

The art of France



I. General curriculum for sixth to eighth grade

All students of the rotation class will review and apply the elements of art introduced at the elementary level. All students will focus on the importance of art in their world, the need for effective use of elements of design, and the creation of personal art. The middle school program integrates art with social studies, history, computers, and writing. Both 2-dimensional and 3-dimensional projects will be assigned using a variety of supplies.

II. Elements of art and possible projects

Sixth grade students study the elements of line and texture and spend the majority of the time studying a basic drawing program to build confidence and to have a basis for which to plan projects. Their projects may include still life drawings, string art, wire art, metal repousee', and texture rubbings. Seventh grade study value and color and will mix paints for a color wheel, make a value scale, and may construct weavings, rug hooks, collages, or burlap pulls. Eighth graders study repetition, shape, and form. The main projects will be a 3-D sculpture with materials such as plaster, plaster tape, clay, wax, macrame', or carved linoleum for prints.

III. Integrated Social Studies Themes

This year's Social Studies theme will integrate French culture, music, history, writing, and computer to art.

IV. Appropriate themes

The teacher will facilitate and promote the individual's creative expression but will not allow satanic symbols, inappropriate rock music culture, or illegal substances to be glorified. Themes including blood, knives, or weapons will be ruled inappropriate, and the student will be expected to change the project's theme.

V. Rules all students must follow

No horseplay Don't be wasteful but conservatively use materials
No shouting Leave all books and supplies in the art room
Never touch another student's artwork
Follow general school rules that are based on respect and order for everyone's safety and sanity!

VI. School wide behavior program - IR

A student who does not follow the class rules and becomes a disruption will be asked questions that relate to their behavior and rules. Once the student understands that they have the choice to work with the teacher or not, they are making a choice to remain in the classroom or go to the IR room. In the IR room, or the Interim Classroom, the art student will write a plan in order to return to the classroom for an arranged meeting between the teacher and the student. Mrs. Smeckert will be available to discuss the student's plan to return to class before advisory and after school. The art teacher will also use consequences like phone calls home, moving the assigned seat, and teacher- student conferences.

ONLY SUPPLIES NEEDED FROM HOME: 2 sharp pencils, an eraser, and a permanent black fine Sharpie marker or a similar tip of another permanent marker brand. Please have supplies by Monday of this following week.

If you have questions regarding your child, please call the Middle School at my planning period from 12:37 to 1:30, or reach me immediately before or after school. The number is 1-810-591-0719. If unavailable, your call will be returned promptly. Please return the signed sheet immediately to increase communication

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Parent Signature _____

Student signature _____ Grade _____ Hour _____

We have read and understand the art information.

Please HELP! Check any areas you may be able to offer assistance.

- Any donated materials are welcome. There is always a need for embroidery floss, lace, ribbon, yarn, paper and plastic bags, calendars, yogurt containers, tape, and anything you think we can use!
- Let me know if you would like to occasionally help with materials preparation, display, and/or helping students with large projects.
- Please check if you would like a call before the **spring art exhibit** to help with showcases, set up of 3-D projects, and display boards.



All About Art at LMS: Integration and the Teacher

Dear Parents:

Hello, I'm Mrs. Cynthia Smeckert and I will be having your child as my student for the 13 week trimester class. Because I am spending almost an hour a day this marking period with your young person, I'd like to introduce myself.

Before I began working as an art teacher at Linden Middle School, I enjoyed teaching fifth grade for eight years in Linden. Prior to that, I was an art therapist at a maximum-security jail for teenagers, an art teacher for first through twelfth graders at a large private school in Detroit, and spent two years as a full-time substitute for Southwestern Academy in Flint. I earned my BS degree in art education and English from a private school in South Carolina, my MA degree in Language Arts from Eastern University, and have completed over forty hours of postgraduate work. Because I was a student teacher two different times, I earned certification to teach many age levels.

I have had the privilege to travel a number of European countries to integrate culture and history into our art program. A few years ago, the government of Japan paid for a 3-week study of art and culture through the Fulbright Teachers Scholarship. In 2006, I spent 3 weeks traveling throughout China. The summer of 2008, I visited Egypt, the Holy Lands, Greece, and Turkey. I have visited France two different times and will love the focus on French art for this year's Social Studies integration.

Having your child in my class this semester is not a responsibility that I take lightly. I will endeavor to interact fairly and to consider his or her feelings in level with individual academic and artistic maturity. My goal is to have each student grow in self-esteem by identifying the creative aspects of their person, increase their knowledge and skill in art, and realize that their choices can control the direction of their lives. I will endeavor to give my full respect, compassion, and understanding to each student and will expect cooperation and respect in return.

In order to reach these goals, a strict pursuit of quality, a list of classroom rules, and our school-wide IR, or Interim Classroom program are set up in our classroom. I do keep parental opinion and preference in consideration, so please keep me in touch in my attempts to best meet your child's individual needs. I never want procedures to interfere with a child's learning, so I'll be flexible where possible. I'm looking forward to a fun marking period with your child!

Sincerely, Mrs. Smeckert