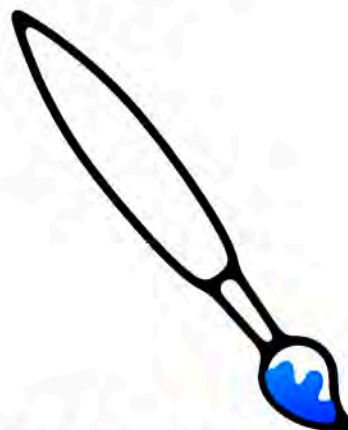


MRS. ROBINSON'S HOME-CLASSROOM

*Art*

FAMILY ENGAGEMENT TOOLKIT



FAMILIES & SCHOOLS WORKING TOGETHER



Dear Families,

Welcome to my art classroom at The Academy Of Arts Careers and Technology. My name is Rachel Robinson and I am so excited to have your student. My goal is to engage both students and their families to help your student get the most out of learning. You can contact me at:

**rachel.robinson@washoeschools.net** I love it when a parent/guardian contacts me, so please do not hesitate. I welcome your advice or insights on how to best serve the needs of your child.

Even though I have been teaching for 29 years, I still need to grow in ways that will best serve all students.

The Washoe County School district is working to foster family engagement. The research shows that when families are involved in their child's education the student will achieve more.

Knowing just how to engage with your child's school can be confusing as a parent, so this toolkit will give you some resources and ideas to be an important part of our education community.

The National Parent Teacher Association has a six step model for family engagement that this toolkit is built on. The six steps/standards are:

1. Welcoming All Families into the School Community
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

It is vital that we all come together to help every child in our community. We must speak up for our own children and any child we may come in contact with. Every child needs to feel loved and supported in order to learn. It takes all of us as parents, teachers, business leaders and school administrators to create a strong community of life long learners. I can't wait to meet all of you.

Sincerely,

Rachel Robinson

## **Art Overview:**

- Students will be exploring drawing, painting, mixed media and sculpture.
- Students will be given the supplies needed to complete each assignment. However, we would appreciate all art supplies that you could donate as we are on a tight budget.
- Mrs Robinson teaches from a practical works skills point of view having worked as an Illustrator, Animator and Graphic Designer so students will be gaining skills they can use in many work areas.

## **Expectations:**

1. Come ready to work and be focused all class period. Art is time consuming, so please use your time efficiently.
2. Please clean up all the messes you make and some mess you did not make.
3. Please ask questions if you do not understand or need any help. Mrs Robinson will be so happy you asked.
4. Please respect others and their work.
5. Be kind always.

## **Grading:**

- Your student may re-do or add to any assignment to improve their grade until the 2nd week before the end of the semester.
- Your Student will be graded in art based on the Nevada Department Of Education Art Standards. Here is a link to the Nevada Visual Art Standards, (please note that we will use pages 16 and 17 which relate to High School Proficiency,): [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards\\_Commissions\\_Councils/Council\\_to\\_Establish\\_Academic\\_Standards/2017/September/ProposedNevadaVisualArtsStandards.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/Council_to_Establish_Academic_Standards/2017/September/ProposedNevadaVisualArtsStandards.pdf)

The High School Standards are listed here:

# **Visual Arts**

## **Introduction**

### **Philosophy and Rationale for the Arts**

The arts are essential in education and they provide students with a means to think, feel, and understand the world in unique ways. The meta-cognitive skills learned through instruction in the arts fosters effective work habits, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfers across content areas preparing students for life in the 21<sup>st</sup> century.

These revised Nevada Academic Content Standards for Fine Arts encompass five disciplines: Visual Arts, Music, Theater, Dance, and Media Arts, and are predicated on a belief that Artistic Literacy provides students with an ability to create, present, critique, and connect art to their academic studies, lives, and the world around them.

The 2017-2018 Nevada Academic Content Standards for Fine Arts have substantive changes from those previously adopted to better respond to the needs of the field, including the following:

1. Creating four (4) strands to better represent the idea of artistic literacy. The four strands are: Creating, Presenting, Responding, and Connecting.
2. The creation of Anchor standards under each of the strands to provide consistency across the disciplines and the presentation of standards across content, disciplines, and grade levels.
3. Grade by grade level standards for each discipline, including three (3) levels at high school to allow for greater differentiation of instruction and to support student learning.
4. The inclusion of media arts standards to support the integration of artistic literacy in the areas of film, animation, gaming and computational artmaking (e.g., writing software code) to supplement existing standards in the area of digital communications across the curriculum.

**Interpretation Guide to Reading the Standards:**

<b>Strand: Creating-</b> Conceiving and developing new artistic work and ideas.	<b>Strand: Presenting-</b> Realizing artistic ideas and work through interpretation and presentation.	<b>Strand: Responding-</b> Understanding and evaluating how the arts convey meaning.	<b>Strand: Connecting-</b> Relating artistic ideas and work with personal meaning and external context.
<b>Anchor Standard 1.</b> Generate and conceptualize artistic ideas and work.	<b>Anchor Standard 4.</b> Analyze, interpret and select artistic work for presentation.	<b>Anchor Standard 7.</b> Perceive and analyze artistic work.	<b>Anchor Standard 10.</b> Synthesize and relate knowledge and personal experiences to make art.
<b>Anchor Standard 2.</b> Organize and develop artistic ideas and work.	<b>Anchor Standard 5.</b> Develop and refine artistic work for presentation.	<b>Anchor Standard 8.</b> Interpret intent and meaning in artistic work.	<b>Anchor Standard 11.</b> Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.
<b>Anchor Standard 3.</b> Refine and complete artistic work.	<b>Anchor Standard 6.</b> Convey meaning through the presentation of artistic work.	<b>Anchor Standard 9.</b> Apply criteria to evaluate artistic work.	

## Visual Arts: High School Proficient

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<b>VA:Cr1.HS.1I</b> Use multiple approaches to begin creative endeavors. <b>VA:Cr1.HS.2I</b> Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.
	2. Organize and develop artistic ideas and work.	<b>VA:Cr2.HS.1I</b> Develop art making skills and techniques while making/designing works of art comparing methods of spontaneous and deliberate design. <b>VA:Cr2.HS.2I</b> Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. <b>VA:Cr2.HS.3I</b> Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place or idea.
	3. Refine and complete artistic work.	<b>VA:Cr3.HS.1I</b> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. <b>VA:Cr3.HS.2I</b> Describe the implications of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
Presenting: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<b>VA:Pr4.HS.1I</b> Analyze, select, and curate artifacts and/or artworks for portfolio, presentation and preservation.
	5. Develop and refine artistic techniques and work for presentation.	<b>VA:Pr5.HS.1I</b> Analyze and evaluate the reasons and ways an exhibition is presented.
	6. Convey meaning through the presentation of artistic work.	<b>VA:Pr6.HS.1I</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<b>VA:Re7.HS.1I</b> Hypothesize ways in which art influences perception and understanding of human experiences. <b>VA:Re7.HS.2I</b> Analyze how one's understanding of the world is affected by experiencing visual imagery.
	8. Interpret intent and meaning in artistic work.	<b>VA:Re8.HS.1I</b> Interpret an artwork or collection of works supported by relevant and sufficient evidence

Strand	Anchor	Standard
		found in the work and its various contexts.
	9. Apply criteria to evaluate artistic work.	<b>VA:Re9.HS.1I</b> Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<b>VA:Cn10.HS.1I</b> Document the process of developing ideas from early stages to fully elaborated ideas.
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>VA:Cn11.HS.1I</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art.

## Visual Arts: High School Accomplished

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<b>VA:Cr1.HS.1II</b> Individually or collaboratively formulate new creative problems based on student's existing artwork. <b>VA:Cr1.HS.2II</b> Plan personal artwork or design choosing from a range of materials and methods of traditional and contemporary artistic practices.
	2. Organize and develop artistic ideas and work.	<b>VA:Cr2.HS.1II</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using various approaches. <b>VA:Cr2.HS.2II</b> Demonstrate awareness of ethical implications of making and distributing creative work. <b>VA:Cr2.HS.3II</b> Redesign an object, system, place, or design in response to contemporary issues.
	3. Refine and complete artistic work.	<b>VA:Cr3.HS.1II</b> Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
Presenting: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<b>VA:Pr4.HS.1II</b> Examine, select, and justify personal artwork for a collection or portfolio presentation.
	5. Develop and refine artistic techniques and work for presentation.	<b>VA:Pr5.HS.1II</b> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
	6. Convey meaning through the presentation of artistic work.	<b>VA:Pr6.HS.1II</b> Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<b>VA:Re7.HS.1II</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. <b>VA:Re7.HS.2II</b> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
	8. Interpret intent and meaning in artistic work.	<b>VA:Re8.HS.1II</b> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	9. Apply criteria to evaluate artistic work.	<b>VA:Re9.HS.1II</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<b>VA:Cn10.HS.1II</b> Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.



Strand	Anchor	Standard
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>VA:Cn11.HS.1II</b> Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

## Visual Arts: High School Advanced

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<b>VA:Cr1.HS.1III</b> Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. <b>VA:Cr1.HS.2III</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
	2. Organize and develop artistic ideas and work.	<b>VA:Cr2.HS.1III</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. <b>VA:Cr2.HS.2III</b> Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
	3. Refine and complete artistic work.	<b>VA:Cr3.HS.1III</b> Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Presenting: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<b>VA:Pr4.HS.1III</b> Analyze, select, curate, and present artwork for a specific exhibit or event.
	5. Develop and refine artistic techniques and work for presentation.	<b>VA:Pr5.HS.1III</b> Investigate, compare, and contrast methods for preserving and protecting art.
	6. Convey meaning through the presentation of artistic work.	<b>VA:Pr6.HS.1III</b> Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<b>VA:Re7.HS.1III</b> Analyze how responses to art develop over time based on knowledge of and experience with art and life. <b>VA:Re7.HS.2III</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
	8. Interpret intent and meaning in artistic work.	<b>VA:Re8.HS.1III</b> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
	9. Apply criteria to evaluate artistic work.	<b>VA:Re9.HS.1III</b> Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Connecting: Relating artistic ideas and work with personal meaning	10. Apply and relate knowledge and personal experiences to make art.	<b>VA:Cn10.HS.1III</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or

<b>Strand</b>	<b>Anchor</b>	<b>Standard</b>
and external context.		design.
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>VA:Cn11.HS.1III</b> Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

# COMMUNITY RESOURCES

1. **THE NEVADA MUSEUM OF ART:** The Nevada Museum of Art in Reno is a great community resource for families who want to learn more about art and creating. They have rotating exhibits, special events, films, and they also offer a variety of classes for young people, teachers and adults. They also give student discounts. This is the web link for more information: <https://www.nevadaart.org/>
2. **THE GENERATOR:** The Generator is a wonderful community maker space. It is a giant warehouse that has every tool you can think of to help actualize one's creative goals. They have sewing, painting, drawing, wood working, metal working, and ceramic areas just to name a few. It really is a wonder to behold and they often have huge sculptures from burning man there as well. Last time I was there they had a huge pirate ship sculpture inside. This is the web link for more information: <https://www.therenogenerator.com/>
3. **DEPARTMENT OF ART AT UNR:** The Department of Art at The University of Nevada, Reno has rotating exhibits in the gallery and is a free resource to see some art. It will also help families get a feel of what is happening in art classes at UNR. <https://www.unr.edu/art>
4. **STREMMEL GALLERY:** The Stremmel Gallery is a local private gallery owned by Turkey Stremmel. It has rotating exhibits in the gallery and is a free resource to see some art. It is a fun adventure in seeing what art sells for and getting some in person inspiration to create. <https://stremmelgallery.com/>

# ONLINE COMMUNITY RESOURCES:

There is a wealth of online community resources for art. Below are just a few that I use regularly.

1. **LOUVRE:** Now you can visit one of the greatest museum collections on earth both in person, (in France,) and online from the comfort of wherever you happen to be. <https://www.louvre.fr/en>
2. **SFMOMA:** The San Fransisco Museum of Modern Art has both art online and in person. They have rotating monthly exhibits. This is a great resource to see current, leading edge, modern art. It is sure to delight in person and has many images online. <https://www.sfmoma.org/>
3. **MOMA:** The Museum of Modern Art in New York has both art online and in person. They have rotating bi monthly exhibits. This is an incredible and eye opening place to see the world's current, leading edge, modern art. It is amazing in person and is a wealth of images online. <https://www.moma.org/>
4. **THE MET:** The Metropolitan Museum of Art in New York has one of the largest collections on Earth of art from all ages of history. From Egyptian mummies to Monet, they have it all. It is an awe inspiring and overwhelming full day or even a week in person experience, and luckily for us, is another wealth of images online. <https://www.metmuseum.org/>
5. **THIS IS COLOSSAL:** I love this site! It is often where I will go for inspiration and to see what is new in the creative world. <https://www.thisiscolossal.com/>
6. **ARTCHIVE:** This is a good resource site for doing research on individual artists and genres. <https://www.artchive.com/>

# Collaborating with Community

**I value and need your expertise in my classroom.**

- Please consider sharing your knowledge and volunteering to come and speak to classes
- Help at the art show or other school events
- Be sure to check out the volunteer forms contained in this packet.

