

NAPERVILLE NORTH HIGH SCHOOL

Nicholas P. Janssen, Chair of Fine Arts



SCULPTURE 1 [A63011, A63012]

SCULPTURE 2 [A64011, A64012]

INSTRUCTOR(s): *Rachel Hill*

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INSTRUCTOR(s) OFFICE: *Room 150*

D203 PROFILE OF A LEARNER

We are proud to present the Profile of a Learner, which outlines the key competencies and descriptors our community has identified as essential for our students: Adaptability, Communication, Critical Thinking, Learner's Mindset, Global Citizen.

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)

Sculpture 1 [A63011, A63012] : This class offers the opportunity for the student interested in 3D Arts to explore other media beyond ceramics and jewelry. Materials utilized may include, but are not limited to: plaster, found/altered objects, stone, glass and fiber. This course will allow a student considering taking AP Studio Art the experience of working with varied media that will have a beneficial impact on the portfolio exam.

Sculpture 2 [A64011, A64012] : Sculpture 2 offers the opportunity for students interested in 3D arts to explore sculptural media beyond what is covered in the entry-level sculpture course. Materials utilized include, but are not limited to plaster, stone, glass, and fiber. Students learn new skills and develop previous skills to create artwork that is more concept-based. This course also allows students the experience of working with varied media that will have a beneficial impact on the portfolio exam for AP Studio Art 3D.

Advanced Ceramics & Sculpture [A64011, A64012] : Sculpture 2 offers the opportunity for students interested in 3D arts to explore sculptural media beyond what is covered in the entry-level sculpture course. Materials utilized include, but are not limited to plaster, stone, glass, and fiber. Students learn new skills and develop previous skills to create artwork that is more concept-based. This course also allows

	<p>students the experience of working with varied media that will have a beneficial impact on the portfolio exam for AP Studio Art 3D.</p> <p><i>This course qualifies for the Illinois Global Scholar Certificate.</i></p>
COURSE TEXTBOOKS & RESOURCES	<p>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.</p>
COURSE STANDARDS	<p>CREATING</p> <ul style="list-style-type: none"> • 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. <p>PRESENTING</p> <ul style="list-style-type: none"> • 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. <p>RESPONDING</p> <ul style="list-style-type: none"> • 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. <p>CONNECTING</p> <ul style="list-style-type: none"> • 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.
UNITS OF STUDY	<ul style="list-style-type: none"> • Global Prehistory, 30,000-500 BCE • Ancient Mediterranean, 3500 BCE-300 CE • Early Europe and Colonial Americas, 200-1750 CE • Later Europe and Americas, 1750-1980 CE • Indigenous Americas, 1000 BCE -1980 CE • Africa, 1100-1980 CE • West and Central Asia, 500 BCE-1980 CE • South, East, and Southeast Asia, 300 BCE-1980 CE • The Pacifics, 700-1980 CE • Global Contemporary, 1980 to present
COURSE CALENDAR	<p><u>SCULPTURE 1-2 2025.2026 UNITS OF STUDY</u></p>
GRADE CALCULATION DEFINITIONS	<p>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:</p> <ul style="list-style-type: none"> • 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:

GRADING PRACTICES

COURSEWORK GRADING CATEGORIES

GRADING DISBURSEMENT & WEIGHT

ACADEMIC INTEGRITY CODE

Planning sketches, research, artworks.

- **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: notes, research check ins, entry questions, practice essays, practice questions.

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.

Evidence of Learning Category Weights

- **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

Practice Category Weights

- **0%: No grade assigned.** Assessed by the teacher but the student is not awarded points for completion.

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

Semester Grade:

- **Coursework:** 85%
 - 100%: Evidence | 0%: Practice
- **Final Exam:** 15%

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.

TECHNOLOGY EXPECTATIONS

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; 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.

- **Cell phones:** Students will be expected to store their cell phones in a phone holder or designated classroom location throughout each class period as communicated by each teacher. Cell phones should not be seen or heard in the classroom setting. Appropriate use of cell phones is allowed during passing periods, during study halls, at lunch, before and after school. Please note that cell phone use is strictly prohibited in locker rooms and restrooms at all times.
- **Ear buds and headphones:** The use of ear buds and headphones is strictly prohibited in the classroom unless permission has been granted by the teacher. Ear buds and headphones should not be seen or heard in the classroom setting. For safety reasons, students should also be able to hear announcements, alerts, etc. at all times and, therefore, students are permitted to use one ear bud or headphone during passing periods, at lunch, before and after school.
- **District issued Chromebooks:** Students are required to use their District issued Chromebook and will not be permitted to use personal laptops or devices in the classroom setting. Student personal devices are not protected by district systems and put student safety and the safety of our network at risk. Additionally, student personal devices are not enabled with applications and programs necessary for administration of state and AP assessments.

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 may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

COMMUNICATION

ADDITIONAL RESOURCES FOR SUPPORT

PARENT OR GUARDIAN PARTNERSHIP

Reassessment Parameters:

- The reassessment opportunity will require designated learning experiences that demonstrate readiness as assigned by the teacher.
- Reassessments MUST be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment.
- The final reassessment score will be capped at 85%.
- 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.
- 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.
- [Recommended Supply List](#)

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.

