Art Curriculum Guide- 2017
Team Member: Lisa Charde

Trimester One
Description of the Trimester

The Art program at the Lab Middle School will focus on authentic, choice-based exploration of the visual arts using the TAB model (Teaching for Artistic Behavior). Choice-based art education considers students Artists and offers them opportunities to create based on their own ideas and interests.

Art class begins with a mini lesson that could take many forms such as: a teacher-led demonstration of a technique, a classwide-discussion of a notable artist's work, a guest speaker, or a student-led presentation of art for peer feedback. Students spent the rest of the class pursuing their own artwork using the medium of their choice. Student work takes place in various Studio Centers, complete with the materials, tools and resources necessary for each medium. Centers will open one-by-one, starting with the Drawing Center the first week of class. Additional studio centers will become available based on student interest and their demonstration of readiness for the responsibility of using and maintaining the supplies. Centers may include: painting, sculpture, printmaking, fiber/weaving/sewing, etc.   Students will keep an ongoing "Idea Book" that will serve as a journal/sketchbook to keep track of their ideas and fuel their individual artistic process. Students will also write weekly goals to which they are held accountable.

Course Objectives:

Topics	**Objectives** Students will…	**Vocabulary**
Creating Artwork	Gain experiencing using a wide range of materials, and work to build expertise in a few media.	*Composition, Acrylics, Figurative, Focal Point, Harmony, Brayer*
Creative Thinking	Learn to generate ideas and execute artwork based on their own interests	*Conceptualize, Thumbnail drawing, Revision, Visual Metaphor*
Learning to look and talk about Art	Participate in guided conversations about Art that will build critical thinking skills & encourage students to see the world through different perspectives	*Representational, Abstract, Value, Contrast, Symbol, Positive/Negative Space, Elements of Art*
Artistic	Develop the *8 studio Habits of Mind:*	*Develop craft, Observe,*

Habits		Envision, Reflect, Express, Stretch & Explore,Engage & Persist, and Understand Art Community.

Approach to Learning
TAB pedagogy is a nationally recognized teaching model that facilitates artistic choices for students. This teaching approach aligns closely with Lab's educational philosophy, and also meets State and National Visual Art Standards. The choice-based learning environment provides space, time, varied materials and instruction in a climate that is conducive to independent work and the development of artistic behaviors. Students interested in applying to NW School of the Arts for High School will receive additional support to create the required portfolio in 8th grade.

Student Work
This year, Charlotte Lab School will use an online portfolio system called Cortex which will enable students to independently showcase what they are learning. Both students and teachers will be able to view and assess progress and growth over time. In Art, students will take home their work at the end of the trimester, but in the meantime they are responsible for submitting posts that document their learning and the teacher will provide feedback on their submitted work.

Teacher-Parent Communication
Please communicate general questions to your student's advisor. If a specific question about Art arises, please feel free email and an answer will be provided within 24 hours.

Lisa Charde: lcharde@charlottelabschool.org

Design Lab Curriculum Guide - 2017
Team Member: Dee Lanier

Trimester -
#1 August 28- November 21
#2 November 28- March 2
#3 March 6 - June 6

Description of the Course
Design Lab is modeled after Google's famed, Project X Lab, where a special group of individuals participate in what is called, "moonshot thinking" in order to solve problems that are often undefined or unclear, with experimental or newly-released technologies. Relying on investigative work by the teacher as well as the students, real-world problems that directly affect Charlotte Lab School and other middle school students across the globe are addressed using the Design Thinking Process and a variety of cross-platform, collaborative applications and prototyping using simple maker supplies.

Applicable 2016 ISTE Standards for Students
By collaborating with other classrooms and teachers in Lab School and virtually across the country students will be able to fulfill all four subcomponents of ISTE Standard #7. *Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:*

a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Process and Empathy Scope

Student will use the adapted form of The Design Thinking process of Smashboard Edu, which is:
1. Set the Scenario
2. Define Problem to Solve
3. Discover Topics of Research
4. Smash Applications or Activities
5. Set Goals Collectively

6. Design Product or Plan
7. Publish and Present Product or Plan

As students mature they are expected to understand and interact with members of society on a broader level. For that reason, sixth grade students will primarily produce products that affect people within their age range and grade level. As they continued in future grade levels they will have the option to either scale up their projects to serve a broader context or change their projects altogether.

Year Overview

Tri 1 Aug 28- Nov 21	Tri 2 Nov 28- Mar 2	Tri 3 Mar 6 - Jun 6
Solve problems that affect our Quest and Social Studies classrooms at Charlotte Lab and other 6th grade classes across the globe	*Solve problems that affect our Math and Humanities classes at Charlotte Lab and other 6th grade classes across the globe.*	*Solve problems that affect our World Languages and Art Enrichment classes at Charlotte Lab and other 6th grade classes across the globe.*
Activity Smash: Science and Social Studies	*Activity Smash: Math and ELA*	*Activity Smash: Foreign Language and Art*

Class Evaluation

Students will present their progress as collaborative problem-solvers in a combination of written, video recorded, and live presentations. Students are graded based on weekly observations of student participation using Google Classroom and all class assignments given each class. In Google Classroom, daily *Assignments* are mandatory, whereas *Announcements* are optional for participation. There is no assigned homework in this class, however, any work not completed during class time for whatever reason (including absence) is expected to be completed before the next class. Exceptions will be made for special-case scenarios that involve communication with parent or guardian.

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific Enrichment question arises, please directly email me directly and an answer will be provided within 24 hours.

Passion Project Curriculum Guide - 2017
Team Member: Dee Lanier

Trimester -
#1 August 28- November 21
#2 November 28- March 2
#3 March 6 - June 6

Description of the Course
Passion Project is a class modeled after Google's famed 20 Percent Time, where employees are given the option of spending 20% of their work week on a project of their choosing outside of their department or primary responsibilities. The result? Over 50% of the Google products that we use today were developed by 20 Percent Time projects. Approximately one class period a week Charlotte Lab students will design a product or service to solve a relevant real-world problem.

Applicable 2016 ISTE Standards for Students
Using the framework of the Design Thinking Process and #SmashboardEdu (smashboardedu.com), students will be able to fulfill all four subcomponents of ISTE Standard #4. _Innovative Designer Students_ use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

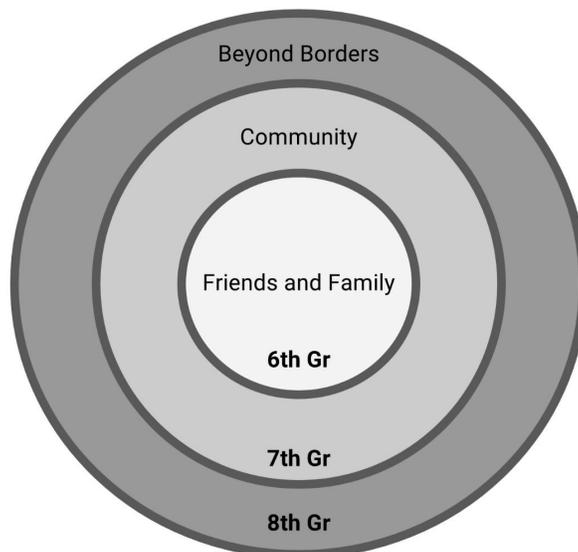| |
|---|
| a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. |
| b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. |
| c. develop, test and refine prototypes as part of a cyclical design process. |
| d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. |

Process and Empathy Scope

The Design Thinking process of Smashboard Edu is
1. Set the Scenario
2. Define Problem to Solve
3. Discover Topics of Research
4. Smash Applications or Activities
5. Set Goals Collectively
6. Design Product or Plan
7. Publish and Present Product or Plan

As students mature they are expected to understand and interact with members of society on a broader level. For that reason, sixth grade students will primarily produce products that affect people within their immediate sphere of influence. As they continued in future grade levels they will have the option to either scale up their projects to serve a broader context or change their projects altogether.

Year Overview

Tri 1 Aug 28- Nov 21	Tri 2 Nov 28- Mar 2	Tri 3 Mar 6 - Jun 6
Structured and Controlled Inquiry Process	Guided Inquiry Process	Free Inquiry Process
Goal: Explain and utilize the design-thinking process and gain approval of a personal passion project concept	*Goal: utilize the design thinking process to create passion project beta product or service*	*Goal: utilize the design thinking process to create and present 1.0 version or passion project product or service*

Trimester 1 Outline

Trimester 1 is completely Structured Inquiry, meaning, the teacher selects the topic to explore, problem to Sprint 1, and all tools and expected outcomes for our design thinking process. At the same time students will engage in a number of activities and be exposed to a number of resources to help them understand the Design Thinking Process, how to manage

their time and project management using application development sprints, and receive presentation feedback for further iterating their products.

Phase 1 weeks 1-3	
Week 1	Intro to #PassionProjects #GeniusHour & #DesignTeaching
Week 2	Intro to Bad Idea Factory
Week 3	Welcome to #SmashboardEdu
Phase 2 weeks 4-6	
Week 4	Sprint 1- *Solve a problem from Student Create Ideas*
Week 5	Review and Design Sprint 2
Week 6	Presentation and Feedback (assessed)
Phase 3 weeks 7-9	
Week 7	Sprint 1- *Students do not yet know their personalities or interests*
Week 8	Review and Design Sprint 2
Week 9	Presentation and Feedback (assessed)
Phase 4 weeks 10-12	
Week 10	Solve- *Students do not yet know how to give engaging presentations*
Week 11	Pitch Camp and mentor matchups
Week 12	1 minute pitch on passion project pitch and feedback (assessed)

Class Evaluation

Students will present their progress as collaborative problem-solvers in a combination of written, video recorded, and live presentations. Students are graded based on weekly observations of student participation using Google Classroom and all class assignments given each class. In Google Classroom, daily Assignments are mandatory, whereas Announcements are optional for participation. There is no assigned homework in this class, however, any work not completed during class time for whatever reason (including absence) is expected to be completed before the next class. Exceptions will be made for special-case scenarios that involve communication with parent or guardian.

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific Enrichment question arises, please directly email me directly and an answer will be provided within 24 hours.