

2023-2024 painting 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



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 I,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, corjis, 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.

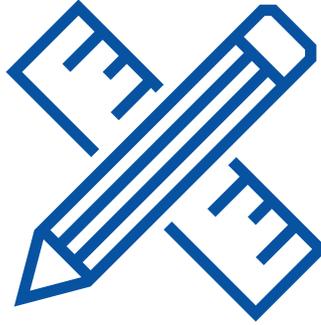
expectations

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



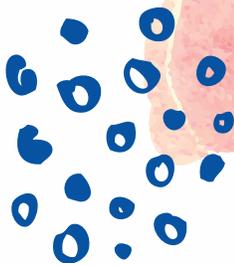
**I WILL NOT
TOLERATE
STUDENTS WHO
INTERFERE WITH
MY TEACHING.**

- 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

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 paint II

1ST SEMESTER

1st 9 weeks:

STILL LIFE



BLACK & WHITE VALUE STUDY

PERSONAL. OBSERVATION

IN THIS PROJECT, THE STUDENT WILL BE EXPLORING A RANGE OF BLACK AND WHITE VALUES USING AN OBJECT THAT HAS SIGNIFICANT MEANING TO THEM



OBJECT NARRATIVE

WATERCOLOR

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:

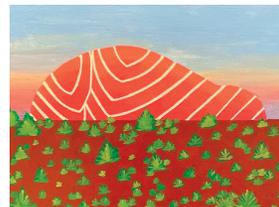
LANDSCAPE



BRACKENRIDGE LANDSCAPE

MIXED MEDIA

THE STUDENT WILL USE DIRECT OBSERVATION AND LINEAR & ARIAL PERSPECTIVE USING BRACKENRIDGE HIGH SCHOOL AS A WAY TO ILLUSTRATE AND PAINT A LANDSCAPE



CREATIVE FOOD LANDSCAPE

FOOD AS LANDSCAPE

THE STUDENT WILL CHOOSE A LANDSCAPE AND RECREATE IT USING SOME OF THEIR FAVORITE FOODS!

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 THE CLASSROOM/STUDIO

overview

2ND SEMESTER

3rd 9 weeks:

FEATURES AND PORTRAITS



PORTRAITURE & "SENSES PROJECT"

*GRID REPRODUCTION
PROCESS*

THE STUDENT WILL CREATE A
SELF PORTRAIT USING AN
EMOTION OF THEIR CHOOSING.
STUDENTS MUST USE COLORS
THAT ASSOCIATE WITH THAT
SPECIFIC EMOTIONL



STENCIL PORTRAIT PROJECT

LINO CUT

THE STUDENT WILL CREATE A
SERIES OF RELIEFS USING
LINOLEUM AND LINO CUT TOOLS

sketchbook/journal

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

4th 9 weeks:

THE HUMAN FIGURE AND CARTOONING



MANNEQUIN AND PHOTO MONTAGE

PHOTO MONTAGE

THE STUDENT WILL DRAW AND
PAINT A SERIES OF MANNEQUINS
IN A SCENE OF THEIR CHOOSING
+ APPLY CONCEPTS OF PHOTO
MONTAGE AND COLLAGE



ABSTRACTING THE HUMAN FIGURE USING ELEMENTS AND PRINCIPLES

THE STUDENT WILL BREAK THE
RULES OF THE HUMAN ANATOMY
TO CREEE AN ILLUSTRATION
OR CARICATURE/CARTOON OF
THE HUMAN FIGURE

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 THE CLASSROOM/STUDIO