



Point Loma Nazarene University Department of Art and Design
ART 3019 – Visual Arts in the Classroom Syllabus
3 Unit Course

Spring 2020

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Meeting days: Tuesday/Thursday
Meeting times: 4:00 pm to 6:20 pm
Meeting location: Evans Hall, Room 122
Last day of class, Thursday, April 30th

PLNU Mission

To Teach • To Shape • To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

Foundational Explorations Mission Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

COURSE DESCRIPTION

Art 3019 - Visual Arts in the Classroom I is designed to acquaint teacher education students with art education theories, curriculum applications, art media, and techniques appropriate for use in classrooms. The course is organized according to the California Visual and Performing Arts Framework and Visual Arts Standards, and seeks to provide background art experiences in each of the Five Components: I. Artistic Perception, II. Creative Expression, III. Art Heritage, IV. Art Criticism, and V. Connections, Relationships, and Applications. The visual arts provide children with another way of knowing and perceiving the world around them. In Art 3019 teacher education students will be introduced to broad understandings of the uniqueness of the visual arts and their contributions to child development, creativity, and human expression.

Student Learning Outcomes

Upon completion of Art 3019 – Visual Arts in the Classroom I, students will be able to:

- Articulate the value of the visual arts in the K-12 schools.
- Write VAPA Standards-based art lessons that include art objectives, lead-in activities, evaluation methods, art resources, and integrative applications to other subject areas.
- Create art projects in a variety of media within a thematic framework.
- Teach sequential art lessons to elementary school children developed in their Art 3019 integrative art curricula.
- Identify works of art by historical and contemporary artists
- Establish a foundational art vocabulary

Art 3019 – ASSIGNMENTS (in-class and homework)

College assignments in art education courses such as Art 3019 always seek to mix the teaching and theories of art education with their applications in hands-on art experiences. This course seeks to create art-learning experiences, which familiarize the education student with both the whys and hows of art learning.

Reading Assignments (20 pts.) Respond to each question with complete paragraphs, check grammar; include title and name of the author(s) for each response/question. Be sure to cite your sources.

Developing Sequential Narration (60 pts.)

In-class participation: Make two books (addressing skill levels for art making); develop a story line with illustrations that fill in the blank “I Like, I know, I Am” as well as a sequential narrative for young learners. From this assignment, write three learning objectives that can be implemented in a lesson plan and a list of vocabulary terms that are applicable to making a book.

Why Teach Art? (20 pts.) Written Response

Through a one page written response to the question posed “Why teach art?” students offer support for an Arts Education curriculum in the public school system and expand on the importance of art education in child/student development.

Mind Mapping (20 pts.)

In-class participation: after reviewing the work of artist Jean-Michel Basquiat, students design a personal work that reflects the work of Basquiat and develops personal visual identity through drawing and mind mapping.

WHAT IS ART? (20 pts.)

In-class participation: In groups, students examine a work of art and complete corresponding worksheet. Student groups present their responses to the class.

Collage: Family and Community – making visual connections (40 pts.)

In class participation: After reviewing the work by Romare Bearden, students are to complete a collage that addresses family identity and community. Photocopies of family photos, vacations, items that reflect personal identity are part of this project and must be brought to class to complete the collage.

Understanding Artist Intent: Social Activism and Art Installation – Artist Mash-Up (60 pts.)

In-class participation: In groups, students construct a work of art that reflects the works and ideals of artists Keith Haring and Yayoi Kusama. Students individually write a short paragraph reflection on how this assignment could be implemented in a school curriculum, address possible outcomes from this group activity.

Write 3 Learning Objectives/Outcomes and 3 Visual Arts Standards.

The five components of California's Visual and Performing Arts Framework and Visual Arts Standards will provide the structure for the semester: (at least 3 are to be included in each lesson plan).

- I. Artistic Perception
- II. Creative Expression
- III. Art Heritage
- IV. Art Criticism
- V. Art Connections, Relationships, Applications

Cross-Curricular Art Project – Interdisciplinary Artmaking (50 pts.)

- In Class – After making the art sample in class, reflect on what subject areas are applicable and how you would alter or enhance the project for your particular objectives.
- Homework: construct your own cross-curricular art project, prepare a lesson plan to present to the class, provide at least 3 learning outcomes, list 3 applicable CA Visual Arts Standards, list the subjects/areas of learning (example art and science, art and math, art and history), and in short paragraph, explain the connections.
- **Present the lesson plan and art project to the class**
- **Artmaking**–must provide enough supplies for each classmate to make your art project.

Scavenger Hunt – Defining Elements and Principles of Art Presentation (25 pts.)

In-class participation and homework assignment: Students define Principles and Elements of Art: Scavenging on PLNU campus or the Arts District in Liberty Station, students take photos of art, architecture, nature, products (any and all) that exemplify each term and prepare a PowerPoint (or) PDF presentation. This will assist in developing the *Design Language Game* assignment. **Presentation must include one selfie image documenting participation.**

From Shape to Form (20 pts.) – Exploring shapes, forms and gradation scales

Make a gradation scale and develop a circle into a sphere through shading with pencils.

Color Wheel (40 pts.) – Developing an understanding of color in art

In-class participation and homework: Students learn the color wheel and color terms. In class, through color mixing, students paint the colors that comprise a color wheel. For homework, students construct a new structure from the color wheel elements.

Josef Albers Homage to the Square Quiz (50 pts.)

Open note test: Notes taken from previous class PPT presentation/lecture. Josef Albers Homage to the Square quiz – color mixing and completing a clean, well presented Albers Square.

Design Language Game (50 pts.)

In-class participation: The Design Language Game consists of two major components: visual and written.

Visual Component: (25 pts.)

Students design an interactive game: board game or other 3D formats (must have professor approval before final construction) and must be interactive.

- The game must include either the principles or elements of art as the subject of play.

Written component, the game must: (25 pts.)

- Include **directions, rules for play, terms/definitions** of the principles or elements with the game.
- State at least **3** learning outcomes.

Student Groups: Games are presented and played in class. Student groups provide critique and feedback.

IDENTITY IN ART (60 pts.)

In-class participation: Students examine how (historical or contemporary) artists have used the self-portrait as a means for supporting, investigating and exemplifying personal identity in a work of art, complete corresponding worksheet and create a Superhero Character self-portrait. (**Thinking and planning ahead:** The artist chosen for this assignment can be used for the Artist Theme Lesson).

Art, Food and Identity (40 pts.)

In-class participation: through this two-part assignment, students address identity through food:

1. A personal portrait
2. Research an artist that uses food as a medium in her/his artwork, and write a two-paragraph report on the artist, background and work (provide a sample image of the work).

Final: Unit for Learning with Lesson Plans (100 pts.)

A Unit for Learning (Unit Plan) with three (3) Lesson Plans and corresponding art projects compiled in a folder, that highlights a conceptual framework composed of four (4) aspects: Art Criticism, Art History, Artmaking, and Art Aesthetics will be your final–**Due Tuesday, April 28.** One lesson plan from the semester can be

incorporated into your required lessons for the final, but it must relate to the your Unit for learning.

Artist Theme Lesson and 6-Hour Fieldwork Assignment (100 pts.)

Each student will be required to write and present a lesson plan about a Famous Artist and their accompanied Art Movement (either individually or with a partner). The Artist Theme Lesson differs from in-class art lesson plans in that it also includes other disciplines from the elementary school curriculum. It asks students to think thematically across the school curricula and explore how the visual arts can be applied in other subject areas.

The Artist Theme Lesson must be typed using the format provided. The Artist Theme Lesson will be used to teach two art activities—one in class (present only) and one for the fieldwork class (making). Students will present lesson plan (PPT or PDF) and art project to their peers in class.

The 6-hour Art 319 fieldwork requirement will be covered by these teaching days. (Students may need to be excused by the provost's office from another course, if there is insufficient time to reach the school site in time to teach their lessons.)

Teaching from the Art Theme Lesson:

The Visual Arts Standards-Based Artist Theme Lesson is an integrative art unit, which includes ways in which an art topic can be integrated across an elementary curriculum. The content of the theme lesson includes more information than can be presented in one or two class periods. This is intentional, because the Artist Theme Lesson assignment is intended to acquaint the student with integrative and longer-term curriculum planning.

All students are REQUIRED to pass tuberculosis and fingerprinting tests before they can participate in their SBUSD teaching experience and must **provide proof of TB test to Emory Elementary on the first day of fieldwork.**

In-Class Participation: (100 pts.)

Class participation is integral to developing art understanding, appreciation and skills. In-class work is graded and becomes part of your overall class participation grade as well as class etiquette and interaction/involvement.

Extra Credit

In addition to art projects, Art 319 students may submit written assignments for 10 pts. extra credit each. This grade will be inputted as a separate grade to help lift your total grade percentage. For example:

Art Museum Scavenger Hunt or Liberty Station Arts District - This additional survey explores how the design elements and principles and art themes are found in 2D (drawing, painting, printmaking, photography) and 3D (sculpture, architecture) works of art. Provide images that coincide with written component describing the design elements and principles presented in each work, at least 5 works of art must be examined and at least one paragraph description per work. List the places visited and provide a receipt, photograph of yourself in front of the building, flyer, or postcard (verification of visit).

Art Lesson Observation - Visit a public school, elementary classroom, where an art lesson is being taught. Observe the art teaching strategies, materials, skill levels, student participation, classroom management techniques and so on. Write a one-page reflection on the experience. Stay away from simply writing a

summary. Reflect on what you saw that was unique, connected to a concept in class, was something you might want to incorporate yourself someday, etc.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Textbook:

Rethinking Curriculum in Art

Stewart, M. G., & Walker, S. R. (2005). *Rethinking curriculum in art*. Worcester, MA: Davis Publications.

Other Articles and Periodical References will be provided for you and do not require purchase.

Art Materials

Some art materials will be supplied. Necessary supplies you will need to purchase (Some purchases will be required as we progress through the semester):

Note: You will need to provide the supplies necessary for students to make your art project for the fieldwork at Emory Elementary and also for classmates to make your cross-curricular art project.

- Photocopy images of family, friends, events, pets, etc. for in class project. (Please use photocopied images not originals.)
- Scissors
- Plastic container for water/rinsing brushes (note: You can recycle cottage cheese containers, butter containers etc. for your container.)
- Graphite drawing pencils 2B, 4B, 6B
- White Hi-polymer eraser or kneaded eraser (one only)
- **Strathmore 300 series Bristol Board Pads 11" x14"**
- Pack of both thick and thin Crayola Markers
- Roll of paper towels

GRADING

Grades are as follows:

A 95-100	C 74-76
A- 90-94	C- 70-73
B+ 87-89	D+ 67-69
B 84-86	D 64-66
B- 80-83	D- 61-63
C+ 77-79	F 0-60

LATE ASSIGNMENTS

LATE work will lose 3 points with each class meeting that follows the class period the assignment is due. This means if the assignment is not finished for the class period on the announced due date, the assignment will be considered late.

Academic Accommodations: All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs & accommodations. Approved documentation must be on file in the ASC prior to

the start of the semester.

If questions arise concerning the final course grade, students may ask by e-mail for a re-tabulation of their cumulative points. Final grades are almost never changed. Only if a mathematical error has been made, will the student be contacted to inform him or her of the change. Grades are based on class participation, attendance, written assignments, field experiences, and artwork. University faculty members are hired for their expertise in the field and for their knowledge of industry standards. For these reasons, students should know and produce to the instructor's standards. The instructor's individual and course evaluations are final.

FINAL EXAMINATION POLICY

The completed Unit Plan and Lesson Plans are your final exam and must be turned in on date stated in course assignments and course schedule.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report, which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

PLNU ART 3019 Visual Arts in the Classroom
Spring 2020 Course Calendar:

Note: This schedule is subject to change.

Thursday Supplies: Markers, paper	1/16	Introduction/ Syllabus Overview In class: Blind Contour Drawing
Tuesday Make books (2) Supplies: book art supplies provided by professor	1/21	Lecture: Identifying key elements for successful art curriculum. Introduce learning objectives/outcomes. In class assignment: Book Art – sequential narration Make a single signature book for older students and a single signature book for young learners.
Thursday Develop book –bring book structures back to class. Supplies: markers, glue, pencils, pens Relate what you like to an artist	1/23	Lecture: Understanding backward design approach and thematic “Big Idea” in curriculum development. In class assignment: <i>I Like, I Know, I Am</i> –develop and illustrate a story that defines, <i>I Like, I Know, I Am</i> . Write 3 learning objectives and vocabulary. Develop content for young learners with a sequential beginning, middle and end. Write 3 learning objectives and vocabulary. Write one page addressing why it is important to teach art in schools: print and bring to next class. Homework: Read: Chapters 1 and 2 (pp.1-20) in <i>Rethinking Curriculum in Art</i> . Answer: Why would a “backward design” approach be more effective than the standard practice for developing instruction/curriculum? Due following class. Book assignments and written assignment due next class
Tuesday Mind Mapping: Painting with words Supplies: paint, markers, containers for rinsing brushes, paper towels	1/28	Short Discussion: Why Teach Art? Written responses reviewed in class and discussed. Presentation: Works by Jean-Michel Basquiat In-class assignment: Mind Mapping (Who I am) Read: Chapter 3 (pp. 23-36) in <i>Rethinking Curriculum in Art</i> . Answer: 1. What are the philosophical and educational implications of framing curriculum with enduring ideas? 2. Why endorse enduring ideas for Arts Curriculum? Substantiate with references from the text, provide citations.
Thursday Supplies: Writing implements please (pen or pencil)	1/30	Looking: Breaking down a work of art by Frida Kahlo (What do you see?), identify subject matter in a work of art. Before video Presentation: Review a work of art by Frida Kahlo; write “what you think” the artist is presenting in the

<ul style="list-style-type: none"> Review the work of Frida Kahlo In class art review PPT (Art samples provided) 		<p>self-portrait. Video presentation on Frida Kahlo After video: Discuss results</p> <p>Group Discussion: What is art? In groups review a work of art, complete worksheet. Turn in written response. Read: Chapter 4 (pp. 39–60) in <i>Rethinking Curriculum in Art</i>. Define: What is meant by “aboutness” in context to art criticism? Substantiate your response from the reading.</p>
<p>Tuesday Collage: family and community– Romare Bearden Finding balance</p> <p>Supplies: paint, markers, glue, images from home, paper towels, containers for rinsing brushes.</p>	2/4	<p>Lecture on “aboutness” – making connections to better understand the artist intent in a work of art. Review the term Scaffolding: building upon prior knowledge, making long lasting connections. PPT presentation: Romare Bearden In-class art assignment: Collage – documenting family and community Read: Chapter 5 (pp. 63–85) in <i>Rethinking Curriculum in Art</i>. Define: unit objectives vs. lesson objectives Answer: (two separate paragraph responses)</p> <ol style="list-style-type: none"> Why are objectives and assessments necessary in developing curriculum? What role do the standards play in developing curriculum?
<p>Thursday Understanding Artist Intent, Artist Mash-up: Yayoi Kusama and Keith Haring</p> <p>Supplies: paint, stickers, markers, paper towels, containers for rinsing brushes</p>	2/6	<p>PPT presentation: Introducing Kusama and Haring In-class art assignment: Artist mash-up art project. Working in teams, develop a mash-up that reflects the work of Kusama and Haring.</p> <p>Write: 3 learning objectives/outcomes and 2 applicable Visual Arts Standards.</p> <p>Share: each team shares the artist mash-up and provides reflection on this project.</p> <p>Homework: write a short paragraph reflection on how this assignment could be implemented in a school curriculum, address possible outcomes from this group activity. Read: Chapter 6 (pp. 87–103) in <i>Rethinking Curriculum in Art</i>. Summarize the chapter and provide personal reflection on assessment and way for establishing means for assessing student learning/achievement.</p>
<p>Tuesday Make art sample in class</p>	2/11	<p>Cross Curricular Art Project: Introduction to assignment, in-class participation</p>

<p>(Team up), brainstorm and start working on cross-curricular art project.</p> <p>Note: The art cart is available for some supplies.</p>		<ul style="list-style-type: none"> In class – After making the art sample in class, reflect on what subject areas are applicable and how you would alter or enhance the project for your particular objectives. <p>Teamwork: Prepare a cross-curricular art project</p> <ul style="list-style-type: none"> In teams of two: Brainstorm cross-curricular art projects Homework: construct art project, prepare a lesson plan, provide at least 3 learning outcomes, list 3 applicable CA Visual Arts Standards, list the subjects/areas of learning (example art and science, art and math, art and history) and in short paragraph explain the connections, list 3 applicable CA Visual Arts Standards <p>(Students must prepare enough supplies for each student to make the art project)</p> <p>Read: Chapter 7 (pp.104-116) in <i>Rethinking Curriculum in Art</i>.</p> <p>Discuss in your own words how an integrated curriculum (cross-curricular) enhances and benefits art learning. Substantiate your response; don't provide merely a reflective response.</p>
<p>Thursday Develop project in class (In class workday)</p>	<p>2/13</p>	<p>Cross Curricular Art Project</p> <p>Work in class with partner to prepare presentations and to ask any questions or address concerns.</p> <p>Read: Chapter 8 (pp.119–137) in <i>Creating Meaning Through Art</i>.</p> <p>Define “Visual Culture” in context to an art curriculum. Address how “visual culture” in an art curriculum might impede deeper understanding of art and culture.</p>
<p>Tuesday Presentations</p>	<p>2/18</p>	<p>Cross Curricular Art Project</p> <p>Present the cross-curricular lesson plan in a PPT presentation</p> <p>Secondly: teach the art making portion to the class, and be prepared with enough supplies for each classmate to make your project.</p> <p>Class: provide feedback; discuss possible additions to the lesson plan/project.</p> <ul style="list-style-type: none"> Turn in project and written response.
<p>Thursday Presentations</p>	<p>2/20</p>	<p>Cross Curricular Art Project: Presentations continued</p> <p>Class: provide feedback; discuss possible additions to the lesson plan/project.</p> <ul style="list-style-type: none"> Turn in project and written response.
<p>Tuesday</p>	<p>2/25</p>	<p>Scavenger Hunt: Defining Elements and Principles of Art/Design</p>

		PPT Presentation: Introduction to elements and principles of art/design Go Hunt!
Thursday Rubric Homework: using your graphite pencils, erasers and ruler complete the gradation/value scale and sphere. Worksheet provided for sphere assignment.	2/27	In class introduction to rubric grading system: (in groups) prepare a rubric for grading scavenger presentations. Homework: From Shape to Form Instructions on how to develop a gradation/value scale and sphere provided, videos to review before starting assignment.
Tuesday Bring notebook paper for written responses and grading presentations.	3/3	Scavenger Hunt presentations (in class)–Presentations must include a table of contents, two samples for each element and principle, and one selfie shot from the hunt. Class: In assigned groups, review and grade presentations. Participation: Student provide feedback/rubric (Was the assignment complete?)
Thursday Painting primary, secondary and tertiary colors. Supplies: paint, brushes, containers for rinsing brushes, paper towels, wood sticks.	3/5	Intro to the Color Wheel – Developing the color wheel 1. PPT presentation: The color wheel (take notes) 2. Homage to the Square – Short introduction to Josef Albers (take notes) In-class: painting color (primary, secondary and tertiary colors) Homework: Make something from the color sticks and bring to following class (must display in a new way).
Tuesday and Thursday	3/10-12	No Classes Spring Break
Tuesday Homage to the Square: Josef Albers	3/17	Color Quiz In-class: Paint color study in the style of Josef Albers. Reviewing color: primary, secondary and tertiary. (Open note quiz) Color Wheel assignment due
Thursday Design Language Game (Teams of two)	3/19	Lecture and PPT presentation: The Art of Play In class: work in teams to develop a game that utilizes either the elements or principles of design Must have: Rules, Instructions, a game for teams of 5 to play, three learning objectives and vocabulary words.
Tuesday Bring notebook paper and pens/pencils for providing feedback.	3/24	Game Play! In-class: play each game, provide written feedback and suggestions for improvement–due end of class.
Thursday Identity in Art: Superhero	3/26	Lecture PPT Presentation: Identity in Art

Tuesday Identity in Art: Superhero (continued) In-class workday	3/31	Identity in Art: Superhero Project – write a lesson plan for this project. Prepare a PPT of your lesson plan and include your Superhero character: can be a drawing, a digital rendering, a costume...be creative!
Thursday Presentations Bring notebook paper for written responses and grading presentations.	4/2	Identity in Art: In-class presentation Participation: Student provide feedback (Was the assignment complete?)
Tuesday Presentations Bring notebook paper for written responses and grading presentations.	4/7	Identity in Art: In-class presentation Participation: Student provide feedback (Was the assignment complete?)
Thursday	4/9	Easter Recess (no class)
Tuesday MUST: bring a snack item to incorporate into your drawing. Supplies: markers and scissors. Note: you might want to bring scotch tape to adhere the snack item to your portrait.	4/14	Art, Food and Identity: In-class art project, through this two-part assignment, we address identity through food: 1. A personal portrait 2. Research into an artist that uses food as a medium in her/his artwork. Homework: written report on an artist of your choosing that uses food as a vehicle for expression in her/his art. Provide an image of one of her/his work.
Thursday In class Study Day	4/16	Mandatory in class workday to address any questions and concerns regarding Final Unit and Lesson Plans, opportunity to work on the final assignment. Artist written report due
Tuesday Art Theme Lesson Plan:	4/21	Art Theme Lesson Plan: In class presentations – address the original project and any changes made to accommodate Emory teaching experience. Provide samples of students' work from your teaching in your presentation. Reflect on Emory Elementary experience, both pros and cons. (Must be included in your presentation) Homework: continue working on Final Unit and Lesson Plans
Thursday Propaganda, Advertisement,	4/23	Lecture: PPT presentation on Propaganda, advertisement and campaigning, how it informs and

<p>Campaign–the power of art illustration</p> <p>Supplies: paint, brushes, containers, markers, paper, towels.</p>		<p>influences.</p> <p>Group Activity: Prepare a propaganda/advertisement/campaign poster that illustrates your response.</p>
<p>Tuesday</p>	<p>4/28</p>	<p>Final Lesson and Unit plans due</p> <p>Art Movie TBA</p>
<p>Thursday</p> <p>Final Class</p>	<p>4/30</p>	<p>Final Class – all assignments graded and returned.</p> <p>Guest artist</p>