

**Mr. Hollander (Mr. H.)
Art Classroom Handbook**



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INTRODUCTION

Most of this handbook is ready to be instantly implemented in Mr. Hollander's classroom. This is a living text, meaning that it can easily be altered to the requirements based on a particular school and district.

AIMS (Based on IB standards)

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art, its context and art history
- Respond to and reflect on art
- Deepen students' understanding of the world

OBJECTIVES (Based on IB standards)

- **Knowledge & Understanding**
 - Styles
 - Movements
 - Notable artists
 - Elements of art
 - Principles of art
 - Color theory
- **Developing art skills**
 - Sketching techniques
 - Painting techniques (Watercolors, acrylics)
 - 3D - sculpting (clay or mixed media)
 - Digital media (fonts, photo manipulation, drawing)
 - Photography / Video (shooting, editing, publishing, SEO)
- **Thinking creatively**
 - Deciding on the desired outcome of a piece of art
 - Figuring out different ways to achieve the desired outcome
 - Working towards a deadline
- **Responding**
 - Going beyond "I'm done"
 - Watching and understanding others techniques
 - Contemporary art: Is it art? Why or why not?
 - Noticing all the art around you (from your phone design to the chair you sit on, the apps you use and the videos you watch)

STUDENT SUPPLIES

At the start of the year students **must have**:

- Two pocket folder with prongs (fasteners): For unit instructions, unit start Q&A, unit test
- Regular #2 pencils (3 to 5)
- White polymer eraser
- Ultra thin Sharpie
- A (ring)bound notebook, preferably without lines.

Nice to have supplies (but not required) - *this will not affect the student's grade*:

- Your own set of colored pencils
- Kneadable eraser
- Blending stumps or tortillons
- Your own set of art brushes (for acrylics and/or water colors)
- A small case to hold your own art supplies
- A sketchbook

SEATING CHART

- Students must be able to face the teacher (No backs to the front of the classroom)
- Start of the year alphabetically by first name (so I can learn names and for easy attendance)

***Depending on the class I may or may not allow adjustments mid-year.

CLASSROOM PROCEDURES

1. How to enter the classroom: 1. Shake teacher's hand, 2. Walk calmly and quietly into the room 3. Take your sketchbook/notebook out of the class bin, 4. Start drawing the 'warm-up' on the board. Voices off, you can talk later during time for making art.
2. What to do if a student needs to get up: Raise hand and wait for teacher acknowledgment. Hold up a pencil for sharpening or a new pencil, bathroom sign or water sign.
3. Bathroom/water: Only during art making time. 1. Hold hand in the air with bathroom or water sign, 2. take the classroom hall pass, 3. On return, hang up the hall pass and 4. quietly take a seat again.
4. What to do if a student has a question: 1. Raise your hand until the teacher tells you to speak.
5. How to be quiet for the teacher: 1. Teacher rings the chime, 2. Stop all talking, 3. Put down what is in your hands, 4. Look up and track the teacher. (Zip, Drop and Track)

6. How to start working on your assignment: 1. Voices off, 2. Wait for teacher to say 'Go'. 3. When done: voices off, 4. work on detailing out warm-up sketch in sketchbook.
7. How to start working on your practical artwork: 1. Voices off, 2. Wait for teacher to say 'go' or call out your table, 3. Pick up your art supplies, 4. Pick up your artwork, 5. Sit down and start working. Talk, but use 'inside voice'.
8. Clean-up: 1. Teacher chime, Zip, Drop, Track, 2. Get up and put away artwork (in student folder if dry, in rack if wet), 3. Clean brushes, tables, area around table, 5. Put away art supplies and sketchbook, 6. Sit down and wait for the end of the period (voices off)
9. End of class: 1. Clean-up (see above), 2. Pick up backpack, 3. Say goodbye, 4. Walk (not run) out.
10. Music: No individual music. If class goes well the teacher will play music during art making time.

CLASSROOM EXPECTATIONS (RULES)

1. Be respectful - To your peers, to the teacher, to school property, to art materials
2. Voices off, hands empty and track the teacher when he's talking
3. No phone use - period.
4. No eating in class. You may drink water.
5. Bathroom and water breaks only during practical art making time.

CONSEQUENCES

(Only for breaking rules, not procedures. Procedures will be corrected/re-taught if needed. School consequence system takes precedence)

1. Formal warning
2. Formal warning 2 (private discussion and commitment to improve choices)
3. See dean/principal

UNIT STRUCTURE AND GRADING METHOD

(Every unit is structured this way - students will learn that at the start of school, so they know what to expect)

1. **Verbal introduction/description of unit** (The Unit will hit 1 or more standards set by the District or the State) - *What are we going to do and why.*
2. **Written description and instruction** - Students will now read this. *This will include a clearly defined SWBAT (Students Will Be Able To) and a start and end date* (Any creative has a deadline, whether it's set by a client or an art show date. That's when the artwork must be done and that's as good as it's going to get - While they read this, they have to focus and can't zone out while I talk... - All voices 100% off.

3. **Verbal instruction and demonstration** (Youtube video) of techniques and unit - They can review the Youtube video at home or during study periods whenever they need to.
4. **Student questions / discussion** - rather than a monologue by me, let's brainstorm...
5. **Written Q&A** (part of the grade), answers can all be found in the written unit description) - really an opportunity to make sure everyone understands what to do and an easy chance to bump up the grade.
6. **Practical artwork** - according to a number of requirements (Max. 5) set in the written description. Meet all the requirements: 100% grade for practical art component of the grade
7. **Final written test** - to see if the main SWBAT are understood in theory. This and the written Q&A at the beginning provide the student the chance to gain a passing grade, even if their practical artwork did not meet every requirement. It also gives me an idea how successful I was in teaching this unit and what I may need to adjust in the future.
8. **Effort points** - If I see that a student has put a lot of effort in or not at all, that can make a difference, especially when a student is on the edge of passing or not or for the students who excelled and deserve that A+ grade.

GRADING GUIDELINES

(This will be adjusted based on school, district or state requirements)

Unit: 50 points = 100% grade or A.

Breakdown per unit:

- Art description Q&A: Max. 10 points
- Practical artwork: Max. 20 points
- Final unit written test: Max. 20 points
- Effort: Reserved for students who deserve an A+ for going above and beyond or to give a passing score to students who showed good effort, but just missed the mark.

ART HISTORY FRIDAYS

Once a week is art history day. We will explore and learn about famous artists, time periods and movements through stories, books, videos, gallery or museum visits.

I firmly believe that art history is much more interesting than people think. Artists typically lead interesting lives, are forward thinkers and at the forefront of social and political change. It brings history to life. Presented in the right way for the age group it can be made interesting. Why did Van Gogh cut off his ear? Or did Gauguin do it? Gauguin left his family and kids and married a 13 year old girl on an exotic island. How is it that Picasso had so many wives and changed styles with every new woman in his life? We think of impressionism as soft and easy to like, but in its time it was really radical and much hated, why?

UNITS

174 teaching days / 5 = 35 weeks:

8 Units of 4 weeks each + 1 week of procedures and expectations at the start of the year.

The units progress from basic art principles (elements, principles, color) to drawing, which will form the basis for the graphic design/digital and stencil art units. Stencil art also introduces street artists like Banksy and Shepard Fairy and the link with advertising through value and contrast. The abstract expressionism unit teaches that despite all the art theories we learned, you can express yourself in art and based on emotion only and understand how art is valued, regardless of whether you think it's beautiful or you 'get it'. The last unit introduces writing a good script, movie making, using cameras, editing, Youtube and provides an opportunity to close the year with a movie watch party.

The units and art projects will be adapted to the abilities of each grade level.

1. Art room First Week activities and procedures (1 Week)
 - SWBAT: Understand and apply art room expectations and procedures
 - SWBAT: Create a large folder to store the year's artwork and decorate it
 - SWBAT: Sketch and draw for the 'Do Now' exercises throughout the year.
 - Art project: Sketching items shown on the board.
2. Elements of Art
 - SWBAT: Name the elements of art
 - SWBAT: Understand/recognize the elements of art in existing art
 - SWBAT: Apply the elements of art in a piece of art they make
 - Art project: Each lesson, students will make a drawing per lesson that includes at least 1 element of art.
3. Principles of Art
 - SWBAT: Principles of Art
 - SWBAT: Understand/recognize the Principles of art in existing art
 - SWBAT: Apply at least 3 Principles in a piece of art tbd
 - Art project:
4. Color theory
 - SWBAT: Name primary, secondary, tertiary colors
 - SWBAT: Tell what complementary colors are
 - SWBAT: describe hue, tint, shade, value, accent
 - Art Project: Create their own name or nickname in graffiti lettering using color decisions made based on color theory (must explain reasons for choosing colors, e.g. complementary, accent, primary etc.) Pencil, sharpie, watercolors.
5. Figure drawing

- SWBAT: Recognize human poses that express an emotion or action
 - SWBAT: Break down the pose to a stick figure with an egg head and bean shaped body.
 - SWBAT: Draw a figure in a pose that expresses an emotion or action
 - Art Project: 1. Decide what pose a figure will take for the drawing (what is it doing or feeling?), 2. Draw the figure as a stick figure, 3. Give it a real shape, 4. Detail it out, 5. Outline in ultra thin Sharpie, 6. Color it in using colored pencils of water colors.
6. Graphic Design / Digital Art basics
- SWBAT: What pixels are, meaning of 300 dpi vs 72 dpi
 - SWBAT: Understand and apply the use of layers in graphic software (Photoshop or Sumo)
 - Recognize the importance and use of digital art in the world.
 - Art Project: 1. Draw ... in outline only with pencil. 2. Outline with Sharpie. 3. Scan drawing in, 4. Color the drawing using layers and masks, using at least 5 layers and colors.
7. Stencil art
- SWBAT: Recognize and understand value and contrast
 - SWBAT: Understand the importance of stencil artists in contemporary art (Banksy, Shepard Fairy), practical applications (tattoo, airbrush art), advertising (logo design)
 - SWBAT: understand and apply layers in stencil making
 - Art Project: 1. Take a selfie on the Chromebook, 2. Manipulate it to be a black & white contrast, 3. Print out, 4. Cut out the dark areas, 5. Lay stencil on final paper, 6. Paint the cut out areas in any color with acrylic paint.
8. Expressionism
- SWBAT: Recognize expressionism
 - SWBAT: Understand the reason and value of Expressionism and put it within art historic context.
 - SWBAT: Know about some pivotal American expressionist painters: Rothco, Pollock, Basquiat
 - Art Project: Students will have to come in with old clothes that may be ruined by paint and wear shoe protection. Teacher will lay out plastic drop clothes to protect the art room, then lay out a large canvas drop cloth. Students will use Pollock drip and flick technique each in their own area. When dry, the large canvas will be hung in the school. Paint will be Home Depot house paint from the "oops" inventory. Use disposable brushes and stirring sticks. Ask HD to donate materials...
9. Videography
- SWBAT: Understand how Youtube movies are structured and edited.
 - SWBAT: Come up with an idea, goal for the movie and script
 - SWBAT: Film their movie
 - SWBAT: Edit the movie

- Art project: Students will work in groups to make movies that introduce the school to new students for next year. They can include what they think is important to know. The teacher will check with other teachers, who are willing to cooperate and give students the list of those teachers. Will need written consent of parents to film their child and/or to publish on Youtube (?). Or we can not publish and only show each other in the last class of the year in a movie party (with snacks). Rough materials will be edited on Chromebooks with Open Source app tbd. Filming can be done with cameras or Chromebooks.

LESSON PLAN SAMPLE

Unit: 2, ELEMENTS OF ART - VALUE

Date of lesson: _____

Unit deadline date: _____

Students Will Be Able To:

- Recognize and understand the Element - Value
- Use lights and darks (value) in a drawing to create depth.
- Recognize how a light source affects the depth of an object.

Project Description:

Students will be given a sheet of paper with on the one side a photo of a baseball with a clear range from highlight to dark and next to it, just the outline of a circle. Students will use value to copy the highlights and shading of the baseball. On the backside the next exercise requires the students to draw any shape. With the light source coming from the top right hand corner they need to shade and highlight the shape.

This is one lesson in a series of lessons on the Elements of Art.

Lesson part and time	Teacher Actions	Students Actions	Goal
Do Now (5 minutes)	Take attendance, then go over to students and have	Pick up their sketchbook from the class bin and check the board for	Warm-up the students, have time to take attendance and to get

	relaxed conversations with them while they draw.	the do now drawing and start sketching. DO NOW: <i>On the board is a picture of a can of Coke, The students will try to make a sketch of that image.</i>	to know the students and relax them with relaxed chats. This is not a time to actively teach or give detailed advice, unless asked. The idea is to create rapport with the students. Allow them to get to know me too.
Transition to lesson introduction (2 minutes)	Ring the chime. (Zip, Drop, Track) Say: Track me, please [wait for all to track]. When I say GO, please have one person at your table collect the sketchbooks and put them in the class bin, then sit down again. Thank you. GO!	Students silently drop pencil and track the teacher. After hearing GO, they hand sketchbooks on each table to 1 student, who takes them to the class bin and put them in there, then comes back and sits down.	As we practice these transitions every day, they should go quickly.
Lesson schedule and unit reminders	Explain what we will be doing that day: We will be learning about the element of art value and make a drawing in graphite pencil using the element of value. Ask: Who knows what value means? What does it do? What does depth do to a piece of art? Show examples of drawing with and without shading and highlighting. What's the difference. Which looks more realistic? Practical info: Shows video of me using value to shade and highlight an egg. Explain the use of tissue or a stump to blend. Explain how to hold a pencil to create soft broad lines (hold it flat and by the end).	Students are required to silently listen and participate by answering and asking questions about value, highlights, shading and depth.	The goal is to start seeing how understanding and applying value can create depth and realism to a drawing or painting.

<p>Transition to art making 2 minutes</p>	<p>Ring the chime. (Zip, Drop, Track) Say: Track me, please [wait for all to track]. I will pass out papers to each table with your next assignment about value. For this assignment you will need a pencil and eraser.</p>		
<p>Art making</p>	<p>Students will be given a sheet of paper with on the one side a photo of a baseball with a clear range from highlight to dark and next to it, just the outline of a circle. Students will use value to copy the highlights and shading of the baseball. On the backside the next exercise requires the students to draw any shape. With the light source coming from the top right hand corner they need to shade and highlight the shape. The teacher will walk around to give hints and tips.</p>	<p>Studenta will take their pencil and work on shadign and highlighting based on the assignment paper.</p>	<p>To be able to put the learned highlight and shading techniques in practice and also to learn how to blend.</p>
<p>Transition to clean-up 2 minutes</p>	<p>Ring the chime. (Zip, Drop, Track) Say: Track me, please [wait for all to track]. Put your name on the drawing. It is time now to have 1 person at each table collect the drawings and bring them to me.. You can put your pencils and erasers away.</p>	<p>One student per table collects the papers and brings them to me. All students put their pencils and erasers away.</p>	
<p>Clean-up 5 minutes</p>	<p>Say: Please look around your table and pick up any trash and throw it away in the bin.</p>	<p>Students clean up the area around their tables.</p>	

Dismissal 2 minutes	Teacher says goodbye	Students must say goodbye to leave. They will wait in their seats until the bell rings. Then they can go to the next class	
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Materials	Tools	Techniques
Paper	Graphite #2 pencil	Hold pencil flat to create light and broad lines.
	Eraser	



