

2023-2024 drawing II syllabus

BRACKENRIDGE HIGH SCHOOL VISUAL ARTS DEPARTMENT

MEET THE TEACHER

Ms. Paige
(Gandara-Valderas)

- Room #0131
- jgandara-valderas1@saisd.net
- remind code: See Padlet
- 1st period Conference:
- Tutoring Hours: TBA or appointment



ABOUT ME:

Ms. Paige

- campus: Brackenridge high school
- experience: 7th year teacher
- from: san antonio, texas
- education: BA art education '17 (StMU) / MA art education '21 (UT Austin)
- teach: drawing/painting II,III,IV, AP studio art, Art Appreciation & professor at StMU
 - favorite medium: ink, watercolor, marker
- favorite trip: cross country all the way to canada in my jeep
 - favorite art period: surrealism, contemporary
- other: caricaturist (12 yrs), travel, home decor, corgis, jeeps, health/fitness, visual communication
 - email: jgandara-valderas1@saisd.net



welcome!

WE ARE SO HAPPY TO HAVE YOU WITH US!



Welcome! On behalf of the Art Department of Brackenridge High School, we are glad to have you with us this year and hope we will truly enjoy our time together. Our overall goal is not only to teach art skills and techniques but also an appreciation of art in the world around us. Visual art promotes critical thinking skills, knowledge, and human development, as well as a strong sense of self-worth. In order to help the students, understand the expressive potential of artist intention, cultural ideas past and present will be questioned.

teaching philosophy

Learning occurs best when students are enjoying what they are doing. I believe that all students are capable of learning and discovering new aspects of themselves through the art making process. I love teaching art because it allows me to share my passions with young, aspiring individuals. Art is like a sport -- it is something that you must practice to become better. Practice makes better and every "bad" sketch is a pathway to a better one. Everyone is capable of creating.

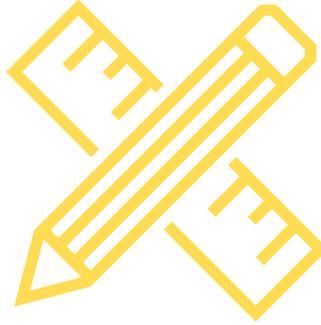
expectations

THREE MISSION STATEMENTS:



**I WILL NOT
TOLERATE
BEHAVIOR THAT
INTERFERES
WITH OTHERS IN
THE CLASS.**

- do not cause disruptions of any kind
- respect other students and their property
- no physical play or throwing objects
- no loud conversations across the room
- follow the student handbook rules
- no disrespectful language or gestures



**I WILL NOT
TOLERATE
BEHAVIOR THAT
INTERFERES
WITH YOUR BEST
INTEREST.**

- have your supplies and be ready to work
- take proper care of your art supplies and equipment
- don't waste time, stay focused (no excessive talking, texting or sleeping)
- don't abuse privileges, or lie



**I WILL NOT
TOLERATE
STUDENTS WHO
INTERFERE WITH
MY TEACHING.**

- do not cause disruptions of any kind
- be in class on time
- be in your assigned seat
- clean your work area at the end of class

other important info

CONSEQUENCES, GRADES, COURSE OVERVIEW

Consequences will be at Teacher discretion and determined on an individual student basis. If a student is insubordinate or severely disruptive, he or she will be sent immediately to the office. Positive reinforcements for students who behave appropriately are excellent citizenship grades, appropriate privileges and will result in a more productive studio time. Hall passes are one of these privileges and not a right. Any student who leaves the room MUST have a pass with the teacher approval. Only one person may leave the room at a time

grades

The grading scale is explained to each class along with policies on make-up work and late work. Extra credit, grade substitutions, and modifications are subject to teacher discretion.

60% = Daily work, Studio time, Journals, Sketchbook

40% = Projects, Tests, Assessments

The only way a student fails one of our art classes is by not applying effort, not participating or failing to turn in assignments. Please pay attention to your grades, progress reports and report cards. If you see "Assignments missing or Incomplete" please check with your teacher about turning the assignment in late. PARENTS, please encourage your student to turn in all assignments.

apps

SUGGESTED APPS
TO DOWNLOAD
FOR THIS CLASS



overview for drawing II

THE OVERVIEW IS SUBJECT TO CHANGE AT TEACHER DISCRETION.



DAILY

QUICK TIMED SKETCHES

To get better at drawing, it is highly encouraged to draw every single day. We will be doing quick-timed live sketches together. Four sketches will be due at the end of each week.



WEEKLY

ART PROMPTS/Warm Ups

Each week 1 art prompt will be assigned at the beginning of the week. These prompts/warm ups will allow you to explore your creativity using any medium that you would like.



9 WEEKS

PROJECTS

Each 9 weeks will consist of two focused projects (due at the 4 week mark and 8 week mark). To prepare for these projects, we will also have skill building activities to build skill and technique. Mini projects may also be assigned throughout the 9 weeks.

suggested supplies to purchase:

• sketchbook • drawing pencils • pens • markers • colored pencils • eraser • handheld sharpener

overview for drawing II

1ST SEMESTER

1st 9 weeks:

DIRECT OBSERVATION



I WON'T SHOE YOU AWAY

VALUE SCALE & ZENTANGLE

IN THIS PROJECT, THE STUDENT WILL BE EXPLORING PERSPECTIVE AND ANGLES AND DRAW THEIR SHOE IN 3 DIFFERENT PERSPECTIVES + ZENTANGLE



ESPRESS YOURSELF

GRID REPRODUCTION

THE STUDENT WILL BE USING CHARCOAL AND THE GRID REPRODUCTION PROCESS TO CREATE AN ORIGINAL DESIGN. THE STUDENT MAY ADD OTHER ELEMENTS TO THEIR DRAWING OR COLOR.

sketchbook/journal

- VISUAL DICTIONARY (ELEMENTS & PRINCIPLES) • ARTIST RESPONSE WRITING • PERSONAL OBSERVATION DRAWING • NON-OBJECTIVE/ZENTANGLE DRAWING

2nd 9 weeks:

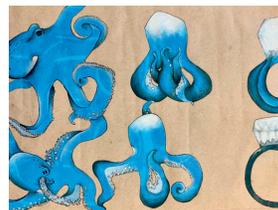
PERSPECTIVE AND ANIMAL ANATOMY



A MIRROR REFLECTION

MIRROR DRAWING

THE STUDENT WILL USE A MIRROR, CONVEX MIRROR, OR A FISH EYE CAMERA TO CAPTURE AN OBJECT OR MEANINGFUL PLACE TO DRAW. THE STUDENT MAY KEEP IT BLACK & WHITE SCALE OR USE A MONOCHROMATIC COLOR SCHEME.



BACK ZOO THE FUTURE

ANIMAL TRANSFORMATION

THE STUDENT WILL LEARN BASIC ANIMAL ANATOMY DRAWING TECHNIQUES TO CREATE A TRANSFORMATION: ANIMAL > OBJECT. COLORED PENCIL ON STRATHMORE PAPER.

sketchbook/journal

- GRID PROCESS STUDY • CRITIQUE WRITING PROCESS • PERSONAL OBSERVATION DRAWING • NON-OBJECTIVE/ZENTANGLE DRAWING

you may also submit a project proposal form

THE PROJECT PROPOSAL FORM CAN BE FOUND IN CLASSROOM/STUDIO

overview for drawing II

2ND SEMESTER

3rd 9 weeks:

FEATURES AND PORTRAITS



THE MIXTAPE

STENCIL MAKING

THE STUDENT WILL CREATE A STENCIL OF THEIR FAVORITE TEACHER OR STAFF MEMBER AT BHS. AFTER THE STENCIL, WE WILL CREATE A SERIES OF PRINTS AND A TSHIRT (OPTIONAL)



UBUNTU

I AM BECAUSE OF YOU

THE STUDENT WILL CHOOSE A PERSON IN THEIR LIFE THAT THEY LOOK UP TO TO CREATE A CHALK PASTEL PORTRAIT. GRID IS AN OPTION. CHARCOAL PORTRAIT AS AN EXTENSION OF THIS PROJECT.

sketchbook/journal

• THE HUMAN FACIAL FEATURES • THE HUMAN FACE ANATOMY • UNDERSTANDING NEGATIVE SPACE • PRINTMAKING PROCESS

4th 9 weeks:

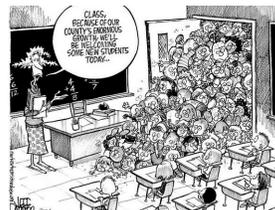
THE HUMAN FIGURE AND CARTOONING



A CALL FOR JUSTICE

MIXED MEDIA

THE STUDENT WILL CHOOSE A SOCIAL JUSTICE ISSUE THAT THEY ARE PASSIONATE ABOUT TO CREATE A MIXED MEDIA PROJECT THAT DISPLAYS THAT SOCIETAL ISSUE.



STOP CARTOONING AROUND, JK

GRAYSCALE -- IDU

THE STUDENT WILL PARTNER WITH THE JOURNALISM STUDENTS TO CREATE A POLITICAL/NEWSPAPER CARTOON TO BE FEATURED IN THE PUBLICATION.

sketchbook/journal

• PORTRAIT/CARICATURE STUDIES • PERSONAL OBSERVATION DRAWING • THE HUMAN FIGURE ANATOMY

you may also submit a project proposal form

THE PROJECT PROPOSAL FORM CAN BE FOUND IN CLASSROOM/STUDIO