Visual Arts
Queen Anne’s County High School

Welcome back to school! Please view the presentation for more information on the Visual Arts (Fundamentals of Art and 3 D Art), 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!

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HELLO!

Welcome to the 2020-2021 school year. This year I will be teaching Fundamentals of Art and 3-D Studio Art.

This is my first year teaching at QACHS. For the past seven years I have taught in Queen Anne’s County at Centreville Middle School. Previously, I taught Art in Anne Arundel County at both the elementary and high school level. I have also taught Asian Art History at the University of Maryland, College Park.

Background & Education:
- B.A. and M.A. in Art History and Archaeology with an emphasis in Fine Art, and an Art Education Certification from the University of Maryland, College Park (UMCP).
- Studied Art at Maryland Institute College of Art in Baltimore (MICA), Los Angeles Pierce College in California, and studied with an artist in Villeneue, France.
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.
3-D Studio, Art 1

This course is the introductory course to three-dimensional art processes and explores: ceramics, sculpture, and mixed-media. Emphasis in ceramics will be placed on: forming, firing, hand building, pottery. Students will also be challenged to develop a personal style by creating expressive works of art while exploring a variety of artists, historical/cultural influences, art movements and techniques. A process portfolio and visual journaling will further expand personal aesthetic choices in the development of a body of personal work.

Syllabus
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 (no smaller than 5”x7,” no larger than 9”x12”)
- Ruler
- Scissors
- Marker Set
- Glue
- Hot glue gun and glue sticks (not required, but extremely beneficial)
- Magazines, old books, junk mail, photos, craft paper, etc.
- Yarn, string, material
- Cardboard, any food product boxes (cereal, or food packaging containers)
- Small odd objects, screws, items that make their way into a junk drawer
- Found objects
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 (minimum 8”x10,” maximum 9”x12”)
- Ruler
- Scissors
- Marker Set
- Glue
- Hot glue gun and glue sticks (not required, but extremely beneficial)
- Magazines, old books, junk mail, photos, craft paper, etc.
- Yarn, string, material
- Cardboard, any food product boxes (cereal, or food packaging containers)
- Found objects: small odd objects, screws, items that make their way into a junk drawer
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 Studio

- **Period**: 1st Period
- **Time**: 10:15-11:00
- **Activities**:
  - **Synchronous, Teacher-led Learning**
  - **Asynchronous Learning**
  - **Office Hours for 1st Period**
  - **10:15-10:25 Check-in**
  - **Asynchronous Learning**

#### 2nd Period: Fundamentals of Art

- **Period**: 2nd Period
- **Time**: 11:05-11:50
- **Activities**:
  - **Synchronous, Teacher-led Learning**
  - **Asynchronous Learning**
  - **Office Hours for 2nd Period**
  - **10:30-10:40 Check-in**
  - **Asynchronous Learning**

#### 4th Period: Fundamentals of Art

- **Period**: 4th Period
- **Time**: 12:45-1:30
- **Activities**:
  - **Asynchronous Learning**
  - **Office Hours for 4th Period**
  - **11:00-11:10 Check-in**
  - **Asynchronous Learning**

### Office Hours

- **Monday, Tuesday, Thursday, Friday**
  - **8:00 - 10:15**
  - **2:00 - 3:30**

- **Wednesday's**
  - 10 minute check-in days.

Please see the schedule for times.
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.
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.
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
Attendance

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.

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Thank you!

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.