

Intro to Drafting

Townsend Jr. High

Basic tools expected to be used class:

- 0.5mm mechanical pencil
- 0.7mm mechanical pencil
- White plastic eraser
- a small stack of Post-it type sticky notes

Other equipment: drafting board/parallel bar board, triangles, tracing templates, lettering guides, paper, will be provided.

Topics covered:

- Measurement and Dimensioning
- Lettering
- Layout/Design
- Multiview sketching, drawing
- Isometric sketching, drawing
- Missing view tasks
- Perspective sketching/drawing
- Equipment Use/maintenance
- Reading technical drawings

UPDATE!
SEE TOWNSEND WEBSITE
FOR CURRENT WORK &
SUBMISSIONS

Grading:

Students are graded on accuracy, neatness, and completion of each drawing. Drawings can be re-done as many times as a student wishes to re-do them to achieve mastery/grade points as they wish. This means that any grade less than a "C" is typically due to a student's lack of perseverance rather than final/overall skill. A student's time management skills and focus are key to the goal of completing each drawing with precision. I am also available during first lunch if a student wishes to work on a drawing or after school until 2:30pm if arrangements are made in advance.

There will be a two-part quiz. This is the only portion of the grade that cannot be 're-done' for a better grade. However, students will be allowed to use any/all of their previous notes and drawings to refer to for completion of the quiz. This means that keeping organized and maintaining their returned work and notes is also important to consider in the grade the student earns.

Please sign below and return the bottom portion of this page so that I know that you are aware of the ability of your student to re-do and complete their drawings for a better grade in class. This will help keep your student accountable for their own work/achievement as it makes you aware of how they can improve their own grade in class.

Thank you,
April Faucher

Parent Signature:

INTRO TO ART

Townsend Jr High April_Faucher@chino.k12.ca.us

Your student is enrolled in a 12 week introduction to art course. During this course, students will be introduced to the basic Elements and Principles of Design, and begin to identify these ideas through observation of various famous works of art. Students will also demonstrate an understanding of these concepts in the creation of their own works of art using a variety of media. Basic color theory and some perspective drawing concepts will also be included.

Grades are based in large part on whether students participate, follow directions, and turn in their work on time. Craftsmanship and effort for the projects are important, but keep in mind that a student's artistic skill must also play a part in the final grade. A copy of the rubric for grading art is on the reverse side of this letter for reference. Projects and tests will be 75% of the overall grade, while classwork and quizzes will be 25%.

Please read the class rules below, then sign and fill out the attached index card your student has set up for you. If there is any additional information you feel I should know – please put that information on the back of the card. I will be using the Aries Parent Portal (the access code is on your student's class schedule). My email address is listed above in case there are any questions and you need to contact me directly. I can return email questions significantly faster than a phone call.

Projects have a material cost. That cost is covered by the school. However, if your student wishes to bring projects home, there will be a small cost for the materials used. NOT PAYING FOR THE PROJECT/MATERIALS DOES NOT AFFECT THE STUDENT'S GRADE. Most projects, for example, will range between \$0.50 and \$1.50 depending on the media used. California Ed Code 17551 states: The governing board of a school district may authorize any officer or employee of the district to sell to any pupil personal property of the district which has been fabricated by such pupil, at the cost to the district of the materials furnished by the district and used therein.

Thank you in advance for your time reading and signing the attached card (have your student return the card to class once signed).

CLASS RULES

Be on TIME
Stay on TASK
Be PREPARED and have materials ready
Don't leave your seat UNNECESSARILY
Do not waste, destroy, or misuse materials
Follow all School-Wide Rules
NO GUM/FOOD/DRINKS (except water)

CONSEQUENCES

Verbal Warning
Phone call HOME
Citation (must come back signed)
8th Period
Repeat Offenses = Office Referral

Missed or incomplete work due to an *EXCUSED* absence can be made up for full credit. All other work that is turned in late or incomplete will have partial credit deducted. Remind students to not waste class time! It is very important to keep working until projects are complete to the best of their ability. Keep this paper for reference and return ONLY the attached signed index card, thank you!

RUBRIC FOR GRADING ART

100 95 90%	89 85 80%	79 75 70%	69 65 60%	59% and below
A	B	C	D	F
Excellent Outstanding Exemplary	Above Average Very Good Acceptable	Average Good Not Yet Acceptable	Below Average Needs Improvement Barely acceptable	Unsatisfactory Poor Unacceptable

ELEMENTS OF DESIGN: LINE, TEXTURE, COLOR, SHAPE/FORM, VALUE, SPACE**PRINCIPLES OF DESIGN: REPETITION, BALANCE, EMPHASIS, CONTRAST, UNITY**

- A: Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively.
- B: The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.
- C: The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned.
- D: The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.
- F: The student did the minimum or the artwork was never completed.

CREATIVITY/ORIGINALITY

- A: The student explored several choices before selecting one; generated many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated outstanding problem-solving skills.
- B: The student tried a few ideas before selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solved the problem in a logical way.
- C: The student tried one idea, and carried it out adequately, but it lacked originality; substituted "symbols" for personal observation; might have copied work.
- D: The student fulfilled the assignment, but gave no evidence of trying anything unusual.
- F: The student showed no evidence of original thought.

EFFORT/PERSEVERANCE

- A: The project was continued until it was as complete as the student could make it; gave effort far beyond that required; took pride in going well beyond the requirement.
- B: The student worked hard and completed the project, but with a little more effort it might have been outstanding.
- C: The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.
- D: The project was completed with minimum effort.
- F: The student did not finish the work adequately.

CRAFTSMANSHIP/SKILL/CONSISTENCY

- A: The artwork was beautifully and patiently done; it was as good as hard work could make it.
- B: With a little more effort, the work could have been outstanding; lacks the finishing touches.
- C: The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless.
- D: The student showed below-average craftsmanship, lack of pride in finished artwork.
- F: The student showed poor craftsmanship; evidence of laziness or total lack of understanding.

GROUP COOPERATION/ATTITUDE

- A: The student worked toward group goals, effectively performed a variety of roles in group work, followed through on commitments, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for classroom.
- B: The student participated enthusiastically, followed through on commitments, performed more than adequately, assisted in preparation and cleanup.
- C: The student mostly allowed others in the group to make all the decisions, did his or her share of work adequately, assisted in preparation and cleanup when asked.
- D: The student allowed others to do most of the work, did participate minimally, did the minimum amount.
- F: The student was part of the group, but did almost nothing toward group goals, did a minimal amount of preparation and cleanup.