

Visual Art 11 (Advanced) Honors
First Block (9:15 – 10:45)
336-370-8282

Steven M. Cozart
cozarts@gcsnc.com
Planning: 1:10 – 2:40

Dear Parents, Guardian, and Students,

Our focus for this course will be **rendering the figure**. We will use a variety of media, including graphite, charcoal, pastel, pen and ink.

In order to effectively draw the figure, there will be moderate study of the skeletal and muscular structure, as knowledge of anatomy is crucial to both accurate rendering of as well as abstraction of the figure. If time permits, we will also focus specifically on the structure of the skull and portraiture as well.

Students will be **expected to meet their deadlines, stay productive, and maintain a sketchbook** for investigation of ideas and to practice drawing skills. Attached to this letter is a syllabus that will explain these expectations in detail as well as a supply list, breakdown of grading, and expectations in the class. I look forward to working with all of you during this semester.

Best Regards,

Steven M. Cozart
Visual Arts Specialist

Weaver Honor Code: Weaver students are expected to demonstrate exceptional character. As a reminder about the importance of integrity, students must agree to abide by our code of honor: ***I will abide by the Weaver Honor Code. I will not give or receive unpermitted assistance in the preparation of any work or assessment that is to be used by the instructor as the basis of grading.***

Please read the information, then click the following link to acknowledge that you have read and understand the expectations and requirements for the successful completion of the class:

<https://forms.gle/W3mSxtA3G5hnuvKr7>

Both students AND parents must complete the Google form to acknowledge.

Course Syllabus

PLEASE BE ADVISED THAT THIS DOCUMENT IS SUBJECT TO CHANGE. PARENTS AND STUDENTS WILL BE NOTIFIED OF ANY CHANGES IMMEDIATELY

Classroom Rules and Guidelines:

Although there are rules in place that address acceptable school behavior (please refer to the **Student Handbook** on Weaver's Website), each classroom has its own set of guidelines for that environment.

For Mr. Cozart's room, these expectations are as follows:

- **All students are expected in class, on time.**

Students must have a valid excuse for being tardy. Please see the Weaver Academy Student Handbook regarding Attendance.

In the event that we have to have class virtually, the expectation is the same. While it is understood that there may be technical difficulties, every student should make their best effort to be punctual.

- **Students will remain quiet during presentations by the instructor.**

In the event that we must have class virtually, the expectation is the same.

- **Students will drop of phones in designated area at the beginning of class and will leave them until the period ends.**

Phones should be off and not visible, unless otherwise directed by the instructor. **Phone calls or texts are not acceptable, even from a parent.** Students caught in violation will have their phones confiscated IMMEDIATELY and can only be returned to a parent. Please refer to the Weaver Academy Electronic Device Use Policy.

In the event that we must have class virtually, the expectation is the same.

- **Students will NOT use any device to photograph or record video of ANYONE without their permission.**

- **NO FOOD OR DRINK ALLOWED IN THE COMPUTER LAB OR STUDIO.**

If there is a necessity for food or drink, students will consume them in the Visual Art Studio Maker Space.

- **NO STUDENT WILL LEAVE THE CLASSROOM OR STUDIO WITHOUT PERMISSION.**

- **All will show respect towards one another and self.**

- **VIOLENCE, PROFANITY, OR DISRESPECT WILL NOT BE TOLERATED**

Any act as such towards the instructor, staff, or other students will be IMMEDIATELY referred to an administrator.

It is **expected** that all students **follow the rules** of the Art Room as well as the **discipline policy** established by Guilford County Schools in order to promote a safe and positive learning environment. If a student chooses to ignore these guidelines, the following consequences **will** occur:

1st Offense	Warning
2nd Offense	Parent Contact
3rd Offense	Parent Contact, Referral to an Administrator
4th Offense	Immediate Referral to an Administrator

*****NOTE: Any student who chooses a behavior that keeps the class from functioning will be referred IMMEDIATELY to an Administrator.**

Attendance

Students are expected to arrive to class on time. It is disrespectful to your classmates as well as Mr. Cozart to arrive late.

If a student arrives after the bell (9:15), the student is REQUIRED to report to Mrs. Gurley to obtain a late pass.

In the event that GCS declares an instructional day Virtual, students will be given a time and link for logging on to Virtual Class via Microsoft Teams.

If a student has any major issues (is not able to attend a Virtual Class Live, runs into a major problem with a project, etc.), that student should notify Mr. Cozart ASAP through email, Canvas Message, or text (336-270-9041).

CANVAS

Students will access assignments, rubrics, quizzes, and other documents through Canvas. It is IMPERATIVE that students check Canvas for Weekly Agendas and assignments. Students will also check Canvas for feedback for EACH ASSIGNMENT. ALL STUDENTS SHOULD BRING THEIR CHROMEBOOK TO CLASS DAILY.

Please be mindful of the requirements of turning in assignments on Canvas. If an image is requested in a specific file format, it is the expectation that it will be uploaded that way. If it is not, this could adversely affect your grade. This will be made clear within the assignments on Canvas.

Grading

In the classroom, emphasis will be placed on **art as a discipline**; therefore, **we will do research, learn history, looking at, make, criticize, and write about art.** Even if your skill is exceptional, you must keep up with your assignments and sketchbooks to earn your grade.

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Grading is valued as follows:

<u>Major Projects</u>	60%
<u>Quizzes/ Sketchbook/ Exercises</u>	20%
<u>Exam (Mid-Term and Final)</u>	20%

How to Succeed in Honors Art Advanced (Drawing the Figure)

- ***Listen*** to instructions and ***follow directions*** carefully
- ***CHECK CANVAS FOR RUBRICS, ASSIGNMENTS, AND FEEDBACK***
- Come to class ***on time, prepared***, and ***ready to work***
- ***Take care*** of materials and equipment
- Develop the ***self-discipline*** needed to work independently ***in class***
- Turn in projects of the ***HIGHEST CRAFTSMANSHIP***
- ***MEET ALL DEADLINES!!!!***

***Students who receive a grade of “C” or below are expected to attend tutorials until their grade becomes satisfactory (B- or above). ***

Supplies

- CHROMEBOOK
- Pencils (mechanical and wooden)
- 1/2”, three ring binder, divided into two sections
- 1 pack of 8.5”x11” cardstock (can be shared among students)

Other supplies and materials will be mentioned as class progresses

SKETCHBOOK

Sketchbooks are to be used as ‘***idea books***’ in which to plan for assignments. Sketches should be ***made from observation*** and used as a ***reference*** for final projects. Furthermore, **sketchbook counts as 20% of your final grade.** Sketchbook can either elevate or lower your grade, which depends on your consistency in completing assignments.

There are several specific types of sketches that will be explored for the course, ***thumbnails*** (to explore composition), ***media investigations*** (to see how different mediums respond), ***anatomical studies*** (for obvious reasons), and ***sight-size relationship training*** (to sharpen drawing skills).

There should be an obvious effort for entries in the sketchbook to be of the best quality (in accordance with the student’s skills). Sketchbook assignment will be graded on a weekly basis, when appropriate. Some sketchbook assignments will be completed in class, others outside of class.

In addition, students will also use the alternate section of the book for note taking. There will be terms, definitions, and proportional charts that students must keep organized for reference and to assist in study for quizzes and examinations.

DEADLINES:

MEAN JUST THAT.

Assignments are due by the end of the period on that given date, uploaded to CANVAS. In the event of unforeseen circumstances or problems, an extension of 2 days will be given. (For example, if a project is due on Wednesday, the student may take a grade of INCOMPLETE that will remain until 9:00 Friday morning.

*** It is the student's responsibility to make up any missed assignments. If there are extenuating circumstances, please see Mr. Cozart **IMMEDIATELY!*****

PROJECTS:

This course is designed for the serious art student, focusing on the development of using paint as an artistic medium. It is my goal to have the students work with a variety of media in a controlled environment to bolster and develop their own style, based on a strong foundation of core skills. Projects will involve the investigation of ***proportions, anatomy, portraiture, and skeletal structure.***

Written and verbal dialogue about the art making process is an important part of the course. Consequently, ***students will participate in several virtual critiques*** to discuss styles of art as well as individual pieces.

Grades for projects break down as follows:

Project Parameters: 60%

Craftsmanship: 40%

A rubric (list of requirements to complete the project) WILL BE POSTED TO CANVAS at the beginning of each assignment, or soon after the initial layout of a project so the student is aware of everything that will be required within the project. In addition, students will also receive a written explanation of the project to give specific parameters to the project. **Innovation within these parameters is greatly encouraged.** Creativity derives from working within limits. Ask yourself, "***What can I do to create a different solution, yet satisfy the requirements of the project?***"

Craftsmanship (neatness) accounts for a substantial portion of the project. A student could very likely satisfy all the design requirements, but still receive a grade of 60 (D-) if craftsmanship is ignored. Therefore, sloppy, messy, or poorly handled work will adversely affect your grade. The instructor will provide instruction and tips on how to maintain a clean, professional-looking project.

Please be mindful of the requirements of turning in assignments on Canvas. If an image is requested in a specific file format, it is the expectation that it will be uploaded that way. If it is not, this could adversely affect your grade. This will be made clear within the assignments on Canvas.

During the course, we will take down notes and definitions of terms and procedures. All are responsible for maintaining notes. Quizzes, mid term and final examinations will be based on these notes and assignments.

ANATOMY BOOKS AND OTHER AIDS

In order to truly study and understand the figure, it is important to delve into its inner workings, including its musculature and skeletal structure. I liken it to the study that is done during a science or anatomy course.

One of the resources that I have found is the website [Scott Eaton's Bodies In Motion](#) (***models we will use for reference are clothed, NOT NUDE***). Please let me know if this is an issue for your child.

We will also use reference material from other sources. The student will be allowed to gather their own reference materials; however, these sources must be approved prior to use by the instructor to be sure that the student is not in violation of copyright laws or the Weaver Academy Plagiarism Policy.

Texts that will be used for reference during the course will include:

- **Figure Drawing for All It's Worth**, by Andrew Loomis
- **Drawing the Nude: Structure, Anatomy and Observation**, by Stuart Elliot
- **Figure Drawing (Design and Invention)**, by Michael Hampton
- **Complete Guide to Life Drawing**, by Gottfried Bammes

North Carolina Essential Standards

Advanced Visual Arts

Note on Numbering:

A - Advanced High School Standards

V - Visual Literacy, **CX** – Contextual Relevancy, **CR** – Critical Response

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Advanced High School Visual Arts standards are designed for those students who have achieved proficient level Visual Arts standards at the high school level.

Visual Literacy

Contextual Relevancy	Essential Standard		Clarifying Objectives	
	A.V.1	Use the language of visual arts to communicate effectively.	A.V.1.1	Use art vocabulary to explain compositional choices.
			A.V.1.2	Create art based on personal expression and applied design.
			A.V.1.3	Create art that responds to contemporary themes in art.
			A.V.1.4	Analyze the compositional components of art.
	A.V.2	Apply creative and critical thinking skills to artistic expression.	A.V.2.1	Create original art in response to artistic problems.
			A.V.2.2	Create art using experiences and observation to represent
			A.V.2.3	Generate art based on a creative exploration of a concept.
	A.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	A.V.3.1	Produce art by using a variety of tools and media appropriately, safely, and effectively.
			A.V.3.2	Produce art by using a variety of processes appropriately,

	Essential Standard	Clarifying Objectives	
A.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	A.CX.1.1	Interpret visual arts from personal, cultural, and historical contexts.
		A.CX.1.2	Implement a personal philosophy of art.
		A.CX.1.3	Apply personal artistic style while creating art.
		A.CX.1.4	Apply a personal aesthetic to the creation of art.
		A.CX.1.5	Apply environmental responsibility to the creation of art.
A.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	A.CX.2.1	Design a portfolio to reflect personal choices and growth
		A.CX.2.2	Create art using skills and knowledge learned in other disciplines.
		A.CX.2.3	Understand the collaborative relationship between the artist and the community.
		A.CX.2.4	Analyze the influence of digital media and technology on creating art.

Critical Response

	Essential Standard	Clarifying Objectives	
A.CR.1	Use critical analysis to generate responses to a variety of prompts.	A.CR.1.1	Construct convincing and logical arguments, individually and collaboratively, to defend analyses of art.
		A.CR.1.2	Critique personal portfolios using personal and teacher-generated criteria.