




STUDENT

HANDBOOK

DUKE ELLINGTON SCHOOL OF THE ARTS
VISUAL ARTS DEPARTMENT

INTRODUCTION



The Ellington Visual Arts department offers students with abilities in visual arts the opportunity for in-depth study of all aspects of the art. The curriculum comprises a sequence of courses—beginning with fundamental courses in 9th and 10th grade that provide a solid foundation for the student's individual interests and style to emerge. In the 11th and 12th grades, the students begin to select their courses and their area of concentration with counseling from their teachers.

The department strives to help students gain positive attitudes toward a variety of visual phenomena and develop their aesthetic, imaginative, and creative abilities through a combination of research and studio work.

DEPARTMENT

- 1 Provide students with the opportunity to develop their aesthetic, imaginative, and creative faculties.
- 2 Stimulate and train visual awareness, perception, and criticism of the arts of various cultures.
- 3 Provide students with the opportunity to discover, develop, and enjoy means of creative visual expression in the studio.
- 4 Encourage the pursuit of quality through training and individual experiments.
- 5 Exemplify and encourage a lively, inquiring, and informed attitude toward art and design in all its forms.
- 6 Provide students with the opportunity to view and research various art forms through visiting galleries and museums in the Ellington community and beyond.
- 7 Provide students the opportunity to compete for internships at the senior level, connecting the student to an art form where he or she shows mastery of skills in a specific area.
- 8 Provide students the opportunity to participate in outreach programs in area schools, museums, and other community facilities where community service can be provided.
- 9 Provide students the opportunity to integrate their visual arts skills and knowledge with all areas of study.

GOALS



APPLICATION/AUDITION REQUIREMENTS

Students applying for the visual arts program are required to submit an application to the school and meet the following requirements:

- Present a portfolio of 10 or more pieces of artwork created by the student.
- Write a description of a work of art, shown in slide form or poster.
- Participate in an interview with parent or guardian present.
- Take a drawing test.

CONTINUED ENROLLMENT

Students are required to maintain a B average in their arts courses and a C average in their academic courses. All students will have a scheduled portfolio review by the department each year, at which time they will present an updated resume and sketchbook for review. The department will discuss the student's growth and study objectives for the next year.

Portfolio review for returning students should have the following inventory:

- Sketchbook with $\frac{3}{4}$ of the book having been used.
- A syllabus for each class enrolled.
- Artwork from each class enrolled.
- An updated resume.
- Slides of artwork selected by teacher and student.
- A copy of report card.
- A copy of student handbook.
- A copy of student art and academic schedule.

STUDIO LAB FEE

All students are required to pay a \$200.00 lab fee at the beginning of the school year. The lab fee will be used to help defray the cost of materials and supplies for the studio classes. The fee is to be paid to the Ellington Fund/DESAP.

Additionally, Visual Arts students are required to come to class prepared, with a pencil, eraser and ruler! However, it is highly recommended that each student come to class equipped with additional tools and supplies that will enhance and encourage a more productive, constructive and positive learning environment and experience.

The recommended supply list consists of the following items:

- Set of drawing pencils
- 8" x 11" Hard Bound Sketchbook
- 3 or 4 kneaded erasers
- Artist tape (white)
- Art Bin/Art storage Box
- Ruler - 18"

Items can be purchased at **Utrecht** or **Plaza Art**.

Website: www.utrecht.com





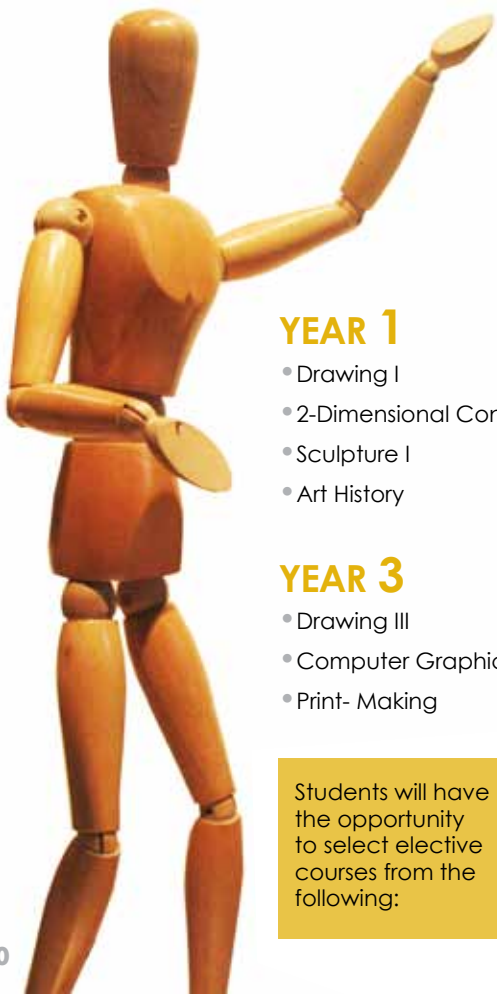
Students should be able to:

- 1 Develop a positive attitude towards a variety of visual phenomena, expressed through research and regular studio work.
- 2 Develop an appreciation of the medium and its expressive potential.
- 3 Develop sufficient technical skills to produce some work of quality.
- 4 Develop the ability to select and present their work appropriately.
- 5 Develop and master skill in the area of concentration of the portfolio.
- 6 Develop a mastery of skill in artwork that shows a breadth of the portfolio.

CURRICULUM

Ellington's visual arts curriculum is aligned with the DCPS standards and progresses from a focused knowledge and skill-based method at the 9th and 10th grade levels to a more open-ended, project-based approach at the 11th and 12th grade levels. In addition to courses in art history and criticism, students work in the studio to learn skills and concepts using various media and techniques. The studio affords the students opportunities to discover, develop, and focus as a means of creative visual expression.





VISUAL ARTS
SEQUENCE OF
COURSES FOR
4-YEAR STUDENTS

YEAR 1

- Drawing I
- 2-Dimensional Concepts
- Sculpture I
- Art History

YEAR 3

- Drawing III
- Computer Graphics II
- Print- Making

Students will have the opportunity to select elective courses from the following:

- Painting II
- Print-Making II
- Sculpture II
- Photography II
- Computer Graphics II
- AP Art Studio

YEAR 2

- Drawing II
- Painting I
- Photography
- Computer Graphics

YEAR 4

- Drawing IV
- Portfolio
- AP History

VISUAL ARTS
SEQUENCE OF
COURSES FOR
3-YEAR STUDENTS

YEAR 1

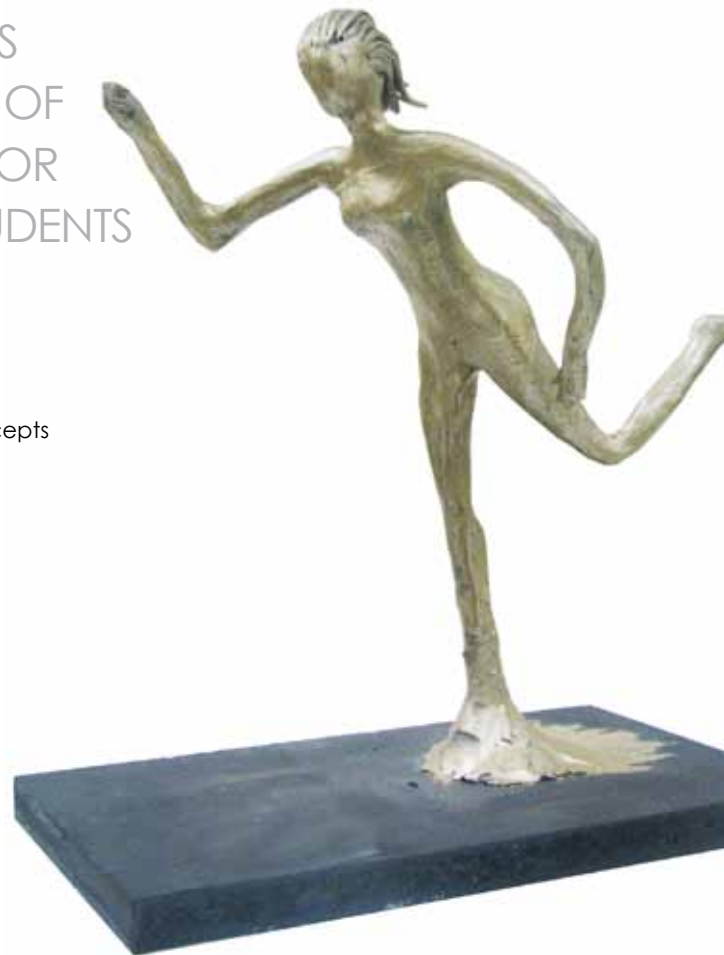
- Drawing II
- 2-Dimensional Concepts
- Sculpture I
- Art History

YEAR 2

- Drawing III
- Painting I
- Computer Graphics
- Print-Making

YEAR 3

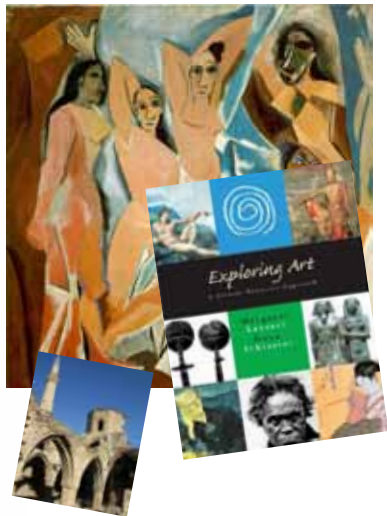
- Drawing IV
- Portfolio
- Photography



SCULPTURE



ART HISTORY



PHOTOGRAPHY



PAINTING

PRINTMAKING



DRAWING

COMPUTER GRAPHICS





9TH AND 10TH GRADES: NEW TECHNIQUES



The course syllabus for each subject will be issued at the beginning of the school year. At this level, students begin to explore the elements and principles of art structure through drawing, painting, two-dimensional concepts/design, digital photography, computer graphics, sculpture, and art history survey. The first two years are very critical years for our students, because this is when they begin to build and develop artistic skills that will make creating art more fun at the upper levels. Their teachers will design assignments representing each of their courses that will involve the student in informed and critical decision-making as well as help students develop technical skills and familiarize them with the function of the visual elements. The second year, the instructor will encourage creative and systematic investigation of formal and conceptual issues along with encouraging students to become independent thinkers. The students will discover that the sketchbook becomes a very good source for recording and experimenting with various media as they explore ways of achieving independent thinking. The successful student will emerge from the first two years with works of quality that will be the beginning of their portfolio.

11TH AND 12TH GRADES: PORTFOLIO DEVELOPMENT

A course syllabus will be issued to students in the beginning of the school year. As students acquire mastery in theory and technique, they are encouraged to develop a personal voice and identify themes and techniques of particular interest. At this level, emphasis is on the completion of a portfolio by the middle of their senior year that demonstrates breadth and concentration. Eleventh- and twelfth-grade students will be expected to participate in advanced placement studio classes, including art history. Students will be prepared to select an area for concentration, with the help of their instructors. A concentration is a body of works describing in-depth exploration of a particular artistic concern. It should reflect a process of investigation of a specific visual idea. Students will be encouraged to explore a personal central interest as intensively as possible. The concentration should grow out of the students' ideas and demonstrate growth and/or discovery through a number of conceptually related works. Students will be encouraged to create works that show visual evidence of the students' thinking and selected method of working.



The students will be required to present a written commentary describing what the concentration is and how it evolved. The eleventh- and twelfth-grade students must develop a breadth of work showing conceptual, perceptual, expressive, and technical range; thus, the students' works should demonstrate a variety of skills. The best demonstration of breadth shows experimentation and a range of conceptual approaches to the work. Students can accomplish this through a single medium or a variety of media. Students at this level are working to get the best work for their portfolio to make a presentation to the many colleges that will be scheduled to visit the classes to discuss and review portfolios as well as discuss post-high school study of the visual arts. All students at this level are required to attend the National Portfolio Day with their portfolio and their parents. The National Portfolio Day is held at the Corcoran Art Gallery each year for students to present their works to prospective schools. At this event, students have been known to get accepted as well as offered scholarship money. The department encourages parents and guardians to accompany their child, to have questions answered when they arise. At the senior level, all students are scheduled in a portfolio class, in which they will perform certain tasks relating to college entry, such as filling out applications, inquiring about financial support and scholarship requirements, searching for the school that supports students' goals, taking slides of their artwork, as well as transferring their portfolio of work to a disk, because some schools require slides while others require a disk.

STUDIO & DEPARTMENT RULES

• **PUNCTUALITY:** Students are expected to arrive on time at the studio and be prepared to work upon arrival. Studio time averages 90 minutes, so it is considered valuable. Consult individual class SYLLABI for specific teacher policies regarding tardiness.

• **ABSENCES AND LATE WORK:** Students are responsible for all work regardless of absences, suspensions or other school commitments. Consult SYLLABI for specific teacher policies.

• **GRAFFITI:** Duke Ellington's policy prohibits graffiti in any part of the school.

• **BEHAVIOR:** Art studios are noisy by nature due to concrete floors, high ceilings and sometimes overcrowding. Horseplay and other disruptive behaviors are magnified in this setting and are not permitted in the art studios. Music in the studio will be managed by the teacher. Students are not allowed to play personal music in the studio.

• **RESPECT AND HONESTY:** It is mandatory that all students respect their teacher and be aware of and respectful of the work of others to avoid damage and disruptive feelings.

STUDENTS STAYING FOCUSED

Ellington's visual arts students are expected to commit to hard work and discipline. Students are expected to work beyond the classroom (studio) on assignments and projects, with collaboration and critiques by the teacher. Students must be open to comprehensive study and experimentation. Serious study of the art includes drills and practice of previously learned skills.

Many projects allow students to select their own subject matter and inject their own personality and style. School assignments are designed to reinforce or teach specific concepts and skills. Some assignments require students to solve particular problems in specific ways and to move to a new level beyond their current comfort zone.

CONSEQUENCES OF FAILING ARTS CLASSES

Students failing an arts class will repeat the class the next semester. Students failing more than one required art class will be transferred back to his/her neighborhood school. Students failing elective art courses will not receive an Ellington arts certificate.

V. A. STUDIO CONDUCT RUBRIC

RULES:

- 1 Use studio time wisely.
- 2 Do not abuse art materials.
- 3 Return all borrowed art materials.
- 4 Clean up after art class.

- 5 Return art project to storing area.
- 6 Respect fellow students and their artwork.
- 7 Use appropriate behavior with art materials.
- 8 Use appropriate behavior with art tools for safety.

FAILURE TO EXHIBIT
GOOD STUDIO CONDUCT
WILL PROHIBIT STUDIO
PRIVILEGES!



CRITIQUES

Critiques are a fundamental part of artistic growth. Review and constructive criticism is a learning process that promotes growth and critical thinking through open dialogue. The visual art student must develop verbal and writing skills to explain their thoughts and objectives in making art and be able to evaluate the work of others.

Each year, the department will schedule a portfolio review and critique of all four levels. The purpose of the review is to evaluate the students and their progress. Students will collect their artwork, with the help of their teacher, at which time the student will begin organizing a portfolio and placing the artwork in dated sequence order, giving a clear view of the student's progress.



The student and teacher will evaluate the work once again and decide what will be presented. The student will make sure that all artwork is clean and organized by classes. Upon completing the portfolio inventory, the students and teacher will begin portfolio presentation drills in preparation for the big show.

Critiques are a part of the studio practice. Teachers and students are critiquing artwork as students progress through and complete their assignments.



GRADING COMPONENTS

1 Student sketchbook: Students are required to have their sketchbook in the studio at all times. The sketchbook is a most valuable tool. It is used for sketching all projects, class notes and observation, a journal for thoughts and feelings, a place to collect visuals found in various media, and many short class exercises. Sketchbooks are graded at each level.

2 Test and quizzes may be administered when it is felt that they will most benefit the student by assisting him or her to review important accumulated knowledge.

3 Tests may be used to aid the teacher in determining not only what the student has learned, but also what important points he or she has missed. When tests are approached in this manner, they are aids for re-teaching or guides for further emphasis and explanation.

4 Tests may be given in many forms: written, oral, visual, or by drawing a picture revealing certain principles of art, etc.

5 Written tests may be essay, true-false, completion, or a combination of two or more of these, depending on the specific area covered, such as principles, definitions, important historical dates in art, and related subject matter.



6 Oral test or quizzes: a good type of review for the whole class wherein each student benefits from listening to the other.

7 Visual test: effective in determining the student's ability to identify the artist, select the outstanding picture, and explain why it is superior or best for specific use or reason, such as color, texture, composition, and design.

8 Drawing test: to show knowledge of and reason for re-teaching color, values compositions, perspective or other specific areas stressed in class.

9 Projects consist of longer assignments that require additional time outside of class to complete. They may include gathering specific materials, research, and presentation of a finished piece.

10 Field trips to galleries and museums are required by all students. Some assignments could require students to visit local galleries and museums without teacher supervision.

11 Field trips beyond the metro area will be organized by the department with proper paperwork and transportation and with teacher supervision.

VISUAL ARTS PORTFOLIO REVIEW RUBRIC

CATEGORY	5 EXTRAORDINARY	4 EXCELLENT	3 SATISFACTORY	2 UNSATISFACTORY	1 INFERIOR
Assignment and Goals	Completed Assignment & Goals	4 goals met	3 goals met	2 goals met	1 goal met
Preliminary Preparation	Organized portfolio	Clean artwork	Missing artwork	Missing artwork	Missing artwork
Craftmanship & Use of Medium	Excellent technique & attention to detail	Strong technique	Technique satisfactory	Technique weak	Technique poor
Creativity & Originality	Exceptional expression of idea, concept and original	Rubric Artwork reflect development of idea and thoughts	Artwork reflects problem	Artwork lack original thought	Art is a copy
Aesthetics	Artwork excels in its ability to communicate with the viewer	Artwork is strong	Artwork is satisfactory	Artwork cannot be considered	Lack of beauty
Presentation	Knowledge of art process and art vocabulary	Knowledge of artwork	Poor art vocabulary	No knowledge of art process	



CONTESTS AND RETENTION OF ARTWORK

Visual Arts students are required to keep their portfolio of work in the studio at all times. If students take work home, they must first get permission from the teacher. Students can remove all artwork from the studio at the end of the school year. VA students are required to enter art competitions and shows beyond the Ellington community. Teachers will inform students of competitions throughout the school year. All students must sign a VISUAL ARTS RELEASE FORM, which gives the school permission to use student art for occasions such as competition and art shows.



Visual Arts students can and will gain exposure and recognition as well as certificates to be highlighted in their PORTFOLIOS and on their RESUMES as they participate in many activities throughout their tenure at Duke Ellington.



SCHOLARSHIP OPPORTUNITY FOR 11TH GRADERS

The Duke Ellington School of the Arts has many friends and partners who devote significant time and energy into helping different departments strive for excellence with its students. The Visual Arts department has such a partner in DICKSTEIN SHAPIRO, LLP of Washington, DC. Each summer, Dickstein Shapiro sponsors five scholarships, one for a teacher and four for students to spend two weeks in Snowmass Village, Colorado, 12 miles outside of Aspen. The teacher and students are given the opportunity to study and practice arts at the Anderson Ranch Art Center, one of the most prestigious Art Centers in the country. The students are chosen on their artistic merit and academic merit.



VISITING ARTISTS

- Visiting artists are an important component of the VA department's curriculum. Guest artists may present a talk, slide show or demonstration of their work, or they may be invited to present a specialized workshop.
- The department will schedule one to two artists every advisory in connection to the different subject areas and their mediums.
- Visiting artists can be recommended by parents and teachers.

VA GUEST ARTISTS

Each year, Ellington's Visual Arts department welcomes guest artists to broaden our students' perspectives. Recent artists include:

- **Aziza Claudia Gibson-Hunter:** Mixed media artist/painter
- **Michael Platt:** Computer Graphic artist, photo mixed media/printer
- **Adjoa Borrowes:** Children's book artist/illustrator

VISITING ART COLLEGES REPRESENTATIVES

Each year, a large number of art schools will schedule visits to the VA department to meet with the juniors and seniors. The seniors are scheduled into a portfolio class, which gives them direct contact with visiting school representatives. The representatives are recruiting for their respective schools and request to view portfolios and talk with students about post-secondary study of the visual arts. These visits are an excellent opportunity for students to get a head start in college preparation, with opportunities to discuss financial aid and scholarship requirements. The students are impressed with most schools and their representatives as they give an overview of their curriculum and the school environment. After such presentations, students are motivated to begin early admission application to the schools of their choice.

PARENT SUPPORT GROUP

Active parents who can support and assist our program in many ways are a vital part of our program. Parents help organize and chaperone field trips, assist with fundraising activities, prepare receptions for student shows, etc.

The department asks that parents please leave correct e-mail addresses, home addresses and correct phone numbers at the beginning of the school year. By doing so, all information pertaining to the Visual Arts Parent Support Group (VAPSG) can be forwarded on specific dates regarding meetings and other activities. VAPSG meeting dates will be set in September; there will be two meetings for each advisory, a total of eight for the year.

- Parents are expected to attend all Parent Support Group meetings. Parents will be notified in advance of the date and time.

- Parents are expected to attend all parent teacher conferences; they are held at the end of every advisory. Parents will be notified in advance of date and time.

- Parents are expected to attend all student art exhibitions held at the school and even those outside of the school gallery.

- PARENTS ARE REQUESTED TO VOLUNTEER THEIR SERVICES FOR A MINIMUM OF 40 HOURS PER YEAR.

VISUAL ARTS FACULTY BIOGRAPHIES

MIKE EASTON, Department Chair, is a painter and art instructor who taught for several years in Prince George's County public high schools and now chairs Ellington's Visual Arts department. He was born in Washington, DC and earned his bachelor of arts and his master's degrees from Howard University College of Fine Arts. Mike's exhibits include the Ellington School of the Arts Alumni Show; Maryland National Capital Park and Planning; Market Five Gallery; Hood College in Fredrick, Maryland; Black Arts Festival, New York, NY; and the Atlanta Arts Festival, Atlanta, Georgia. Mike's influences are Simmie Knox, a portrait painter, and Diego Rivera, a Mexican painter and muralist.

MELCHUS DAVIS, a watercolor and oil painter, has been practicing his craft for most of his life, as well teaching art. Melchus is from South Carolina. He earned his bachelor of arts from Benedict College in Columbia, South Carolina and master's degree from Trinity College in Washington, DC. Throughout his career, Melchus has focused on improving his skills as an artist. He has taught at Howard University's Visual Arts department and teaches in Ellington's Visual Arts department. His works have been shown in several galleries in the DC area, including Howard Community College, Trinity College, Howard University, Alex Gallery, District Fine Arts Gallery. He also has been showcased in Pretoria, South Africa at the American Embassy through the Art in Embassy Program.



JACQUELINE MAGGI, was born in New York and raised in Havana, Cuba, where she earned her BA in Graphic Design at the National School of Design and her MFA at the Superior Institute of the Arts. In 1980, she began her dual work as a professional artist and an arts educator at the National School in Havana, where she worked until 1990. She joined Ellington's Visual Arts faculty in 1999. Her work has been shown in Washington, DC, Paris, Spain, Cuba, and New York. Jacqueline defines herself as a storyteller whose artistic themes focus on women's stories, personal experiences, and her definition of home. Her work explores different artistic forms, such as printmaking, drawing, painting and sculpture.

ROD LITTLE is an accomplished Informational Graphics Specialist and Illustrator with over 20 years of experience. His exposure to the deadline-oriented environments of national publications *USA TODAY* and *U.S. News & World Report* has allowed him to determine and communicate the most vital information, facts, processes and statistics cleverly, creatively and comprehensively. With a BFA in Visual Communications from the Maryland Institute College of Art in Baltimore, Maryland, coupled with a solid illustration background, Mr. Little is experienced at conceptualizing and implementing strong visual solutions.

STANLEY SQUIREWELL is a graphic designer and mixed media artist. He graduated from the Corcoran College of Art & Design in 1998 and earned his MFA at the Maryland Institute College of Art's Hoffberger School of Painting. His work has been shown at Diaspora Vibes Gallery, Miami, FL; Anonymous Flash Point Gallery, Washington, DC; Walters Museum, Baltimore, MD; Sowebo Gallery, Baltimore, MD; Logo Gallery, Miami, FL; Hampton University Museum, Hampton, VA; and the Marlboro Gallery, Prince George's County, MD.





ELEMENTS are the visual building blocks or components used by the artist when creating works of art.

COLOR is derived from reflected light and is made up of three distinct properties: hue, intensity and value.

FORM is three-dimensional in mass having height, width, and depth.

LINE is the path of a moving point through space.

SHAPE is a two-dimensional area enclosed by a line.

SPACE refers to the distance or area between, around, above or with in things.

TEXTURE refers to the surface quality or feel of an object, such as roughness, smoothness, or softness.

VALUE is the lightness or darkness of a color.

PRINCIPLES are the rules that govern how an artist combine different elements into an organized, unified whole and for specific effects.

BALANCE is the equalizing or stabilizing of the elements in a work of art.

EMPHASIS is the combining of elements to stress contrast or the difference between elements.

HARMONY is achieved in a body of work by using similar elements throughout the work.

PROPORTION refers to the relationships of the size of objects in a body of work.

VARIETY refers to the differences in the work; you can achieve variety by using different shapes, textures, colors and values.

RHYTHM/MOVEMENT indicates movement by repetition of elements such as shapes and colors and by alternating lights and darks.

UNITY is seen in a painting or drawing when all the parts equal a whole.

