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.

MARYLAND ANCHOR STANDARDS FOR THE VISUAL ARTS
Creating: Investigate, Plan, Make, Refine, Reflect
Presenting: Select, Analyze, Share artwork
Responding: Perceive, Interpret and Analyze artwork
Connecting: Synthesize and Relate experience and knowledge

UNITS/THEMES OF STUDY
Unit 1: Journaling and Identity (Self, My World and Artistic Voice)
Unit 2: 3D Connection (Environment)
Unit 3: Design & Composition (Community)
Unit 4: Mindfulness (Connections)
Unit 5: Explore Color (Expression)
Unit 6: Drawing (Global)
Unit 7: Culminating Piece (Personal Aesthetic)

GRADING POLICIES

<table>
<thead>
<tr>
<th>PROGRESS ASSESSMENTS (50%)</th>
<th>MASTERY ASSESSMENTS (50%)</th>
</tr>
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</table>

- Final Artworks
- Tests
- Reflections
- Final Critiques

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<thead>
<tr>
<th>★ Classwork Assignments</th>
<th>★ Final Artworks</th>
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<tr>
<td>★ Quizzes</td>
<td>★ Tests</td>
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<tr>
<td>★ Critiques</td>
<td>★ Reflections</td>
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<tr>
<td>★ Technique Exercises</td>
<td>★ Final Critiques</td>
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<tr>
<td>★ Daily Assignments</td>
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</tbody>
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MATERIALS
- Sketchbook- no smaller than 5” x 7”, no larger 9”x12”
- Scissors
- Ruler
- Glue
- Marker Set

EXPECTATIONS
Be Respectful
Be Present
Be Prepared
Be Mindful

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. Plagiarism is a severe offense at QACHS and will result in immediate consequences.
Virtual Learning Expectations

3rd Period
11:55-12:40
Synchronous, Teacher-led Learning
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Asynchronous Learning
Office Hours for 3rd

10:45-10:55
Check-in 3rd Period
Asynchronous Learning
----------------
Asynchronous Learning
Office Hours for 3rd

3rd Period
----------------

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

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.