

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

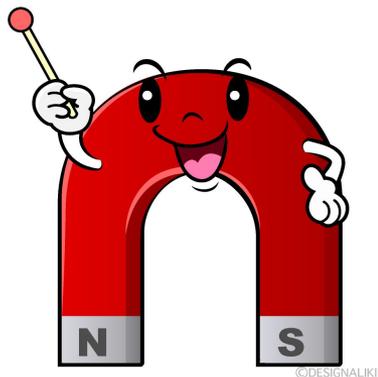
Directions:

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

Bellwork
2D Week 1-Q4
Space- 1-point City

Monday

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

**Tuesday****Lines That Go Back**

Look around the classroom or think about a hallway at school. Where do you see lines that appear to move farther away from you? Sketch or describe one example.

Wednesday**The Horizon Line**

Imagine standing in the middle of a long road. Where would your **eye level (horizon line)** be? Draw a quick road and mark where the horizon line would go.

Thursday**Vanishing Point Spotting**

Think about railroad tracks, hallways, or roads. Where do they appear to meet in the distance? Sketch a quick example showing where the **vanishing point** would be.

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**

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 1 q4 - Agenda- This Week in Art:

2

Directions: Write the following Agenda in your Student Planner.

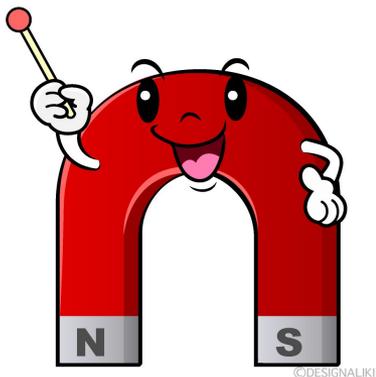
Projects: 2d1-Perspective 2d2-	Agenda
Monday 3/9	<ol style="list-style-type: none">1. Discuss Class Grade2. Upload Assignments from last week3. Draw the prompt for magnet
Tuesday 3/10	<ol style="list-style-type: none">1. Show Video about new lesson2. Take Strategic Notes
Wednesday 3/11	<ol style="list-style-type: none">1. Discuss Exercise2. Start Exercise
Thursday 3/12	<ol style="list-style-type: none">1. Review Exercise2. Complete Exercise
Friday 3/13 *No Bathroom Passes*	<ol style="list-style-type: none">1. No School - Teacher's Work Day
Assignment Submissions  Grading Schedule *Monday: 1st & 2nd Period *Tuesday: 3rd & 5th Period *Wednesday: 6th & 7th Period	<ol style="list-style-type: none">1. BW2. Agenda3. Notes4. Exercise

Directions:

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

Bellwork**2D2 Week 1-Q4****Pattern- Zentangle Animal
Design****Monday**

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

**Tuesday****Line Exploration**

Fill this square using only one
type of line (curved, zigzag,
dashed, spiral, etc.).

Wednesday**Pattern Hunt**

Look around the room and
find three different patterns
(clothing, floor tiles,
backpack fabric, etc.).
Sketch quick versions of
each.

Thursday**Nature Patterns**

Draw a pattern inspired by
nature (snake skin, turtle
shell, tree bark, waves,
etc.).

Friday

***No Bellwork**

***Complete the Agenda**

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

Reminders:

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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

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Window Closes Week 9

Week 1 q4 - Agenda- This Week in Art:

2

Directions: Write the following Agenda in your Student Planner.

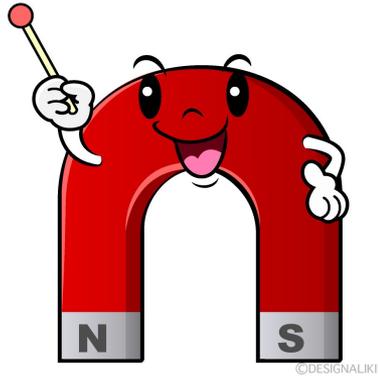
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Assignment Submissions  Grading Schedule *Monday: 1st & 2nd Period *Tuesday: 3rd & 5th Period *Wednesday: 6th & 7th Period	<ol style="list-style-type: none">1. BW2. Agenda3. Notes4. Exercise

Directions:

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

Bellwork**2D3- Week 1-Q4
Visualizing Ideas****Monday**

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

**Tuesday****Animal Gesture**

Draw an animal in motion using only 10 quick lines. Focus on showing the movement, not the details.

Wednesday**Animal Mash-Up**

Combine **two animals** into one creature (example: turtle + eagle). What would the hybrid animal look like?

Thursday**Animal with a Job**

Draw an animal doing a human job (chef, firefighter, astronaut, teacher, etc.).

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**

Artsonia Info:

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✅ 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 1 q4 - Agenda- This Week in Art:

2

Directions: Write the following Agenda in your Student Planner.

Projects: 2d1-Perspective 2d2-	Agenda
Monday 3/9	<ol style="list-style-type: none">1. Discuss Class Grade2. Upload Assignments from last week3. Draw the prompt for magnet
Tuesday 3/10	<ol style="list-style-type: none">1. Read New Chapter2. Take Strategic Notes
Wednesday 3/11	<ol style="list-style-type: none">1. Discuss Exercise2. Start Exercise
Thursday 3/12	<ol style="list-style-type: none">1. Review Exercise2. Complete Exercise
Friday 3/13 *No Bathroom Passes*	<ol style="list-style-type: none">1. No School - Teacher's Work Day
Assignment Submissions  Grading Schedule *Monday: 1st & 2nd Period *Tuesday: 3rd & 5th Period *Wednesday: 6th & 7th Period	<ol style="list-style-type: none">1. BW2. Agenda3. Notes4. Exercise

WEEKEND HIGHLIGHT: Movie night with my church



Directions: Use the sketch you created during bellwork as inspiration and turn it into a full, finished drawing. You will only use half of your paper, so plan your space carefully. You can 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.

Monday- Magnet:

Draw a **magnet with way too much power**—it’s pulling in everything around it: cars, spoons, robots, street signs, even a confused superhero flying through the air toward it..

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).

Upload Assignments from last week

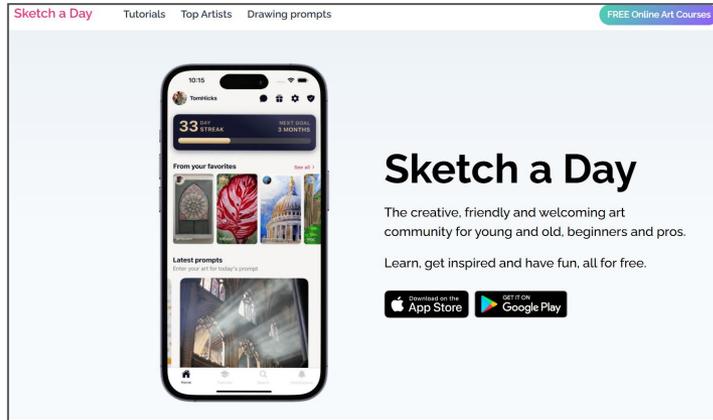
1. BW
2. Agenda
3. SketchADay_pg1
4. SketchADay_pg2
5. Data Day Drawing Extra Credit

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.

Space-"A Place I Want to Visit"

Name: _____ Per. _____ Date: _____ #3

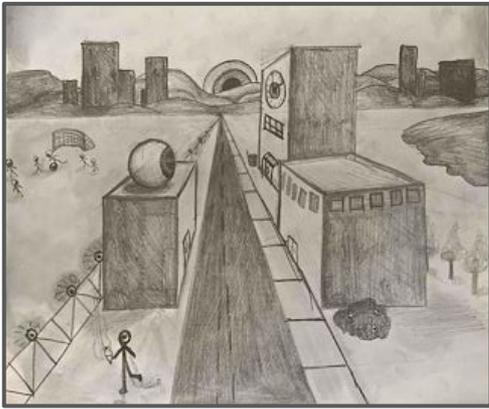
Class: 2D1

Duration: 8 Class Sessions

(20 minutes each)

Focus Element: Space

Medium: Graphite on Drawing Paper



Essential Questions:

1. How can I generate creative ideas for a cityscape that communicates a clear theme and sense of place?
2. How can I use planning sketches and perspective techniques to organize my composition before creating the final drawing?
3. How does using a horizon line, vanishing point, and converging lines help create the illusion of space in a drawing?
4. How can I use details, value (highlight, midtone, core shadow), and theme to make my artwork more realistic and visually engaging?
5. How can reflecting on my artwork and observing others' work help me grow as an artist?

What will I learn:

Florida Visual Arts Standards

VA.68.C.1.1 – Apply a range of interests and contextual connections to influence the art-making process.

VA.68.S.1.4 – Use accurate art vocabulary to describe techniques and creative processes.

VA.68.S.1.2 – Use various media, tools, and techniques to develop imagery.

VA.68.S.3.1 – Use the elements of art and principles of design to create visually interesting compositions.

VA.68.C.2.1 – Assess personal artwork using established criteria.

How will I learn it?:

Objective: In this project, you will learn how to make your drawings look 3D by using one-point perspective. You will choose a theme, based on a place you would like to visit ; it can be real, imaginary, futuristic, or from a story. Then, you will design a street, path, or road that leads to this place, using a horizon line, vanishing point, and lines that go back in space to show depth. You will also add creative details that connect to your theme, like buildings, signs, trees, or characters, to help tell the story of your scene. By the end, you will be able to explain how you used perspective and why you chose this place to show in your art.

Summary: First, you will choose a theme by thinking of a place you want to visit — it can be real, imaginary, or from your dreams. Next, you will plan what your scene will look like by sketching out ideas and deciding what will be in your picture, like buildings, roads, trees, signs, or people. Then, you will start your final drawing by drawing a horizon line and placing a vanishing point off-center of your paper. From the vanishing point, you will draw lines to help guide everything in your picture, making sure it looks like it is going back into space. After you finish drawing the main shapes and details, you will add shading. Finally, you will write or share a short reflection about your artwork, explaining the place you chose and how you used perspective to make it look 3D.

How will I know I learned it?:

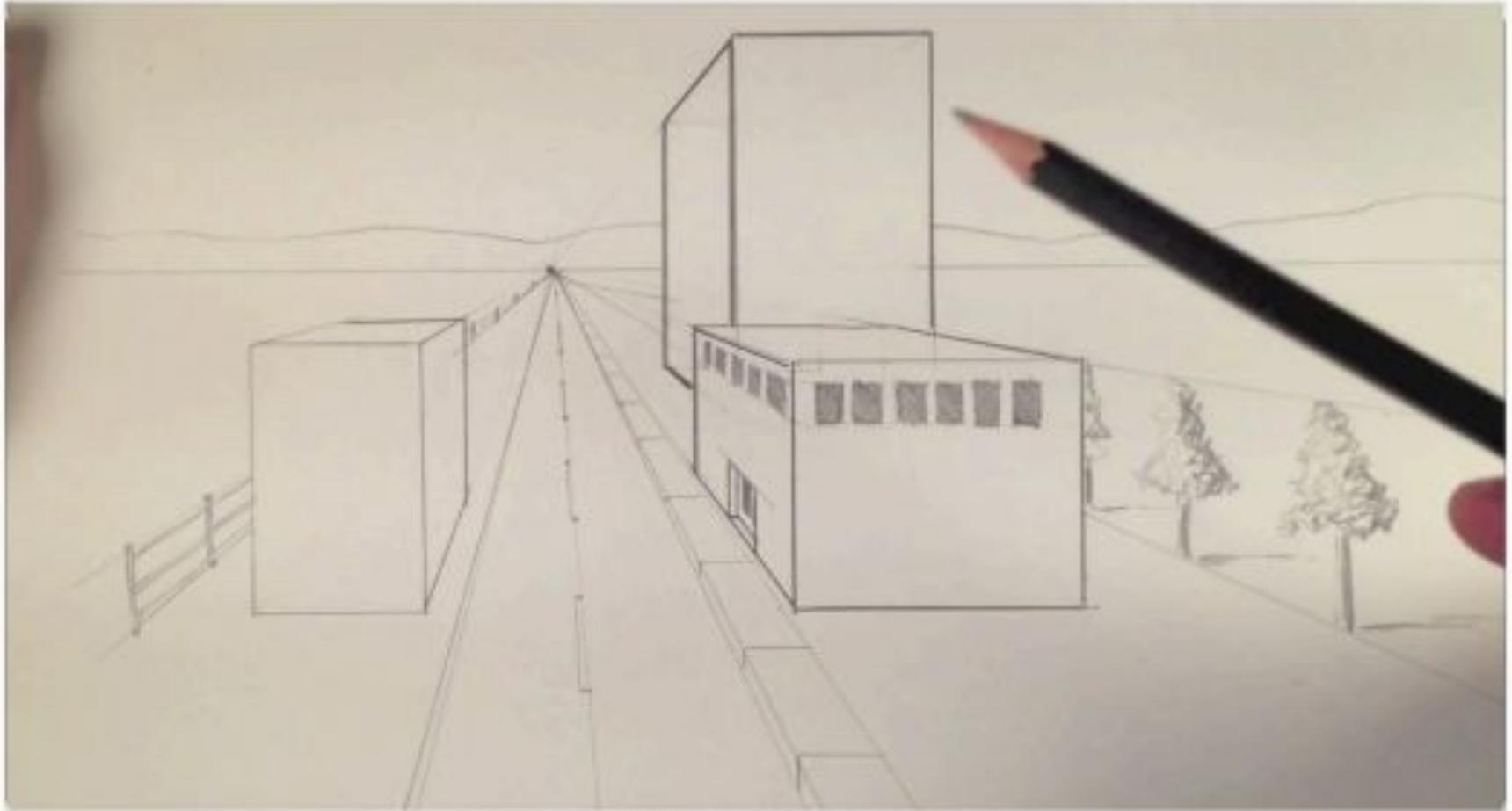
When I can say I understand the following criteria:

Criteria	Excellent
1. Use of One-Point Perspective	The drawing shows strong use of one-point perspective with accurate horizon line, vanishing point, and converging lines.
2. Use of Value	Effective use of value with clearly defined highlights, midtones, and core shadows, creating depth and realism.
3. Attention to Detail	Thoughtful, detailed elements that enhance the theme, and follow perspective lines appropriately.
4. Composition & Use of Space	Balanced composition with clear foreground, middle ground, and background; space used to create depth.
5. Theme	The theme is clear and well-developed, with detailed, creative representation. The artwork effectively reflects the theme with at least 7 buildings.

Vocabulary for One-Point Perspective and Value Project

1. **Horizon Line** – A horizontal line across your paper that represents where the ground and sky meet. It's where your eye level is.
2. **Vanishing Point** – A point on the horizon line where all the lines in your drawing seem to disappear. It helps objects look like they are going back into space.
3. **Converging lines** – Diagonal lines that angle toward the vanishing point. These lines guide your drawing to help objects look 3D and show depth.
4. **One-Point Perspective** – A drawing technique that uses one vanishing point to show how things look smaller as they go farther away.
5. **Illusion of Space** – Making a flat drawing look like it has depth and distance.
6. **Foreground** – The part of the picture that is closest to the viewer (the front).
7. **Middle Ground** – The part of the picture that is in between the foreground and background.
8. **Background** – The part of the picture that is farthest away from the viewer (the back).
9. **Value** – How light or dark something is in a drawing.
10. **Light Source** – The place where the light is coming from in your drawing (like the sun, lamp, or moon).
11. **Depth** – How far back space seems to go in an artwork; how "deep" a picture looks.
12. **Theme** – The main idea or message of your artwork — in this project, the place you want to visit.

Space Exercise- City in One Point Perspective

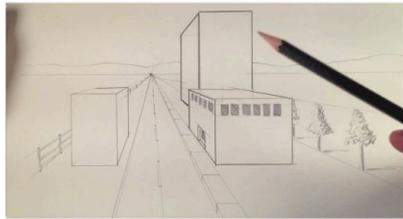


Space Exercise- City in One Point

Name: _____ Per. _____ Date: _____ 5

Perspective

Create the practice **one-point perspective city scene** shown in the example. Begin by drawing a **horizon line**, then place a **vanishing point** on that line. Next, draw the front shape of a building as a rectangle and draw **converging lines from each corner to the vanishing point** to create depth. Add another rectangle along those lines to form the side of the building. Continue repeating this process to create multiple buildings that all connect back to the **same vanishing point**. After the buildings are created, add a **road, sidewalks, windows, doors, and other details** to make the cubes look like buildings. Make sure all lines that move back into space follow the **vanishing point** so the city looks three-dimensional. Once your practice city is complete, submit it to Artsonia and use it as the foundation for planning your final themed city project



Example

A large empty rectangular box for drawing a one-point perspective city scene.

Pattern-"Zentangle Animal"

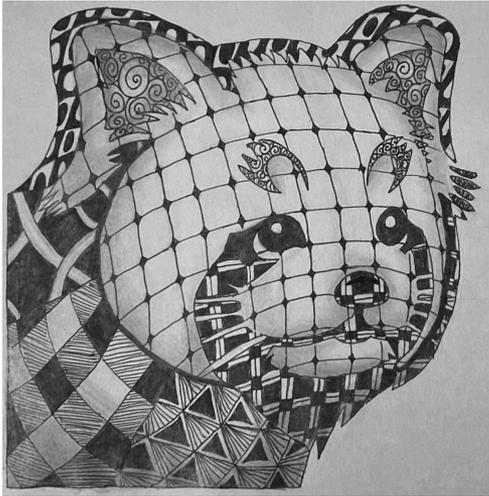
Name: _____ Per. _____ Date: _____ #3

Class: 2D2

Duration: 8 Class Sessions
(20 minutes each)

Focus Principle: Pattern

Medium: Graphite and Pen on
Drawing Paper



Essential Questions:

1. How do artists observe patterns in the world and transform them into creative designs?
2. How can artists use planning tools like the grid method to accurately draw and develop their ideas?
3. How do repetition and pattern help artists create unity and visual interest in their artwork?
4. How do craftsmanship and attention to detail improve the quality of an artwork?
5. How can reflecting on and discussing artwork help artists grow and improve their creative process?

What will I learn:

Florida Visual Arts Standards

VA.68.C.1.1 – Apply a range of interests and contextual connections to influence the art-making process.

VA.68.S.1.4 – Use accurate art vocabulary to describe techniques and creative processes.

VA.68.O.2.1 – Create works of art that demonstrate understanding of the principles of design.

VA.68.O.3.1 – Demonstrate how the elements of art and principles of design work together.

VA.68.C.3.1 – Discuss how ideas and experiences influence artwork.

How will I learn it?:

Objective: Students will create a visually engaging animal silhouette using zentangle patterns. They will apply principles of design by dividing the silhouette into at least six sections and filling each with unique patterns, including one pattern of their own design. Students will use the grid method to accurately draw their chosen animal silhouette.

Summary: For this project, you will choose an animal silhouette and use the grid method to draw it on your paper. Then, you will divide your animal into at least six sections. Each section will be filled with different zentangle patterns, which are detailed, repetitive designs. You'll get to create one original pattern of your own! Use black markers to carefully draw your patterns, making your lines clean and bold. This project will challenge your creativity, help you practice using patterns, and teach you how to balance design elements. Take your time, stay focused, and enjoy the calming process of creating zentangle art.

How will I know I learned it?:

When I can say I understand the following criteria:

Criteria	Excellent (4)
Creativity & Originality	Strong evidence of original thinking and unique pattern design
Craftsmanship	Clean, precise lines with excellent use of materials
Use of Zentangle Patterns	At least 6 patterns, including one original, used effectively
Application of Grid Method	Accurate and proportional drawing using the grid method
Effort and Participation	Consistent effort, stays on task, and actively participates in discussions

Vocabulary for Zentangle Animal Design

1. **Zentangle:** A form of meditative drawing using repetitive patterns.
2. **Silhouette:** The outline of a shape, usually filled with a solid color or design.
3. **Grid Method:** A technique used to enlarge or transfer an image accurately using a grid overlay.
4. **Pattern:** A repeated decorative design.
5. **Line Quality:** The thickness, smoothness, and texture of a line.
6. **Balance:** The distribution of visual weight in an artwork.
7. **Contrast:** The use of different elements (such as black and white) to create visual interest.
8. **Original Design:** A pattern or concept created by the student without copying existing designs.

Pattern Exercise- Zentangle Design

Name: _____ Per. _____ Date: _____ 5

Inside the square, use your pencil to divide the space into **3 sections** using curved lines to create interesting shapes. Use the example that is provided to copy from. In each section, create a different **zentangle pattern** by repeating simple lines, shapes, or marks such as dots, waves, zigzags, spirals, or grids. Work slowly and carefully so your lines stay clean and controlled. Once your patterns are finished, trace over them with a black marker to make the designs bold and clear. You may add small details like dots, thicker lines, or shading lines to make your patterns more interesting. Try to fill each section completely so the space feels balanced and finished.



Example



The Eight Steps of the Zentangle Method

Step 01 – Gratitude and Appreciation

Get comfortable, take a few deep breaths and feel gratitude and appreciation

Step 02 – Corner Dots -place a light pencil dot in each corner, about a pen's width from the edges

Step 03 – Border - Connect those dots with a light pencil line, straight or curvy, to create a square. This is your border.

Step 04 – String- separates your tile into sections, in which you draw your tangles.

Step 05 – Tangle- a predefined sequence of simple strokes that make up a pattern.

Step 06 – Shade - Add shades of gray with a graphite pencil to bring contrast and dimension to your tile.

Step 07 – Initial and Sign - This is art you created. You should sign it.

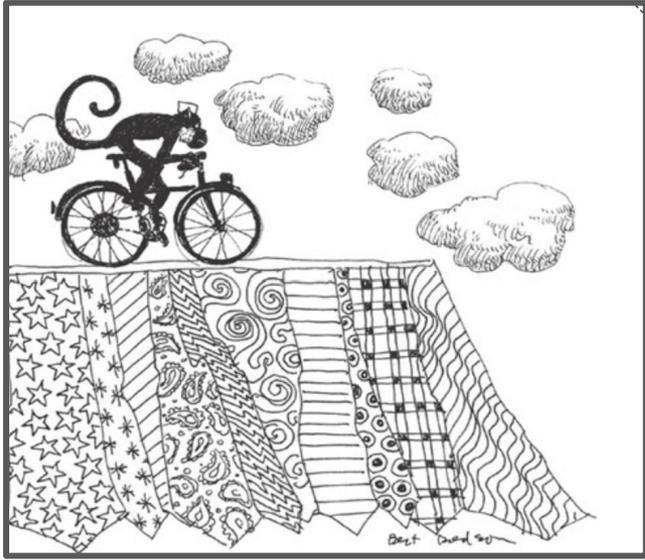
Step 08 – Appreciate - Appreciate what you just created.

Visualizing Ideas

Name: _____ Per. _____ Date: _____ #3

Class: 2D2

Duration: 8 Class Sessions (20 minutes each)



Essential Questions:

1. How do artists use imagination and observation to develop ideas while they draw?
2. How can artists transform a simple idea into something imaginative and unexpected?
3. How can sketching and experimentation help artists improve their ideas before creating a final artwork?
4. How can artists develop their drawings by adding details, patterns, textures, and environments that strengthen the story of the image?
5. How can reflecting on and discussing artwork help artists understand their creative choices?

What will I learn:

Florida Visual Arts Standards

- VA.68.C.1.1 – Apply a range of interests and contextual connections to influence the art-making process.
- VA.68.S.1.4 – Use accurate art vocabulary to describe techniques and creative processes.
- VA.68.S.1.2 – Use various media, tools, and techniques to develop imagery.
- VA.68.S.3.1 – Use the elements of art and principles of design to create visually interesting compositions.
- VA.68.C.2.1 – Assess personal artwork using established criteria.

How will I learn it?

Objective: In this project, you will explore how artists use imagination to develop ideas while they draw. You will begin with a simple drawing of an animal doing an action, but as you work, you will look carefully at the shapes in your drawing and allow them to inspire new ideas. Just like artists do in creative sketching, you will transform parts of your drawing into unexpected objects, patterns, or environments. Your goal is to practice observing your work, making creative decisions, and letting your drawing evolve into something more imaginative. By the end of the project, you will create a finished drawing that shows an animal in motion, creative transformations within the scene, and added details such as patterns, textures, shading, or color to make your artwork feel complete.

How will I know I learned it?:

When I can say I understand the following criteria:

Criteria	4 – Exceeds Expectations
Creative Idea & Imagination	The drawing shows highly imaginative ideas. The animal and environment are unique, unexpected, and creative.
Transformation of Shapes (Letting the Drawing Evolve)	Shapes in the drawing are transformed in surprising and creative ways that strengthen the artwork.
Composition & Story	The artwork clearly tells a visual story. The composition is balanced and engaging.
Details, Patterns, & Environment	Excellent use of details, textures, patterns, and background elements that enhance the drawing.
Craftsmanship & Completion	Drawing is carefully finished with strong shading or color. Lines are clean and intentional.

Vocabulary for Zentangle Animal Design

1. **Imagination**- The ability to create new ideas, images, or possibilities in your mind.
2. **Transformation** - Changing one shape or object into something new within a drawing.
3. **Observation** - Carefully looking at shapes, lines, and details in order to develop ideas.
4. **Movement** - The feeling that something in the artwork is active or in motion.
5. **Action Pose** - A position that shows an animal or subject doing something active such as jumping, riding, flying, or climbing.
6. **Environment** - The setting or background where the subject exists.
7. **Texture**- The way something looks like it would feel (rough, soft, smooth, furry, etc.).
8. **Pattern** - A repeated design or shape used to decorate an area of the artwork.
9. **Detail**- Small elements added to make a drawing more interesting or realistic.
10. **Silhouette**- The outline shape of an object filled in with one solid color.
11. **Visual Storytelling** - Using images to communicate a story, idea, or message.
12. **Contrast** - The difference between light and dark or between different elements in an artwork.
13. **Creative Process** - The steps artists use to develop an idea from the beginning to the finished artwork.

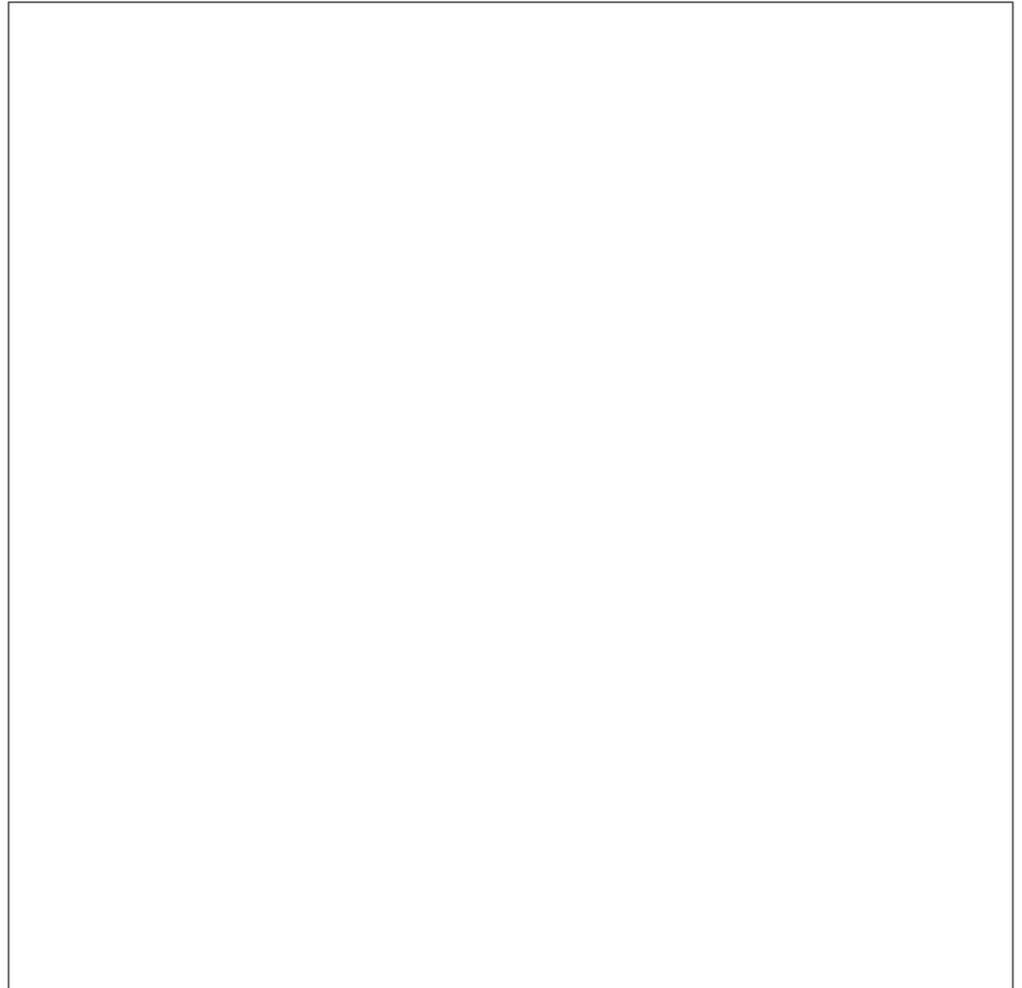
Visualizing Ideas- Exercise

Name: _____ Per. _____ Date: _____ 5

Inside the square, carefully copy the example shown below. Follow the same steps the artist used to develop the drawing from the beginning to the final image. Start with the basic shapes, then gradually add the new elements and details that appear in each step. Pay close attention to how the drawing changes and grows as each part is added. Your goal is to follow the process closely so you can understand how the artist transformed the original idea into the finished drawing.



Example



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

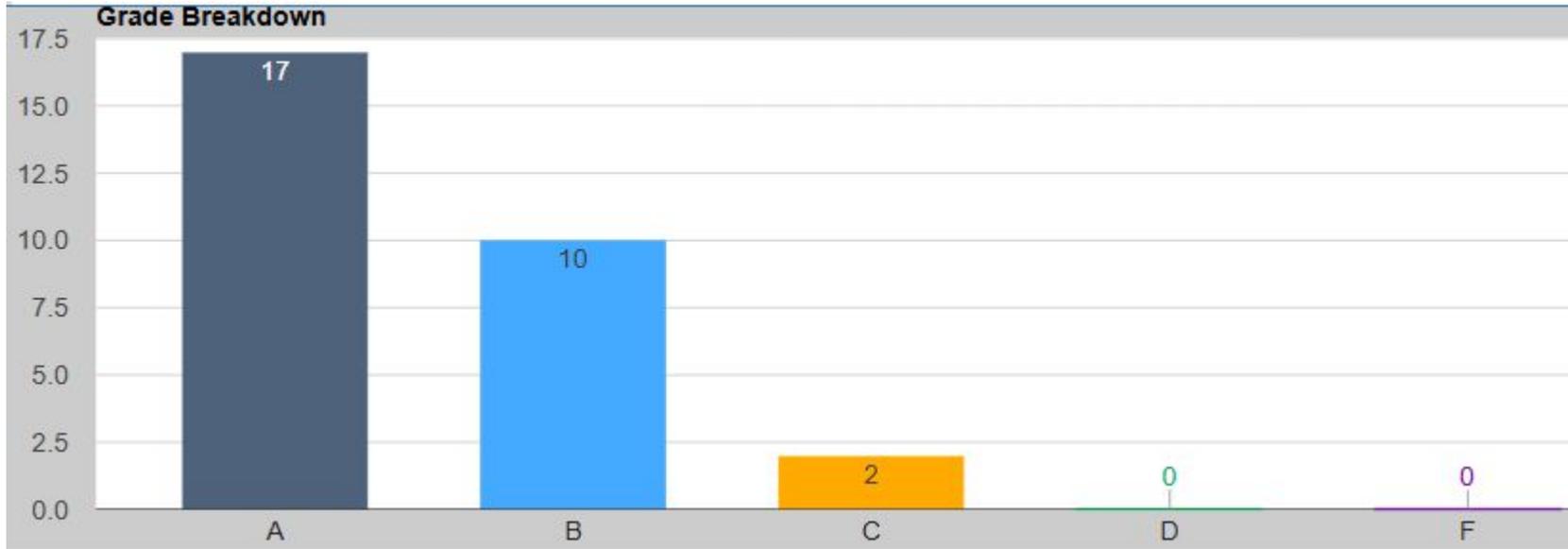
Sound: Instructor's Music

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

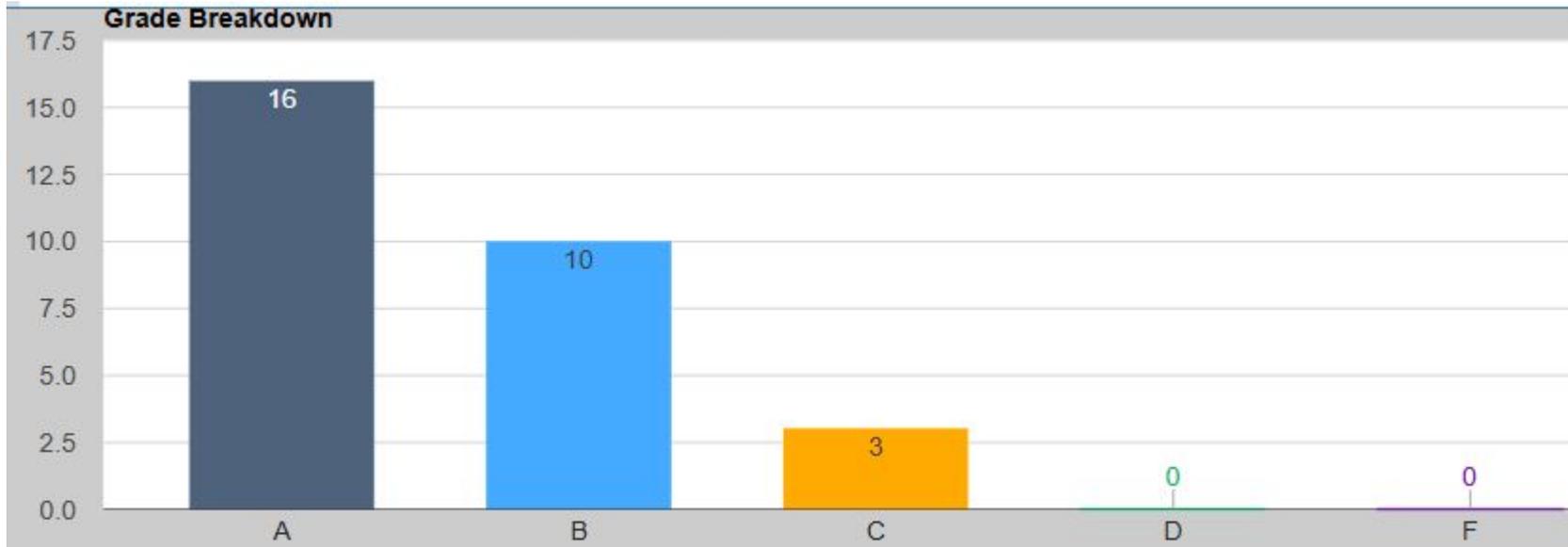
Please
remember
Mrs. StewART
only asks for your
Best!

Grading Data for Week 8 & 9 Assignments

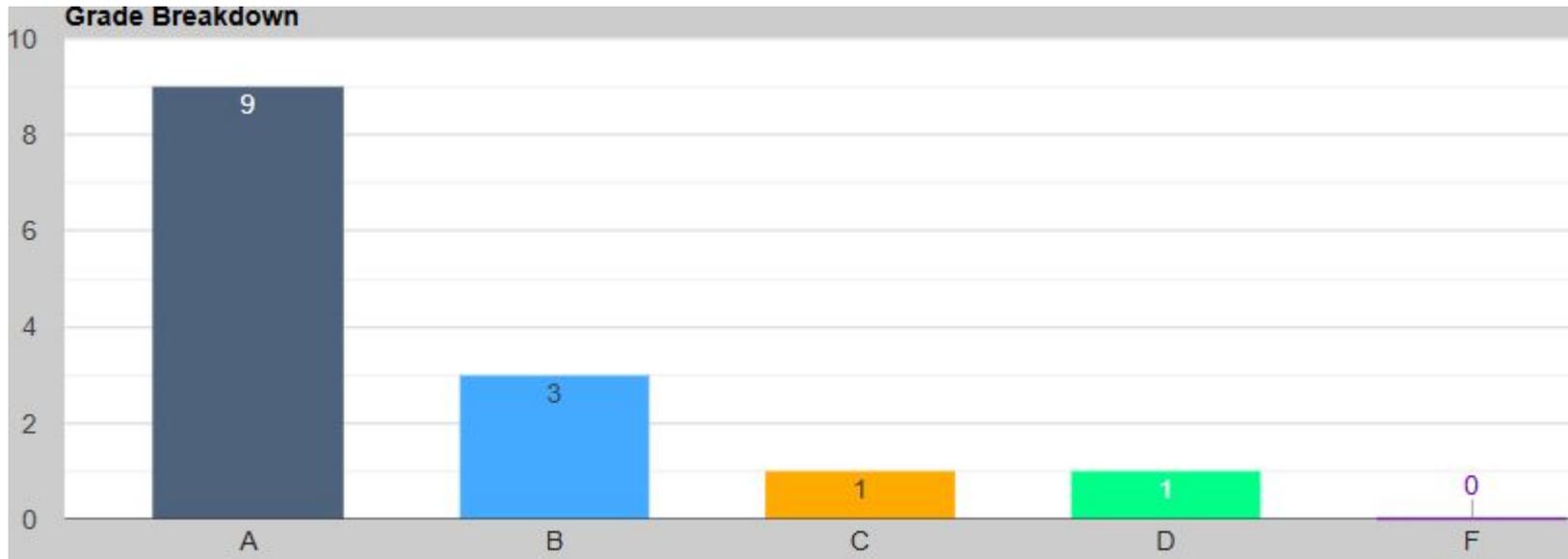
1st Period - 91%



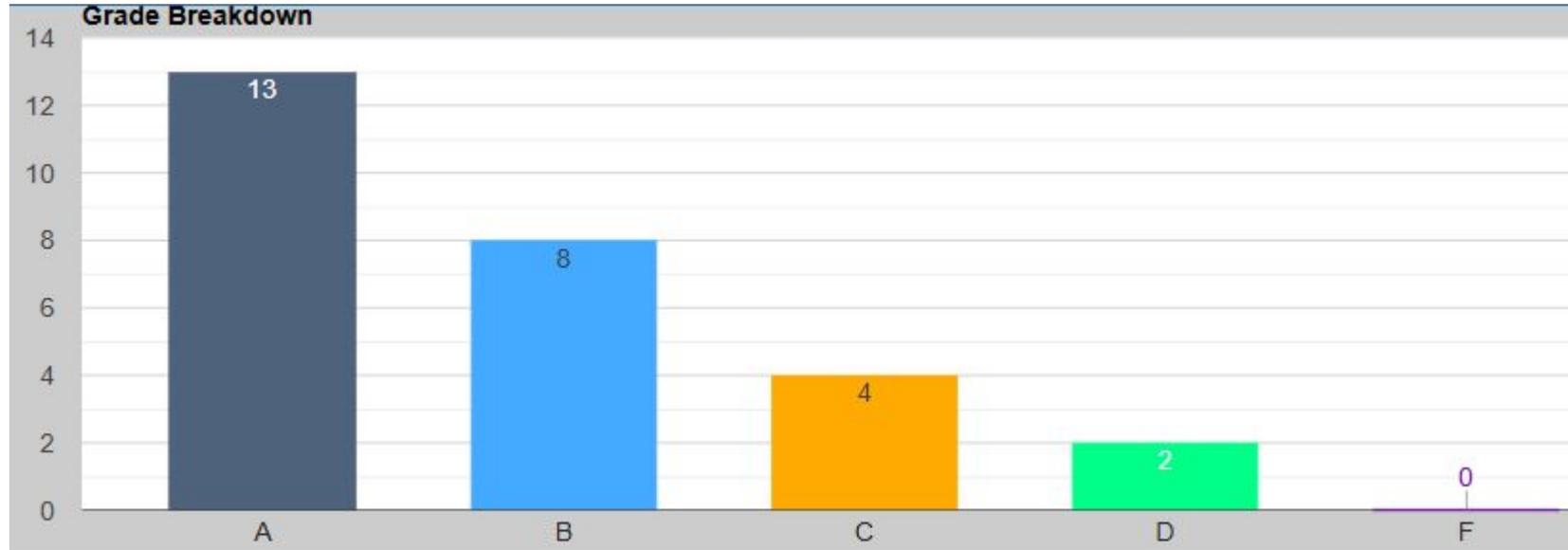
2nd Period - 91



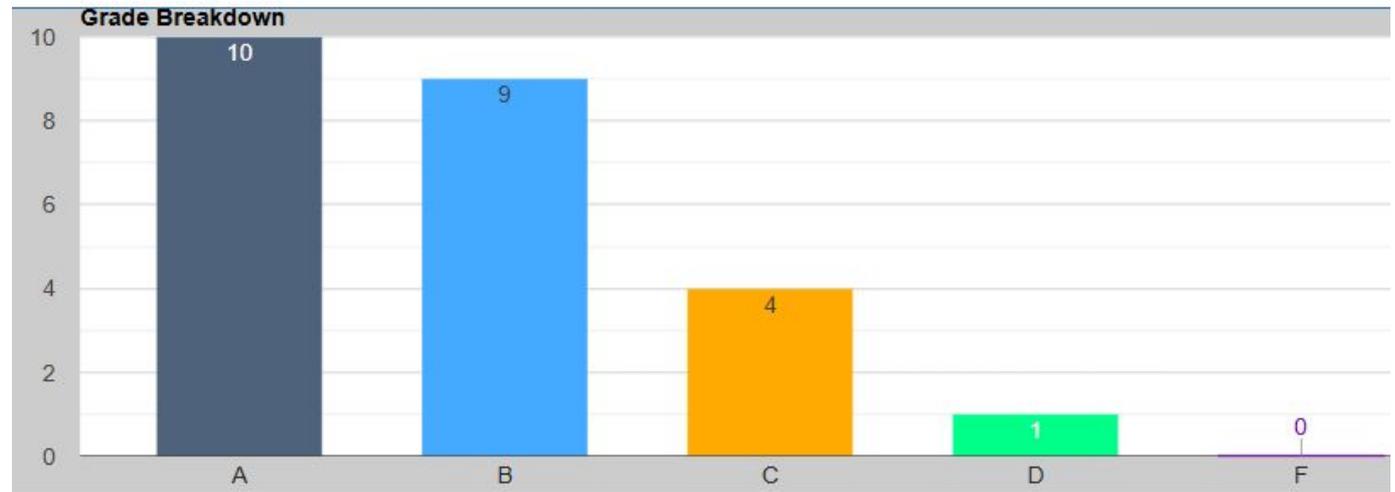
3rd Period - 89%



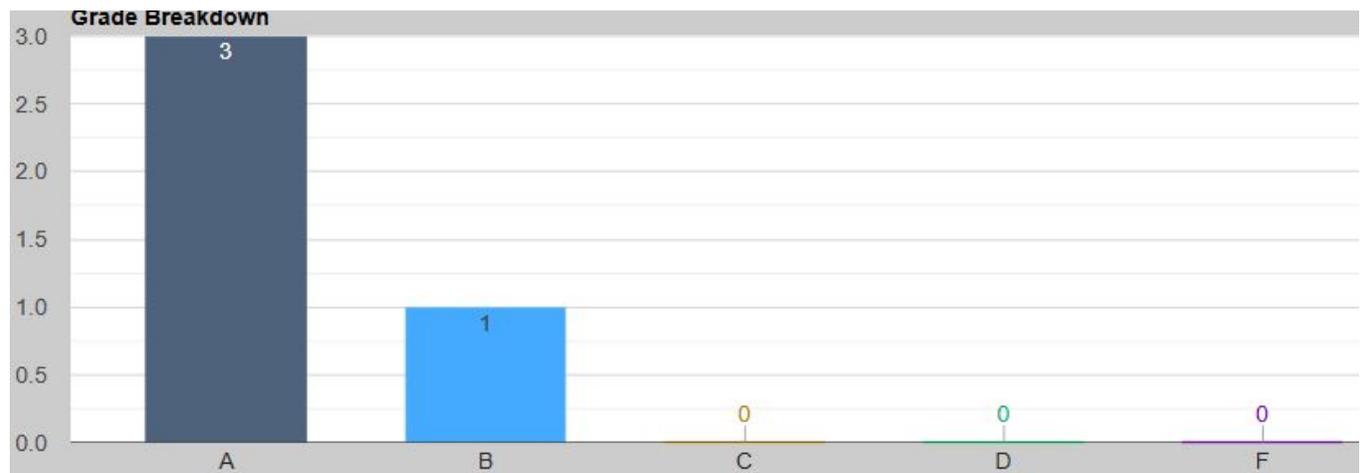
5th Period - 87%



6th Period - 86%-2D2



6th Period - 92%-2D3



7th Period - 87%

