



**Architectural Styles and Sculpture**  
**10<sup>th</sup> Grade**  
**Teacher: Mrs. Melinda Lewes**  
**Syllabus for 2022-23 School Year**

**Teacher Information:**

School email: [mlewes@pcsvirginia.org](mailto:mlewes@pcsvirginia.org) (Email is the best way to contact me. Please allow 24 hours for a response.)

School phone: 757-565-2900, ext. 311

Location: Building 7000, room 8

**Course Purpose:**

Architectural styles and sculpture is a semester-long class with will give students the opportunity to discover, appreciate, and acquire knowledge of an expansive variety of architectural styles and the cultures that influenced them. Students will draw on their prior knowledge of history, geography, politics, religion, languages, literature, and the visual arts. Students will be expected to present a power point on an architectural style(s) given criteria. Students will also be introduced to Sculpture: a brief history, types, materials, and methods. After students are given an overview of architecture and an introduction to sculpture, students will focus on several selected architectural styles per quarter and create a sculpture inspired by one of those styles following specific criteria.

**Topics of Study:**

- Analyzing various architectural styles in terms of physical characteristics, time period when it was built, and building materials used.
- Explore how the culture influences the structure in relation to Christian worldview.
- Sculpture terminology, types of sculpture, and a brief history of sculpture from the Ancient Egyptians through the Renaissance.
- Plan and create a sculpture based on a given architectural style and criteria.

**Supplies Needed:**

½" Binder, notebook paper and highlighter.

**Grading:**

Quizzes	25%
Style Outlines/Vocabulary	15%
Presentations	25%
Sculpture Progress/notebook checks	10%
Sculpture Project Final	25%

**Rhetoric School Policies:**

**Late Work:**

Standard for the Rhetoric School is work must be turned in the following day to receive a 64%.

**Absences:** The student handbook clearly addresses absences and tardies from class. This is directly from the handbook:

All absences are disruptive to the educational process and every effort should be made to attend school regularly. Dated notes stating the specific reason for the absence and signed by a parent or guardian will be required on the first day of return to school.

If the number of absences (excused or unexcused) exceeds 15% of the number of days in the quarter, the Head of School will schedule a meeting with the student's parents to determine whether the student will receive credit for the quarter.

Including, but not limited to, illness, family emergencies, and deaths in the family will be considered excused absences. Family trips which cannot be taken at any other time, and which are approved by the Head of School (Extended Leave Form) at least one week in advance will be considered excused absences. Any other absences will be considered unexcused. When extended absences are voluntary, teachers should be notified **at least one week beforehand and all schoolwork (including tests, quizzes, papers, projects, etc.) should be completed within the time specified by the teacher**. For work not completed by the teacher's designated time, a grade of zero will be entered in the grade book. Teachers may provide students with work in advance of an absence but are not required to do so. In general, we recommend that families coordinate travel schedules with the school calendar to avoid voluntary extended absences.

### **Class Expectations:**

#### **Be Prepared:**

Students will be expected to bring all necessary supplies to class: notebook, camera (as needed), highlighters for reviews, and any homework visuals or objects (to be announced)

#### **Be Polite and Orderly:**

Talking is permitted during class discussions or after hand is raised, NOT during instruction. A signed planner is necessary to go to the bathroom or other travel during class time. Be kind to one another through speech and actions.

#### **Class Consequences:**

Offense #1) Name on the board

Offense #2) Check by name and denial of privileges.

Offense #3) Second check mark and Conduct Referral Form filled out/parent given copy

Offense #4) Visit Administration

*Please see parent/student handbook on details regarding any of the behavioral or academic policies.*

Parents, I am excited to be a part of your child's spiritual growth this year! Please, do not hesitate to contact me with any questions, concerns, or praises!

Blessings,

Melinda Lewes

**By signing this, I am verifying that I have read the syllabus, understand the contents, and agree to abide by the syllabus, or to support my student in abiding by the syllabus.**

Please sign and return this form.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Grade: \_\_\_\_\_

Student email address (please print clearly): \_\_\_\_\_



Parent/Guardian Name (print): \_\_\_\_\_

Parent/Guardian email: \_\_\_\_\_

Parent/Guardian phone: \_\_\_\_\_

Preferred method of communication (circle one): phone                      email

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_