**SYLLABUS 2015-2016**

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| Teacher | Miss Melanie Carlin |
| E-mail | mcarlin@ferrahian.com |
| Phone | 248-505-9555 |
| Conference Hours | 1:45-2:30 p.m.3:30-4:00 p.m.Please email in advance to schedule a meeting |

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| Course Name & Grade | 6th Grade Visual Arts |
| Textbooks  | None |
| Required Materials | * 1 shoebox or shoebox size plastic bin to hold materials, labeled with name (these will be left in the classroom)
* 1 regular pencil
* 1 ruler
* 1 set of colored pencils
* 1 set of colored markers
* 1 pair of scissors
* 2 glue sticks
* 1 8.5 x 11 sketch pad

additional supplies may be needed throughout the course, notification will be sent home |
| Course Description:The arts are a dynamic presence in our daily lives, enabling us to express our creativ­ity while challenging our intellect. Through the arts, students have a unique means of expression that captures their passions and emotions and allows them to explore ideas, subject matter, and culture in delightfully different ways. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology. Projects will be cross-curricular aligned with the content students are currently studying in 6h grade social studies as well as national holidays. |

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| **ESLRs Addressed** |
|  1a 1b 1c |  2a 2b 2c |  3a 3b 3c |  4a 4b 4c |  5a 5b 5c |
| **Re-enter in the following boxes the designated ESLRs numbers, which are addressed by this course** |
| 1 b and c | 2 b, and c |  | 4 a,b and c | 5 a,b and c |

**Content Standards**

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| The following is the California Department of Education Content Standards of this Course.1.0 ARTISTIC PERCEPTIONProcessing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. 2.0 CREATIVE EXPRESSIONCreating, Performing, and Participating in the Visual ArtsStudents apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. 3.0 HISTORICAL AND CULTURAL CONTEXTUnderstanding the Historical Contributions and Cultural Dimensions of the Visual Arts 4.0 AESTHETIC VALUINGResponding to, Analyzing, and Making Judgments About Works in the Visual Arts 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONSConnecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers  |

**Common Core Standards**

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| **The following is the Common Core Standards** |
| **No CCSS at the time.** |

**Syllabus Content**

**Semi-quarter syllabus includes the textbook chapters, additional resources and other relevant information to be used**

**\*National/religious holiday projects may substitute projects below\***

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| **Semi-Quarter 1** |
| Week 1 | Basic art elements |
| Week 2 | Basic art elements project |
| Week 3 | Color Wheel Project |
| Week 4 | Stone Age and Early cultures visual |
| Week 5 | Stone Age and Early cultures visual |

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| **Semi-Quarter 2** |
| Week 1 | Armenian Independence project |
| Week 2 | Mesopotamia, Egypt, and Kush project |
| Week 3 | Mesopotamia, Egypt, and Kush project |
| Week 4 | Mesopotamia, Egypt, and Kush project |
| Week 5 | Mesopotamia, Egypt, and Kush project |

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| **Semi-Quarter 3** |
| Week 1 | Ancient Egypt and Kush artifacts |
| Week 2 | Ancient Egypt project - mummy tombs |
| Week 3 | Ancient Egypt - hieroglyphics  |
| Week 4 | Ancient Egypt project |
| Week 5 | Kush project |

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| **Semi-Quarter 4** |
| Week 1 | Ancient India artifacts |
| Week 2 | Ancient India photographs |
| Week 3 | Ancient India project |
| Week 4 | Ancient India project |
| Week 5 | Indian artists |

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| **Semi-Quarter 5** |
| Week 1 | Ancient China artifacts |
| Week 2 | Ancient China project |
| Week 3 | Ancient China project |
| Week 4 | Chinese artists |
| Week 5 | Chinese artists |

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| **Semi-Quarter 6** |
| Week 1 | The Hebrews and Judaism artifacts |
| Week 2 | The Hebrews and Judaism project |
| Week 3 | The Hebrews and Judaism project |
| Week 4 | The Hebrews and Judaism artists |
| Week 5 | The Hebrews and Judaism art today |

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| **Semi-Quarter 7** |
| Week 1 | Greek Mythology artifacts |
| Week 2 | Greek Mythology - greek pottery |
| Week 3 | Greek pottery |
| Week 4 | Greek projects |
| Week 5 | Analyzing greek paintings/architecture |

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| **Semi-Quarter 8** |
| Week 1 | Roman Republic artifacts |
| Week 2 | Roman Republic project |
| Week 3 | Roman Republic project |
| Week 4 | Roman Republic project |
| Week 5 | Roman Republic project |

**Classroom Rules**

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| **This section includes rules set by the teacher and the consequences of violating these rules. The classroom rules are in addition to the school Rules and Regulations.**1. Perseverance – Students turn in completed assignments and homework on time!
2. Respect – Students must respect themselves, their peers, and adults. Verbal or nonverbal disrespect will not be tolerated. We treat others how we want to be treated.
3. Integrity – Students will be honest. Cheating, lying, and stealing are not permitted. We do the right thing and make good choices.
4. Discipline – Students are expected to follow directions and do their work. Goofing around and causing distractions in the classroom is not acceptable. We understand there is a time for fun and time for focus.
5. Excellence – Students will always give their best effort and strive for improvement. We never settle for less than we are capable of achieving.

***Consequences:***1. Verbal warning
2. Meeting with student
3. ‘Action Plan’
4. Parent contact/meeting
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**Assessment Method**

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| **This section includes rules set by the school administration** |
| Test/Quiz PolicyStudents take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.Test/Quiz Make-UpStudents with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up. Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up. If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F". Cheating Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work. |
| **This section includes grade percent distribution and additional rules set by the teacher****Projects - 50%****Participation - 40%****Behavior - 10%** |

\*extra credit will be given throughout the year, students will be notified\*

**Department Rubrics**

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| **This section includes rules set by the school administration** |