

1. Entering Class Procedures:

Conversation: Level 1- Whisper

Help: Ask 3 before me

Activity:

1st-Find your assigned seat.

2nd- Take out a pencil and your student planner.

3rd-Place your backpack and water bottle in the appropriate location.

4th- Pick up the Sketchbook holder.

5th- Take out your sketchbook and Blue Folder.

6th-Be in your assigned seat, **before** the bell rings. See Mrs. Stewart if you don't know.

7th - Start working on your Bellwork.

Movement: Art Cart, Backpack Zone, and Assigned Seat

Participation: Preparing for Class

Sound: Instructor's Music

2. Beginning of Class Procedures:

Conversation: Level -0-Silent

Help: Raise your Hand

Activity: Use the Bellwork Handout that is in your BLUE FOLDER and complete the prompt.

Movement: The Art Cart

Participation: Drawing and Writing

Sound: Instructor's Music

2d1=Gray

2d2=green

2d3= blue

Directions:

Place this paper in your Blue Folder.
 Draw the prompt in your sketchbook.
 You have 5 mins

Bellwork

2D Week 9-Q3

**Create with the Artist
 Community**

Sketch A Day Drawing Prompts

Monday

Create a quick sketch for the word **Defend**



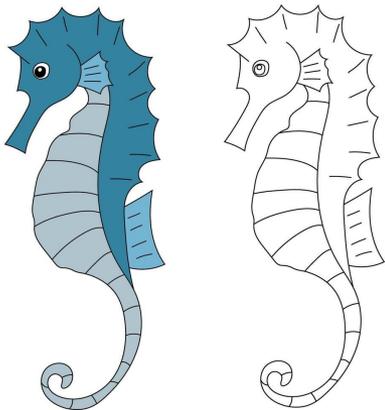
Tuesday

Create a quick sketch for the word **wide**.



Wednesday

Create a quick sketch for the word **Seahorse**



Thursday

Create a quick sketch for the word **Dig**.



Friday

***No Bellwork**

***Complete the Agenda**

***Complete the Data Day
 Drawing
 in your sketchbook
Due Week 9 - Friday**

Reminders:

Find assignment information:

➔ Go to katundra.com

Submit all assignments:

➔ Upload work on [Artsonia](https://artsonia.com)

Artsonia Info:

-School ID: Odyssey19

-Access Code: JPPT-BWDB

! Missing Work? Follow These Steps

1. Go to the **Art Cart**.
2. Find your class color bin:
***2D1 – Gray 2D2 – Green 2D3 – Blue**
3. Look for the **manila folder** with the correct **number in the top-left corner**.
4. Take the handout you need.

📁 Assignment Handout Numbers

0. Syllabus
1. Bellwork
2. Agenda
3. Project Info
4. Notes
5. Project Exercise
6. Theme Research & . Thumbnail Sketches
7. Preliminary Sketch
8. Final Checklist
9. Rough Draft
- Artist Statement
10. T.A.G Ticket
11. Final Paper
12. Folder Check

✅ After You Finish

- *Submit the assignment in the **Make-Up Window** on Artsonia
- *You **may submit more than once** under the Make-Up Window.
- Window Closes Week 9

Week 9 q3 - Agenda- This Week in Art:

2

Directions: Write the following Agenda in your Student Planner.

Projects: Sketch A Day Prompts	Agenda
Monday 3/2	<ol style="list-style-type: none">1. Discuss Drawing Expectations2. Create a drawing for the word: Defend
Tuesday 3/3	<ol style="list-style-type: none">1. Discuss Drawing Expectations2. Create a drawing for the word: Wide
Wednesday 3/4	<ol style="list-style-type: none">1. Discuss Drawing Expectations2. Create a drawing for the word: Seahorse
Thursday 3/5	<ol style="list-style-type: none">1. Discuss Drawing Expectations2. Create a drawing for the word: Dig
Friday 3/6 *No Bathroom Passes*	<ol style="list-style-type: none">1. Submit Assignments2. Free Draw
Assignment Submissions	<ol style="list-style-type: none">1. BW2. Agenda3. SketchADay_pg14. SketchADay_pg25. Data Day Drawing
 Grading Schedule *Monday: 1st & 2nd Period *Tuesday: 3rd & 5th Period *Wednesday: 6th & 7th Period	

WEEKEND HIGHLIGHT: Hosting kids from my church



Gallery Curator (Student Job)

Our classroom gallery shows the amazing work created by students in this class. To keep the gallery fresh and updated, we will have **Gallery Curators**.

A **Gallery Curator** is a student who helps take care of the class gallery display. After we complete a project and do our **gallery walk**, the curators will help switch out the artwork so the new work can be shown.

As a Gallery Curator, your job is to:

- Collect the **6 artworks selected from our class** after the gallery walk.
- Carefully **remove the old artwork** from the gallery wall.
- **Hang the new artwork neatly** in the gallery space.
- Make sure the artwork is **straight, secure, and looks professional**.

Curators will work during the **last few minutes of class** and will follow a checklist so everything is done correctly.

This job helps our class run like a **real art gallery**, and it gives students the chance to take responsibility for displaying artwork in a respectful and organized way.

Gallery Helpers- Curators

1st per.

1. Chi Chi
2. Benjamin S.

2nd Per.

1. Damian
2. Milton

3rd Per.

1. Clayton
2. Brayden

5th per.

1. Abel
2. Trip

6th Per.

1. George
2. Allie

7th Per.

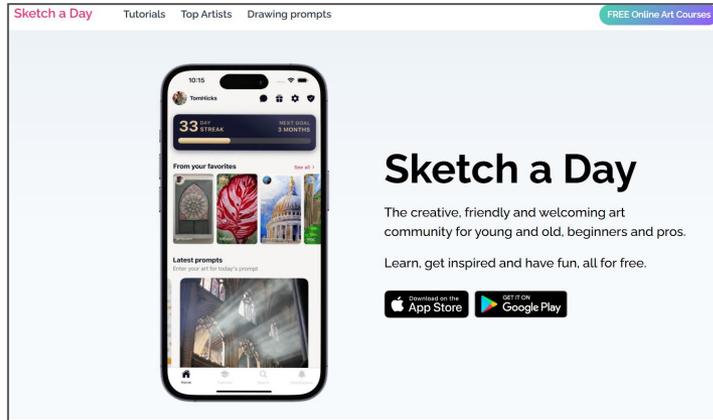
1. Yenn Dane
2. Ivy

Sketch A Day - Drawing Prompts

Name: _____ Per. _____ Date: _____

Class: 2D

Duration: 5 Class Sessions (20 minutes each)



Florida Visual Arts Standards

VA.68.H.3.3 - Work collaboratively with peers to complete an artwork or art task.

VA.68.F.1.3 - Examine and describe how artists contribute to their communities.

Essential Questions:

- 1. How can I take a simple idea and develop it into a finished artwork using value or color?**
- 2. How does adding detail, shading, or color transform a sketch into a complete drawing?**
- 3. How does creating art alongside others help me grow as an independent artist?**
- 4. How can I use half of my paper intentionally to create a balanced and finished composition?**
- 5. How can I push my original idea further to create a drawing that feels complete and intentional?**

The goal of this process is to develop a simple sketch into a finished, intentional drawing by using value (grayscale) or color. You will practice planning your composition within half of your paper, adding meaningful details, and making creative decisions that move your work beyond an outline. Through this process, you are building independence as an artist, learning how to push your ideas further, and growing within our artist community by creating consistently and with purpose.

Directions: Use the sketch you created during bellwork and turn it into a full, finished drawing. You will only use half of your paper, so plan your space carefully. Build directly from your original idea. Add more details, strengthen your composition, and make your drawing feel complete. This should not be just an outline. You must add either grayscale shading (showing a full range from light to dark) or color to bring your drawing to life. Even though you are working on half the page, make it feel intentional and finished. Push your idea further, take your time, and most importantly — have fun with it.

3. Instructional Procedures

Conversation: Level -0

Help: Raise your Hand

Activity: Receiving Instruction

Movement: None

Participation: Listening, Drawing and Writing

Sound: None

*** Please be aware that failing to adhere to the above will result in completing a behavior sheet.**

4. Independent Procedures

Conversation: Level -1 -whisper

Help: Ask 3 Before Me at Your Table

Activity: Complete the Current Activity.

Movement: Art Cart and Restroom

Participation: Drawing/ Reading/ Writing

Sound: Instructor's Music

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Please
remember
Mrs. StewART
only asks for your
Best!

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Monday- Defend:

Draw something **defending** something totally unexpected—like a tiny marshmallow defending a castle, a pencil defending its eraser from a villain, or a goldfish defending its bowl like a superhero—make it dramatic, intense, and hilariously over-the-top.

Drawing quality

- My drawing is **more than an outline** (it has depth and detail).
- I added **details** to support my idea (texture, patterns, background, props, etc.).
- My lines are clean and confident (I erased extra sketchy lines if needed).

Value or Color Requirement (choose one)

- Grayscale shading:** I used a **full value range** from light → medium → dark.
- I included at least **3–5 different values**.
- Shading matches the form (it wraps around shapes).

- Color:** I used color to make the drawing feel finished.
- I used at least **3 colors**.(if applicable)
- I added **lighter + darker** areas (not flat coloring).

Finish strong

- I filled the half-page in a balanced way (no tiny drawing floating in space).
- I pushed my idea further (made it more creative, weird, funny, or dramatic).

Tuesday - Wide:

Draw something that has gone **WIDE beyond normal**—a character with eyes stretched across the whole page, a smile that wraps around a building, or a doorway so wide it leads to a completely different universe—make it exaggerated, dramatic, and impossible to ignore.

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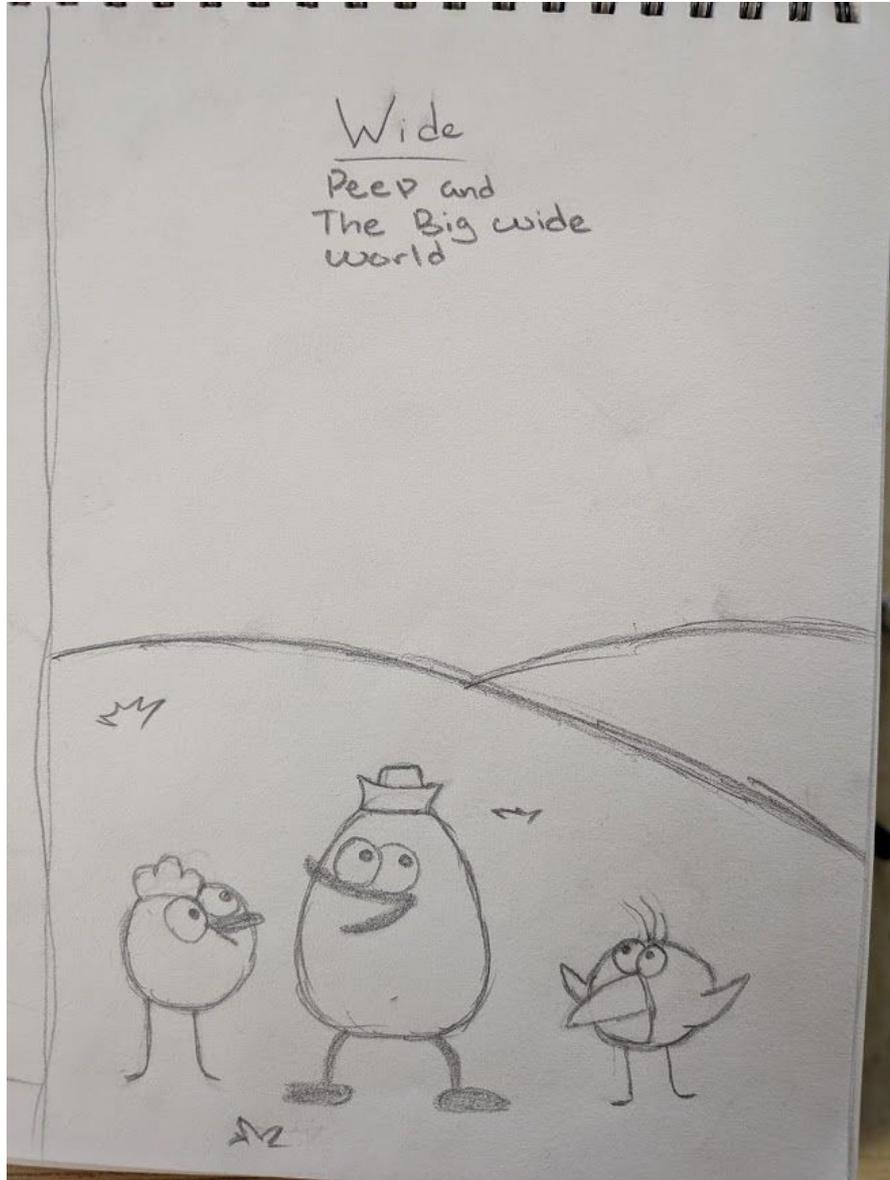
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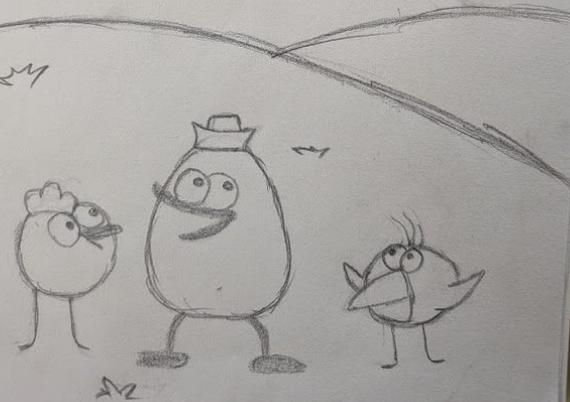
Is this artwork completed?

Student's Art

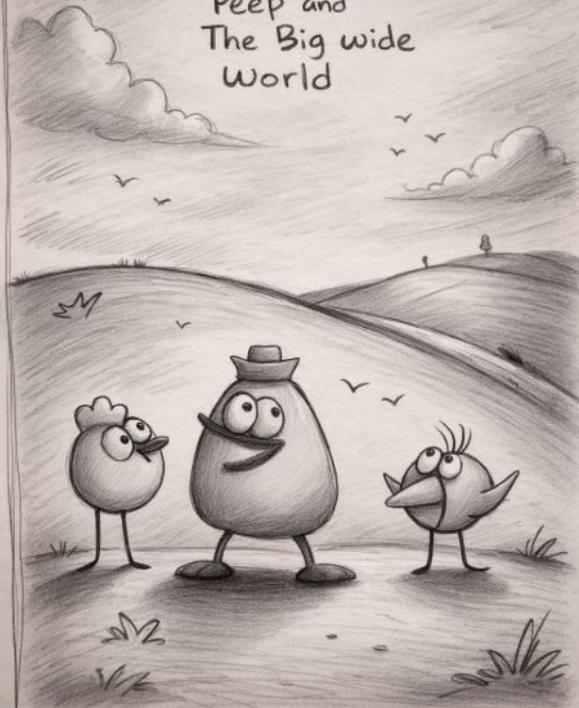


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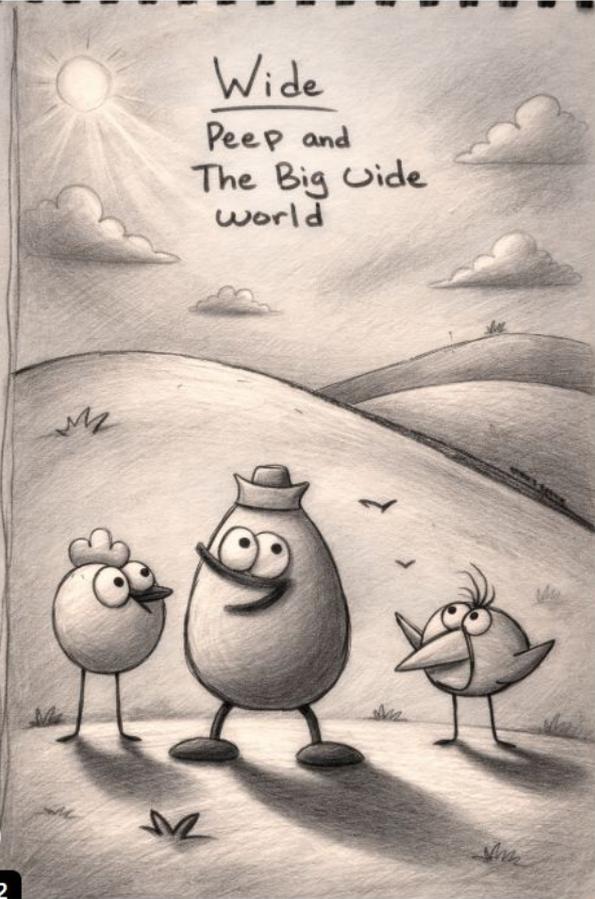
Wide
Peep and
The Big wide
world



Wide
Peep and
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1

2

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Sketch a Day Drawing

Sketch A Day Drawings - Pg 1

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Movement

Materials Cart

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-1 Whisper

Help

3 Before Me

Activities

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Materials Cart

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

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Sketch A Day Drawings - Pg 2

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Movement

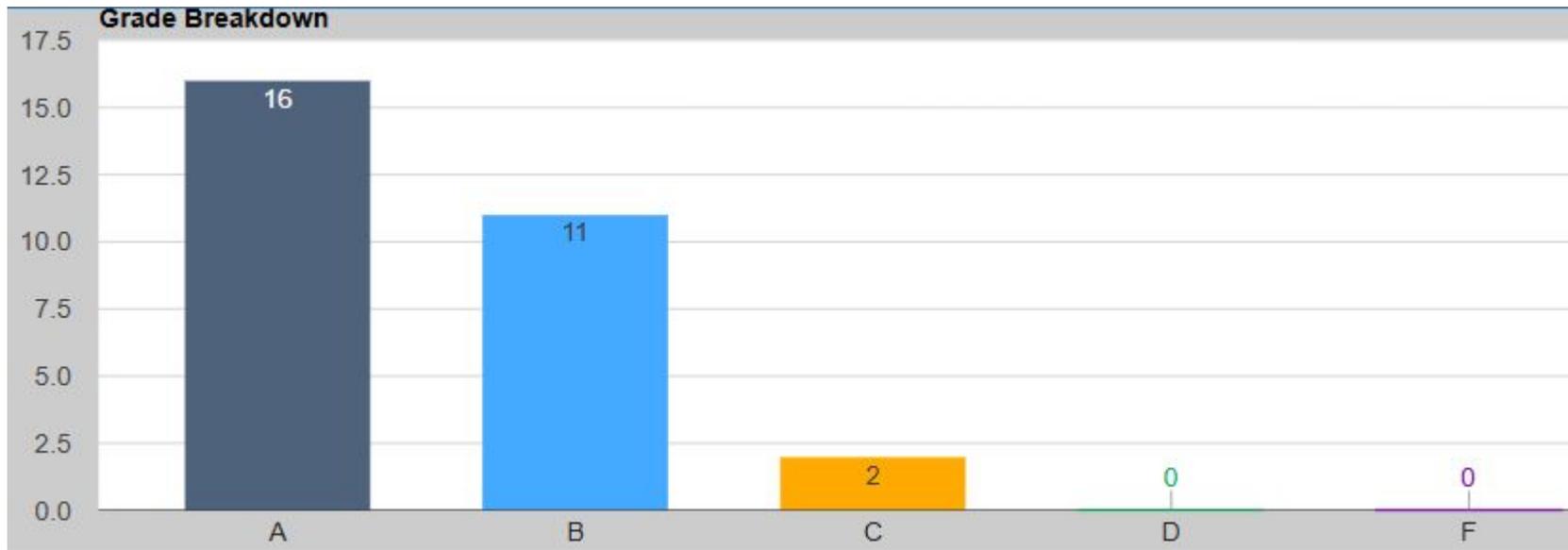
Materials Cart

Participation

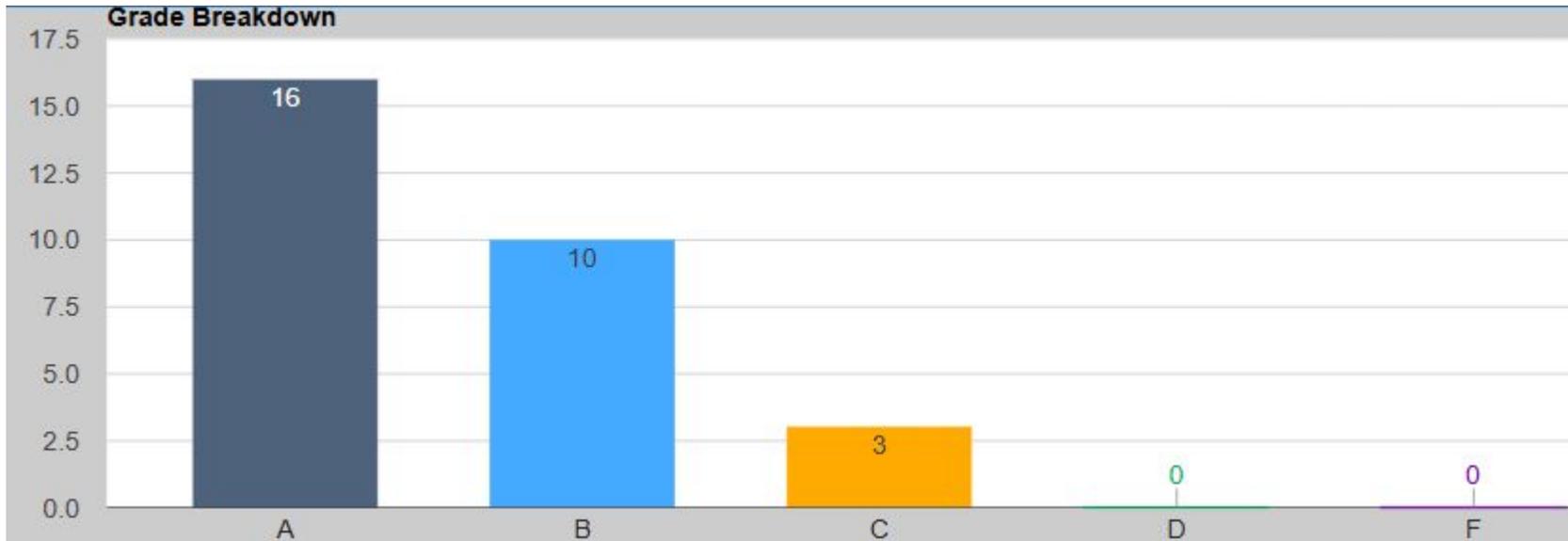
Drawing

Grading Data for Week 7 Assignments

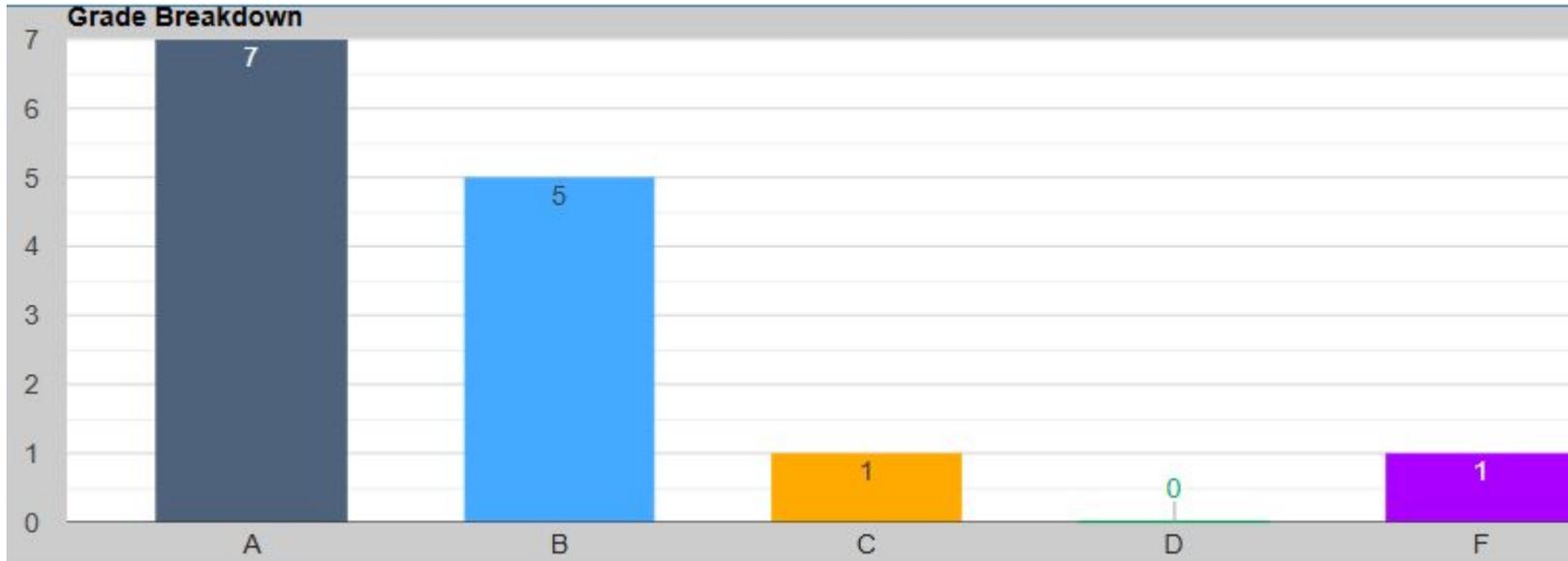
1st Period - 90%



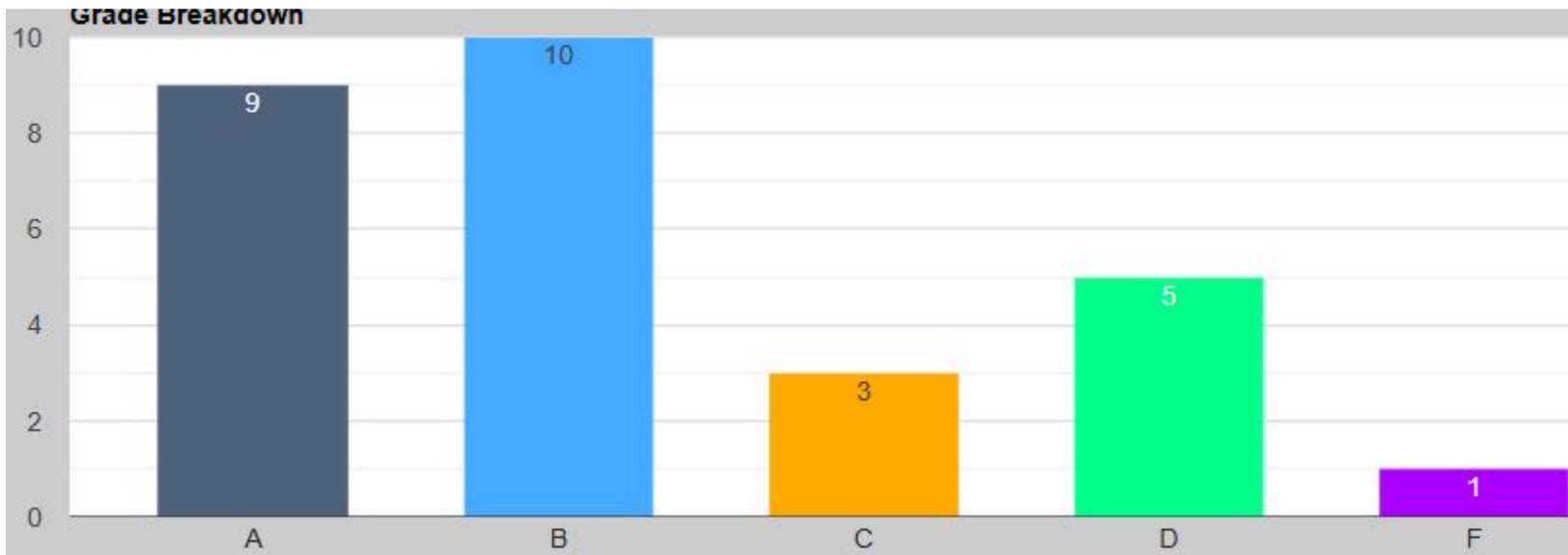
2nd Period - 90



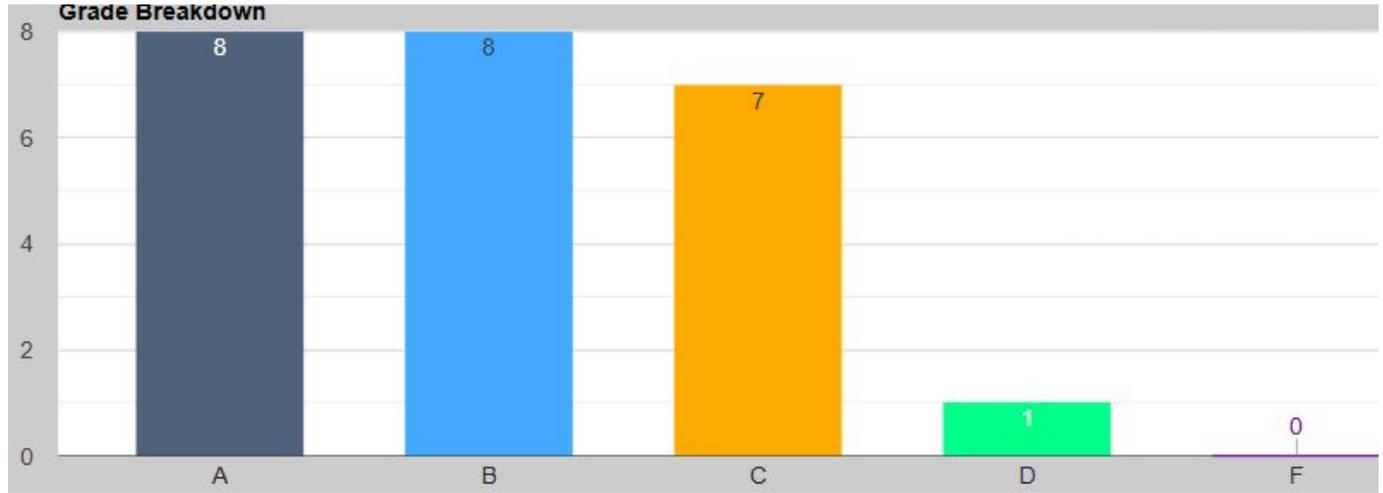
3rd Period - 85%



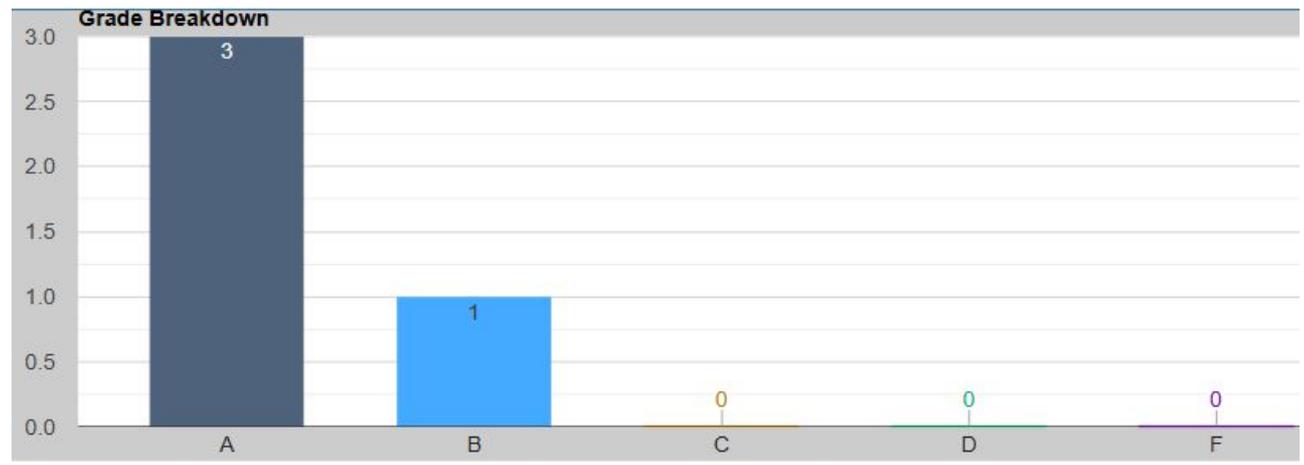
5th Period - 82%



6th Period - 85%-2D2



6th Period - 93%-2D3



7th Period - 84%

