

Art 3 Syllabus Outline

Ms. Rios – Lake Dallas High School

Fall 2025

Contact Information

- **Teacher:** Ms. Rios
- **Email:** jrios@ldisd.net
- **Phone:** 940-497-4031
- **Conference Time:** 10:00 - 10:45 AM, Monday–Friday
- **Best Way to Reach Me:** Email or call the school office. I'll respond within 24 hours on school days.

Dear Parents and Guardians,

Welcome to Art 3 at Lake Dallas High School! This syllabus outlines the course plan for your child's class this semester, including key topics, expectations, and how you can support their success. As required by Texas law (Senate Bill 12), this document serves as the instructional plan and is available for your review. I look forward to working with you and your child!

Students will investigate arts practice and design thinking as a means for individual learning, social responsibility, and creative problem solving – mediating ideas and materials toward meaningful and enduring solutions. This course will prepare students to enter upper level drawing and painting courses, ceramics, digital media; and enable students to apply creative skills across disciplines.

Supplies:

A link to a list of supplies is on my Home Page of the class in Canvas or, you may obtain a hard copy from your art teacher.

Please email your art teacher (your child's art teacher) with any questions regarding required supplies.

Parents- if your family has a financial need, please email your child's art teacher for assistance.

Behavior Expectations:

Students in this course have elected to pursue knowledge in visual art. This signifies motivation to spend time developing art skills and solving creative problems, therefore behaviors which do not foster a safe and innovative environment will not be tolerated. It will be expected that students spend time working outside of class on planning, brainstorming, researching, and sketching for their work. Students with tardies and absences should consider attending tutorials as needed.

Assignments:

Regular sketchbook assignments and notes targeted at reinforcing skills will be given before studio projects. Sketches will be required for all Studio Projects - you are expected to do independent research for these pieces! Progress check grades will be given to help pace studio projects and to provide formative assessment opportunities. Projects must be submitted on the due date, and presented for class critique.

Grading Policy:

- 60% Minor Grades - Thumbnails, Sketchbook Assignments, Progress Checks, Daily Assignments
- 40% Major Grades - Quizzes/Tests, Studio Projects, Critiques

Late/Incomplete Policy:

Projects are due on the due date or Critique day, complete or not. Students should always turn in work when it is due EVEN if they think it is incomplete. A partial grade will always be better than a zero. Students who miss Critique for school functions or planned appointments are expected to turn in their work BEFORE class is missed. Students should attend morning tutorials the day they return to school to turn in work for unexpected absences on Critique days. Once the project has been graded, a student may continue to work, and resubmit it by the end of the 9 weeks to earn a higher grade.

Opportunities:

Students will have opportunities to enter their work into local and state-wide art competitions (VASE, TVAA, UNT Health and Science Center, and the Congressional Art Competition) in the Spring Semester. Other opportunities will be announced as we are informed of them. We are a competitive department, and encourage student participation in art competitions. Work may be held for inclusion in competitions and exhibitions until the end of the school year. All work will be sent home before the end of the Spring Semester.

Course Overview (Instructional Plan)

This semester, your child will study the following topics in Art 3 based on Texas state standards (TEKS):

Materials and Processes & Portfolio Development

Materials, Processes, and Ideas: Practice in sketchbook led by teacher instruction

Portfolio Development: broad problems solved uniquely by students based on individual goals.

ASSIGNMENTS:

Who, What, When, Why, How's- Where do ideas come from? Sources and Creative Strategies: Object Smash

Resources: The Cannon of Art History + Art Criticism, Underrepresented Voices in Art History: Titus Kaphar TED, Influence of Art History today: Inside Out Project TED.

Portfolio 1: Examine an Environment

Address this prompt in a way that will line up with the Portfolio goals you set earlier this year. Do not produce work that would be considered Copyright Infringement. Your source material should be Original Sources. If you refer to secondary sources, you must go beyond duplication. A graphic about sources is at the bottom of this page.

Students will express ideas through original artworks using a variety of media with appropriate skills.

Evidence of Student Learning:

Thumbnail Sketches, process documentation, progress checks, Final Composition for Formal Portfolio
Reflection sheet
Rubric
Formal Critique
Discussion

Portfolio 2: Establish Connections

Address this prompt in a way that will line up with the Portfolio goals you set earlier this year. Do not produce work that would be considered Copyright Infringement. Your source material should be Original Sources. If you refer to secondary sources, you must go beyond duplication. A graphic about sources is at the bottom of this page.

Students will express ideas through original artworks using a variety of media with appropriate skills.

Evidence of Student Learning:

Thumbnail Sketches, process documentation, progress checks, Final Composition for Formal Portfolio
Reflection sheet
Rubric
Formal Critique
Discussion

Portfolio 3: Identify and Interpret Issues

Address this prompt in a way that will line up with the Portfolio goals you set earlier this year. Do not produce work that would be considered Copyright Infringement. Your source material should be Original Sources. If you refer to secondary sources, you must go beyond duplication. A graphic about sources is at the bottom of this page.

Students will express ideas through original artworks using a variety of media with appropriate skills.

Evidence of Student Learning:

Thumbnail Sketches, process documentation, progress checks, Final Composition for Formal Portfolio
Reflection sheet
Rubric
Formal Critique
Discussion

Thank you for supporting your child's education! Feel free to contact me with questions.

Sincerely,
Jennifer Rios