

CONTEMPORARY ART PRACTICES

MOD 5/6 Z BLOCK

2022-2023

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[Art Class Website](#)



Course Description

This 10 week **Contemporary Art appreciation course** will consist of a rotating weekly schedule including documentary film watching, sketch note-taking, socratic seminar discussions and an individual or partner final art project inspired by one of the many artists students will learn about. Students will learn about important artists working today and the issues and themes they are tackling in their work. While watching documentaries, students will learn how to take sketch notes AKA visual note taking, which is the art of organizing information and ideas in a format including both visual sketches and text. At the end of the week after finishing a documentary, there will be space for students to discuss the film together using their notes.

What is Contemporary Art? The answer is simple: contemporary art is art made today by living artists. As such, it reflects the complex issues that shape our diverse, global, and rapidly changing world. Through their work, many contemporary artists explore personal or cultural identity, offer critiques of social and institutional structures, or even attempt to redefine art itself. In the process, they often raise difficult or thought-provoking questions without providing easy answers. **Curiosity, an open mind, and a commitment to dialogue and debate** are the best tools with which to approach a work of contemporary art.

Be aware that some of the documentaries we watch will be R rated, possibly containing nudity, profanity and some violence. If you are enrolled in this course, you are agreeing to watch the documentaries listed below. Please discuss with me if this will be a problem for you and we can work something out.

Documentaries we may watch:

Sky Ladder
Cave of Forgotten Dreams
Rivers and Tides
Black Art: In the Absence of Light
Kusama: Infinity
Faces Places
The Artist is Present
Wasteland
The Painter and the Thief
The Price of Everything

Weekly Schedule*:

Monday-flexible activity
Tuesday-Documentary P1 / Sketchnotes
Wednesday-Documentary P2 / Sketchnotes
Thursday-Discussion / Socratic Seminar

***The last 2 weeks of the course will be class time allotted to the planning, making and presenting of the final art project.**

Learning Outcomes and Assessment

LO1 **Experimentation:** You demonstrate a willingness to experiment and play when engaging in the art activities in this class.

LO2 **Documentation** You document all your work with care and completeness, in your sketchbook, shared drive google folder, our Miro board and in both shared and individual google presentations.

LO3 **Participation and Dialogue:** You positively engage with your peers and are an active participant during class discussions, contributing to the conversation and responding to what peers have shared.

LO4 **Personal Responsibility:** You demonstrate initiative, personal responsibility and a commitment to learning as you engage in material for this class. You manage your time effectively and efficiently in class.

Required Supplies:

Everyday to class, you should bring:

- a **blank/grid/grid dot sketchbook or notebook** to use for the weekly art activities and to take your sketch notes based on the documentaries we watch together.
- a **pen and pencil and eraser**
- **set of colored markers**

We will also be using our **laptops and phones (camera)** for documentation purposes so have those with you in your bag as well.

Be prepared with the materials above to use by Tuesday, February 14, 2023.

Inclusion & Equity

We'll use the following statement drafted by RJ for SIP as it aligns with what we strive for in the Visual Arts Department as well. In striving for a socially just world, it is important that we understand difference in respectful, honest, and meaningful ways. As artists, we have the opportunity to deepen our understanding of difference in access, privilege, personal identity, life experience and more amongst people both within and outside of our Sequoyah community. To create spaces, dialogues, and relationships which honor diversity, equity, and inclusion, and denounce discrimination, we will take guidance from statements in the Sequoyah School High School Parent & Student Handbook, August 2019. Any student with questions or concerns regarding these statements should seek support from an adult.

“Sequoyah strives to create an inclusive environment free of bias and welcoming of diversity. The School respects and affirms many forms of diversity to empower our students and create a culture receptive to multiple perspectives. All members of the community are encouraged to seek to understand and respect the perspectives of others with a sense of inquiry and empathy.” (9)

“Discriminatory harassment of a student includes harassment based on actual or perceived physical appearance, sex, race, color, socio-economic status, religion, ancestry, religious creed, national origin, age, sexual orientation, physical or mental disability, medical-related condition, marital status, gender identity, gender expression or veteran's status, and is strictly prohibited. Discriminatory harassment violates this policy and will not be tolerated. Examples include but are not limited to: making disparaging statements of another group; telling jokes or using epithets, slurs or labels based on the categories listed above; using stereotypes to offend others; or prejudice or discrimination. Unintentional bias can also be harmful to others. Students are encouraged to look beyond the intentions of their actions, to understand the possible impact it has on others.” (13)

Academic Integrity

We'll use the following statement on academic integrity drafted by the Humanities Department: Students are expected to do their own honest work and give credit to the original ideas of others at all times. As per the Sequoyah handbook, plagiarism is a violation of academic integrity. Sequoyah uses the Modern Language Association (MLA) Style Manual definition of plagiarism. Plagiarism will likely result in no credit for the plagiarized assignment, and may result in loss of credit for the course or further judicial action.

The following are some examples of behaviors that violate the school's expectations for academic integrity:

- Turning in work that is not one's own, or only partially one's own, and claiming it as one's own
- Copying or cutting/pasting the work of anyone else and using it without assigning credit to each thought
- Copying answers from another student's homework, quizzes or projects
- Reporting an absence or excuse fraudulently to get extra time on an assignment, quiz, or test
- Fabricating evidence in written work