose principle of design and art element from lists on back of sheet. Select examples from web bank.) >>>			
(Pr)CONCEPT (What did you intend to make, why did you choose it and how did you do it.):			
(Re)CRITIQUE (2 different people comment on your work. *Don't forget to view your work from a distance.):			
Changes or Suggestions? 1. _____		Initials _____	
2. _____		Initials _____	
What's working well? 1. _____		Initials _____	
2. _____		Initials _____	
(Cr)REFLECTION (Answer with full sentences.):			
1. What techniques or planning would you change if you could start over?			
2. How might you increase your quality of craftsmanship next time?			
3. Based on your critiques, what did you change?			
4. What reaction do others have to your work?			
STUDENT SELF GRADING TO BE SUBMITTED TO TEACHER ATTACHED TO PROJECT FOR APPROVAL			
National 5.	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Creating (Cr1,2,3)	<input type="checkbox"/> Techniques & Planning <u>show some ART FOCUS learning.</u>	<input type="checkbox"/> Techniques & planning <u>applied</u> with engaging design.	<input type="checkbox"/> Techniques & planning <u>applied fluently</u> with dynamic space.
Performing (Pr 4,5,6)	<input type="checkbox"/> Art communicates meaning, but has <u>unintentional damage.</u>	<input type="checkbox"/> Art communicates clear ideas and <u>little damage</u> (marks, tears).	<input type="checkbox"/> Art communicates captivating subject with <u>careful craftsmanship.</u>
Responding (Re 7,8,9)	<input type="checkbox"/> Student <u>respected</u> others, but minimally critiqued art.	<input type="checkbox"/> Student <u>encouraged</u> others and contributed meaningful dialog.	<input type="checkbox"/> Student <u>assessed</u> others and evaluated art using <u>Artistic Focus.</u>
Connecting (Cr 10,11)	<input type="checkbox"/> Able to <u>identify</u> art terms, and tell what they are learning.	<input type="checkbox"/> Able to <u>connect</u> art learning and histories to a personal context.	<input type="checkbox"/> Able to <u>relate</u> project back larger societal or cultural contexts.
	Total Marks _____	Total Marks _____	Total Marks _____
Student score (ties round up)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher score (if necessary)	Developing 3pt. (75%)	Disciplined 3.5pt. (87.5%)	Distinguished 4pt. (100%)
Teacher Notes:			