

NAPERVILLE NORTH HIGH SCHOOL

Nicholas P. Janssen, Chair of Fine Arts



AP ART HISTORY [A910A1-A910A2]

INSTRUCTOR(s): *Shay L. Rehs & Rachel Hill*

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DISTRICT MISSION

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

DEPARTMENT MISSION

The Fine Arts Department at Naperville North High School is founded on the conviction that academics and the arts are equally important to student development and achievement. North's comprehensive Fine Arts offerings are integrated throughout the academic curriculum and various student activity organizations – motivating students with a variety of learning styles to succeed in high school and pursue higher education. The plethora of Fine Arts opportunities at North maintain our commitment to providing a rigorous arts education for all students while providing quality art for the Naperville Community.

Visual Art offerings are designed to develop in all students: visual sensitivity; creative talents; cultural appreciations; and, lifelong skills that can enhance career and personal potentials.

COURSE DESCRIPTION(s)

Ceramics 1 [A37011, A37012]: is a beginning course that focuses on the study of hand-building methods to create unique pieces. These methods include pinch, coil, soft slab, and hard slab. Students also study ceramic art created by various cultures throughout history and examine diverse techniques and styles. Simple glazing techniques are also introduced.

Ceramics 2 [A38011, A38012]: This is an intermediate course that introduces the student to basic wheel throwing and further hand-building techniques to develop individual expression. More advanced glazing techniques are covered in addition to creating larger pieces with a focus on craftsmanship.

Ceramics 3 [A39011, A39012]: Students will work from teacher-generated lessons designed to encourage creativity as well as improve their skills and expand their knowledge of ceramics. All Ceramics 3 level course assignments will be geared toward the production of portfolio quality work. All work will be held to the highest level of evaluation by the instructor. This course will also allow a student who is considering taking AP Studio Art the experience of working with varied media that will have a beneficial impact on the portfolio exam.

Ceramics 4 [A40011, A40012]: This class is designed for the accomplished art student interested in further development of advanced skills in their area of interest while developing individual artistic voice. All Ceramics 4

COURSE TEXTBOOKS & RESOURCES

COURSE STANDARDS

UNITS OF STUDY

level course assignments will be geared towards the production of portfolio quality work and will be held to the highest level of evaluation by the instructor. This course will also allow a student who is considering taking AP Studio Art the experience of working with varied media that will have a beneficial impact on the portfolio exam.

Primary Resource: Students are expected to bring a district issued Chromebook to every class. It is expected that the device is fully charged and ready for use. Chromebooks are to remain closed and out of the work area. They should be utilized only with instructor direction or approval.

Intermediate and advanced students will be provided additional tools for them to use throughout the semester. It is students responsibility to ensure that tools are well maintained and returned in proper working condition at the end of the semester or a fee will be incurred to replace these tools.

CREATING

- **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
- **Anchor Standard 2:** Organize and develop artistic ideas and work.
- **Anchor Standard 3:** Revise, refine, and complete artistic work.

PRESENTING

- **Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.
- **Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.
- **Anchor Standard 6:** Convey meaning through the presentation of artistic work.

RESPONDING

- **Anchor Standard 7:** Perceive and analyze artistic work.
- **Anchor Standard 8:** Construct meaningful interpretations of artistic work.
- **Anchor Standard 9:** Apply criteria to evaluate artistic work.

CONNECTING

- **Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.
- **Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Ceramics 1:**
 - Pinch Pot
 - Soft Slab
 - Coil
 - Hard Slab
- **Ceramics 2:**
 - Hard Slab
 - Mugs
 - Free Form/Bowls
 - Combining Form/Place Setting
 - Ocarina
 - Raku
- **Ceramics 3:**
 - Precise Piercing
 - Chess Set
 - Teapot + Drinking Vessels

- Mask
- Raku
- **Ceramics 4:**
 - Students have choice at this level and all units will not be covered.
 - Garden Spheres
 - Weaving Clay
 - Lidded Forms
 - Board Game
 - Musical Instruments
 - Cake Stand
 - Lidded Vessel
 - Raku Series

COURSE CALENDAR

GRADE CALCULATION DEFINITIONS

Ceramics Course Calendar

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: take home essays, quizzes, and research projects.
- **Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. In this course, specific examples include: entry questions, practice essays, practice questions, research check-ins.

GRADING PRACTICES

Grades communicate each student's progress toward mastery of goals/standards for the course.

- **Infinite Campus Symbols/Comments:**

- A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
- Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
- A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 80% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.

- **Late Work:**

- Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
- Practice Work is not accepted for credit after the due date.

- **Other:**

- No extra credit will be issued.

COURSEWORK GRADING CATEGORIES

Practice: 0% | No grade assigned | Assessed by the teacher and student is not awarded points for completion.

Evidence:

- 30% Planning: Brainstorming | Sketching | Skill Development
- 50% Creating: Making | Refining Art based on Critique
- 20% Critique and Reflection: Mid-process Critique | Final Critique | Final Reflection

A: 100-90% | B: 89-80% | C: 79-70% | D: 69-60% | F: 59-0%

GRADING DISBURSEMENT & WEIGHT

Semester Grade:

- **Coursework:** 85%
 - 100%: Evidence
- **Final Exam:** 15%
 - 100%: Final Project | Course Reflection

ACADEMIC INTEGRITY CODE

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating, plagiarism, self-plagiarism or copy infringement, obtaining or providing an unfair advantage, using a writing service and/or AI in place of original work unless specifically authorized by staff, falsification of documents, unauthorized access to records, and inappropriate collaboration, whether intentional or

unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

Unacceptable AI use includes, but not limited to, reflection response generation and critique response generation.

REASSESSMENT POLICY

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work with a score below 85% is eligible for reassessment if students have:
 - Demonstrated readiness through timely and consistent completion of practice work. This means completing 85% of practice listed in Infinite Campus.
 - Completed designated learning experiences as assigned by the teacher. In this course, specific examples include: planning.
- Timeline: Reassessments must be completed 5 school days after the student receives feedback (unless otherwise determined by the instructor).
- Project-Based Assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment.

COMMUNICATION

- You are encouraged to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.

ADDITIONAL RESOURCES FOR SUPPORT

- You can make an appointment with your teacher should you need additional instruction or support in learning material. Teachers are available before school each day.
- You can attend After School Tutoring in the Learning Commons Monday, Wednesday, and Thursday from 3:15-4:15 to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

PARENT OR GUARDIAN PARTNERSHIP

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.



Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grade.
 - Infinite Campus is a tool to monitor student work until final course grade is posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss their student's missing assignments, reiterate due dates, help organize their student's folders, materials and assignment notebooks, and review upcoming projects and assessments.

