

# **Supply List and Classroom Procedures For Art, Photography, and Interior Design Classes**

## **Supply Lists:**

### Art Classes:

- Sketch Pad, 8 ½ x 11 minimum
- Pencils, #2, a soft, and an optional HB
- Eraser
- Pencil Sharpener, with cover
- 2 Fine Point Sharpie, black
- A container for supplies (small box, pencil kit, ..)

### Photography Classes:

- Digital camera, not your cell phone
- Extra batteries for your camera
- Flashdrive or storage disks for photos
- Journal or notebook

Dear Students,

Welcome to this year's art classes. We will learn not only the subject matter, but about each other as we work toward common goals of great presentation. Those goals will focus on your learning and how you demonstrate your skills through assignments, projects, and written work. It will not always be easy, so be ready to work hard with definite deadlines. Your work now will, however, be rewarding throughout your lifetime. I'm glad you're here.

But, of course, there are some things that we have to work out to make things run smoothly in any classroom. That's where **Classroom Procedures** come into play. You've been through it before in nearly every other class you've attended. Some we'll work out together and some are non-negotiables. Some are classroom rules and some are procedures to be followed. These are meant to provide every student with a safe, clean environment and the best learning atmosphere we can offer. So now we begin!

## **Classroom Rules**

Everyone is a valued member of the class, therefore:

- Treat each other with respect, kindness, consideration, and good manners.
- Build trust in each other, no put downs.
- Be responsible for your actions and mistakes (learn from them).
- Be on time, bring your supplies.
- Do the work.
- Work safely.
- Do nothing that takes away from anyone's learning.

Teacher needs:

- A clean, orderly, safe environment for everyone.
- Attentive participation from you.

**Consequences:**

- Verbal warning.
- Detention
- Visit to the office
- Parent contact, (not necessarily in this order.)

You have seen these before, right? By this time in your career, you know what is expected of you, but without a written document, sometimes we forget. I do reserve the right to add or subtract rules and procedures as needed.

Do your best work. That's what I expect. Use quiet voices inside, even to get my attention.

Only half a page of rules can't be that bad, yes? The point is, we're here to work/produce and learn and you make the difference in our classroom.

**Classroom Procedures**

Daily:

- Enter the classroom ready to work and put on your business demeanor.
- Check the whiteboard for daily schedule.
- Sharpen pencils.
- Get out supplies as required by the schedule.
- Begin work on assignment or project.
- Work through your ideas, talk softly together as appropriate.
- Watch your time. Some clean-up takes longer.
- Check to make sure all tables and supplies are clean and ready for the next class.
- Check for homework.

**Leave no trace!**

Teacher dismisses class, not the bell. Your area has to be clean and your mess cleaned.

**Ongoing:**

- If you come unprepared, it is an immediate detention.
- Go to the bathroom before you come. Leaving, during work time, is irresponsible, and you will owe Mr. Taylor time. You will owe for any reason you have to leave class, except if the office calls, or your mama is at the door!
- If you need tissue or medical supplies, get up quietly to get them.
- There will be homework. It's meant for you to do. It is a part of your grade.
- Work is due when assigned. If absent, it's due the day you return. Late work is a C grade.
- Turn in written work in the top basket on my desk. Your name, class, date, and page number/assignment title is required in the upper right hand corner.
- Your name and class go on the reverse of art work in the upper right hand corner.

It may happen that some of your classmates will receive higher grades than you do even though they do not seem to work as "hard." Unfortunately, design is not an area in which "working as hard as you can" or "working to the best of your ability" is necessarily rewarded. This level of work must be accompanied by skills and insights that are as often inborn as they are acquired. In other words, success = time + talent.

Grades are on a standard point system: <60=F, 60-69=D, 70-79=C, 80-89=B, 90-100=A.

You may ask to get your current grade at an appropriate time not the week of report cards.

If you need help, ask quietly.

Please be quiet during interruptions, like when the phone rings.

### **Supplies:**

You have paid an art fee for the use of supplies, however, it does not allow you to use unlimited amounts. Treat each tool as if you paid for it and you have to use it again. You will! No one likes to use dirty equipment. Be thorough and clean up. Leave no trace!

Some equipment may be on a check-out basis. The teacher may require something from you so that the equipment comes back. Your item will be returned when you return the equipment. Use paint with caution. Use just what you need. Use care when around others, you don't want to have to replace clothing because you were careless.

### **Clean-up:**

Put away work. Wipe down containers.

Put away supplies, cover liquids, store personal supplies.

Wash and dry all equipment used. Replace where you found it.

Clean table areas, wipe down, dry. Hang up damp towels.

Wipe down sink area. Clean the drain.

Throw away trash, store useable scraps.

Check, pick-up scraps and clear floor.

Report any problems. **Leave no trace!**

### **Safety:**

Did I mention paint splatter? That's not the only thing! Paint also has fumes and we'll be in an enclosed room. Make sure I know if your feeling sick because of it. We will also be using various tools and equipment with cutting edges. If you need a tool demonstration, please ask. I don't want to have to carry anyone downstairs!!! Use good judgment. Do not play, tease, or joke with equipment. You know the alternative, yes? Thanks, enough said.

## **Photography Syllabus**

This year you will be learning how to think about your subject matter, how to get ideas, and how to generate photos on the computer. You will work with terminology, production, display, and evaluation. Projects will include works for shows and your portfolio. You will demonstrate your skills through the various assignments listed below. The goal is to have each assignment explained and a rubric given in order to meet the requirements. Evaluations of work will be done in group settings in order to give various inputs to build your skills. Your best work will be mounted and displayed in our shows.

We will look at other artists to compare work, but the primary goal is to develop your own personal style using your particular point of view. The works will be evaluated using art elements and sensory, formal and expressive properties of photography. We will be looking at potential careers for those who pursue photography.

### **Objectives:**

Creative Expression: Open ended assignments allowing for multiple solutions.

Aesthetic valuing: Links to History/Culture through research and analysis.

Artistic perception: Assessment, analysis, and discussion in class

Application: Build technical skills and possible career paths.

### **Course Outline:**

Introduction, syllabus, procedures, review of assignments.

Origins of Photography, History of the camera

Taking Photos, light, focus, speed

Theory of Thirds

Critiques

Techniques of shooting

Ideas

Aesthetic valuing

Shows, presentation

Photographer Research Report

### **Sample of Assignments:**

Listed below are several ideas you will work on to produce the photos to be evaluated and graded.

Tell a story  
Close ups  
Cropping  
Portraits  
Mood shots  
Reflections  
Depth of field  
Framing the subject  
Photo journalism (photo2 required)  
Textures  
Contrast  
Rule of Thirds  
Diagonals  
Direction of Movement  
Balance  
Framing  
Viewpoint  
Simplicity  
Point of Interest  
Matching eras in History  
Photo 2 meets with teacher to determine skills and assignments.

### **Grading:**

Students are assessed on a variety of benchmarks including process, product, critique, self-critique, and artistic growth. Does the work express meaning; demonstrate originality, present technical skill? Does the final portfolio have the best works, showing the various skills of the artist? Has the student shown the works through the various shows available? Was the work done on time? Meet deadlines? Grading is as follows: Projects (creative expression) 50%, artistic perception 20%, aesthetic valuing 20%, and cultural context 10%. These categories match the state standards and may include tests and written work within the category.

It may happen that some of your classmates will receive higher grades than you do even though they do not seem to work as "hard." Unfortunately, photography is not an area in which "working as hard as you can" or "working to the best of your ability" is necessarily rewarded. This level of work must be accompanied by skills and insights that are as often inborn as they are acquired. In other words, success = time + talent.

## **Art Syllabus**

If you are in the art classes, we will be searching out a variety of media and styles. As with the photography class, we will be working toward developing artistic skills, the techniques you will need for working with different media. You will also be searching out your own style. We could all copy the masters, but your perception and how you communicate your “voice” through art is the direction. Some will have a difficult time with this as it will require your creative juices to flow, and we all know, juices have to be squeezed out. But I expect great things from you, things that will surprise you. So learn the techniques and put your personal touch to it.

I have attached another sheet with a list of specifics for our course work. As you can see, we will cover basics in Elements and Principles of Art and work through some artists. We all have our favorite artists, and I hope you study them. I will probably ask for a report on the artist of your choice. But I am more concerned with your style, what you can accomplish and how you communicate your ideas. You should know this vocabulary and be able to name some of these artists from memory and by observing their work.

Art 2 students will discuss assignments with the teacher to develop new skills and build a style.

### **Objectives:**

#### **Artistic Perception:**

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

#### **Creative Expression:**

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent of original works of art.

#### **Historical and Cultural Context:**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

#### **Aesthetic Valuing:**

Students analyze, assess, and derive meaning from works of art, including their own, according to elements of art, the principles of design, and aesthetic qualities.

#### **Connections:**

Students apply what they learn in visual arts across subject areas as well as possible careers related to visual arts.

#### **Course Outline:**

Introduction, syllabus, procedures, review of assignments.

We will be working through this list to accomplish as much as possible.

Ideas formulation

Techniques/ skill building

Critiques

Artist reports

Shows

**Grading:**

Students are assessed on a variety of benchmarks including process, product, critique, self-critique, and artistic growth. Does the work express meaning; demonstrate originality, present technical skill? Does the final portfolio have the best works, showing the various skills of the artist? Has the student shown the works through the various shows available? Was the work done on time? Meet deadlines? Grading is as follows: Projects (creative expression) 50%, artistic perception 20%, aesthetic valuing 20%, and cultural context 10%. These categories match the state standards and may include tests and written work within the category.

## **Consumer Math Syllabus:**

This course is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Topics covered include income, money management, spending, credit, saving, and investing. The life choices you make now will affect your life choices in the future. Although we know God plans a man's steps, He also requires good stewardship from us. We have to be wise and shrewd without the world view of having to be on top. Therefore, it's pertinent to know the processes and fine details of money management, not only for yourself, but for those who will rely on you.

### **Objectives:**

You are expected to produce a personal and household budget, demonstrate knowledge of checking and savings accounts, and share your knowledge of finance, debt, and credit management. You will evaluate insurance and consider taxes. You will also analyze the stock market in simulation. The work you do is meant to provide you with a foundational understanding for making personal financial decisions.

### Course Outline:

#### Income

Factors affecting income:

Career Choices and potential income

Educational Costs

Educational level

Analyzing benefit packages

Savings plan

Retirement

Insurance

Leave

Stock

Educational Reimbursement

Incentive Plans

Cafeteria Plans

Inflation/Purchasing power  
Cost and availability of goods  
Supply and demand  
Inflation

Taxes  
Types of Taxes  
Personal and Employer responsibility  
Tax Forms  
Government Services

## Money Management

Making a Decision  
Designing a current plan  
Working with a budget  
Short-term  
Long-Term  
Banking  
Checking and Savings  
Service fees  
Payment Methods, (installment, draft, lay away, electronic)  
ATM/debit cards  
Loans, (mortgage, secured/unsecured, line of credit, equity,...)  
Insurance  
Health  
Life  
Auto  
Homeowners  
Renters  
Disability  
Long-term care

Spending and Credit  
Consumer Finance  
Credit worthiness  
Comparison Shopping  
Purchases  
Goods/Services  
Consumer Loans/credit protection  
Opportunity Costs  
Consequences

Consumer Protection  
Personal responsibility  
Laws and Regs

- Contracts
- Consumer Protection
- Crimes
- Fraud
- Identity Theft
- Reporting Services
- Rent/Lease

- Debt Management
  - Credit card use/abuse
  - APR and Fees
  - Loan consolidation
  - Credit Problems and Credit Counseling

### Saving and Investing

- Reasons for Saving
  - Education, rainy day, short-term/long-term goals, down-payment

- Methods of Saving
  - CD's, Savings, IRA's, Pensions, Education Savings plan

- Methods of Investing
  - Stocks/Bonds, Mutual Funds, RE, Annuities, Business

- Other Aspects
  - Diversification, Time Value of Money, Compaund Growth
  - Rule of 72 ( $72/R=Ys$  to double money)
  - Risk and Return

- Agencies
  - FDIC, SEC, Federal Reserve, IRS

### **Grading:**

Grades are on a standard point system: <60=F, 60-69=D, 70-79=C, 80-89=B, 90-100=A. You may ask to get your current grade at an appropriate time. Projects and tests are 50%, homework is 25% and classwork/participation is 25%. Work will be returned in your file folder or to you personally.

**Clean-up Checklist:**

Monitor \_\_\_\_\_ Date \_\_\_\_\_

List other students on your team \_\_\_\_\_

- Work is in appropriate storage. 1pt
- Containers are clean and wiped down. 3pt
- Liquids are covered 1pt
- Supplies are put away 2pt
- Personal supplies are stored. 2pt
- Used up supplies are reported. 1pt
- Brushes/tools cleaned and replaced.3pt
- Tables are clean, wiped down, dry. 2pt
- Hang up damp towels.1pt
- Wipe down sink area. Clean the drain.3pt
- Throw away trash, store useable scraps.2pt
- Check, pick-up scraps and sweep floor.2pt
- Report any problems 1pt
- Table monitor check-off. 1pt    Score out of 25 \_\_\_\_\_
- **Teacher Signature** \_\_\_\_\_

