



September 10, 2018

Dear parent/ guardian,

We are pleased to welcome your teen to a new school year. My name is Ms. Jiwon Chun, CPS teacher and my name is Mr. Patrick Miceli, the teacher artist for this class. We will be your teens' Dual College Credit Art Studio teachers this year. We have both been teaching in this program for 15+ years. As a CPS teacher, I have 17 years of teaching experience and currently at King College Prep High School. As a teaching artist, I teach at Columbia College, City colleges and at several art centers in and around Chicago. We are looking forward to building relationships and learning about your teen through communication, curriculum and collaboration with you.

This is a very important year as your teen learns more responsibility and gains more independence. It is also an exciting year as your teen is introduced to different materials such as clay, paint, printmaking, paper mache, pen and ink, collage and found materials and learns new skills, methods, techniques, and ideas.

We believe every child can learn about the world of art. In order to ensure that your child has a successful year, we ask for support and partnership in your teen's education and future. Parent communication is very important and we believe that good communication between teacher and parent fosters success for your teen's learning and school year. We are looking forward to meeting you, working with you and your teen. Please feel free to contact us as you may have any questions, concerns or some input regarding your teen.

Please read and fill out questionnaire, volunteer, and class syllabus so that we may keep ongoing communication regarding your teen's progress in class. PLEASE RETURN FORMS BY Wednesday, 9/12/18.

Sincerely,
Ms. Jiwon Chun & Mr. Patrick Miceli

312-742-1460
jchun@cps.edu

pat.miceli@gmail.com

BECOME A VOLUNTEER!

Visual art volunteer request form

Dear parents, guardians and families

I look forward to working with you to support your teenager. Research shows that children who have families that are involved in education make greater progress in school. There are many ways you can help this year with your teenager's education by volunteering in some capacity are at school or at home. Please review the opportunities to volunteer in your teenager's classroom.

If you have any questions, please call me at 312-742-1460 or email me at jchun@cps.edu.

Thank You! Ms. Chun

Below are a few choices to lend your helping hand ☺
Please select all the items you would like to help with.

Donate materials

- Aprons for when creating art
- Fake flowers and plants for drawing and painting
- Art related posters (paintings, drawings, photography, sculptures, etc)
- Old cotton shirts for painting and clean up
- Art Materials (Collections of found materials/ Objects: Magazines, old photos, Fabric, Bottle Caps, Cigar Boxes, old costume Jewelry, etc)

Guest visitor/ Speaker

- Share special art related talent or skills
- Attend field trips

What times are you able to help?

Morning Afternoon Evening

What days are you able to help us?

Monday Tuesday Wednesday Thursday Friday Weekends

Volunteer name: _____ Student name: _____

Phone number: _____ Relationship: _____

Best time to call: _____ Email Address: _____

QUESTIONNAIRE

PARENT/GUARDIAN QUESTIONNAIRE (PLEASE PRINT ALL INFORMATION)

Thank you for taking the time to complete this questionnaire. This information will be used to assist me in helping your teenager's academic instruction in art class.

STUDENT'S NAME _____

PARENT OR GUARDIAN'S NAME _____

WHAT SPECIAL TALENTS DOES YOUR TEEN POSSESS?

WHAT ACADEMIC SKILLS DO YOU FEEL YOUR TEENAGER NEED TO IMPROVE?

HOW WOULD YOU DESCRIBE YOUR CHILD'S PERSONALITY?

WHAT EXTRA-CURRICULAR ACTIVITIES IS YOUR CHILD INVOLVED IN AT SCHOOL AND/OR OUTSIDE OF SCHOOL?

DO YOU HAVE ANY ARTISTS IN YOU FAMILY OR COMMUNITY?

WHAT ARE YOUR EXPERINCES WITH ART?

HOW DO YOU PERCIEVE YOUR CHILD LEARNS BEST? CHOOSE ALL THAT APPLY

- KINESTHETICALLY : HANDS-ON, TOUCH
- VISUALLY: BY SEEING DIAGRAMS, PICTURES, DEMONSTATIONS, ETC.
- INTERPERSONALLY: LIKE TO WORK WITH A GROUP
- INTRAPERSONALLY: PREFER TO BE ALONE
- AUDITORY: RESPONDS EASILY TO SPOKEN INSTRUCTIONS
- LOGICAL-MATHEMATICAL: ABLE TO ANALYZE, THINK IN ABSTRACT
- VERBAL LINGUISTICS: ABLE TO USE WORDS AND LANGUAGE EFFICIENTLY

If you have any other concerns you would like to share, please use the back of this packet.

Name _____

Date _____

GRADING CRITERIA

*****Use this for Daily Self-Reflection & Communication Process*****

Look for engagement with a range of 2D & 3D design elements- principles such as the following:

ELEMENTS	PRINCIPLES
Line	Rhythm/ Repetition
Shape/Form	Balance
Value	Proportion
Space/ Perspective	Scale
Color	Variety
Texture	Emphasis/ Contrast
	Unity/ Harmony
	Figure/Ground Relationships

Key Scoring Descriptors

- Application of 2-D & 3-D Design Principles to a Broad Range of Design Problems
- Originality and Innovative Thinking
- Range of Intentions or Approaches
- Confident, Evocative Work that Engages the Viewer
- Technical Competence and Skill with Materials and Media
- Appropriation and the Student "Voice"
- Overall Accomplishment
- Meeting project objectives & expectations
- Use of prior knowledge to focus, plan, communicate, manage time, etc.

***In applying these descriptors, consider the content, style, and process of the work.**

10 out of 10 points: EXCELLENT/ Highest Degree

- The work shows an excellent application of elements & principles of art to a broad range of design problems.
- The work clearly demonstrates original vision, a variety of innovative ideas and/or risk taking, and inventive articulation of a broad range of the elements and principles of 2-D design.
- The work clearly demonstrates a broad range of intentions or approaches.
- The work as a whole is confident and evocative; it engages the viewer with visual qualities (for example, verve or nuanced subtlety).
- The work is technically excellent; materials and media are used effectively to express ideas; ; demonstrates the master and proper technique of the medium.
- Any apparent appropriation of published or photographic sources or the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student's "voice" is prominent.
- The work may show a varying range of accomplishment, but overall it is at an excellent level.
- Student always follows directions, guidelines and rules of the assigned project to the highest degree.
- Student always uses class time effectively to plan, communicate, execute, revise, show results, effort and complete project in a timely manner to the highest degree.

9 out of 10 points: STRONG/ HIGH DEGREE

- The work shows strong application of 2-D design principles to a range of design problems.
- The work demonstrates a range of original, innovative ideas and effective manipulation of the elements and principles of 2-D design.
- The work demonstrates a variety of intentions or approaches.
- Most of the work engages the viewer with expressive and evocative qualities; the work suggests confidence.
- The work is technically strong; materials and media are used well to express ideas.
- Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's "voice" and individual transformation of the images.
- The work may show varying levels of accomplishment, but overall it is at a strong level.

H. Student follows directions, guidelines and rules of the assigned project to the high degree.

I. Student always uses class time effectively to plan, communicate, execute, revise, show results, effort and complete project in a timely manner to the high degree.

8 out of 10 points: GOOD/ ABOVE AVERAGE DEGREE

A. The work shows good application of 2-D design principles to an acceptable range of design problems.

B. The work demonstrates some originality, some innovative thinking, and purposeful manipulation of the elements and principles of 2-D design.

C. The work shows a variety of intentions or approaches, although not all are successfully articulated.

D. Some of the work has discernible evocative or engaging qualities, though confidence is not strongly apparent; conversely, the work may display confidence but not be engaging.

E. The work demonstrates good technical competence and use of materials and media; technical aspects and articulation of ideas do not always work together.

F. Within the apparent appropriation of published or photographic sources or the work of other artists, the student's "voice" is discernible; the images have been manipulated to express the student's individual ideas.

G. The work may show uneven levels of accomplishment, but overall it is at a good level.

H. Student follows directions, guidelines and rules of the assigned project to the above average degree.

I. Student most of the time uses class time to plan, communicate, execute, revise, show results, effort and complete project in a timely manner to the above average degree.

7 out of 10 points: MODERATE/ AVERAGE DEGREE

A. The work shows superficial application of 2-D principles to a limited range of design problems.

B. Some original ideas seem to be emerging or some attempt at innovation with the elements and principles of 2-D design is evident.

C. The work shows a limited variety of intentions or approaches.

D. The work is emerging in terms of potentially engaging qualities; confidence is questionable.

E. The work demonstrates moderate technical competence and some knowledgeable use of materials and media.

F. If published or photographic sources or the work of other artists have been appropriated, the resulting work appears to be a collection of nearly direct reproductions; even if the work is skillfully rendered, the student's "voice" and the individual transformation of the images are minimal.

G. Although the work may show an emerging level of accomplishment, overall the work is at a moderate level.

H. Student sometimes follows directions, guidelines and rules of the assigned project.

I. Student sometimes uses class time to plan, communicate, execute, revise, show results, effort and complete project in a timely manner.

6 out of 10 points: WEAK/ BELOW AVERAGE DEGREE

A. The work shows a weak application of 2-D design principles to a very limited range of design problems.

B. The ideas in the work are unoriginal; the work does not show inventive use of the elements and principles of 2-D design.

C. The work does not clearly demonstrate a variety of intentions or approaches.

D. There is little about the work that engages the viewer; the work does not convey much confidence.

E. The work is generally awkward; it demonstrates marginal technical competence and awkward use of materials and media.

F. The works appear to be direct copies of published or photographic sources or the work of other artists; there is little discernible student "voice" or individual transformation.

G. The work shows little evidence of accomplishment; overall the work is at a weak level.

H. Student sometimes/ rarely follows directions, guidelines and rules of the assigned project.

I. Student sometimes/ rarely uses class time to plan, communicate, execute, revise, show results, effort and complete project in a timely manner.

5-0 out of 10 points: POOR/ INCOMPLETE/ MISSING

A. The work shows little or no useful application of 2-D design principles, regardless of the number of problem-solving attempts.

B. There is no original or imaginative ideation in the work in regard to the elements and principles of 2-D design; the work comprises trite or simplistic solutions.

C. The work does not demonstrate a variety of intentions or approaches.

D. The work does not engage the viewer and does not convey a sense of confidence.

E. The work is generally inept; use of materials and media is naïve and lacks skill or technical competence.

F. The work appears as direct copies of published or photographic sources or the work of other artists; there is no discernible student "voice" or individual transformation.

G. Overall, the work lacks accomplishment and is at a poor level.

H. Student rarely/ never follows directions, guidelines and rules of the assigned project.

I. Student rarely/ never uses class time to plan, communicate, execute, revise, show results, effort and complete project in a timely manner.

Daily Self-Reflection & Communication Process

PLEASE DO THIS IN CHRONOLOGICAL ORDER

STEP 1: Self-reflections Questions

1. What is the concept? Does your piece fulfill it?

Example: Increase the scale of the chosen object by 300 to 500% so it becomes an interesting and thought provoking sculptural object.

2. Is your work technically excellent; materials and media are used effectively to express ideas; demonstrates the master and proper technique of the medium?

Examples: Is your work made well enough to survive the kiln? Are the walls of the artwork a consistent .25 to .75 inches thick? * It could explore in the kiln if it's too thick/ If it's too thin, the piece can be damaged in the firing.

3. Besides assigned medium what other materials would you use to develop the concept of your work?

Examples: Fabric, Paper, Metal, Glaze, Paint, Plastic, found materials, etc.

4. How would you present your work?

Examples: wall, floor, pedestal, ceiling, wearable, site specific, etc.

5. Use *Grading Criteria to identify successful vs. unsuccessful areas for your work

What needs work? How can it be revised?

Step 2: Edit/ Revise work to address concerns from Step 1

Step 3: Communicate your self- reflections with teacher using Step 1 & 2

Step 4: Rework/Replace project using teacher's suggestions from Step 3

Step 5: Show follow through results to teacher

Step 6: Get project approved by teacher

Cell Phone Do's and Don'ts during art studio class time

When instructed to do so:

Get in the zone! Be productive!

- Do listen to your music during project time
- Do use it for project related research (just ask)
- Do have your cell phone faced down on your table, not on your lap to prevent misunderstandings.
- Do turn off all alerts/ notification

- Don't browse and change music every 5 minutes
- Don't share cell phone/ ear buds
- Don't broadcast your music
- Don't use cell phone during bell ringers, teacher demos/ presentations, class participation, clean up
- Don't use social media, text, call, online games, videos, cameras, photos, etc.
- Don't receive phone calls

*Please remove all non-music related pages (text, social media, game, video, camera, photos, etc.) to prevent temptations and distractions. This will also prevent assumptions that you are not fully engaged in class work and lose participation points.

21st CENTURY SKILLS

Responsibility // Accountability // Time-Management // Respect // Communication

POINT BREAKDOWN

Each day you start with 6 points; it is your responsibility to keep all 6 points by arriving to class on time, being prepared for class, participating and staying engaged. Points are deducted based on your behavior, following the rules and your productivity in class.

POINTS	EARNED AND DEDUCTION
6	-On Time -Prepared for Class -Respectful and Attentive
5	-Tardy (1-20 min) -Semi-Productive (1 st warning) <i>**disrupting the learning environment and yourself, not following instructions/ expectations/ procedures (some examples but not limited to: cell phone, sleeping, socializing, obstinate, disrespectful, food/ drink, clean up etc.)</i>
4	-Tardy (20-40min) -Non-Productive (2 nd warning) <i>**disrupting the learning environment and yourself, not following instructions/ expectations/ procedures (some examples but not limited to: cell phone, sleeping, socializing, obstinate, disrespectful, food/ drink, clean up etc.)</i>
3	-Tardy (40-60min) -Excused Absence/ School Function: E-mail me at least 24 hours in advance -Non-Productive (multiple occurrences during class period) ** -Physically, but not mentally present during some of the class time.
2	-Tardy (60-80 min) -Excused Absence/ School Function: No Notification -Non-Productive (multiple occurrences during class period) ** -Physically, but not mentally present during some of the class time.
1	-Tardy (80-100 min) -Non-Productive (multiple occurrences during class period) ** -Physically, but not mentally present during most of the class time.
0	-Tardy (100-120min) -Unexcused Absence -Non-Productive (multiple occurrences during class period) ** -Physically, but not mentally present during entire class time.

DISCLAIMER

- If you are NOT productive during class time, you can make up your work but NOT earn additional points.
- If you are late to class, you can make up your work but NOT earn additional points.
- EXCUSED AND SF: You have one week to make up points^{SEP} within a week of the absence(s).
- The absence(s) need to be excused in the system (CPS Gradebook) within a week of the absence(s).
- It is your RESPONSIBILITY to schedule a makeup date and time within a week of the absence(s).

Dual Credit Creative Arts Studio & Ceramics

Jiwon Chun jchun@cps.edu // Patrick Miceli pat.miceli@gmail.com
Advanced Arts Program at Gallery37

Course Description

Honors Creative Art Studio is a studio-focused course designed for serious and highly motivated students who are committed to creating strong and innovative visual arts. Students will produce artwork using a variety of medium and processes that best support their concepts, reflecting the ways in which contemporary artists work and the demands of leading post-secondary art programs.

During the development of their work, students are expected to take risks and develop complex concepts in which they think critically about their chosen topics and investigate themes through visual problem solving and experimentation with technique and materials. In addition to studio time, the other key components of the class are research and critique; these enable students to make connections between art and society and to self-reflect in order to refine their work. Throughout the semester students will critique their work and the work of their classmates. Keeping an open mind, communicating with classmates and taking creative risks are essential components to the success of this course.

Course Objectives *Students will be able to:*

- Create and complete a high-quality artwork that displays their best work.
- Demonstrate proficient use of the elements and principles and postmodern, art making strategies to convey desired visual and conceptual effects.
- Identify, consider and explore the relationship between art and society.
- Develop a related body of work that clearly displays risk-taking, growth and complexity.
- Conduct research to further inform and support their artwork and concentration theme.
- Produce quality artwork that is technically, aesthetically and conceptually at a college level.
- Actively participate in reflective critiques that support artistic growth that can be applied to further investigation of themes and concepts.
- Be open to and embrace change resulting from in-depth learning experiences and interactions in ^[1]_[SEP] a classroom community.

Class Expectations

- Be seated and ready to begin class when the bell rings with all necessary materials.
- Hard work, focus and effective use of class time is a daily expectation.
- Respect your own and your classmates' artistic expressions, projects and supplies.
- Actively participate in all aspects of class- critiques, discussions, activities and studio time.
- Studio class time is meant for work, brainstorming and critique. *Assignments from other classes may not be worked on during this time.*
- Complete all assignments and come prepared for critiques both physically and mentally- the exchange of ideas during critiques supports artistic growth and is a vital component to the class. Participation by all is expected.
- Self-reflect and take the time to improve and refine works of art to achieve the highest quality.
- Student may use cell phone to listen to music but any other uses will receive deduction of points for the daily/ weekly participation grade and home phone calls.

Grading/Assessment

Projects

50%

- Creating projects that are visually engaging and address the conceptual ideas set fourth by the instructors -
- Completing assignment and projects in a timely manner
- One letter grade will be lowered for each day project is turned in late

Assignments

25%

- Brainstorming, sketches, pictures, collecting, etc.
- Complete all assignments in Google Classroom
- One letter grade will be lowered for each day assignment is turned in late

Participation

25%

- Consistently using class time effectively to plan, communicate with instructors, execute, revise, and show results
- Class and Individual Critiques
- Coming to class prepared with appropriate assignments/ projects/ materials/ etc.
- Effort and completing assignment and projects in a timely manner
- 21st century skills
- Clean up

Policies & Late Work

Homework

As an Honors level course, students are expected to spend time working outside of class. These assignments will vary from week to week in the form of sketching, researching, writing activities, displaying artwork, documenting artwork and researching contemporary artists. Points will be deducted each day an assignment is late.

Projects

Projects will be due on a specific date. Projects may be turned in late but one letter grade will be deducted each day a project is late and students should realize that this not only impacts their grade but the ability to complete a high quality artwork.

Projects will not be graded after one week. All pieces must be started, discussed with instructors, and worked on in class. Although you will work outside of class, the majority of each project must be completed during studio time in the art room.

Organization

Students must use shelf space to keep projects and assignments. Students should also keep a calendar to write down all of the important dates for short term and long-term assignments, sketchbooks and critiques. Student's ability to organize and stay on track with deadlines will enable them to finish their work in a timely manner and create high quality artwork.

In-Progress & Final Critiques

There will be ongoing scheduled critiques that address both in-progress and completed works. Students must bring an agreed upon work (teacher defined) to be displayed for feedback, discussion and constructive criticism.

Signature Sheet & Contact Information

I have read the *Honors Visual Art Studio* syllabus and as a student in the class I fully understand the policies, expectations and requirements. I promise to do my very best in order to successfully fulfill each requirement and abide by all policies.

Student Name (Please print) _____

Student Signature _____ **Date** _____

As a parent/guardian of a student in this class, I have read the syllabus and fully understand the policies, expectations and requirements. I will do my best to support my child so he or she is successful in meeting all expectations and completing every assignment.

Parent/Guardian Name (Please print) _____

Parent/Guardian Signature _____ **Date** _____

Parent Email _____

Parent Phone _____

Please include the best number to reach you- you may include both cell and home numbers.

Please circle your preferred contact method: email phone

*Return Welcome Letter Packet with appropriate signatures and information by Wednesday, 9/12/18.

*Welcome Letter Packet will also be available in Google Classroom.