1. Entering Class Procedures:

Good Artists Great Days Start Here!

Conversation:
Level 1 - Whisper

Help:
Ask 3 before me

Activity:

Same Steps Brighter Days!

1. **1st-** Find your assigned seat.
2. **2nd-** Take out a pencil and your student planner.
3. **3rd-** Place your backpack on the back of your chair and place your water bottle on the floor.
4. **4th-** Make sure your Sketchbook holder is on your table, if not pick up the Sketchbook holder from the red counter.
5. **5th-** Take out your sketchbook and Blue Folder.
6. **6th-** Be in your assigned seat, **before** the bell rings. See Mrs. Stewart if you don't know.
7. **7th-** Start working on your Bellwork.

Movement:
Art Cart and Assigned Seat

Participation:
Preparing for Class

Sound:
Instructor's Music

Create • Learn • Belong

2. Beginning of Class Procedures:

Good Art Happens Here!

Conversation:
Level-0-Silent

Help:
Raise your Hand

Activity: Use the Bellwork Handout that is in your BLUE FOLDER and complete the prompt. When completed, work on a Free Drawing.

Movement:
The Art Counter

Participation:
Drawing and Writing

Sound:
Instructor's Music

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 **form** on the front.
4. Take the handout you need.

Same Students Brighter Artists!

Create ♥ Learn ♥ Belong

Name:_____ Per._____ Date:_____

Bellwork

2D1 Week 2-Q2

Shape (2nd wk)

Directions:
Complete the daily prompts in your sketchbook. You have 5 mins.

Monday

Draw your hand in a closed fist using only straight lines.

Tuesday

Design a background made entirely of organic shapes.

Wednesday

Draw your hand holding a small object (pencil, eraser, etc.).

Thursday

Create a pattern using alternating geometric and organic shapes.

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** within the correct project week. Take the handout you need.

📂 **Assignment Handouts and Weeks**

1. Syllabus
2. Bellwork & 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 Close Friday of Week 9

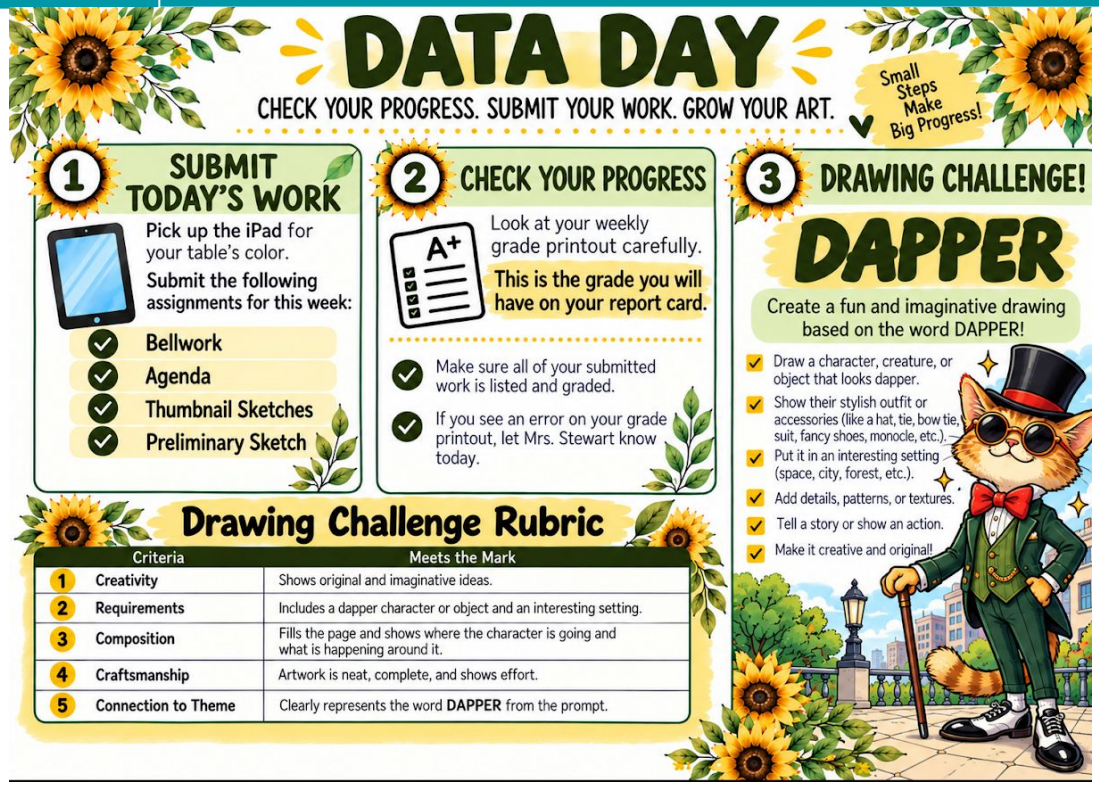
Week 2_q2 - Agenda- This Week in Art:

Directions: Write the following Agenda in your Student Planner.

Project: **2d1 Shape- Hands** **2d2 Pop of Color** **2d3 New Reality**	**Agenda** **If you miss a day OR behind in your work, you need to work on your assignment/ project at home; in order to meet the due date.*
Monday **10/19**	1. Discuss Thumbnail Sketches Expectations 2. Start Thumbnail Sketches
Tuesday **10/20**	1. Review Thumbnail Sketches 2. Complete Thumbnail Sketches
Wednesday **10/21**	1. Discuss Preliminary Sketch Expectations 2. Start Preliminary Sketch
Thursday **10/22**	1. Review preliminary Sketch Expectations 2. Complete Preliminary Sketch
DATA DAY **Friday** **10/23**	1. Submit Assignments 2. Check Your Progress 3. Complete Drawing Challenge for the word: Dapper
🗓️ **Grading Schedule** ***Monday:** 1st & 2nd Period ***Tuesday:** 3rd & 4th Period ***Wednesday:** 6th & 7th Period	**This Week's Assignment Submissions** 1. Bellwork 2. Agenda 3. Thumbnail Sketches 4. Preliminary Sketch

What You Will Do: Independent Time

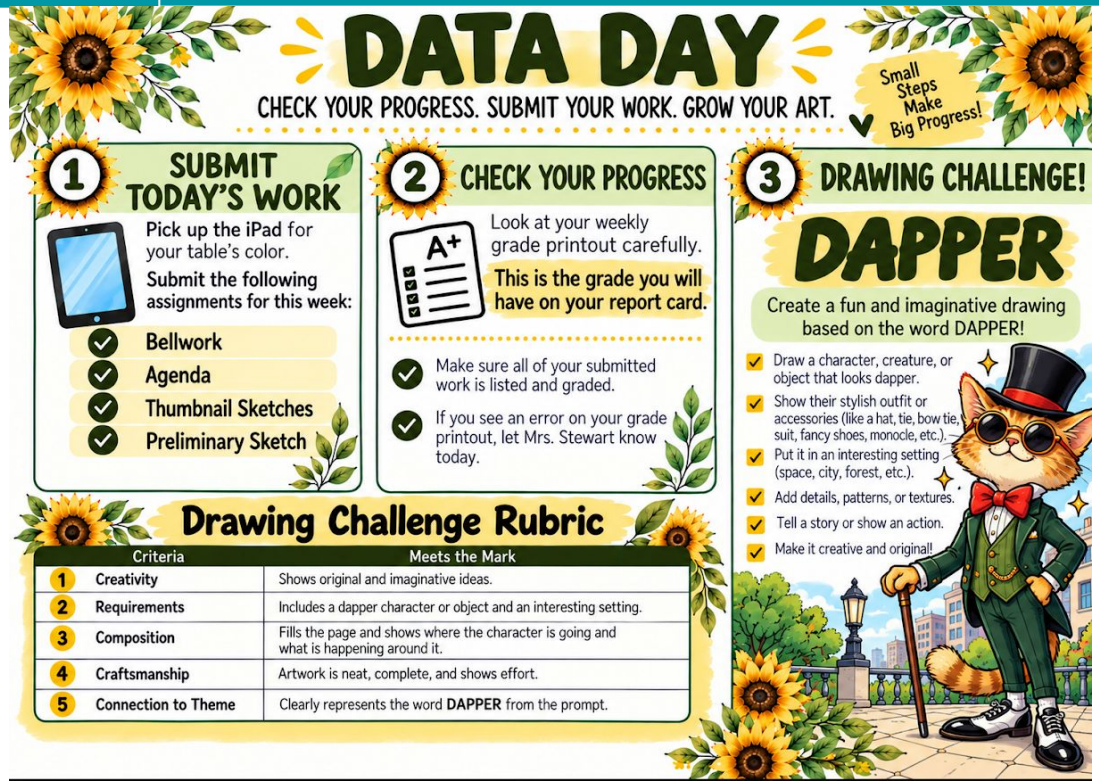
Conversation	At a Level-0
Help	Raise Hand
Activities	**Thumbnail Worksheet and/ or Preliminary Sketch**



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

Conversation	At a Level-1
Help	Ask 3 Before Me
Activities	



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

DATA DAY

CHECK YOUR PROGRESS. SUBMIT YOUR WORK. GROW YOUR ART.

Small Steps Make Big Progress!

1 SUBMIT TODAY'S WORK

Pick up the iPad for your table's color.

Submit the following assignments for this week:

- Bellwork
- Agenda
- Thumbnail Sketches
- Preliminary Sketch

2 CHECK YOUR PROGRESS

Look at your weekly grade printout carefully.

This is the grade you will have on your report card.

- Make sure all of your submitted work is listed and graded.
- If you see an error on your grade printout, let Mrs. Stewart know today.

3 DRAWING CHALLENGE!

DAPPER

Create a fun and imaginative drawing based on the word DAPPER!

- Draw a character, creature, or object that looks dapper.
- Show their stylish outfit or accessories (like a hat, tie, bow tie, suit, fancy shoes, monocle, etc.).
- Put it in an interesting setting (space, city, forest, etc.).
- Add details, patterns, or textures.
- Tell a story or show an action.
- Make it creative and original!



Drawing Challenge Rubric

	Criteria	Meets the Mark
1	Creativity	Shows original and imaginative ideas.
2	Requirements	Includes a dapper character or object and an interesting setting.
3	Composition	Fills the page and shows where the character is going and what is happening around it.
4	Craftsmanship	Artwork is neat, complete, and shows effort.
5	Connection to Theme	Clearly represents the word **DAPPER** from the prompt.

2D1 - ASL Hand Drawing Project

My Hands. My Initials. My Artistic Identity!

Standards

- Use direct observation to create artwork.
- Create art that shows an understanding of design.
- Explore how artwork can communicate personal identity.
- Reflect on art using visual evidence.

Essential Question

How can I use shape, value, and ASL hand signs to communicate my identity through art?

What will I learn?

I will learn to break down my hands into basic shapes, draw accurate proportions, and use shading to show form. I will also combine geometric and organic shapes to create an expressive abstract background.

How will I learn it?

- Observe my hands forming ASL initials.
- Sketch my hands using simple shapes and proportions.
- Refine fingernails, knuckles, creases, and contours.
- Design a background with geometric and organic shapes.
- Add shading and finishing details.

How will I know I learned it?

On Track

I can draw clear ASL hand signs, shade for form, and design my background.

Need Some Help

I need some help with proportions, shading, or designing my background.

Need Support

I need help drawing hand shapes or getting started.

Vocabulary

ASL	Shape	Form	Proportion	Value	Geometric	Organic
Visual language using signs and gestures.	A flat, 2D area.	A 3D object or its illusion.	Size relationship of parts.	Lightness or darkness.	Regular math-based shapes.	Free-flowing natural shapes.

Project Goal

Draw your initials in ASL with realistic details and shading. Use geometric and organic shapes to create an expressive abstract background.

2d1- ASL Hand Drawing Project





Florida Visual Arts Standards

VA.68.S.1.3: Use ideas from direct observation to create artwork.
VA.68.C.1.2: Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.O.3.1: Create artworks that demonstrate an understanding of organizational principles of design.
VA.68.F.3.2: Apply technology resources to develop artistic techniques and presentations.
VA.68.H.1.3: Explain the significance of personal artwork and how it can represent identity.

Objective: You will draw your hands forming your initials using American Sign Language (ASL). You'll learn to break down your hands into basic shapes and create a cool **abstract background** using geometric and organic shapes to make your artwork unique.

Summary: First, you will sketch your hands forming your initials using American Sign Language (ASL) by breaking them down into basic shapes like circles, ovals, and rectangles. Next, you'll refine your sketch by adding details such as fingernails, knuckles, and shading to make the hands look realistic. After that, you will design an abstract background using a mix of **geometric shapes** (like squares and circles) and **organic shapes** (curvy, free-flowing forms) to create balance and contrast. Finally, you'll add finishing touches by shading the hands for depth and refining the background to make your artwork unique and visually interesting.

2d1- ASL Hand Drawing Project - Student Examples









Name: _____ Date: _____ Per:_____

ASL Hand Drawing Project: Composition Thumbnail Worksheet

Directions: Use the four boxes below to plan how you want to arrange **all three ASL hand signs** (your initials) in your final composition. Each thumbnail should explore a different layout idea. Keep the sketches small, simple, and focused on placement and shapes. Each thumbnail should include **all three ASL hand signs**, placed in different arrangements. Focus on placement, size, overlap, and how the hands interact with the abstract shapes. These do not need to be detailed drawings—your goal is to explore creative layout ideas before starting your final artwork.

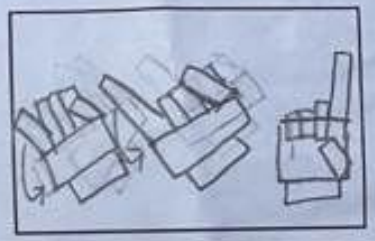
Thumbnail 1: Balanced Composition *Arrange all three hands in a way that feels balanced or symmetrical. Try placing one in the center and the others on each side.*	**Thumbnail 2: Dynamic/ Diagonal Composition** *Place your three hands along a diagonal or flowing path to create movement across the page.*
Thumbnail 3: Overlapping/ Layered Composition *Explore ways to overlap or layer your hands to create depth and interest.*	**Thumbnail 4: Abstract-Integrated Composition** *Blend your hands into the abstract background by using shapes that interact with or connect to the hand forms.*

ASL Hand Drawing Project: Composition Thumbnail Worksheet

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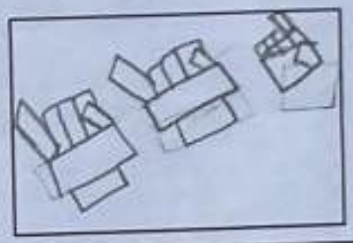
Thumbnail 1: Balanced Composition

Arrange all three hands in a way that feels balanced or symmetrical. Try placing one in the center and the others on each side.



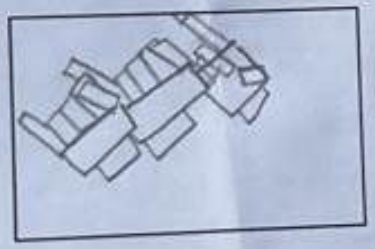
Thumbnail 2: Dynamic/ Diagonal Composition

Place your three hands along a diagonal or flowing path to create movement across the page.



Thumbnail 3: Overlapping/ Layered Composition

Explore ways to overlap or layer your hands to create depth and interest.



Thumbnail 4: Abstract-Integrated Composition

Blend your hands into the abstract background by using shapes that interact with or connect to the hand forms.











What You Will Do: Independent Time

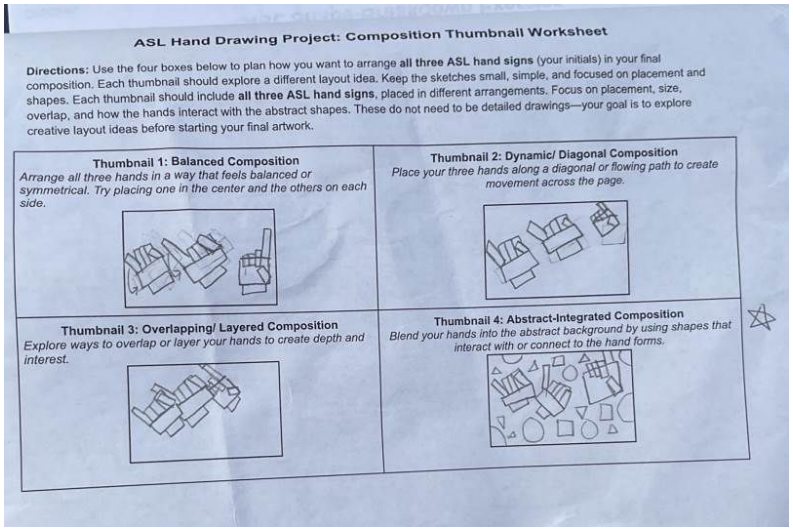
Conversation	At a Level-0
Help	Raise Hand
Activities	**Thumbnail Worksheet and/ or Preliminary Sketch**

Name: _____ Date: _____ Per:_____

ASL Hand Drawing Project: Composition Thumbnail Worksheet

Directions: Use the four boxes below to plan how you want to arrange **all three ASL hand signs** (your initials) in your final composition. Each thumbnail should explore a different layout idea. Keep the sketches small, simple, and focused on placement and shapes. Each thumbnail should include **all three ASL hand signs**, placed in different arrangements. Focus on placement, size, overlap, and how the hands interact with the abstract shapes. These do not need to be detailed drawings—your goal is to explore creative layout ideas before starting your final artwork.

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Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

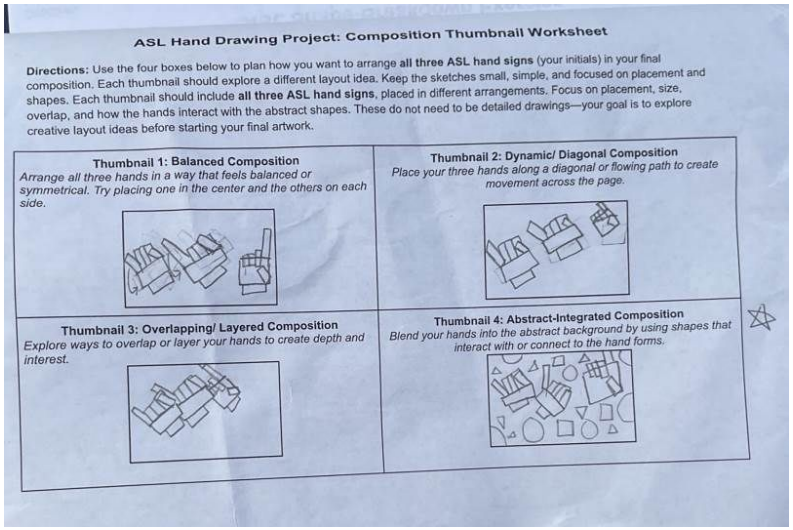
Conversation	At a Level-1 Whisper
Help	Ask 3 Before Me
Activities	**Thumbnail Worksheet and "I'm Done Now What List**

Name: _____ Date: _____ Per:_____

ASL Hand Drawing Project: Composition Thumbnail Worksheet

Directions: Use the four boxes below to plan how you want to arrange **all three ASL hand signs** (your initials) in your final composition. Each thumbnail should explore a different layout idea. Keep the sketches small, simple, and focused on placement and shapes. Each thumbnail should include **all three ASL hand signs**, placed in different arrangements. Focus on placement, size, overlap, and how the hands interact with the abstract shapes. These do not need to be detailed drawings—your goal is to explore creative layout ideas before starting your final artwork.

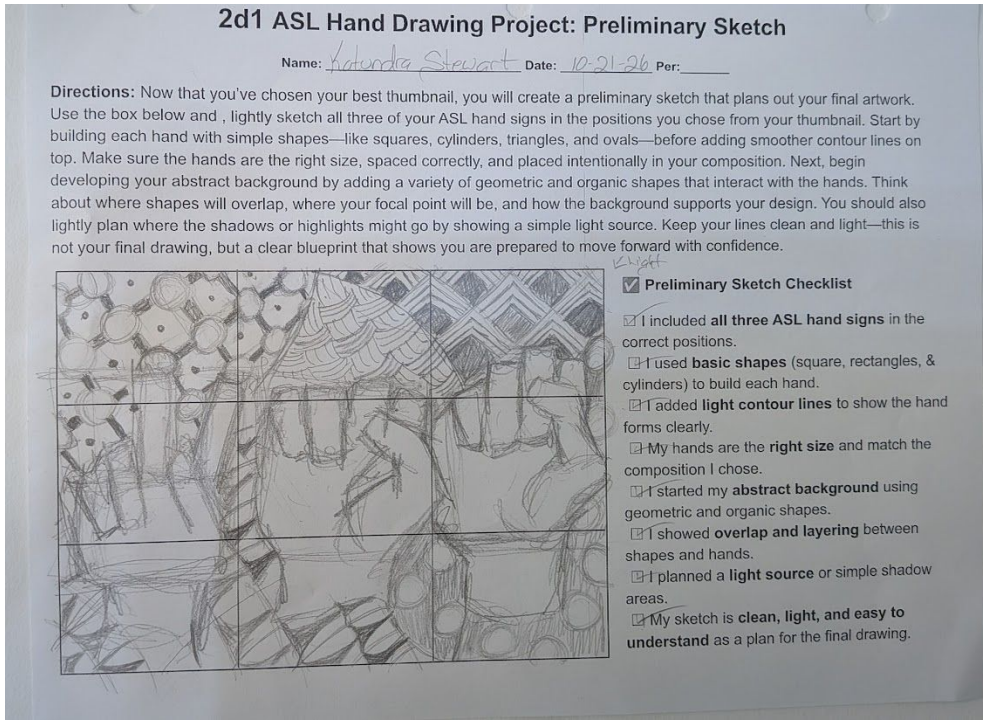
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Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

Conversation	At a Level-0
Help	Raise Hand
Activities	**Preliminary Sketch, then "I'm Done Now What List"**



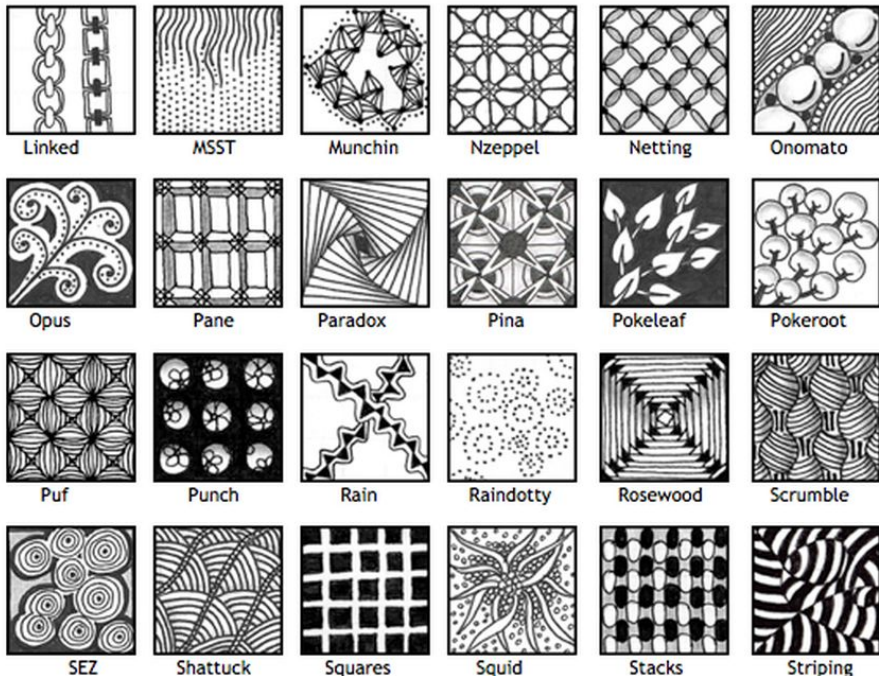
2d1 ASL Hand Drawing Project: Preliminary Sketch

Name: Katondra Stewart Date: 10-21-26 Per:_____

Directions: Now that you've chosen your best thumbnail, you will create a preliminary sketch that plans out your final artwork. Use the box below and , lightly sketch all three of your ASL hand signs in the positions you chose from your thumbnail. Start by building each hand with simple shapes—like squares, cylinders, triangles, and ovals—before adding smoother contour lines on top. Make sure the hands are the right size, spaced correctly, and placed intentionally in your composition. Next, begin developing your abstract background by adding a variety of geometric and organic shapes that interact with the hands. Think about where shapes will overlap, where your focal point will be, and how the background supports your design. You should also lightly plan where the shadows or highlights might go by showing a simple light source. Keep your lines clean and light—this is not your final drawing, but a clear blueprint that shows you are prepared to move forward with confidence.

Preliminary Sketch Checklist

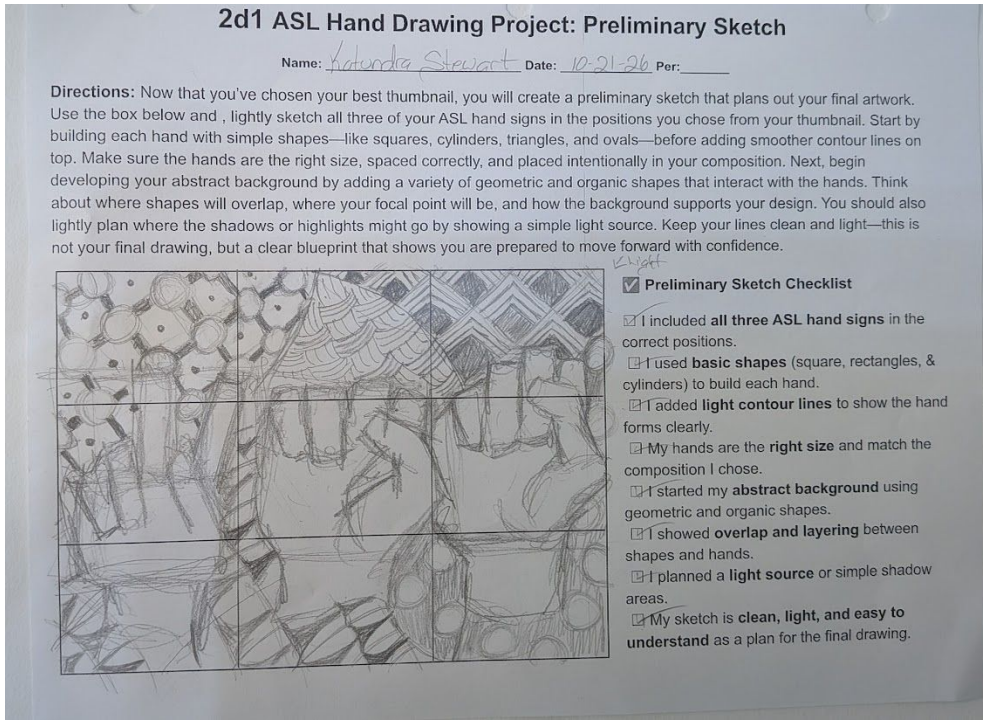
- I included **all three ASL hand signs** in the correct positions.
- I used **basic shapes** (square, rectangles, & cylinders) to build each hand.
- I added **light contour lines** to show the hand forms clearly.
- My hands are the **right size** and match the composition I chose.
- I started my **abstract background** using geometric and organic shapes.
- I showed **overlap and layering** between shapes and hands.
- I planned a **light source** or simple shadow areas.
- My sketch is **clean, light, and easy to understand** as a plan for the final drawing.



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

Conversation	At a Level-1
Help	Ask 3 Before Me
Activities	**Preliminary Sketch, then "I'm Done Now What List"**



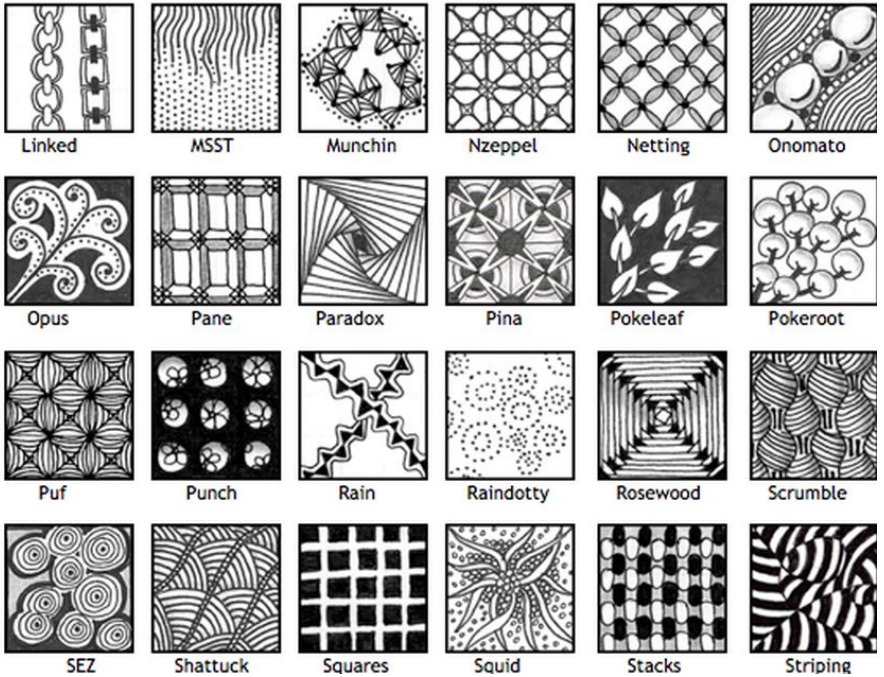
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Preliminary Sketch Checklist

- I included **all three ASL hand signs** in the correct positions.
- I used **basic shapes** (square, rectangles, & cylinders) to build each hand.
- I added **light contour lines** to show the hand forms clearly.
- My hands are the **right size** and match the composition I chose.
- I started my **abstract background** using geometric and organic shapes.
- I showed **overlap and layering** between shapes and hands.
- I planned a **light source** or simple shadow areas.
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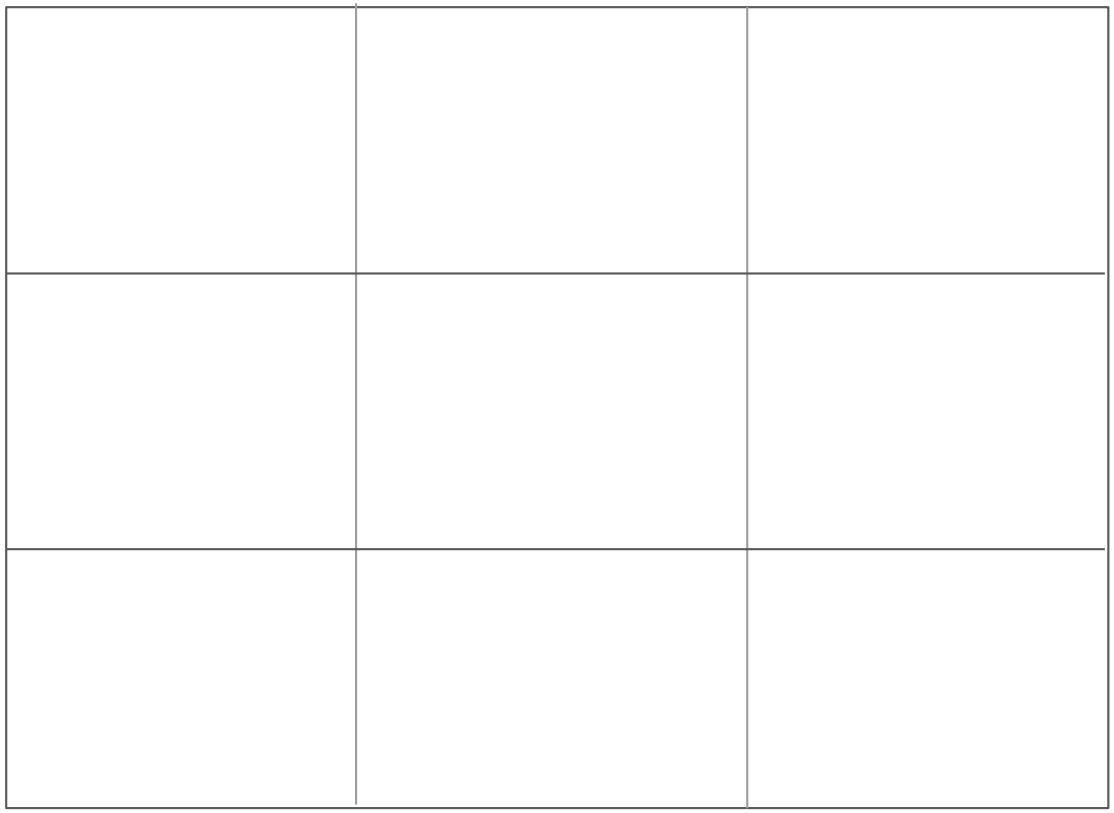


Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

2d1 ASL Hand Drawing Project: Preliminary Sketch

Name: _____ Date: _____ Per:_____

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✅ **Preliminary Sketch Checklist**

☐ I included **all three ASL hand signs** in the correct positions.
☐ I used **basic shapes** (square, rectangles, & cylinders) to build each hand.
☐ I added **light contour lines** to show the hand forms clearly.
☐ My hands are the **right size** and match the composition I chose.
☐ I started my **abstract background** using geometric and organic shapes.
☐ I showed **overlap and layering** between shapes and hands.
☐ I planned a **light source** or simple shadow areas.
☐ My sketch is **clean, light, and easy to understand** as a plan for the final drawing.

Name:_____ Per._____ Date:_____

Bellwork

2D2 Week 2-Q2
Emphasis Through Color (2nd week)

Directions:
Complete the daily prompts in your sketchbook. You have 5 mins.

Monday

Color Path

Create a tiny grayscale room interior.
Color **only one item** (a lamp, pillow, plant pot) to make it pop.

Tuesday

Tiny Landscape

Draw a quick landscape: hills, trees, sky.
Color **only one element** (sun, flower, bird, or car).

Wednesday

Gesture Drawing + Emphasis

Do a quick gesture drawing of a person or figure.
Add one **colored accessory** (shoes, shirt logo, headphones).

Thursday

Everyday Object Zoom-In

Pick something in the classroom (water bottle, backpack, shoe).
Draw it quickly in pencil and add **only one colored detail**.

Friday

***No Bellwork**

***Complete the Agenda**

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

2D2 - Emphasis: Pop of Color

Make One Part Stand Out!

EXPLORE CREATE FOCUS GROW

Duration: 8 Class Sessions (20 minutes each) | **Medium:** Graphite and Colored Pencil on Drawing Paper

Standards

- **VA.68.S.1.2** – Use principles of design (emphasis, contrast) to organize composition.
- **VA.68.C.1.3** – Describe and analyze artwork.
- **VA.68.O.1.3** – Use elements/ principles to communicate meaning.
- **VA.68.F.3.4** – Demonstrate skills and craftsmanship in art creation.
- **VA.68.S.1.1** – Experiment with materials and techniques.

Essential Question

How can artists use contrast, value, and a pop of color to create emphasis and guide the viewer's eye?

What will I learn?

I will learn how to use emphasis, contrast, and value to create a focal point that stands out in my artwork.





How will I learn it?

- Explore how artists use emphasis and focal points.
- Plan a composition with one main focal point.
- Use graphite pencils to create different values (light, medium, and dark).
- Add one pop of color to emphasize an object.
- Practice shading, blending, and craftsmanship.

How will I know I learned it?

On Track

I can independently use value and one pop of color to create a clear focal point.

Need Some Help

I can create emphasis, but I need some help with shading, contrast, or my focal point.

Need Support

I need help understanding how to use value and color to create emphasis.

Vocabulary

Emphasis
Making one part of an artwork stand out.

Focal Point
The area that attracts the viewer's attention first.

Contrast
The difference between elements, such as light and dark or color and grayscale.

Value
How light or dark something is.

Grayscale
A range of values from white to black.

Composition
How objects and elements are arranged in artwork.

Project Goal

You will create a drawing that uses value and a single pop of color to show emphasis and make a clear focal point.

Good Artists Try New Things

ART MAKES A BRIGHTER TOMORROW

2D2 - Emphasis: Pop of Color

Class: 2D2 Duration: 8 Class Sessions (20 minutes each)
Focus Principle: Emphasis
Medium: Graphite and Colored Pencil on Drawing Paper



Florida Visual Arts Standards

VA.68.S.1.2 – Use principles of design (emphasis, contrast) to organize composition
VA.68.C.1.3 – Describe and analyze artwork
VA.68.O.1.3 – Use elements/principles to communicate meaning
VA.68.F.3.4 – Demonstrate skills and craftsmanship in art creation
VA.68.S.1.1 – Experiment with materials and techniques

Objective: You will create a drawing that uses value and a single pop of color to show emphasis and make a clear focal point, demonstrating that you understand how artists guide the viewer's eye using contrast.

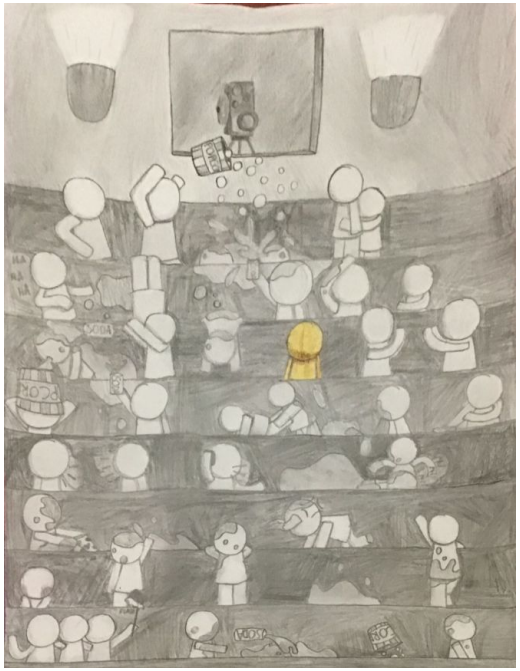


Essential Questions:

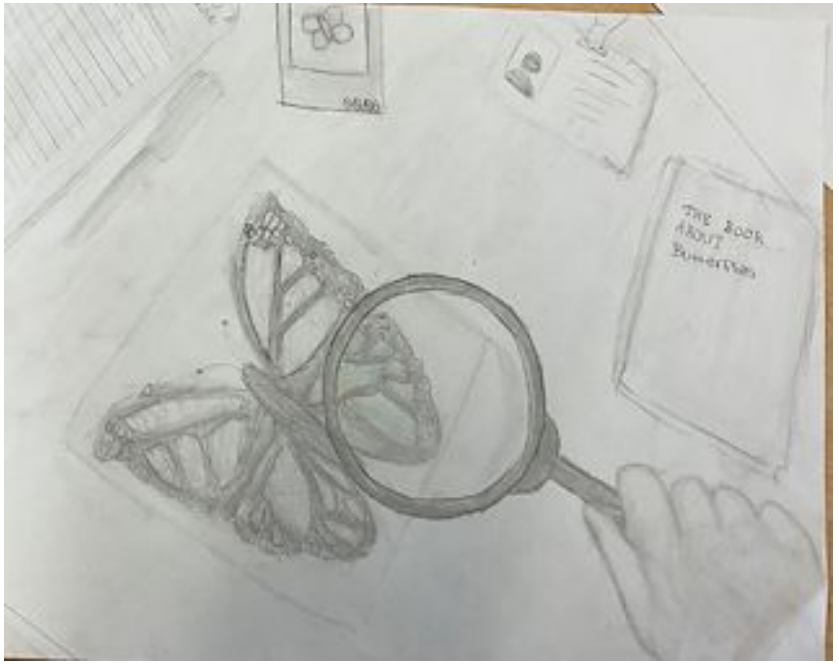
1. "How do artists use emphasis and focal point to guide the viewer's eye in an artwork?"
2. "How can different compositions and focal point placements change the impact of my artwork?"
3. "What choices do I need to make with value and color to make my focal point stand out clearly?"
4. "How does careful shading, layering, and craftsmanship help strengthen emphasis in my final piece?"
5. How effectively did I use contrast, value, and selective color to create a strong focal point in my artwork?

Summary: In this project, you will learn how to make one part of your artwork stand out by using **emphasis**. You will create a drawing in pencil and then choose **one object** to highlight using **color**, while the rest stays in **grayscale**. This helps you create a strong **focal point**, which is the first thing the viewer notices. You will practice using **value** (light, medium, and dark shading) to add depth to your drawing, and use **color blending** to make your chosen object pop. By the end of the project, you should be able to clearly show emphasis, create a focal point, and use color and value in a way that makes your artwork visually powerful and easy to understand.

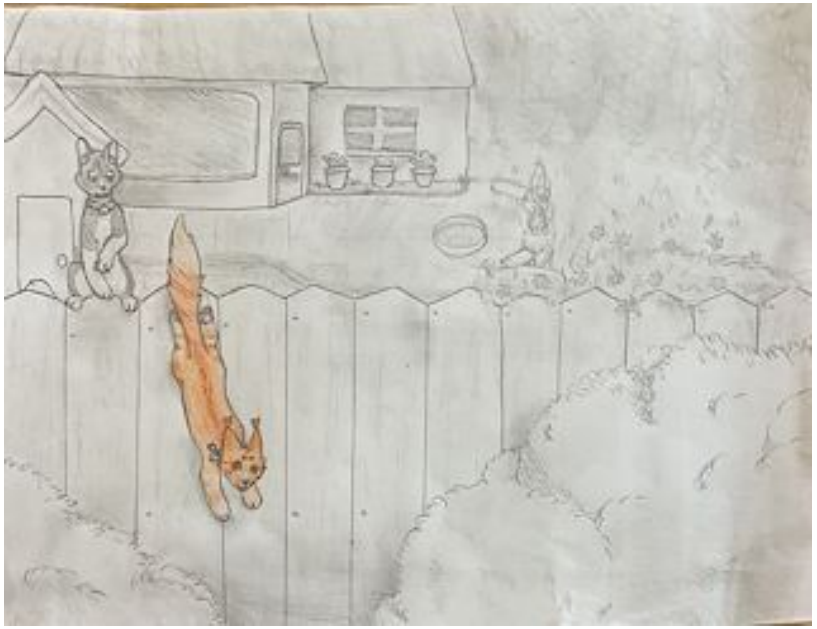
2D2 - Emphasis: Pop of Color - Student Examples











Name: _____ Date: _____ Per:_____

2d2 Emphasis Through Color Project: Theme Options & Thumbnail Sketches

Directions: Using the space below, create four small thumbnail sketches that explore different ways you could design your final composition based on the theme and object you choose. Each thumbnail should be quick and simple—no details or shading yet. Focus on trying different layouts by changing the placement of your focal point, the angle you're drawing from, and how much background you include. In every thumbnail, lightly mark where your focal point (the part that will be in color) will go. **Try at least one sketch with the focal point in the center, one using the rule of thirds, one with the focal point off to the side, and one with a close-up or zoomed-out perspective.** These thumbnails will help you choose the strongest composition for your final project.

Theme Options (Choose One)

1. A Day in My Life – Highlight a meaningful daily object.
2. The Power of One Object – Choose a symbolic object that represents you.
3. My Favorite Place – Draw a place you love and emphasize one item.
4. City or Nature Contrast – Use a landscape or city scene with one color pop.
5. Pop of Personality – Highlight an accessory or feature that represents your personality.
6. Color in Motion – Show something moving and emphasize the object in motion.
7. Hidden Meaning – Color an object with symbolic meaning.
8. Lost & Found – Choose a cluttered or busy scene with one important colored object.
9. Vintage vs. Modern – Emphasize either an old or modern item for contrast.
10. Memories in Color – Highlight the most important part of a memory.

Thumbnail 1

Thumbnail 2

Thumbnail 3

Thumbnail 4

2d2 Emphasis Through Color: Preliminary Sketch

Name: _____ Date: _____ Per:_____

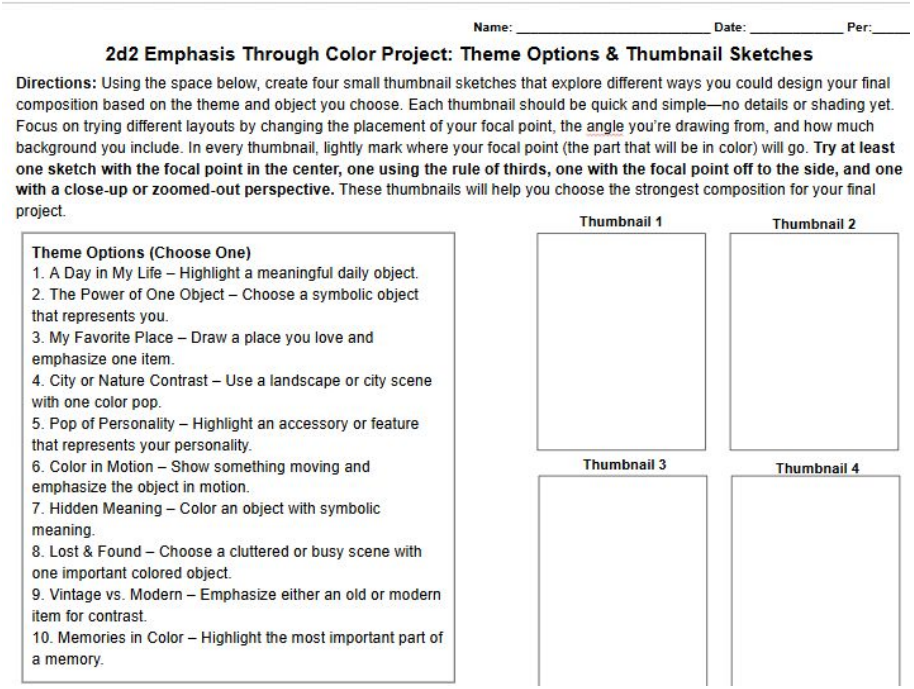
Directions: Now that you've chosen your strongest thumbnail, **in the space below**, redraw it larger as your preliminary sketch. Make sure you include all the main objects in the correct places and use clean, light lines to add important details. Clearly mark or outline the object that will be your focal point—the part that will be in color in your final project. Begin planning your values by lightly shading where your darkest, medium, and light areas will go so you can see how the contrast will work. Add enough background information to support your focal point without overwhelming it, and show depth by using overlapping or size changes if needed. Keep your sketch neat and organized, erase any extra lines, and remember: this drawing is your blueprint for the final project, so take your time and make it clear. (If you want your illustration to be portrait orientation, turn your paper.)

✅ Preliminary Sketch Checklist

☐ My composition matches my strongest thumbnail idea.
☐ All major objects are drawn in the correct size and placement.
☐ My focal point is clearly marked or outlined.
☐ I included the important details using clean, light lines.
☐ I added a light value plan (dark, medium, and light areas).
☐ My background is sketched enough to support the focal point.
☐ My sketch shows depth (overlapping, size changes, or perspective).
☐ I erased messy lines and cleaned up the drawing.
☐ My sketch is neat, readable, and ready for teacher review

What You Will Do: Independent Time

Conversation	At a Level-0
Help	Raise Your Hand
Activities	**Thumbnail Worksheet and "When I'm Done List"**



Name: _____ Date: _____ Per:____

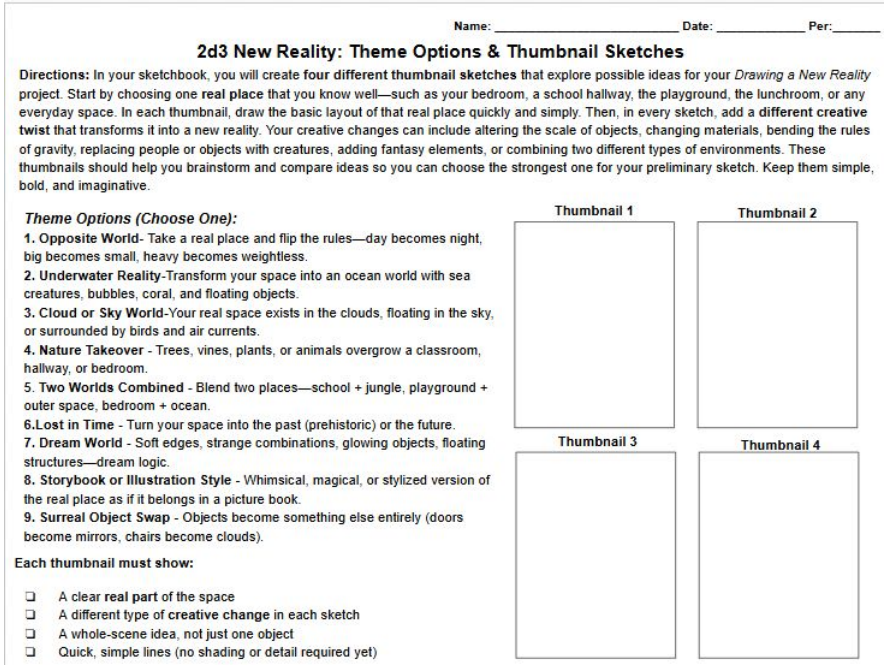
2d2 Emphasis Through Color Project: Theme Options & Thumbnail Sketches

Directions: Using the space below, create four small thumbnail sketches that explore different ways you could design your final composition based on the theme and object you choose. Each thumbnail should be quick and simple—no details or shading yet. Focus on trying different layouts by changing the placement of your focal point, the angle you're drawing from, and how much background you include. In every thumbnail, lightly mark where your focal point (the part that will be in color) will go. **Try at least one sketch with the focal point in the center, one using the rule of thirds, one with the focal point off to the side, and one with a close-up or zoomed-out perspective.** These thumbnails will help you choose the strongest composition for your final project.

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8. Lost & Found – Choose a cluttered or busy scene with one important colored object.
9. Vintage vs. Modern – Emphasize either an old or modern item for contrast.
10. Memories in Color – Highlight the most important part of a memory.

Thumbnail 1 | Thumbnail 2

Thumbnail 3 | Thumbnail 4



Name: _____ Date: _____ Per:_____

2d3 New Reality: Theme Options & Thumbnail Sketches

Directions: In your sketchbook, you will create **four different thumbnail sketches** that explore possible ideas for your *Drawing a New Reality* project. Start by choosing one **real place** that you know well—such as your bedroom, a school hallway, the playground, the lunchroom, or any everyday space. In each thumbnail, draw the basic layout of that real place quickly and simply. Then, in every sketch, add a **different creative twist** that transforms it into a new reality. Your creative changes can include altering the scale of objects, changing materials, bending the rules of gravity, replacing people or objects with creatures, adding fantasy elements, or combining two different types of environments. These thumbnails should help you brainstorm and compare ideas so you can choose the strongest one for your preliminary sketch. Keep them simple, bold, and imaginative.

Theme Options (Choose One):
1. Opposite World- Take a real place and flip the rules—day becomes night, big becomes small, heavy becomes weightless.
2. Underwater Reality-Transform your space into an ocean world with sea creatures, bubbles, coral, and floating objects.
3. Cloud or Sky World-Your real space exists in the clouds, floating in the sky, or surrounded by birds and air currents.
4. Nature Takeover - Trees, vines, plants, or animals overgrow a classroom, hallway, or bedroom.
5. **Two Worlds Combined** - Blend two places—school + jungle, playground + outer space, bedroom + ocean.
6.Lost in Time - Turn your space into the past (prehistoric) or the future.
7. Dream World - Soft edges, strange combinations, glowing objects, floating structures—dream logic.
8. Storybook or Illustration Style - Whimsical, magical, or stylized version of the real place as if it belongs in a picture book.
9. Surreal Object Swap - Objects become something else entirely (doors become mirrors, chairs become clouds).

Each thumbnail must show:

- ❑ A clear **real part** of the space
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- ❑ Quick, simple lines (no shading or detail required yet)

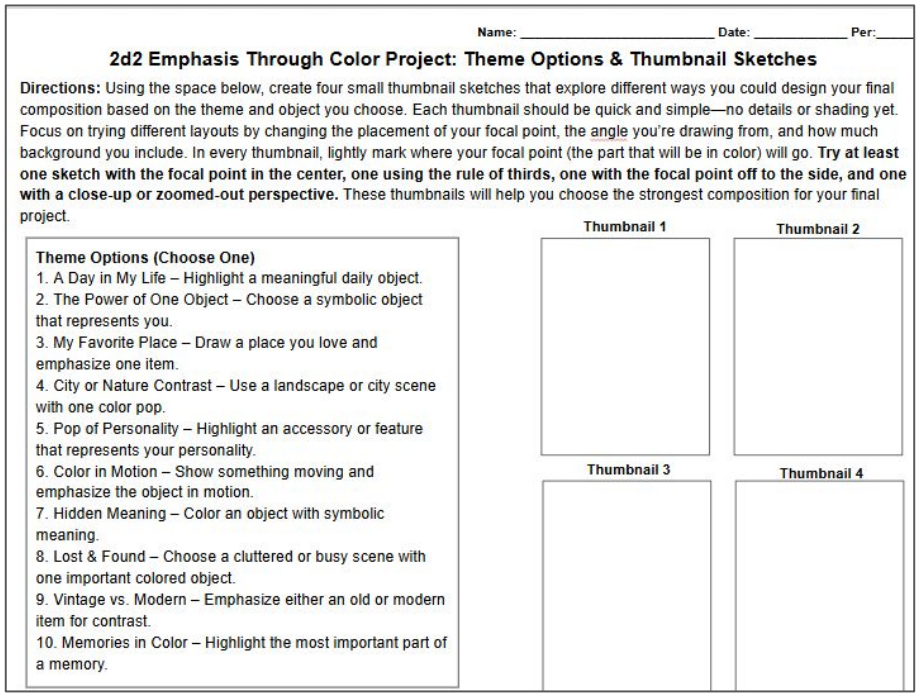
Thumbnail 1 | Thumbnail 2

Thumbnail 3 | Thumbnail 4

Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

Conversation	At a Level-1 Whisper
Help	Ask 3 Before Me
Activities	**Thumbnail Worksheet and "When I'm Done List"**



Name: _____ Date: _____ Per:_____

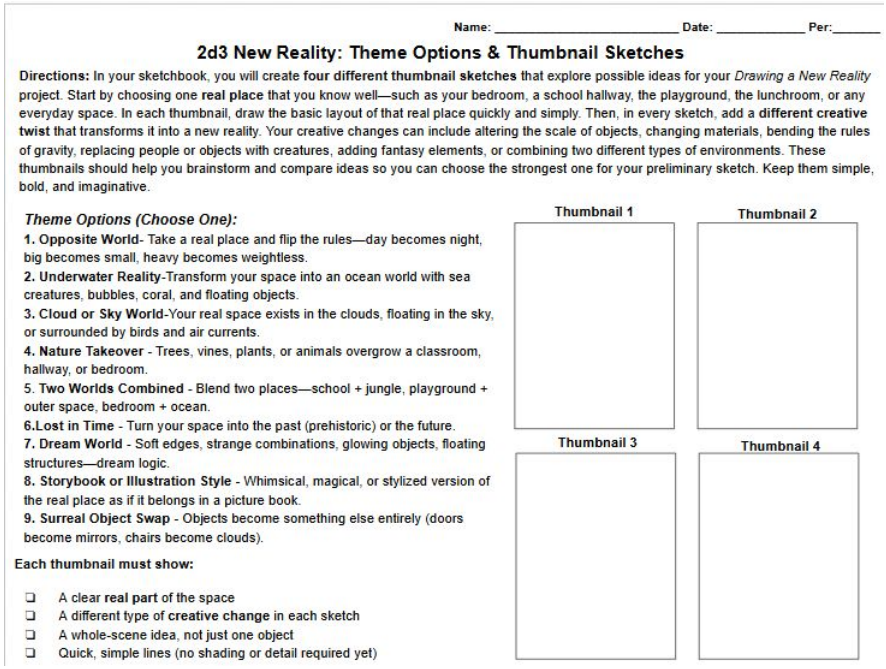
2d2 Emphasis Through Color Project: Theme Options & Thumbnail Sketches

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Thumbnail 1 | Thumbnail 2

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Name: _____ Date: _____ Per:_____

2d3 New Reality: Theme Options & Thumbnail Sketches

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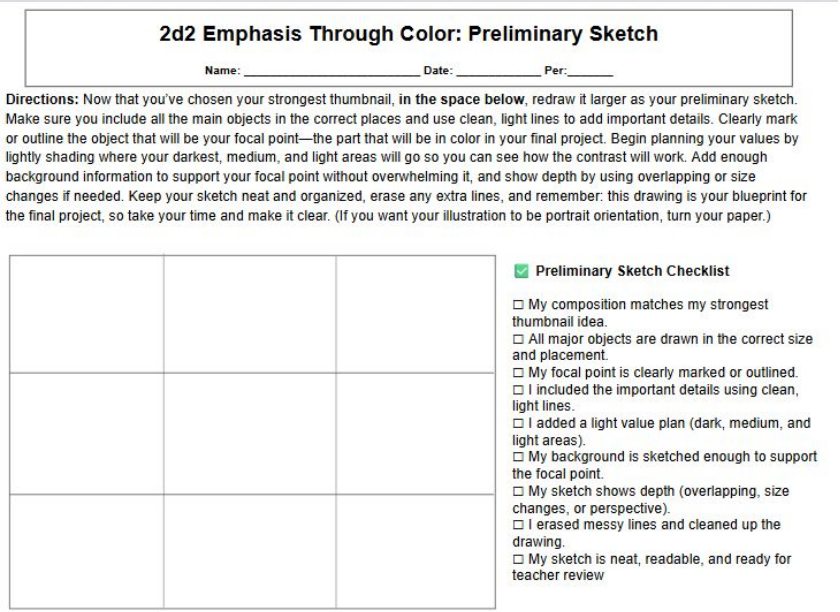
Thumbnail 1 | Thumbnail 2

Thumbnail 3 | Thumbnail 4

Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

Conversation	At a Level-0
Help	Raise Your Hand
Activities	**Preliminary Sketch, then "I'm Done Now What List"**



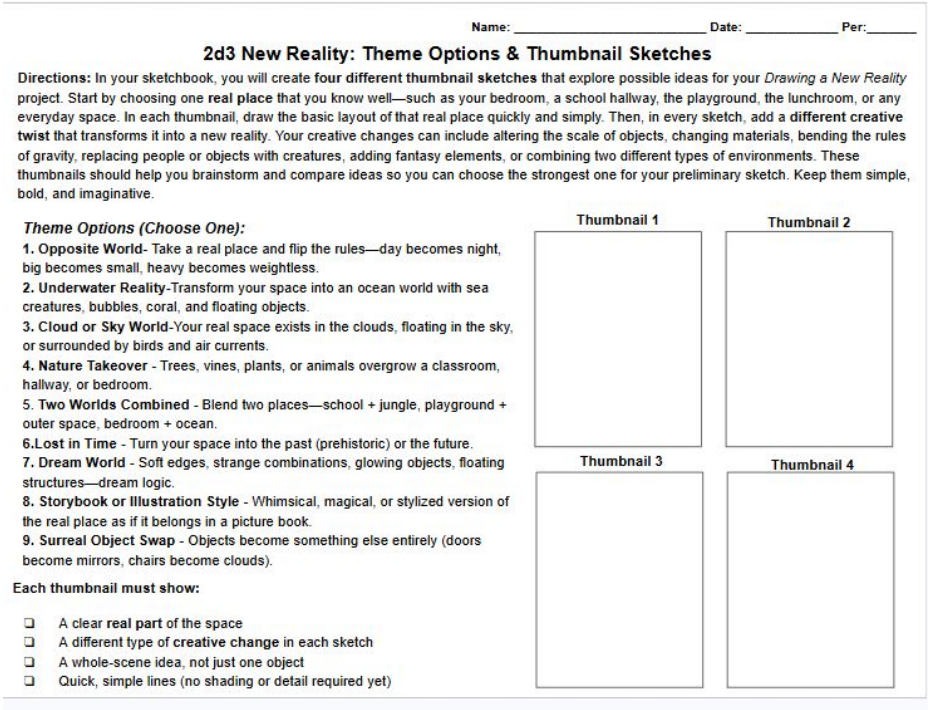
2d2 Emphasis Through Color: Preliminary Sketch

Name: _____ Date: _____ Per:_____

Directions: Now that you've chosen your strongest thumbnail, **in the space below**, redraw it larger as your preliminary sketch. Make sure you include all the main objects in the correct places and use clean, light lines to add important details. Clearly mark or outline the object that will be your focal point—the part that will be in color in your final project. Begin planning your values by lightly shading where your darkest, medium, and light areas will go so you can see how the contrast will work. Add enough background information to support your focal point without overwhelming it, and show depth by using overlapping or size changes if needed. Keep your sketch neat and organized, erase any extra lines, and remember: this drawing is your blueprint for the final project, so take your time and make it clear. (If you want your illustration to be portrait orientation, turn your paper.)

Preliminary Sketch Checklist

- ☐ My composition matches my strongest thumbnail idea.
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- ☐ My focal point is clearly marked or outlined.
- ☐ I included the important details using clean, light lines.
- ☐ I added a light value plan (dark, medium, and light areas).
- ☐ My background is sketched enough to support the focal point.
- ☐ My sketch shows depth (overlapping, size changes, or perspective).
- ☐ I erased messy lines and cleaned up the drawing.
- ☐ My sketch is neat, readable, and ready for teacher review



Name: _____ Date: _____ Per:_____

2d3 New Reality: Theme Options & Thumbnail Sketches

Directions: In your sketchbook, you will create **four different thumbnail sketches** that explore possible ideas for your *Drawing a New Reality* project. Start by choosing one **real place** that you know well—such as your bedroom, a school hallway, the playground, the lunchroom, or any everyday space. In each thumbnail, draw the basic layout of that real place quickly and simply. Then, in every sketch, add a **different creative twist** that transforms it into a new reality. Your creative changes can include altering the scale of objects, changing materials, bending the rules of gravity, replacing people or objects with creatures, adding fantasy elements, or combining two different types of environments. These thumbnails should help you brainstorm and compare ideas so you can choose the strongest one for your preliminary sketch. Keep them simple, bold, and imaginative.

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Thumbnail 1 | Thumbnail 2 | Thumbnail 3 | Thumbnail 4

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Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

Conversation	At a Level-1
Help	ASK 3 BEFORE ME
Activities	**Preliminary Sketch, then "I'm Done Now What List"**

2d2 Emphasis Through Color: Preliminary Sketch

Name: _____ Date: _____ Per:_____

Directions: Now that you've chosen your strongest thumbnail, **in the space below**, redraw it larger as your preliminary sketch. Make sure you include all the main objects in the correct places and use clean, light lines to add important details. Clearly mark or outline the object that will be your focal point—the part that will be in color in your final project. Begin planning your values by lightly shading where your darkest, medium, and light areas will go so you can see how the contrast will work. Add enough background information to support your focal point without overwhelming it, and show depth by using overlapping or size changes if needed. Keep your sketch neat and organized, erase any extra lines, and remember: this drawing is your blueprint for the final project, so take your time and make it clear. (If you want your illustration to be portrait orientation, turn your paper.)

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Name: _____ Date: _____ Per:_____

2d3 New Reality: Theme Options & Thumbnail Sketches

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Thumbnail 1 **Thumbnail 2**

Thumbnail 3 **Thumbnail 4**

Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

Name:_____ Per._____ Date:_____

Bellwork

2D3 Week 2-Q2
Drawing a New Reality (2nd wk)

Directions:
Draw the image. You have 5 mins.

Create this format in your sketchbook.

Monday

A Familiar Space With No Gravity

Draw your bedroom or the classroom with objects floating everywhere.

Tuesday

A Real Object With an Impossible Material

Draw your pencil, but make it made of glass, water, fur, or clouds.

Wednesday

Combine Two Totally Different Things

Example: a shoe + a castle, or a tree + a jellyfish.

Thursday

Draw a Backpack With a Hidden World Inside

Creatures, stars, rooms, plants—your choice.

Friday

***No Bellwork**

***Complete the Agenda**

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

2D3 – Drawing a New Reality

From Ordinary Places to Extraordinary Worlds!

OBSERVE
IMAGINE
TRANSFORM
CREATE

Standards

- **VA.68.C.1.2** – Identify and apply criteria to determine the aesthetic qualities of artwork.
- **VA.68.S.1.1** – Use visual thinking and problem-solving to create unique artworks.
- **VA.68.S.2.2** – Demonstrate planning and refining in the creation of artworks.
- **VA.68.O.2.1** – Create artwork that shows innovation in concepts and ideas.
- **VA.68.F.1.2** – Use imagination and observation together to generate creative solutions in art.

Essential Question

How can I combine observation and imagination to create a new reality?

What will I learn?

I will learn how to look at ordinary things with fresh eyes and transform a familiar place into something new and imaginative. I will practice using observation, artistic techniques, and creative thinking to create a detailed, believable artwork that combines real-life elements with unexpected ideas.

How will I learn it?

- **Observe** a real place I know (my room, school, a hallway, the lunchroom, or an everyday space).
- Look closely at its shapes, shadows, textures, and details.
- Brainstorm imaginative changes to transform that space.
- Develop sketches and plan my composition.
- Create a final drawing using details, shading, and creative problem-solving.
- Reflect and make thoughtful changes to improve my artwork.

How will I know I learned it?

On Track

I can independently combine observation and imagination to create a detailed, believable new reality.

Need Some Help

I have a creative idea but need to improve my details, composition, or artistic techniques.

Need Support

I need help developing my idea or showing how my ordinary place transforms into a new reality.

Vocabulary

Observation	Imagination	Surrealism	Transformation	Composition	Scale	Juxtaposition	Refinement
Looking closely to notice details in real life.	Creating ideas beyond what exists in reality.	Art that combines realistic and dreamlike or impossible elements.	Changing something into a different form or appearance.	How objects and elements are arranged in artwork.	The size of an object compared to other objects.	Placing unexpected things together to create a new meaning or effect.	Improving artwork by making thoughtful changes.

Project Goal

Create a detailed drawing that blends a real place with imaginative changes to make a new, unexpected reality that is unique and meaningful.

Good Artists Try New Things

ART MAKES A BRIGHTER TOMORROW

2D3 - Drawing a New Reality





Florida Visual Arts Standards

VA.68.C.1.2 – Identify and apply criteria to determine the aesthetic qualities of artwork.
VA.68.S.1.1 – Use visual thinking and problem-solving to create unique artworks.
VA.68.S.2.2 – Demonstrate planning and refining in the creation of artworks.
VA.68.O.2.1 – Create artwork that shows innovation in concepts and ideas.
VA.68.F.1.2 – Use imagination and observation together to generate creative solutions in art.

Objective: You will learn how to look at familiar things with fresh eyes so you can see details you usually overlook. By observing real objects closely—their shapes, shadows, textures, and reflections—you will strengthen the connection between your eyes and your drawing hand. Then you will use your imagination to change what you see and transform an ordinary place into a new reality. This project teaches you how to draw from life, think creatively, and turn everyday scenes into something unusual, memorable, and imaginative.

Essential Questions:

1. How do artists blend real-life observation with imagination to create a new reality?
2. How can different creative changes—like scale, materials, gravity, or character shifts—transform an ordinary place into something imaginative?
3. What choices do I need to make at the beginning of my final drawing to show both the real environment and the imaginative changes clearly?
4. How can I use details, shading, and composition to make my new reality believable, engaging, and easy for the viewer to understand?
5. What did I learn about combining observation and creativity, and how did those choices shape the final meaning of my artwork?

Summary: In this project, you will start with a real place you know—your room, a hallway, the lunchroom, or any everyday space—and learn to see it with fresh eyes. By paying close attention to its shapes, shadows, textures, and details, you'll build stronger observation skills. Then you will use your imagination to creatively change that space into a new reality. You might bend the rules of gravity, change materials, alter scale, combine unexpected ideas, or add unusual elements. Your final drawing will blend real observation with fantasy to create an artwork that is surprising, memorable, and uniquely yours.

Name: _____ Date: _____ Per:_____

2d3 New Reality: Theme Options & Thumbnail Sketches

Directions: In your sketchbook, you will create **four different thumbnail sketches** that explore possible ideas for your *Drawing a New Reality* project. Start by choosing one **real place** that you know well—such as your bedroom, a school hallway, the playground, the lunchroom, or any everyday space. In each thumbnail, draw the basic layout of that real place quickly and simply. Then, in every sketch, add a **different creative twist** that transforms it into a new reality. Your creative changes can include altering the scale of objects, changing materials, bending the rules of gravity, replacing people or objects with creatures, adding fantasy elements, or combining two different types of environments. These thumbnails should help you brainstorm and compare ideas so you can choose the strongest one for your preliminary sketch. Keep them simple, bold, and imaginative.

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Thumbnail 1

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Thumbnail 3

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Each thumbnail must show:

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- ❏ Quick, simple lines (no shading or detail required yet)

2D3 - Drawing a New Reality - Student Examples







6. Clean-Up Procedures

Conversation: Level -1
Help: Ask 3 Before Me
Activity:

A. ***Resource Supervisor*** - place the Resource Binders where the label is on your table.

B. Materials manager- make sure materials are put back on the cart. Empty the black trash can at the table.

C. Sketchbook Supervisor- put away the sketchbook holder on the counter and take out the sketchbook holder for the next period.

D. Tech Manager - make sure iPads are returned to the iPad Station on the Art Cart in numerical order.

Movement: Materials Cart
Participation: Cleaning
Sound: None
*** above info is subject to change**

Make Sure your Table Looks Like This



- The black trash bin should be empty.
- The 2 Resource Binders need to be between the trash bin and Sketchbook holder.
- Make sure the table and floor is completely clean.

The first 3 tables to have this done will leave class first.

Make Sure your Table Looks Like This

Last Period Clean-Up





- The black trash bin should be empty.
- The 2 Resource Binders need to be between the trash bin and Sketchbook holder.
- Make sure the table and floor is completely clean.
- Stack the chairs at your table.

The first 3 tables to have this done will leave class first.

iPad Station

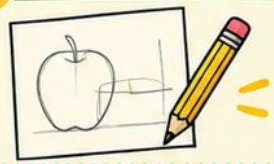
- Please place the iPads in numerical order.
- Each iPad should be at the table that matches its color.
- Place iPads standing up like the example below.



8 FINAL ART DAYS MILESTONES

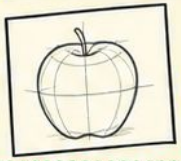
Use these checkpoints to see if you are on track.

DAY 1 — Begin Contour / Base Drawing



Composition is planned and the major objects are lightly drawn.

DAY 2 — Continue Contour Drawing



Major shapes, proportions, placement, and forms are established.

DAY 3 — Finish Contour Drawing



The drawing is complete enough to begin the final medium.

DAY 4 — Begin Color / Value / Media



Major areas have started and the technique is being used correctly.

DAY 5 — Develop Color / Value



Color, shading, texture, or media application is developing throughout the artwork.

DAY 6 — Continue + Refine



Most major areas are complete. Value, contrast, and craftsmanship are visible.

DAY 7 — Details + Corrections



The artwork is mostly complete. Add details and fix weak areas.

DAY 8 — Final Review + Submit



Requirements are checked, craftsmanship is complete, and the artwork is ready to submit.

Meeting the mark means you understand today's goal and know your next step.