



Advanced Painting
Course Syllabus 2021-2022
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Course Description

Advanced Painting provides an in-depth concentration and application of painting using a variety of materials to create a personal style and greater form of self-expression. The prerequisite for Advanced Painting is the successful completion of Fine Art Prep and Drawing and Painting. During this course, students will work to find their “visual voice” and personal style. This will involve the study and exploration of the elements of art and principles of design, composition, light and shadow and rendering in color. Students will work from direct observation and photographic material exploring a variety of wet media, painting methods and developing technical skills. Aesthetics, art criticism and art history as reflected in a multicultural world will be interspersed with the curriculum when relevant. It is our belief that art is an integral part of our daily existence, and this class will not only develop student’s art skills, appreciation and creativity but their problem-solving abilities as well.

Goals for Student Learning

The Art Program at Bel Air High School believes that all students are capable of learning, and that a Visual Arts education is important in the development and application of aesthetic judgments, critical thinking skills, perceptual awareness, and cultural understandings in creative expression and production. Our Art curriculum encourages the use of organizational and conceptual skills through a series of carefully structured and sequenced courses. Because art relates strongly to other academic areas, the Visual Arts program contributes to the entire educational experience.

Materials

- 11” x 14” sketchbook (sketchbook must be bound and capable of receiving paint)
- Drawing pencils and white non-staining eraser
- Materials to enhance visual journals (pan watercolor, packing tape, magazines, glue, etc.)
- an airtight palette- i.e. Richeson Lock Box
- disposable paper palette liners, pkg. of 40
- stretched canvases/ canvas paper (as needed)
- acrylic paint, Ultramarine blue, cerulean blue, Cadmium yellow medium, cadmium yellow lemon, cadmium red light, alizarin crimson, titanium white, burnt sienna – recommended Liquitex**, Utrecht, Golden (as needed)

- a variety of long handled brushes designed for acrylic and oil paint – i.e. Nos 2,4,8 round and 6, 8, 12 flat
- palette knife
- watercolor tubes – Ultramarine blue, cerulean blue, Cadmium yellow medium, cadmium yellow lemon, cadmium red light, alizarin crimson, titanium white, burnt sienna -recommended Winsor & Newton, Grumbacher, Utrecht, etc. (as needed)
- watercolor brushes – ½ “ & 1” flat, Nos. 4, 8, 12 round brushes
- Optional** Oil paint (I prefer windsor and newton water soluble oil paint)

**If you purchase paint, please order these colors: Ultramarine blue, cerulean blue, Cadmium yellow medium, cadmium yellow lemon, cadmium red light, alizarin crimson, titanium white, burnt sienna

**Art materials may be found at Michaels, JoAnn’s, The Art Rooms (Havre de Grace) I have also had success ordering them from Blick.com

Course Outline

This is a general overview of the concepts and content for the year. Time spend in each unit may vary based on production time.

Quarter	1	2	3	4
Concepts	Color and Composition	Media and Techniques	Media and Techniques	Development of personal style
Content	Oil Pastel Watercolor	Water Color & Acrylic paint	Acrylic & Oil Painting	Application of techniques with visual voice

HCPS Grading Policy

PRODUCT (50%) <i>Culminating Demonstration of Knowledge</i>	PROCESS (30%) <i>Addressing Specific Short-Term Learning Outcomes</i>	PRACTICE (20%) <i>Building Attitudes, Habits, and Skills</i>
Does it measure how well students achieved specific learning goals, standards, and/or competencies?	Does it provide feedback to students regarding growth towards the attainment of specific learning goals, standards and competencies?	Does it allow students to practice skills and/or reinforce content learning?
<ul style="list-style-type: none"> • Primarily completed in presence of teacher • Rubric aligned to standards • Accuracy graded 	<ul style="list-style-type: none"> • Primarily completed in presence of teacher • Rubric aligned to standards • Accuracy graded • Preliminary sketches/exploration of ideas/project planning stages 	<ul style="list-style-type: none"> • Graded for completion and participation • Media techniques and exploration

****Extra credit** – Students may earn extra credit in several ways throughout the year. Students may write summaries of art current events and critics on art shows and museum visits.

Absent Work Policy

All assignments should be submitted on time. Students will be given the number of class periods equal to the number of lawful class periods absent to turn in completed make up assignments without penalty. If a student is unlawfully absent, work will be accepted with a penalty of one letter grade off the assessed value within 3 class periods.

Late Work Policy

All assignments should be submitted on time in order to earn full credit. Any assignment, (*product, process, or practice*) will be allowed to be turned in late for one letter grade deduction from the grade a student earns on the assignment. In order to earn credit for late assignments, students must submit assignments by the end of the day on Wednesday (except for the last week of the quarter) following the designated HAC update. Students are only able to submit assignments that have an established due date within the grading window before the designated HAC update. Assignment that are turned in for late credit will be identified by a footnote in HAC to include a statement about the deduction of a letter grade due to the lateness of the assignment.

Grading Window	Designated HAC Update	Late Work Due Date
September 8- September 24	September 24	September 29
September 27- October 13	October 13	October 20
October 14- October 29	October 29	November 5 (Friday)
November 8- November 19	November 19	November 24
November 22- December 10	December 10	December 15
December 13- January 13	January 13	January 21 (Friday)
January 24- February 11	February 11	February 16

February 14- February 25	February 25	March 2
February 28- March 11	March 11	March 16
March 14- March 25	March 25	March 31 (Thursday)
April 1- April 22	April 22	April 27
April 25- May 6	May 6	May 11
May 11- May 20	May 20	May 25

Academic Integrity

Academic integrity is taking responsibility for the quality and completion of one's own work. Academic dishonesty is taking someone else's work and claiming it as one's own. Students at Bel Air High School are responsible for knowing what is considered to be Academic Dishonesty and the subsequent consequences. More information can be found in the BAHS Student Planner.

Classroom Rules and Procedures

The FIVE B's

- ❖ **Be On Time:** Students will arrive to class on time. Consequences will be implemented after the first warning.
- ❖ **Be Prepared:** Students will stay on task with proper materials at all times and will be held responsible for using their time wisely.
- ❖ **Be Accountable:** Students will improve from project to project. Such individual improvements may be in the areas of technical skill and development and/or conceptual understandings and base of knowledge. Students will reflect and build upon past training and knowledge throughout the school year.
- ❖ **Be Respectful:** Students will respect themselves, peers and teacher. Any mistreatment of others will not be tolerated. **See Student Handbook for Insubordination and Harassment.**
- ❖ **Be Responsible:** Students will work within the designated time frame designed for the project.

When students struggle with the 5 B's, please expect the following consequences:

- Warning/conference with student.
- Phone call home. (communicate ways to improve, meet expectations, and become successful in class.)
- Office referral

Cell Phone Policy

Students will place their electronic devices (including, but not limited to, cell phones, listening devices, smart watches, laptops, and iPads), either on silent or off during class time. Phones should not be used unless teachers explicitly tell students to use them as a part of classroom instruction.

If the electronic device policy is violated, the student shall then be subject to disciplinary action.

Sharp Instrument Policy

Throughout the school year we may use various tools and sharps including, but not limited to scissors and X-Acto knives. Students are expected to treat all tools and materials with respect and use them properly for their intended purposes. Please be advised that students are expected to notify an adult if any injury occurs.

Appropriate Images and Photo Sources

Students will work occasionally from photo sources. Photo sources must be school appropriate and may not contain images referring to drugs, alcohol, sexual implications, discrimination, hate, and/or violence. The best photo sources come from personal pictures taken by the student (on vacation or specific photo shoots). Magazine photos or photos printed from the internet are acceptable however, cartoons or artwork from others may not be used. Students will be given prior notice when the use of photos will be expected and will have ample time to bring in a photograph. At times, phones will be acceptable to use for photo sources if the student has access.

Communication and "Office Hours"

When questions or concerns arise, please feel free to contact me to set up an appointment, either through email, Kathryn.humphrey@hcps.org or by calling me via my google voice number 443-819-0245 or school at 410-638-4600. I will also be available for extra help M-Th 7:00-7:55 am and during flex Friday's.

Additional Information

- Art Show - The annual student art show will be held in the spring, work from all classes will be exhibited.
- National Art Honor Society - To be eligible for membership, a student must have completed one art class with an A or above and be a sophomore, junior or senior. Students must be nominated by an art teacher for consideration. Membership is based upon scholarship, service and character.
- Art Club- Open to all BAHS students grades 9-12.

I _____ have read the syllabus and understand the policies and expectations of this course. (Student's Name)

I/We _____ have read the syllabus and understand the policies and expectations of this course. (Parent/Guardian's Name(s)).

Is there anything you would like me to know about your child?