Welcome back to school! Please view the presentation for more information on the Visual Art Courses, how a virtual school day will work, and our online learning expectations. Please feel free to contact me with any questions, comments, or concerns. Thank you!

Ms. Zeiler
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Welcome to the 2020-2021 school year. This semester I will be teaching Fundamentals of Art, Studio I, II & III: 2D, Portfolio Development 2D & 3D.

BACKGROUND
This is my 24th year teaching art at QACHS. I graduated from Kutztown University with a BS in Art Education. I serve as an advisor for the National Art Honor Society and am the Visual Arts Lead Teacher for Queen Anne’s County Public Schools.

TEACHING PHILOSOPHY
While some students may be more naturally inclined towards the arts, ALL students can learn, grow and develop as an artist. Practice is key for progress. PROCESS is as important as the PRODUCT. We focus on the process, working with different themes and materials to develop student voice and critical and analytical thinking skills.
Fundamentals of Art

Course Description:
Prerequisite course that provides the foundation for the entire visual arts high school program of study. Students will experience a variety of media and processes while exploring both 2-D and 3-D art challenges in drawing, painting, printmaking, ceramics, sculpture, mixed-media, collage and visual journaling. This foundational experience will help students to choose a 2-D or 3-D Studio Art track towards AP 2-D and 3-D Art and Design courses, AP Art History, or continue to explore multiple art courses within both tracks, even at the same time.

[Link to Syllabus]
3-D Portfolio Design

This course begins the development of the body of 3-D work leading to the AP Art and Design portfolios. This course offers a creative environment which is structured to challenge students to take risks, experiment with new 3-D media in ceramics and sculpture, found objects, collage, printmaking, visual journaling and/or others as students explore new ideas. Portfolios consist of a body of work that reflects creative problem solving, personal aesthetic choices and student voice. Analysis skills are also further developed through critiques, as students articulate aesthetic characteristics and the meaning of personal, peer, and master artworks. This course is designed to be taken in Fall as the prelude to our AP 3-D Art and Design course.
This course begins the development of the body of 2-D work leading to the AP Art and Design portfolios. This course offers a creative environment which is structured to challenge students to take risks, experiment with new art media in drawing and painting, photography and collage, printmaking, visual journaling and/or others as students explore new ideas. Portfolios consist of a body of work that reflects creative problem solving, personal aesthetic choices and student voice. Analysis skills are also further developed through critiques, as students articulate aesthetic characteristics and the meaning of personal, peer, and master artworks. This course is designed to be taken in Fall as the prelude to our AP 2-D Art and Design course. Recommendation: 2-D Studio Art II and/or III and teacher recommendation.
2D Studio I

This course is an introductory course to two-dimensional art processes and explores: drawing, painting, printmaking, and mixed-media. Students will be challenged to develop a personal style by creating expressive works of art while exploring a variety of artists, historical/cultural influences, movements and drawing techniques. A process portfolio and visual journaling will further expand personal aesthetic choices in the development of a body of personal work. Prerequisite: Fundamentals of Studio Art or teacher recommendation.
We are working on basic supply kits to be sent home for students. (More information about that to come.) Below is a list of items student’s will need and should start collecting to help with their visual journaling, 2-D and 3-D projects:

- Sketchbook
- Ruler
- Scissors
- Marker Set
- Magazines, old books, junk mail, photos, craft paper, etc.
- Yarn, string, material
- Selected Materials pertaining to their Individual Portfolio Needs
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- Yarn, string, material
- Glue
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- Ruler
- Scissors
- Marker Set
- Magazines, old books, junk mail, photos, craft paper, etc.
- Yarn, string, material
- Glue
- Any individual supplies not found in the kit
A Virtual School Day
Every day prior to your class you should have your computer charged and be logged in to:

1. Your Student Gmail Account
   Look for any links or invites to Google Meet. This is VERY important!

2. Your Schoology Account
   Be sure to check your:
   ✓ Calendar
   ✓ Messages
   ✓ Notifications
## Guidelines for Virtual Learning

### 1st Period 3-D

<table>
<thead>
<tr>
<th>Time</th>
<th>Synchronous, Teacher-led Learning</th>
<th>Asynchronous Learning</th>
<th>10:15-10:25 Check-in 1st Period</th>
<th>Synchronous, Teacher-led Learning</th>
<th>Asynchronous Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15-11:00</td>
<td>Office Hours for 1st</td>
<td>Review expectations, student check-in</td>
<td>Asynchronous Learning</td>
<td>Office Hours for 1st</td>
<td>Review expectations, student check-in</td>
</tr>
</tbody>
</table>

### 2nd Period: Fundamentals of Art

<table>
<thead>
<tr>
<th>Time</th>
<th>Synchronous, Teacher-led Learning</th>
<th>Asynchronous Learning</th>
<th>10:30-10:40 Check-in 2nd Period</th>
<th>Synchronous, Teacher-led Learning</th>
<th>Asynchronous Learning</th>
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</thead>
<tbody>
<tr>
<td>11:05-11:50</td>
<td>Office Hours for 2nd</td>
<td>Review expectations, student check-in</td>
<td>Asynchronous Learning</td>
<td>Office Hours for 2nd</td>
<td>Review expectations, student check-in</td>
</tr>
</tbody>
</table>

### 3rd Period: Fundamentals of Art

<table>
<thead>
<tr>
<th>Time</th>
<th>Synchronous, Teacher-led Learning</th>
<th>Asynchronous Learning</th>
<th>10:45-10:55 Check-in 3rd Period</th>
<th>Synchronous, Teacher-led Learning</th>
<th>Asynchronous Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:55-12:40</td>
<td>Office Hours for 3rd</td>
<td>Asynchronous Learning</td>
<td>Office Hours for 3rd</td>
<td>Asynchronous Learning</td>
<td>Office Hours for 3rd</td>
</tr>
</tbody>
</table>
ONLINE LEARNING EXPECTATIONS

**Synchronous** – Join the video conference on time and have materials ready. These materials include pencil, paper, calculator and any websites needed to complete math work. Have Schoology open and ready to go in a browser. You are expected to be on the video conference for the duration of class. Please find a quiet place in your house and give yourself an area to work.

**Asynchronous** – Assignments that are asynchronous are to be done on your own; however, I am available for help during the designated asynchronous period. Also during this time you may be asked to attend a video conference for small group instruction. Small group instruction, if assigned, is mandatory.

**Check-in Day** – Every Wednesday there will be a brief 10 minute video conference or check in to provide a brief period of instruction and to ensure all students are on track with the current assignments. Students will also complete an asynchronous assignment on check-in day.

**Office Hours** – Every day except for Wednesday there are Office Hours set aside for reteaching, 1:1 or group tutoring, small group instruction and student/parent meetings. You may schedule a time during office hours for tutoring. You may also attend a tutoring or instructional video conference during office hours. Office hours are considered part of the school day, so tutoring or conferences scheduled during this time are mandatory. If there is an instructional conflict during the requested time, we will work together to find a time that works.
Grading

Due to the shift to virtual learning for the Fall semester, the high school grading policy has been adjusted in order to provide students a better method to demonstrate their mastery of the content. The grades will now be divided into two categories: **Mastery Assessments (50%) and Progress Assessments (50%).**

Mastery Assessment examples:
- Completed art works, tests, reflections, critiques

Progressing Assessment examples:
- Daily work, quizzes, discussion participation, etc.

Assignments will be given a **due date and deadline.** Students will have three days from the assigned due date to submit work late; each day after that, the assignment will be docked 10% off the final score. **After the deadline, late work will not be accepted.** In extenuating circumstances, please work with the teacher directly.
Academic Dishonesty

All students at Queen Anne’s County High School are expected to conduct themselves with great pride in academics and the community at large. To this end, it is expected that all students will maintain academic integrity in every assignment.

Work must be completed individually unless otherwise directed by the teacher. In our virtual learning environment, student work may only include the electronic resources provided or recommended by the teacher. Submitting work copied from electronic resources, including artwork or writings from artists or scholars, is still considered plagiarism.
Academic Dishonesty continued

Plagiarism (the practice of taking someone else's work or ideas and passing them off as one's own) is a severe offense at QACHS and will result in immediate consequences, such as:
• Immediate Zero on the Assignment
• Conference with the Academic Dean

Examples of Academic Dishonesty (not an exhaustive list):
• Using unauthorized materials and/or resources
• Copying work from another student, or from the web
• Working with other students on an assignment intended for individual work
• Having anyone else but you complete any part of your coursework for you
• Using online searches to find answers to your assessment questions
• Posting answers to assessment questions online
In order to be marked present for each class, each day, students must login to Schoology for each class, each day, and complete any work assigned for that day. Students should contact their teachers and guardians should contact the front office if a student must miss a class, or a full day of classes, in order to ensure that the missed instruction is marked as an excused absence. Students are responsible for making up any and all work missed due to an excused absence in order to receive credit for that work. All make up work must be completed by the established deadline or other arrangements must be made with the teacher.
Feel free to contact me if you have any questions.

Thank you!

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