

Grade calculations:

75% Classroom Projects 25% Sketchbook Work

Assessments

The nature of Fine Arts aligns perfectly for *Performance-based* assessments; also called authentic assessments, this form of testing requires students to perform and demonstrate a task rather than write or select an answer. The advantage of this is that it is a very accurate indicator of student knowledge. Rubrics are used with most projects so students have a clear understanding of the expected outcomes of a project. The rubric helps students make an informed decision as to what the content of their project will be and what component they are to incorporate. Additionally they have the assurance that giving their best effort will result in successful grading.

Rubrics are used for the majority of projects.



6TH & 8TH GRADE FINE ARTS

The Middle School Art lessons have their foundations in a **DBAE** (Discipline-Based Arts Education) curriculum model. This approach to art instruction was developed by *The Getty Center for Education in the Arts*. Lessons are built on a framework that insures that all students receive a rigorous study of the arts.

By incorporating the four domains of Art; Art Production, Aesthetics, Art Criticism and Art History, into the curriculum I hope to give students the opportunity to develop their technical skills while immersing them in the “artist’s” culture. My goal is to spark the creative thought process of my students while building a substantial fine art base of knowledge.

In art we are not looking for one correct answer, we are looking for all of the possibilities. This ability to solve problems using higher level thinking skills will undoubtedly be utilized later in life in many ways no matter what field an individual chooses.

My goal is to teach students to enjoy the act of creating art in an environment where they can express themselves without fear of judgment. There is a satisfaction that accompanies visual self-expression and it must be experienced to be fully realized.

CODE OF CONDUCT & CLASSROOM EXPECTATIONS:

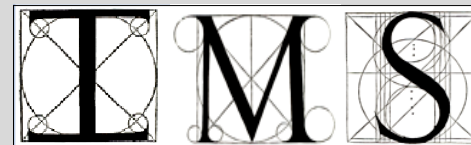
Students in the art room are held to the same rules that run consistently throughout Islip Middle School. You can refer to the *Islip C of C* on our website. A rubric is also published in each students planner.

Beyond these district wide expectations for excellence the art room has rules unique to our learning conditions. Each student is given a copy of the classroom contract to include in their sketchbook and posters are hung in the room as a visual reminder.

Adhering to these common sense rules is imperative for a successful experience for ALL students in the art room. Every student is entitled a safe, distraction free class room experience.

Infractions will not only result in grade penalties but consequences at room level and if need be, at building level.

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ART PRODUCTION

Students will participate in the creation of art that ranges from wire sculpture to acrylic painting. The production of art involves imaginative and critical thinking processes. Students use higher levels of thinking which requires contemplation of our environment and our contributions to it. The creation of art is the expression of heart, mind & hand.

ART HISTORY

Students examine the contributions artists and art has made to society and culture. Through the study of art history, we begin to understand the mind of great artists and how they responded to events and the culture of their time. It is as if we are able to peek into the photo album of time. Art history begs the questions; why it was created? How was it used? What was its purpose?

ART CRITICISM

Responding to and interpreting art work using critical judgment skills students will try to "get inside the head" of the artist. They look within themselves to inquire why they like or dislike a piece of art. Art criticism involves higher levels of thinking. Done verbally and/or using persuasive writing the goal is to express a personal interpretation of art from a place of knowledge.

AESTHETICS

We react emotionally to works of art. Our values and idea of beauty influence what we think about art. By analyzing how art and design choices are received by the public we come to understand the subjective nature of fine arts. Students will understand the influence & power the artist holds in the choices that are made when creating a piece of art.

6th Grade Curriculum Foundations in Art

This foundation course includes the study of art history, art production and art criticism. Students are introduced to several art movements and prominent artists so they can explore their influence on art today.

Areas of study include the basic elements and principles of design, class work in drawing, painting, sculpture and crafts. The goal is to allow students to reach their full potential as artists with confidence so they can be successful. Improved craftsmanship and presentation in the finished product is stressed.

8th Grade Curriculum Continued Study in Art

This course builds on prior knowledge while introducing new techniques, mediums and historical content. Self evaluation is encouraged. Students are asked to utilize skills of art criticism, vocabulary and historical knowledge in the production and presentation of their pieces. Projects include Still Life, painting, 3 dimensional work, Pop Art and 6 Word Memoirs.

Art Supply List:

2 pencils 1 sketchbook: recommended: 8.5" X 11, spiral bound

(student artist has the final say on what type of sketchbook they feel comfortable using)

Shutterfly

VOGELSBERG'S ART ROOM

Home Sketchbook 8th Grade Sketchbook



Please visit my website on Shutterfly where you will find useful information, interesting websites, past student examples of projects and, as the year goes on, your students work.

<https://vogelsbergsartroom.shutterfly.com/>

STUDENT GALLERY - ISLIP MIDDLE SCHOOL MASTERPIECES