

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

WEEKEND HIGHLIGHT

Meeting Sarah Peck



Directions:

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

Bellwork
2D1 Week 6-Q3
Slicing-Forms (5th wk)

Monday**Spot the Light**

Look at your artwork.
What side are your **highlights**?
What side are your **darkest shadows**?

Tuesday**Fix One Thing**

Identify **one area** that feels flat.
Explain how you can improve it using value.

Wednesday**Artist Statement Sketch**

Sketch a **small detail** from your artwork
that best shows your skills.

Thursday**Growth Reflection**

Quick write or sketch:

“One thing I understand better
about drawing 3D forms now
is...”

Friday***No Bellwork*****Complete the Agenda**

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

Week 6 q3 - Agenda- This Week in Art:**Assignment Handouts:**

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

Reminders :

-Find assignment info on katundra.com

-Submit assignments on Artsonia

School ID: [Odyssey19](#)

Access Code [JPPT-BWDB](#)

If you have an NTI:

Submit the missing assignment into the **make_up window** in Artsonia. You can submit more than once under that window.

Grading Schedule:

Monday 1st and 2nd per
Tuesday 3rd and 5th
Wednesday 6th and 7th

Directions: Write the following Agenda in your Student Planner.

Projects: 2d1- Slicing Forms 2d2- Pastel Landscapes 2d3- Stretching the Truth	Agenda
Monday 2/9	<ol style="list-style-type: none"> 1. Discuss Artist Statement 2. Write Artist Statement
Tuesday 2/10	<ol style="list-style-type: none"> 1. Review Artist Statement 2. Type Artist Statement 3. Sub Drawing
Wednesday 2/11	<ol style="list-style-type: none"> 1. Review Artist Statement 2. Type Artist Statement
Thursday 2/12	<ol style="list-style-type: none"> 1. Gallery Walk 2. Complete TAG 3. Grade Printout
Friday 2/13 *No Bathroom Passes*	<ol style="list-style-type: none"> 1. Submit Assignments 2. Data Day Drawing - Complete Sub Drawing 3. Folder Check
Assignment Submissions	<ol style="list-style-type: none"> 1. BW 2. Agenda 3. Artist Statement 4. TAG

Name: _____ Per. _____

1

Directions:

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

Bellwork

2D2 Week 6-Q3

(5th wk of project)

Pastel Landscapes

Monday

Artist Statement Starter

Finish the sentence:

“I created the illusion of space in my artwork by

Tuesday

Peer Eyes

Look at a neighbor’s artwork. Write their name: _____

Write one sentence:

👉 Where do you see atmospheric perspective?

Wednesday

Before & After Thinking

What is **one thing you understand now** about landscapes that you didn’t before?

Thursday

Emotion & Space

Answer:

👉 Ask your partner, how does the space in my landscape make you feel?

Friday

***No Bellwork**

***Complete the Agenda**

***Complete the Data Day**

Drawing

in your sketchbook

Due Week 9 - Friday

Week 6 q3 - Agenda- This Week in Art:

Directions: Write the following Agenda in your Student Planner.

Assignment Handouts:

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
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Monday 2/9	<ol style="list-style-type: none"> 1. Complete Project 2d2 &2d3 2. Submit Project
Tuesday 2/10	<ol style="list-style-type: none"> 1. Review Artist Statement 2. Write Artist Statement 3. Sub Drawing
Wednesday 2/11	<ol style="list-style-type: none"> 1. Review Artist Statement 2. Type Artist Statement
Thursday 2/12	<ol style="list-style-type: none"> 1. Gallery Walk 2. Complete TAG 3. Grade Printout
Friday 2/13 *No Bathroom Passes*	<ol style="list-style-type: none"> 1. Submit Assignments 2. Data Day Drawing - Complete Sub Drawing-Balance 3. Folder Check
Assignment Submissions	<ol style="list-style-type: none"> 1. BW 2. Agenda 3. Artist Statement 4. TAG

Directions:

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

Bellwork**2D3 Week 6-Q3****Stretching the Truth (5th wk)****Monday****Before & After**

Explain:

- How you *would have drawn* this project before instruction?
- After instruction, what did you exaggerate in your project?

Tuesday**One Word, One Exaggeration**

Choose one word (pressure, freedom, growth).

Draw it using exaggerated proportion.

Wednesday**Explain Without Words**

Draw something exaggerated that clearly communicates an idea **without text**.

Thursday**The Boldest Choice**

Redo any previous warm-up and exaggerate the most important element **as much as possible**.

Friday***No Bellwork*****Complete the Agenda**

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

Week 6 q3 - Agenda- This Week in Art:**Assignment Handouts:**

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

Reminders :

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If you have an NTI:

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Monday 1st and 2nd per
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Friday 2/13 *No Bathroom Passes*	<ol style="list-style-type: none"> 1. Submit Assignments 2. Data Day Drawing 3. Folder Check
Assignment Submissions	<ol style="list-style-type: none"> 1. BW 2. Agenda 3. Artist Statement 4. TAG

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!

Slicing Forms

Name: _____ Per. _____

Class: 2D1

Duration: 8 Class Sessions (20 minutes each)

Focus Element: Form

Medium: Graphite on Drawing Paper



Essential Questions:

1. How do artists use light and shadow to turn flat shapes into realistic 3D forms?
2. How can slicing and rearranging simple 3D forms help me create new and original ideas?
3. How can planning my design through sketches help me keep my forms believable and my light source consistent?
4. How can I apply accurate shading and value to my rearranged forms so they still look solid and three-dimensional?
5. How did transforming and rearranging 3D forms improve my drawing skills and creative thinking?

Florida Visual Arts Standards

VA.68.S.1.1: Experiment with art materials and techniques to develop skills in art-making.

VA.68.O.1.1: Use the structural elements of art and organizational principles of design to understand the art-making process.

VA.68.C.2.1: Assess personal artwork during production to determine areas of success and needed change.

What will I learn:

Objective: Learn to draw 3D shapes like spheres, cubes, cones, cylinders, and pyramids, using shading to make them look real. Then, get creative by slicing and rearranging these shapes into unique designs, applying your understanding of light and shadow.

How will I learn it:

Summary: In this project, you'll start by practicing how to draw basic 3D shapes and use shading techniques to show light and shadow. After mastering this, you'll cut and rearrange these shapes to create your own imaginative artwork, exploring how breaking and reassembling forms can lead to new and exciting designs. These activities will help you develop your drawing skills and encourage creative thinking in art-making.

Folder Check

Name: _____ Per. _____

Directions: Your blue folder must be organized neatly and in the correct order. All papers should be secured in the prongs — nothing should be placed in the pockets. Begin with the list I have provided below. Everything should be hole-punched correctly, stacked evenly, and laying flat. Your folder should not have crumpled pages, loose papers, or random materials inside. Make sure your first and last name are clearly written on the white label in the top right corner of the front cover.

STUDENT CHECKLIST

- (55 pts) Handouts in Order:
 - 09 Project 3 - Rough Draft Artist Statement
 - 10 Project 3 - TAG
 - 04 Project 4 - Project Notes
 - 05 Project Exercise(s)
 - 06 Project Research/Sketches
 - 07 Preliminary
 - 08 Final Checklist
 - 01-5 Bellwork / Agenda
 - 01-6 Bellwork / Agenda
 - 09 Rough Draft Artist Statement
 - 10 TAG
 - 12 Folder Check
- (10 pts) Papers are located in the prongs
- (10 pts) No Papers in the pocket
- Total Points: _____ / 75 pts

TEACHER CHECKLIST

Name: _____ Per. _____

- (55 pts) Handouts in Order:
 - 09 Project 3 - Rough Draft Artist Statement
 - 10 Project 3 - TAG
 - 04 Project 4 - Project Notes
 - 05 Project Exercise(s)
 - 06 Project Research/Sketches
 - 07 Preliminary
 - 08 Final Checklist
 - 01-5 Bellwork / Agenda
 - 01-6 Bellwork / Agenda
 - 09 Rough Draft Artist Statement
 - 10 TAG
 - 12 Folder Check
- (10 pts) Papers are located in the prongs
- (10 pts) No Papers in the pocket
- Total Points: _____ / 75 pts

Folder Check

Name: _____ Per. _____

Directions: Your blue folder must be organized neatly and in the correct order. All papers should be secured in the prongs — nothing should be placed in the pockets. Begin with the list I have provided below. Everything should be hole-punched correctly, stacked evenly, and laying flat. Your folder should not have crumpled pages, loose papers, or random materials inside. Make sure your first and last name are clearly written on the white label in the top right corner of the front cover.

STUDENT CHECKLIST

- (55 pts) Handouts in Order:
 - 09 Project 3 - Rough Draft Artist Statement
 - 10 Project 3 - TAG
 - 04 Project 4 - Project Notes
 - 05 Project Exercise(s)
 - a. Composition
 - b. Pastel
 - c. Color Wheel
 - 06 Project Research/Sketches
 - 07 Preliminary
 - 08 Final Checklist
 - 01-5 Bellwork / Agenda
 - 01-6 Bellwork / Agenda
 - 09 Rough Draft Artist Statement
 - 10 TAG
 - 12 Folder Check
- (10 pts) Papers are located in the prongs
- (10 pts) No Papers in the pocket
- Total Points: _____ / 85 pts

TEACHER CHECKLIST

- (55 pts) Handouts in Order:
 - 09 Project 3 - Rough Draft Artist Statement
 - 10 Project 3 - TAG
 - 04 Project 4 - Project Notes
 - 05 Project Exercise(s)
 - a. Composition
 - b. Pastel
 - c. Color Wheel
 - 06 Project Research/Sketches
 - 07 Preliminary
 - 08 Final Checklist
 - 01-5 Bellwork / Agenda
 - 01-6 Bellwork / Agenda
 - 09 Rough Draft Artist Statement
 - 10 TAG
 - 12 Folder Check
- (10 pts) Papers are located in the prongs
- (10 pts) No Papers in the pocket
- Total Points: _____ / 85 pts

How will I know I learned it:

Name: _____ Per. _____

Slicing Forms Project Rubric

Grader's Name: _____ Per. _____

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Basic Forms	All forms (sphere, cube, cone, cylinder) are accurately drawn with proper proportions.	Most forms are accurately drawn, with minor proportion issues.	Some forms are incomplete or show major proportion errors.	Forms are incomplete or lack effort.
Shading Techniques	Clearly shows highlight, midtone, core shadow, cast shadow, and reflected highlight on all forms.	Most forms have shading with clear light sources, but some areas are missing details.	Shading is inconsistent or missing key elements like highlight or shadow.	Little or no shading is evident, and forms lack dimension.
Creative Slicing & Design	Forms are creatively sliced and rearranged into a unique, well-thought-out composition.	Forms are sliced and rearranged into an interesting design but lack originality or detail.	Forms are sliced, but the design is simple or not well thought out.	No attempt is made to slice or rearrange forms creatively.
Craftsmanship	Work is neat and clean, with careful attention to detail and line quality.	Work is mostly neat, but some areas are rushed or lack precision.	Work shows a lack of care in presentation, with smudges or messy lines.	Work is unfinished, messy, or shows minimal effort.
Effort & Creativity	Goes above and beyond in creativity and effort, creating an outstanding and imaginative design.	Demonstrates solid effort and creativity, meeting project expectations.	Shows some effort but lacks creativity or feels incomplete.	Minimal effort or no attempt to meet the creative requirements of the project.

Reflection Questions:

1. What was the most challenging part of drawing and shading the forms, and how did you overcome it?
2. How did you decide to slice and rearrange your forms? What inspired your design?
3. Which shading element (highlight, midtone, core shadow, cast shadow, or reflected highlight) do you feel you understood the best? Which one do you want to improve on?
4. If you could redo this project, what would you change or do differently to make it even better?
5. According to the rubric what would be your grade?

Slicing Forms Statement - Rough Draft

Directions: Place this paper in your Blue Folder. Using this sheet of paper, answer the following questions in complete sentences. Restate the question inside your answer. When you are done grade yourself using the rubric on the back of this paper.

1. What was the most challenging part of drawing and shading the forms, and how did you overcome it?

2. How did you decide to slice and rearrange your forms? What inspired your design? _____

3. Which shading element (highlight, midtone, core shadow, cast shadow, or reflected highlight) do you feel you understood the best? Which one do you want to improve on?

4. If you could redo this project, what would you change or do differently to make it even better? _____

5. How would you grade yourself according to the rubric?

How will I know I learned it:

Slicing Forms Project Rubric

Name: _____ **Per.** _____

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)	
Basic Forms	All forms (sphere, cube, cone, cylinder) are accurately drawn with proper proportions.	Most forms are accurately drawn, with minor proportion issues.	Some forms are incomplete or show major proportion errors.	Forms are incomplete or lack effort.	
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				Total:	

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Slicing Forms Artist Statement- Free Draw (when you're done)

Name: _____ Per. _____

Slicing Forms Statement - Rough Draft

Directions: Place this paper in your Blue Folder. Using this sheet of paper, answer the following questions in complete sentences. Restate the question inside your answer. When you are done grade yourself using the rubric on the back of this paper.

1. What was the most challenging part of drawing and shading the forms, and how did you overcome it?

2. How did you decide to slice and rearrange your forms? What inspired your design?

3. Which shading element (highlight, midtone, core shadow, cast shadow, or reflected highlight) do you feel you understood the best? Which one do you want to improve on?

4. If you could redo this project, what would you change or do differently to make it even better?

5. How would you grade yourself according to the rubric?

How will I know I learned it:
Slicing Forms Project Rubric

Name: _____ Per. _____

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)	
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				Total:	

Movement

Materials Cart

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-1 Whisper

Help

3 Before Me

Activities

Slicing Forms Final Artist Statement- Free Draw (when you're done)

Name: _____ Per. _____

9

Slicing Forms Statement - Rough Draft

Directions: Place this paper in your Blue Folder. Using this sheet of paper, answer the following questions in complete sentences. Restate the question inside your answer. When you are done grade yourself using the rubric on the back of this paper.

- What was the most challenging part of drawing and shading the forms, and how did you overcome it?

- How did you decide to slice and rearrange your forms? What inspired your design?

- Which shading element (highlight, midtone, core shadow, cast shadow, or reflected highlight) do you feel you understood the best? Which one do you want to improve on?

- If you could redo this project, what would you change or do differently to make it even better?

- How would you grade yourself according to the rubric?

How will I know I learned it:
Slicing Forms Project Rubric

Name: _____ Per. _____

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)	
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				Total:	

Movement

Materials Cart

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Your Hand

Activities

Slicing Forms Artist Statement - Final Draft and Free Draw

Directions: Use the rough draft you already wrote and log in to Artsonia. Go to your profile and locate **Slicing Forms**. Click the blue **“Add Statement”** button, then type to enter your response in the text box. Be sure to review your response before submitting.

Welcome,

[Add new artwork](#)

Your artwork gallery

This school year (2025-2026)



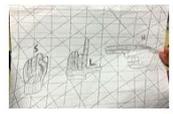
wk9_data_day_drawing
Grade 6
2 days ago (1/5/26)
[Turned in](#) Artwork
[Turned in](#) Title
[Turned in](#) Statement



midterm_Agenda
Grade 6
21 days ago (12/17/25)
[Completed](#) Artwork
[Completed](#) Title



checklist- Midterm_AS_L Hands
Grade 6
21 days ago (12/17/25)
[Turned in](#) Artwork
[Turned in](#) Title



Midterm_AS_L Hands
Grade 6
21 days ago (12/17/25)
[Completed](#) Artwork
[Completed](#) Title
[Add statement](#)



Enter Artist Statement

How did breaking down your hands into shapes help you draw them more realistically?
What choices did you make to create a unique and interesting abstract background, and why?
How does your artwork represent your identity through the use of your ASL initials?
What part of your artwork are you most proud of, and what is one thing you would improve if you did this project again?

Currently at 0 characters (out of 5000 max)

[Finish later](#)

Movement

Materials Cart

Participation

Type

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

Slicing Forms Artist Statement - Final Draft and Free Draw

Directions: Use the rough draft you already wrote and log in to Artsonia. Go to your profile and locate **Slicing Forms**. Click the blue **“Add Statement”** button, then type or use voice-to-text to enter your response in the text box. Be sure to review your response before submitting.

Welcome,

Add new artwork

Your artwork gallery

This school year (2025-2026)



wk9_data_day_drawing

Grade 6
2 days ago (1/5/26)

Turned in Artwork
Turned in Title
Turned in Statement



midterm_Agenda

Grade 6
21 days ago (12/17/25)

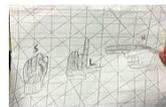
Completed Artwork
Completed Title



checklist- Midterm_AS_L Hands

Grade 6
21 days ago (12/17/25)

Turned in Artwork
Turned in Title



Midterm_AS_L Hands

Grade 6
21 days ago (12/17/25)

Completed Artwork
Completed Title

Add statement



Enter Artist Statement

How did breaking down your hands into shapes help you draw them more realistically?
What choices did you make to create a unique and interesting abstract background, and why?
How does your artwork represent your identity through the use of your ASL initials?
What part of your artwork are you most proud of, and what is one thing you would improve if you did this project again?

Currently at 0 characters (out of 5000 max)

Finish later

Movement

Materials Cart

Participation

Type

What You Will Do: Independent Time

Conversation

At a Level-2

Help

3 Before Me

Activities

Gallery Walk and TAG

Directions for Gallery Walk

1. Set Up Your Table

Place your finished artwork, your written Artist Statement, and your TAG Ticket on your desk.

Make sure your name is visible and your area is neat.

On your TAG paper, circle “yes” or “no” to show whether you have both,

the artwork and Artist Statement displayed.

2. Observe the Gallery

We will walk quietly around the tables to look at everyone’s artwork.

As you walk, check that each table has:

- The artwork
- The written Artist Statement
- The TAG Ticket

3. TAG Rotations

When I say “Go,” choose one artwork that is not your own.

Sit , read the Artist Statement, and fill out a TAG:

T: Tell something you like.

A: Ask a thoughtful question.

G: Give a suggestion.

Was the Artist Statement clear? Circle one: Yes No Didn’t have one

Write your name on the ticket.

You will have 4 minutes for each artwork.

4. Move to the Next Artwork

When time is up, I’ll say “Rotate.”

Move to a different table and repeat the TAG process.

You will complete 3 rotations total.

5. Return & Reflect

Go back to your own table.

Read the 3 TAGs your classmates left for you.

Then, complete the reflection questions at the bottom of your TAG Ticket.

Movement

Materials Cart

Participation

Walking and Writing

If you were teaching this project next year, what would you change?"

1st period:

more creative freedom

more clearer light source

more check ins for clarification

teach more on the light source

If you were teaching this project next year, what would you change?"

2nd period

more time

more freedom with forms

mixed medio

Pastel Landscape Project

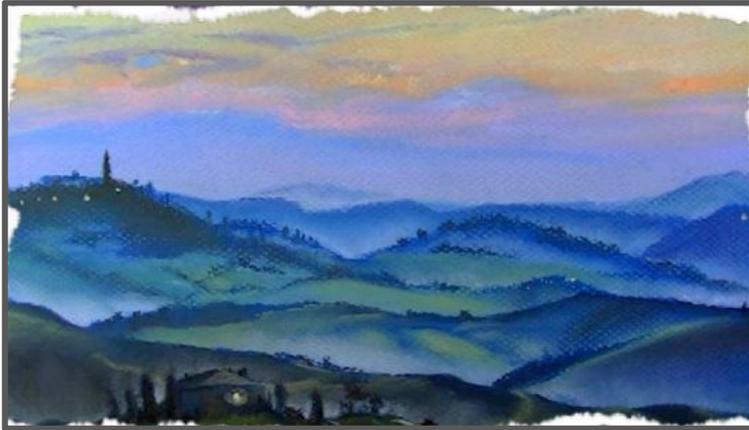
Name: _____ Per. _____

Class: 2D2

Duration: 8 Class Sessions (20 minutes each)

Focus Element and Principles: Space, Harmony, and Unity

Medium: Oil Pastels on Toned Paper



Florida Visual Arts Standards

VA.68.C.1.2: Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

VA.68.O.1.1: Use media, technology, and other resources to inspire personal art-making decisions.

VA.68.S.1.4: Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

VA.68.S.2.1: Organize the structural elements of art to achieve visual unity.

VA.68.S.3.1: Use two-dimensional art techniques, tools, and processes to understand the characteristics of the art form.

1. **How can atmospheric perspective be used to create the illusion of depth and space in a landscape?**
2. **What role do harmonious colors play in achieving unity and balance in a composition?**
3. **How does the choice of foreground, middle ground, and background details impact the overall sense of depth in a landscape?**

What will I learn:

Objective: In this project, you will learn how to create the illusion of space in a landscape drawing using atmospheric perspective. This means making things look farther away by using lighter colors and less detail in the background and darker, more detailed colors in the foreground. You will also learn how to use harmonious colors that look good together to make your artwork feel complete and balanced.

How will I learn it:

Summary: In this project, you will create a pastel landscape using atmospheric perspective to make your scene look deep and realistic. Start by visiting [pexels.com](https://www.pexels.com) to find **1 landscape image** that use one of the **5 compositions** we learned about. Make sure the images show atmospheric perspective, with lighter, less detailed backgrounds and detailed, harmonious colors in the foreground. Choose your favorite image to recreate. Set up your toned paper with a **.25 inch margin**, then sketch out the main shapes. Use soft pastels to build color from background to foreground, focusing on depth and harmony.

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Composition & Space	Demonstrates excellent use of atmospheric perspective; foreground, middle ground, and background are clearly defined with depth and balance.	Shows good use of atmospheric perspective; some depth and clear differentiation of foreground, middle ground, and background.	Shows limited use of atmospheric perspective; some areas lack depth or clear differentiation between spaces.	Lacks clear use of atmospheric perspective; little to no differentiation between foreground, middle ground, and background.
Color Harmony & Unity	Excellent use of harmonious colors that create unity throughout the composition; colors blend smoothly and are well-balanced.	Good use of harmonious colors; some blending, though some areas may not be as unified or balanced.	Fair use of colors; some areas lack harmony or blending, and unity could be improved.	Colors are not harmonious or do not work together; blending and unity are lacking.
Techniques (Blending & Layering)	Masterful blending and layering with soft pastels; smooth transitions and rich depth in all areas of the composition.	Good blending and layering; some areas may be slightly rough or uneven, but depth is still achieved.	Limited blending and layering; some areas appear harsh or lack depth.	Little to no blending or layering; colors appear flat and lack depth.
Foreground Details	Foreground is highly detailed and realistic; details are well-executed, supporting depth and focal points.	Foreground details are clear and contribute to depth, though some areas could be more detailed.	Foreground details are minimal; some parts lack clarity or contribute little to the illusion of space.	Foreground lacks detail or is unclear; does not enhance the depth or focal points.
Overall Composition	Composition is strong, balanced, and visually engaging; shows clear understanding of design principles.	Composition is mostly balanced with minor adjustments needed for stronger visual impact.	Composition lacks some balance or visual interest; adjustments needed to strengthen the work.	Composition is weak or poorly balanced, affecting the overall visual impact.

Reflection Questions for Pastel Landscape Project:

1. **How did you use atmospheric perspective in your landscape to create the illusion of depth? What challenges did you face while applying this technique?**
2. **In what ways did the use of harmonious colors help create unity and balance in your artwork? Are there any areas where the color choices could have been improved?**
3. **How did you decide on the level of detail for the foreground, middle ground, and background? How did this choice affect the overall depth and visual impact of your piece?**
4. **Looking at your final piece, what techniques (like blending, layering, or color application) do you feel were most successful, and what areas would you want to improve next time?**

Pastel Landscape: Final Checklist

Name: _____ Per. _____

Directions: Set up your final paper by drawing a **½-inch margin** around all sides and a **light 3 × 3 grid** inside the margin to help transfer your design. Use your approved preliminary sketch to carefully redraw the main shapes, horizon line, and focal point by matching each square of the grid. Begin adding pastels starting with the **background**, then the **middle ground**, and finishing with the **foreground**. Use **lighter, cooler colors** and less detail in the distance, and **darker, warmer colors** with more detail in the foreground to create atmospheric perspective. Blend colors smoothly, keep the background softer, and make sure your focal point stands out. When finished, clean up your grid lines, keep the margins neat, add final foreground details, sign your artwork, and participate in the critique and reflection.



- I drew a **½-inch margin** around my paper.
- I lightly drew a **3 × 3 grid** inside the margin.
- I used my **approved preliminary sketch** to transfer the drawing.
- I accurately placed the **horizon line**, background, middle ground, and foreground.
- I started coloring with the **background** and worked forward.
- I used **lighter, cooler colors** in the background.
- I used **darker, warmer colors** in the foreground.
- I blended colors smoothly to show **atmospheric perspective**.
- My **focal point is clear** and stands out.
- The background is **softer and less detailed** than the foreground.
- My colors are **harmonious and balanced**.
- All **grid lines are erased or hidden**.
- My **margin is clean and neat**.
- I added final details in the foreground only.

If you were teaching this project next year, what would you change?"

3rd period

more time with color theory

more time with pastel techniques

-3

If you were teaching this project next year, what would you change?"

Open more for theme and creativity

Better pastel quality

More time

2d3

Clarification and check-ins

More instruction

Pastel Landscape Statement - Rough Draft

Directions: Place this paper in your Blue Folder. Using this sheet of paper, answer the following questions in complete sentences. Restate the question inside your answer. When you are done grade yourself using the rubric on the back of this paper.

1. How did you use atmospheric perspective in your landscape to create the illusion of depth? What challenges did you face while applying this technique?

2. In what ways did the use of harmonious colors help create unity and balance in your artwork? Are there any areas where the color choices could have been improved?

3. How did you decide on the level of detail for the foreground, middle ground, and background? How did this choice affect the overall depth and visual impact of your piece?

4. Looking at your final piece, what techniques (like blending, layering, or color application) do you feel were most successful, and what areas would you want to improve next time?

5. How would you grade yourself according to the rubric?

How will I know I learned it: Pastel Landscape Project Rubric**Name:****Per.**

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	
Composition & Space	Demonstrates excellent use of atmospheric perspective; foreground, middle ground, and background are clearly defined with depth and balance.	Shows good use of atmospheric perspective; some depth and clear differentiation of foreground, middle ground, and background.	Shows limited use of atmospheric perspective; some areas lack depth or clear differentiation between spaces.	Lacks clear use of atmospheric perspective; little to no differentiation between foreground, middle ground, and background.	
Color Harmony & Unity	Excellent use of harmonious colors that create unity throughout the composition; colors blend smoothly and are well-balanced.	Good use of harmonious colors; some blending, though some areas may not be as unified or balanced.	Fair use of colors; some areas lack harmony or blending, and unity could be improved.	Colors are not harmonious or do not work together; blending and unity are lacking.	
Techniques (Blending & Layering)	Masterful blending and layering with soft pastels; smooth transitions and rich depth in all areas of the composition.	Good blending and layering; some areas may be slightly rough or uneven, but depth is still achieved.	Limited blending and layering; some areas appear harsh or lack depth.	Little to no blending or layering; colors appear flat and lack depth.	
Foreground Details	Foreground is highly detailed and realistic; details are well-executed, supporting depth and focal points.	Foreground details are clear and contribute to depth, though some areas could be more detailed.	Foreground details are minimal; some parts lack clarity or contribute little to the illusion of space.	Foreground lacks detail or is unclear; does not enhance the depth or focal points.	
Overall Composition	Composition is strong, balanced, and visually engaging; shows clear understanding of design principles.	Composition is mostly balanced with minor adjustments needed for stronger visual impact.	Composition lacks some balance or visual interest; adjustments needed to strengthen the work.	Composition is weak or poorly balanced, affecting the overall visual impact.	
				Total:	

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Pastel Landscape Final

Pastel Landscape: Final Checklist

Name: _____ Per. _____

8

Directions: Set up your final paper by drawing a ½-inch margin around all sides and a light 3 × 3 grid inside the margin to help transfer your design. Use your approved preliminary sketch to carefully redraw the main shapes, horizon line, and focal point by matching each square of the grid. Begin adding pastels starting with the **background**, then the **middle ground**, and finishing with the **foreground**. Use **lighter, cooler colors** and less detail in the distance, and **darker, warmer colors** with more detail in the foreground to create atmospheric perspective. Blend colors smoothly, keep the background softer, and make sure your focal point stands out. When finished, clean up your grid lines, keep the margins neat, add final foreground details, sign your artwork, and participate in the critique and reflection.



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9

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4. Looking at your final piece, what techniques (like blending, layering, or color application) do you feel were most successful, and what areas would you want to improve next time?

5. How would you grade yourself according to the rubric?

Movement

Materials Cart

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

Pastel Landscape Final

Pastel Landscape: Final Checklist

Name: _____ Per. _____

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Movement

Materials Cart

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Pastel Landscape Artist Statement

Name: _____ Per: _____

9

Pastel Landscape Statement - Rough Draft

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- How did you use atmospheric perspective in your landscape to create the illusion of depth? What challenges did you face while applying this technique?

- In what ways did the use of harmonious colors help create unity and balance in your artwork? Are there any areas where the color choices could have been improved?

- How did you decide on the level of detail for the foreground, middle ground, and background? How did this choice affect the overall depth and visual impact of your piece?

- Looking at your final piece, what techniques (like blending, layering, or color application) do you feel were most successful, and what areas would you want to improve next time?

- How would you grade yourself according to the rubric?

How will I know I learned it: Pastel Landscape Project Rubric					Name:	Per.
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				Total:		

Movement

Materials Cart

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

Slicing Forms Artist Statement - Final Draft and Free Draw

Directions: Use the rough draft you already wrote and log in to Artsonia. Go to your profile and locate **Pastel Landscape**. Click the blue **“Add Statement”** button, then type or use voice-to-text to enter your response in the text box. Be sure to review your response before submitting.

Welcome,

[Add new artwork](#)

Your artwork gallery

This school year (2025-2026)



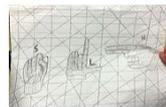
wk9_data_day_drawing
Grade 6
2 days ago (1/5/26)
[Turned in](#) Artwork
[Turned in](#) Title
[Turned in](#) Statement



midterm_Agenda
Grade 6
21 days ago (12/17/25)
[Completed](#) Artwork
[Completed](#) Title



checklist- Midterm_AS_L Hands
Grade 6
21 days ago (12/17/25)
[Turned in](#) Artwork
[Turned in](#) Title



Midterm_AS_L Hands
Grade 6
21 days ago (12/17/25)
[Completed](#) Artwork
[Completed](#) Title

[Add statement](#)



Enter Artist Statement

How did breaking down your hands into shapes help you draw them more realistically?
What choices did you make to create a unique and interesting abstract background, and why?
How does your artwork represent your identity through the use of your ASL initials?
What part of your artwork are you most proud of, and what is one thing you would improve if you did this project again?

Currently at 0 characters (out of 5000 max)

[Finish later](#)

Movement

Materials Cart

Participation

Type

Stretching the Truth Project

Name: _____ Per. _____

Class: 2D2

Duration: 8 Class Sessions (20 minutes each)



Essential Questions:

1. How does exaggerating scale and proportion change the meaning or emotion of what we see?
2. How can planning exaggeration in thumbnails help make a scene feel intentional and believable?
3. How do scale and proportion guide the viewer's eye and support the story in my drawing?
4. How can refining exaggeration and details make an unrealistic scene feel more realistic?
5. How did stretching the truth help me communicate an idea more effectively than realism would have?

Florida Visual Arts Standards

VA.68.C.1.3 – Examine and experiment with traditional and nontraditional uses of media to communicate ideas.

VA.68.S.2.1 – Use visual-thinking skills to plan, organize, and create works of art.

VA.68.C.2.2 – Analyze how artistic choices impact the interpretation of a work of art.

VA.68.S.3.1 – Refine craftsmanship through practice and revision.

VA.68.C.3.1 – Reflect on and discuss one's own artistic growth and creative process.

Objective: By the end of this project, **you will be able to combine two photographs into one drawing and stretch the truth by changing scale and proportion.** You will exaggerate the size of some elements to help tell a story, while still making the scene feel realistic and believable. You will explain how your choices in scale and exaggeration help communicate your idea.

Summary: In this project, you will create a **composite drawing** by combining parts from **two different photographs** into one scene. Instead of drawing everything exactly as it looks in real life, you will **stretch the truth on purpose.** This means making some things much **bigger** or **smaller** than they would normally be.

Your goal is to make a drawing that feels **real at first**, but then surprises the viewer as they notice something is out of scale. The exaggerated size differences should help tell a **clear story or moment**, using the storytelling strategy we practiced earlier. By planning, sketching, and refining your work, you will learn how artists use exaggeration to make drawings more interesting and meaningful.

Stretching the Truth- Rubric

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Developing	1 – Beginning	
1. Use of Scale & Exaggeration	Scale and proportion are pushed boldly and intentionally . Exaggeration is clear and strengthens the idea.	Scale is exaggerated intentionally and is noticeable.	Some exaggeration is attempted, but it is inconsistent or unclear.	Little to no exaggeration of scale; proportions remain mostly realistic.	
2. Composite Image (Two Photo Sources)	Two photo sources are seamlessly combined into one convincing scene.	Two photo sources are clearly combined into one scene.	Two sources are used but feel disconnected or awkwardly placed.	Only one source is evident or images are not combined.	
3. Storytelling & Concept	The story is clear, engaging, and thoughtful . The viewer understands the moment without explanation.	A clear story or moment is present and understandable.	A story is suggested but may be confusing or incomplete.	No clear story or idea is communicated.	
4. Realism & Believability	Despite exaggeration, the scene feels convincing and realistic at first glance.	The scene mostly feels believable with minor issues.	The exaggeration distracts from realism or feels accidental.	The scene feels unrealistic without intention or clarity.	
5. Craftsmanship & Effort	Drawing is clean, detailed, and shows strong effort and care .	Drawing is complete and shows consistent effort.	Drawing is partially complete or rushed in areas.	Drawing is incomplete or shows minimal effort.	

Artist Statement Questions:

- What two photographs did you combine, and why did you choose those images?**
Explain how each photo helped build your scene.
- Which part of your drawing is exaggerated the most, and what story or idea does that exaggeration communicate?**
Describe how changing the scale helps the viewer understand your artwork.
- How did you make your exaggerated scene feel believable or realistic at first glance?**
Talk about size relationships, placement, or details you added.
- How would the meaning of your drawing change if everything were drawn at realistic scale?**
Explain why stretching the truth was important for your final piece.
- According to the rubric, how would you grade yourself?**

Stretching the Truth: Final Checklist

Name: _____ Per. _____

Directions: Using your approved preliminary sketch, create your final composite drawing by carefully transferring your composition and keeping the same exaggerated scale and proportions. Focus on making the size differences clear and intentional so the scene feels believable at first but reveals something unusual the longer it is viewed. Use clean lines, overlapping, and thoughtful details to guide the viewer's eye and support the story. Take your time refining your work so the final drawing clearly communicates your idea, your story, and your use of exaggerated scale.



1. Composition & Planning

- Final drawing matches my **approved preliminary sketch**
- Composition is clear, balanced, and easy to read
- The viewer's eye is guided through the scene

2. Scale & Exaggeration

- Scale is **intentionally exaggerated** (small → huge or large → tiny)
- Size differences are clear and noticeable
- Exaggeration helps tell the **story**, not confuse it

3. Composite Image

- Elements from **two photo references** are clearly combined
- The images feel like they belong in the same scene

4. Storytelling & Believability

- A clear **focal point** is established
- The scene feels believable at first glance
- The story or moment can be understood without words

5. Craftsmanship & Effort

- Lines are clean and confident
- Details support the focal point
- Drawing is complete and shows strong effort

2D1 ASSIGNMENTS FOR THIS WEEK

Directions:

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

Bellwork
2D1 Week 6-Q3
Slicing-Forms (5th wk)

Monday**Spot the Light**

Look at your artwork.
What side are your **highlights**?
What side are your **darkest shadows**?

Tuesday**Fix One Thing**

Identify **one area** that feels flat.
Explain how you can improve it using value.

Wednesday**Artist Statement Sketch**

Sketch a **small detail** from your artwork
that best shows your skills.

Thursday**Growth Reflection**

Quick write or sketch:

“One thing I understand better
about drawing 3D forms now
is...”

Friday***No Bellwork*****Complete the Agenda**

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

Week 6 q3 - Agenda- This Week in Art:**Assignment Handouts:**

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

Reminders :

- Find assignment info on katundra.com
- Submit assignments on Artsonia
- School ID: [Odyssey19](#)
- Access Code [JPPT-BWDB](#)

If you have an NTI:

Submit the missing assignment into the **make_up window** in Artsonia. You can submit more than once under that window.

Grading Schedule:

Monday 1st and 2nd per
Tuesday 3rd and 5th
Wednesday 6th and 7th

Directions: Write the following Agenda in your Student Planner.

Projects: 2d1- Slicing Forms 2d2- Pastel Landscapes 2d3- Stretching the Truth	Agenda
Monday 2/9	<ol style="list-style-type: none"> 1. Discuss Artist Statement 2. Write Artist Statement
Tuesday 2/10	<ol style="list-style-type: none"> 1. Review Artist Statement 2. Type Artist Statement
Wednesday 2/11	<ol style="list-style-type: none"> 1. Review Artist Statement 2. Type Artist Statement
Thursday 2/12	<ol style="list-style-type: none"> 1. Gallery Walk 2. Complete TAG 3. Grade Printout
Friday 2/13 *No Bathroom Passes*	<ol style="list-style-type: none"> 1. Submit Assignments 2. Data Day Drawing 3. Folder Check
Assignment Submissions	<ol style="list-style-type: none"> 1. BW 2. Agenda 3. Artist Statement 4. TAG

Slicing Forms Statement - Rough Draft

Directions: Place this paper in your Blue Folder. Using this sheet of paper, answer the following questions in complete sentences. Restate the question inside your answer. When you are done grade yourself using the rubric on the back of this paper.

1. What was the most challenging part of drawing and shading the forms, and how did you overcome it?

2. How did you decide to slice and rearrange your forms? What inspired your design?

3. Which shading element (highlight, midtone, core shadow, cast shadow, or reflected highlight) do you feel you understood the best? Which one do you want to improve on?

4. If you could redo this project, what would you change or do differently to make it even better?

5. How would you grade yourself according to the rubric?

How will I know I learned it:

Slicing Forms Project Rubric

Name: _____ **Per.** _____

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)	
Basic Forms	All forms (sphere, cube, cone, cylinder) are accurately drawn with proper proportions.	Most forms are accurately drawn, with minor proportion issues.	Some forms are incomplete or show major proportion errors.	Forms are incomplete or lack effort.	
Shading Techniques	Clearly shows highlight, midtone, core shadow, cast shadow, and reflected highlight on all forms.	Most forms have shading with clear light sources, but some areas are missing details.	Shading is inconsistent or missing key elements like highlight or shadow.	Little or no shading is evident, and forms lack dimension.	
Creative Slicing & Design	Forms are creatively sliced and rearranged into a unique, well-thought-out composition.	Forms are sliced and rearranged into an interesting design but lack originality or detail.	Forms are sliced, but the design is simple or not well thought out.	No attempt is made to slice or rearrange forms creatively.	
Craftsmanship	Work is neat and clean, with careful attention to detail and line quality.	Work is mostly neat, but some areas are rushed or lack precision.	Work shows a lack of care in presentation, with smudges or messy lines.	Work is unfinished, messy, or shows minimal effort.	
Effort & Creativity	Goes above and beyond in creativity and effort, creating an outstanding and imaginative design.	Demonstrates solid effort and creativity, meeting project expectations.	Shows some effort but lacks creativity or feels incomplete.	Minimal effort or no attempt to meet the creative requirements of the project.	
				Total:	

Folder Check

Name: _____ Per. _____

Directions: Your blue folder must be organized neatly and in the correct order. All papers should be secured in the prongs — nothing should be placed in the pockets. Begin with the list I have provided below. Everything should be hole-punched correctly, stacked evenly, and laying flat. Your folder should not have crumpled pages, loose papers, or random materials inside. Make sure your first and last name are clearly written on the white label in the top right corner of the front cover.

STUDENT CHECKLIST

- (55 pts) Handouts in Order:
 - 09 Project 3 - Rough Draft Artist Statement
 - 10 Project 3 - TAG
 - 04 Project 4 - Project Notes
 - 05 Project Exercise(s)
 - 06 Project Research/Sketches
 - 07 Preliminary
 - 08 Final Checklist
 - 01-5 Bellwork / Agenda
 - 01-6 Bellwork / Agenda
 - 09 Rough Draft Artist Statement
 - 10 TAG
 - 12 Folder Check
- (10 pts) Papers are located in the prongs
- (10 pts) No Papers in the pocket
- Total Points: _____ / 75 pts

TEACHER CHECKLIST

Name: _____ Per. _____

- (55 pts) Handouts in Order:
 - 09 Project 3 - Rough Draft Artist Statement
 - 10 Project 3 - TAG
 - 04 Project 4 - Project Notes
 - 05 Project Exercise(s)
 - 06 Project Research/Sketches
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2D2 ASSIGNMENTS FOR THIS WEEK

2D3 ASSIGNMENTS FOR THIS WEEK

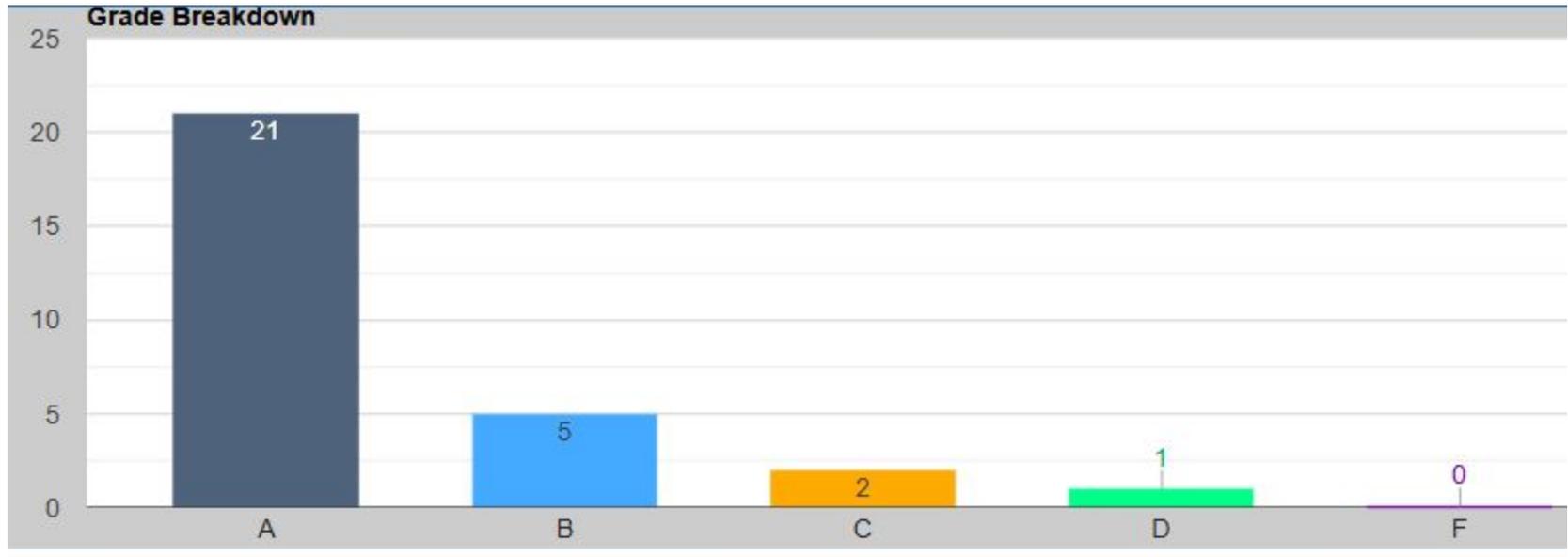
Grading Data for Week 4 Assignments

1st Period - 92%

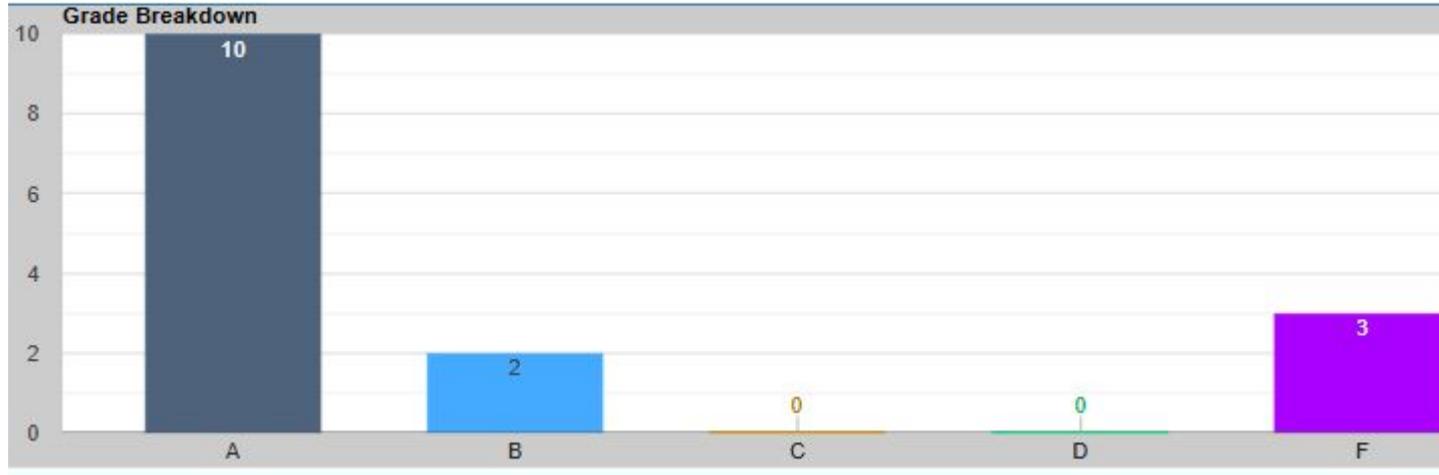
Grade Breakdown



2nd Period - 93

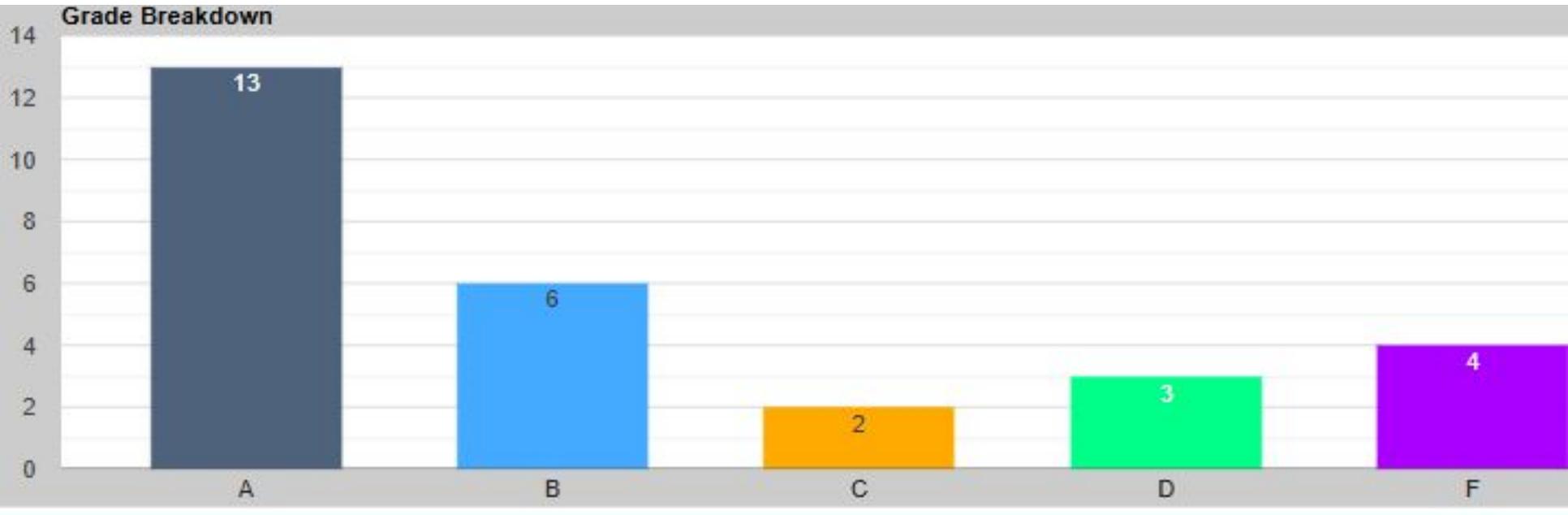


3rd Period - 82%



5th Period - 82%

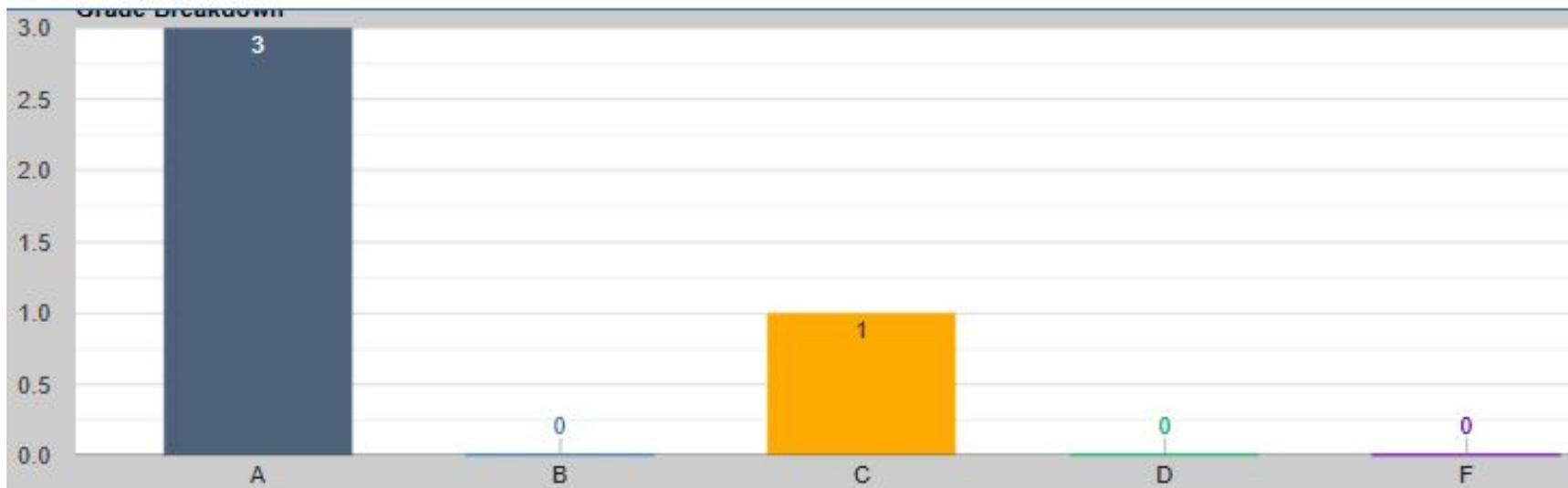
Grade Breakdown



6th Period - 74%-2D2



6th Period - 89%-2D3



7th Period - 81%

