

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 labeled zones.

4th- Pick up the Bellwork Handout from the Art Cart and fill out the info on the top right.

5th-Be in your assigned seat, **before** the bell rings. See Mrs. Stewart if you don't know.

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 to complete the drawing prompt.

Movement: The Art Cart

Participation: Drawing and Writing

Sound: Instructor's Music

2d1=yellow

2d2=purple

2d3= blue

<p style="text-align: center;"><i>Bellwork</i> 2D1 Week 9-Q2 ASL-Shape (5th wk)</p> <p><u>Directions:</u> Draw the prompt. You have 5 mins.</p>	<p style="text-align: center;"><u>Monday</u></p> <p>Draw your favorite moment from the Holiday break.</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>Directions: Identify one area of your ASL drawing you feel successful with and write 1–2 sentences explaining <i>why</i> it works.</p> <p>Prompt: <i>What did I do well here? What choice helped this area succeed?</i></p>
<p style="text-align: center;"><u>Wednesday</u></p> <p>If I Could Change One Thing...</p> <p>Prompt: Redraw one small section of your artwork and improve it.</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>Advice to a Future Artist</p> <p>Prompt: Finish this sentence:</p> <p style="padding-left: 40px;">“If I were giving advice to a student starting this project, I would tell them to...”</p>	<p style="text-align: center;"><u>Friday</u></p> <p style="text-align: center;">*No Bellwork</p> <p style="text-align: center;">*Complete the Agenda</p> <p style="text-align: center;">*Complete the Data Day Drawing in your sketchbook <u>Due Week 9 - Friday</u></p>

Week 9 q2 - Agenda- This Week in Art:
(5th week of project)

<u>Projects:</u> 2d1- Shape:Hands 2d2- Emphasis: Pop of Color 2d3- A New Reality	Agenda
Monday 1/5	<ol style="list-style-type: none"> 1. Discuss Classroom Expectations 2. Complete and upload Data Day Drawing
Tuesday	<ol style="list-style-type: none"> 1. Discuss A.S. Questions 2. Write Artist Statement *Quarter 2 ends today*
Wednesday	<ol style="list-style-type: none"> 1. Review A.S. Questions 2. Type Artist Statement *week 1 Quarter 3 starts*
Thursday	<ol style="list-style-type: none"> 1. Discuss Gallery Walk 2. Complete G.W. & TAG
Friday	<ol style="list-style-type: none"> 1. Submit Assignments 2. Take Home Semester 1 Assignments
Assignment Submissions	<ol style="list-style-type: none"> 1. BW 2. Agenda 3. Artist Statement 4. TAG 5. Data Day Drawing q2

<p style="text-align: center;"><i>Bellwork</i> 2D2 Week 9-Q2 (5th wk) Emphasis Through Color</p> <p><u>Directions:</u> Draw the prompt. You have 5 mins.</p>	<p style="text-align: center;"><u>Monday</u></p> <p>Draw your favorite moment from the Holiday break.</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>Prompt: Look at your finished artwork for 30 seconds without touching it.</p> <p>Then answer:</p> <ul style="list-style-type: none"> • What is the first thing your eye notices? • Is that the part you <i>wanted</i> the viewer to notice?
<p style="text-align: center;"><u>Wednesday</u></p> <p>One Choice That Mattered</p> <p>Prompt: Write or sketch the one artistic choice you made that most improved your artwork.</p> <p>Examples:</p> <ul style="list-style-type: none"> • placement of the focal point • darker values in the background • using only one color 	<p style="text-align: center;"><u>Thursday</u></p> <p>Advice to a Future Artist</p> <p>Prompt: Finish this sentence:</p> <p style="padding-left: 40px;">“If I were giving advice to a student starting this project, I would tell them to...”</p>	<p style="text-align: center;"><u>Friday</u></p> <p style="text-align: center;">*No Bellwork</p> <p style="text-align: center;">*Complete the Agenda</p> <p style="text-align: center;">*Complete the Data Day Drawing in your sketchbook <u>Due Week 9 - Friday</u></p>

Bellwork
2D3 Week 9-Q2
(5th wk)
Drawing a New Reality

Directions:

Draw the prompt. You have 5 mins.

Monday

Draw your favorite moment from the Holiday break.

Tuesday

Look at your finished drawing. Write:

- **One part that is real** (based on observation)
- **One part that is creative** (imagined or transformed)

Wednesday

If I Could Change One Thing...

Prompt:

Redraw **one small section** of your artwork and improve it.

Thursday

Viewer's Perspective

Prompt:

Imagine someone seeing your artwork for the first time.

Answer briefly:

- What do you want the viewer to notice first?
- What feeling or idea do you hope they get?

Friday

***No Bellwork**

***Complete the Agenda**

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

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!

Classroom Expectations

Attitude- Be positive and try your best!

Respect - Respect everyone and everything.

Think- Understand and demonstrate.

Imagine- Be creative and dream!

Spic & Span- Clean up after yourself and table.

Target- Follow directions to stay on target.

- Respect our art supplies
- No scents or make-up
- Clean-up your mess
- Be original, don't copy
- Be grateful and be kind
- Do not sharpen pencils during instructions
- Phones stay in your backpack
- Listen to the announcements and stand during the pledge
- You will always need a pencil.
- Make happy accidents and save paper.
- Shoot for the stars, always try your best.
- Food and drinks stay in the cafe.
- Talk to your neighbor, not across the classroom. Whisper talk.
- * Remember this is a safe space to create.

Our Class Behavior Plan

-If you're off-task, I'll give you two reminders to help you get back on track.

-If the behavior continues after that, you'll be given a behavior sheet. This is your chance to reflect on your choices and think about how to improve.

-Anything you do after that point will be written on the sheet as well.

-Once a behavior sheet is given, I will also call or email home to let your parent or guardian know what happened.

-If you receive two behavior sheets, it will result in a referral.

Classroom Procedures

1. Entering Class Procedures

Conversation: Level 1

Help: Ask 3 before me

Activity: Grab your sketchbook bin and bring it to your desk.

Place your backpack in the "Backpack Parking Zone".

Take out your drawing utensil(s).

Movement: Materials Cart

Participation: Preparing for Class

Sound: Instructor's Music

2. Beginning of Class Procedures

Conversation: Level -0

Help: Raise your Hand

Activity: Warm-up, Free-Draw, Agenda

Movement: Materials Cart

Participation: Drawing and Writing

Sound: Instructor's Music

3. Instructional Procedures

Conversation: Level -0

Help: Raise your Hand

Activity: Receiving Instruction

Movement: None

Participation: Listening, Drawing &/or Writing

Sound: None

4. Independent Procedures

Conversation: Level -1

Help: Ask 3 Before Me

Activity: Independent Work

Movement: Materials Cart and Restroom

Participation: Drawing/ Reading/ Writing

Sound: Instructor's Music

5. Clean-up Procedures:

Conversation: Level -1

Help: Ask 3 Before Me

Activity:

A. Resource Supervisor - put away resource binders on the top shelf of the cart

B. Materials manager- make sure drawing materials are put at the bottom of the cart

C. Sketchbook Supervisor- put away the sketchbook holder on the counter

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

Upon teacher's approval, grab backpacks

Movement: Materials Cart

Participation: Cleaning

Sound: None

2nd Quarter: Data Day Drawing Directions

Directions: Each Friday you will receive a prompt. Your drawing must follow the prompt while showing creativity and effort. You may continue building on the same drawing each week, making it stronger and more detailed or, you may start a new drawing each week to test different ideas. By Week 9 of the quarter, you must submit one Data Day Drawing that best represents your effort, creativity, and understanding of the prompts.

Use today to complete the Data Drawing. When you're done submit your work to Artsonia and type your reflection response into the Artist Statement section.

Here's the list of prompts from the previous Friday's:

Week 8 Prompt: Draw A futuristic greenhouse floating in space, astronauts tending glowing alien plants.

Week 7 Prompt: Draw A mountain top observatory at night, telescopes pointed at the sky, and an owl perched on a star chart.

Week 6 Prompt: Collaborative Thanksgiving Data Drawing: "Pass the Feast!" Start your paper by drawing one small Thanksgiving-themed item—it can be a pumpkin, a turkey feather, a slice of pie, a leaf, a pilgrim hat, or even just a fall-themed shape. After 1–2 minutes, pass your paper to the person on your right.

Week 5 Prompt: Draw an ice palace ballroom at sunrise, rainbow light refracting from icicles, and a penguin waddling across the floor.

Week 4 Prompt: *Draw a carnival parade at night, floats covered in lanterns, and a giant friendly monster leading the march.*

Week 2 Prompt: *A desert train station at sunset, sand blowing across the platform, and a lone cowboy waiting.*

Use today to complete the Data Drawing. When you're done submit your work to Artsonia and type your reflection response into the Artist Statement section.

Following the Prompt

Drawing clearly matches and explores the given prompt in a creative way.

Composition:

Use the 8.5 by 11 paper thoughtfully. Every third of the art composition has subject matter dedicated to the topic.

Value:

Artwork is shaded showing at least the three main tones: highlight, midtone, and core shadow.

Craftsmanship:

The artwork was beautiful and patiently done with attention to detail: it was a clean presentation without smudges, fingerprints, extraneous marks, and tears.

Focus:

The project was continued until it was as complete as the student could make it; gave it effort far beyond that was required, took pride in going well beyond the requirement to successfully show the main concept.

Here's the list of prompts from the previous Friday's:

Week 8 Prompt: Draw A futuristic greenhouse floating in space, astronauts tending glowing alien plants.

Week 7 Prompt: Draw A mountain top observatory at night, telescopes pointed at the sky, and an owl perched on a star chart.

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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.



Essential Questions:

1. How can American Sign Language and abstract shape design be used together to communicate identity through art?
2. How does planning through thumbnails and shape construction help artists develop stronger, more intentional compositions?
3. How do artists use proportion, structure, and clean line work to create a believable and well-organized drawing?
4. How does value, contrast, and attention to detail transform a simple drawing into a more realistic and expressive work of art?
5. How can evaluating our artistic choices help us understand our strengths, improve our techniques, and grow as artists?

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.

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Your Hand

Activities

ASL Artist Statement - Rough Draft

Name: _____ Per. ____

ASL Artist Statement - Rough Draft

Directions: 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.

- 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?

- How would you grade yourself according to the rubric?

ASL Hand Drawing Project Rubric

Category	Excellent (20 pts)	Good (16 pts)	Needs Improvement (14pts)	Incomplete (12 pts)	
Hand Drawing	Hands are accurately drawn with correct proportions, details (fingernails, knuckles), and realistic shading for depth.	Hands are mostly accurate with minor proportion or detail issues; shading adds some depth.	Hands lack accurate proportions, details, or shading; some effort shown.	Minimal effort; hands are missing proportions, details, or shading.	
ASL Representation	Hands clearly show the correct ASL initials for all three letters (first, middle, last names).	Hands mostly show the correct ASL initials with slight inaccuracies.	Hands show some effort but do not clearly match ASL initials.	Hands do not match ASL initials or are incomplete.	
Abstract Background	Background includes a balanced mix of geometric and organic shapes with strong composition, contrast, and attention to detail.	Background includes geometric and organic shapes with some balance and contrast.	Background lacks variety in shapes, balance, or contrast.	Background is incomplete, messy, or missing shapes.	
Creativity	Artwork shows original ideas, creative use of shapes, and a personal touch that makes it unique and engaging.	Artwork shows some creativity and originality, with a few unique elements.	Artwork shows limited creativity, relying mostly on basic or repetitive ideas.	Artwork lacks creativity or originality and feels rushed or incomplete.	
Effort and Presentation	Artwork is complete, well-presented, and shows exceptional care and effort.	Artwork is mostly complete and shows good effort and care.	Artwork is unfinished, messy, or lacks visible effort.	Minimal effort; artwork is incomplete or rushed.	
				Total:	

Reflection Questions:

- 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?

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

ASL Artist Statement - Rough Draft

Name: _____ Per. _____

ASL Artist Statement - Rough Draft

Directions: 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.

- 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?

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Creativity	Artwork shows original ideas, creative use of shapes, and a personal touch that makes it unique and engaging.	Artwork shows some creativity and originality, with a few unique elements.	Artwork shows limited creativity, relying mostly on basic or repetitive ideas.	Artwork lacks creativity or originality and feels rushed or incomplete.	
Effort and Presentation	Artwork is complete, well-presented, and shows exceptional care and effort.	Artwork is mostly complete and shows good effort and care.	Artwork is unfinished, messy, or lacks visible effort.	Minimal effort; artwork is incomplete or rushed.	
				Total:	

Reflection Questions:

- 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?

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

ASL 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 **Midterm_ASL Hands**. 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_ASL Hands
Grade 6
21 days ago (12/17/25)
[Turned in](#) Artwork
[Turned in](#) Title



Midterm_ASL 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

TAG Ticket

Directions: Below circle “yes” or “no” to show whether you have both, the artwork and Artist Statement displayed. Leave this TAG Ticket beside your artwork. Three of your peers will leave a TAG on your paper. When sections are completed, read the TAGs your classmates left for you. Then, complete the reflection questions at the bottom of your TAG Ticket. When you are done, submit this document to Artsonia.

Movement

Materials Cart

Participation

Name: _____ Per: _____

TAG Ticket

Directions: Below circle “yes” or “no” to show whether you have both, the artwork and Artist Statement displayed. Leave this TAG Ticket beside your artwork. Three of your peers will leave a TAG on your paper. When sections are completed, read the TAGs your classmates left for you. Then, complete the reflection questions at the bottom of your TAG Ticket. When you are done, submit this document to Artsonia.

☒ Check Before You Begin:

- Artwork displayed? ☐ Yes ☐ No
- Artist Statement displayed? ☐ Yes ☐ No

1st Peer's Name: _____

- T: Tell something you like → _____
- A: Ask a thoughtful question → _____
- G: Give a suggestion → _____

2nd Peer's Name: _____

- T: Tell something you like → _____
- A: Ask a thoughtful question → _____
- G: Give a suggestion → _____

3rd Peer's Name: _____

- T: Tell something you like → _____
- A: Ask a thoughtful question → _____
- G: Give a suggestion → _____

Reflection (For You After the Walk)

- What feedback surprised you or stood out the most?

- How might you use this feedback to grow as an artist?

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

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.



What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Emphasis Through Color Artist Statement - Rough Draft

Name: _____ Per. _____

Emphasis: Pop of Color Artist Statement - Rough Draft

Directions: 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 theme did you choose for your artwork, and why did you choose it?

- What is your focal point, and how did you use color to make it stand out?

- How did you use value and shading in the grayscale areas to support your focal point?

- What artistic choices did you make with composition, placement, and details to tell your story?

- How would you grade yourself according to the rubric?

2D2 - Emphasis: Pop of Color

Criteria	20 – Exceeds	16 – Meets	14 – Approaching	12 – Beginning	
1. Composition & Planning	Composition is thoughtful, balanced, and clearly planned; strong focal point placement; shows depth using foreground/middle ground/background.	Composition is clear and organized with a visible focal point; shows some planning and depth.	Composition has a focal point but layout feels unbalanced or flat; limited planning.	Composition is unclear, objects float, or focal point is not intentional; little or no planning shown.	
2. Value & Grayscale Shading	Shows 5+ distinct values; shading is smooth, intentional, and supports the focal point.	Shows at least 5 values; shading is mostly smooth and consistent.	Shows fewer than 5 values; shading is patchy or lacks contrast.	Minimal shading; looks unfinished or lacks value control.	
3. Color Application & Emphasis	Color is layered, blended, and highly intentional; focal point is instantly clear; contrast is strong.	Color is solid and clearly creates emphasis.	Color is applied but lacks blending or strength; emphasis is weak.	Little or no color applied; emphasis is unclear.	
4. Craftsmanship & Neatness	Work is clean, well-crafted, and free of smudges; lines are intentional; excellent care shown.	Mostly neat and clean with minor smudges; overall craftsmanship is solid.	Smudges, rushed areas, or messy lines distract from the artwork.	Poor craftsmanship; messy, rushed, or hard to read.	
5. Effort, Completion, & Following Directions	Fully completed; all directions followed; student used time wisely and pushed themselves creatively.	Completed artwork; most directions followed; good use of time.	Partially completed or missing required elements; inconsistent use of time.	Incomplete; major directions not followed; little effort shown.	
				Total:	

Movement

Materials Cart

Participation

Write

What You Will Do: Independent Time

Conversation

At a Level-1

Help

3 Before Me

Activities

Emphasis Through Color Artist Statement - Rough Draft

Name: _____ Per. _____

Emphasis: Pop of Color Artist Statement - Rough Draft

Directions: 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 theme did you choose for your artwork, and why did you choose it?

- What is your focal point, and how did you use color to make it stand out?

- How did you use value and shading in the grayscale areas to support your focal point?

- What artistic choices did you make with composition, placement, and details to tell your story?

- How would you grade yourself according to the rubric?

2D2 - Emphasis: Pop of Color

Criteria	20 – Exceeds	16 – Meets	14 – Approaching	12 – Beginning	
1. Composition & Planning	Composition is thoughtful, balanced, and clearly planned; strong focal point placement; shows depth using foreground/middle ground/background.	Composition is clear and organized with a visible focal point; shows some planning and depth.	Composition has a focal point but layout feels unbalanced or flat; limited planning.	Composition is unclear, objects float, or focal point is not intentional; little or no planning shown.	
2. Value & Grayscale Shading	Shows 5+ distinct values; shading is smooth, intentional, and supports the focal point.	Shows at least 5 values; shading is mostly smooth and consistent.	Shows fewer than 5 values; shading is patchy or lacks contrast.	Minimal shading; looks unfinished or lacks value control.	
3. Color Application & Emphasis	Color is layered, blended, and highly intentional; focal point is instantly clear; contrast is strong.	Color is solid and clearly creates emphasis.	Color is applied but lacks blending or strength; emphasis is weak.	Little or no color applied; emphasis is unclear.	
4. Craftsmanship & Neatness	Work is clean, well-crafted, and free of smudges; lines are intentional; excellent care shown.	Mostly neat and clean with minor smudges; overall craftsmanship is solid.	Smudges, rushed areas, or messy lines distract from the artwork.	Poor craftsmanship; messy, rushed, or hard to read.	
5. Effort, Completion, & Following Directions	Fully completed; all directions followed; student used time wisely and pushed themselves creatively.	Completed artwork; most directions followed; good use of time.	Partially completed or missing required elements; inconsistent use of time.	Incomplete; major directions not followed; little effort shown.	
				Total:	

Movement

Materials Cart

Participation

Write

What You Will Do: Independent Time

Conversation At a Level-1

Help Ask 3 Before Me

Activities Pop of Color Artist Statement - Final Draft and Free Draw OR Word Search

Directions: Use the rough draft you already wrote and log in to Artsonia. Go to your profile and locate **Midterm_Emphasis Through Color**. 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

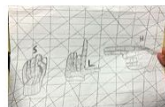


checklist- Midterm_AS_L Hands

Grade 6

21 days ago (12/17/25)

Turned in Artwork
Turned in Title



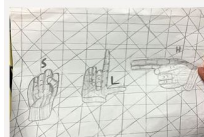
Midterm_AS_L Hands

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

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.

What You Will Do: Independent Time

Conversation

At a Level-1

Help

3 Before Me

Activities

Drawing a New Reality Artist Statement - Rough Draft



Name: _____ Per. _____

New Reality Artist Statement - Rough Draft

Directions: 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 real place did you choose to draw, and why did you choose it?

2. What creative changes did you make to transform this real place into a new reality?

3. How do your imaginative changes work together with the real parts of your drawing to tell a story or show a mood?

4. What did you learn about combining observation and creativity while creating this artwork?

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

Drawing a New Reality Rubric

Criteria	20 – Exceeds Expectations	16 – Meets Expectations	14 – Developing	12 – Beginning	
1. Real Environment Drawing	Real space is highly accurate, detailed, and clearly observed; strong perspective or depth	Real space is clear and mostly accurate; good perspective or depth	Some real elements included but not accurate or clear	Real space missing, unclear, or not recognizable	
2. Creative Transformation (New Reality)	3+ imaginative changes that are unique, well-integrated, and enhance the scene	At least 2 clear creative changes that fit the scene	1 creative change OR unclear/weak transformations	No creative changes OR changes do not match the project	
3. Composition & Planning	Strong composition; everything placed thoughtfully; drawing is well-organized and fills the page	Good composition; most objects placed well; space mostly used	Some composition issues; large empty spaces or crowded areas	No clear composition; unplanned layout; major empty areas	
4. Craftsmanship & Effort	Exceptionally neat, intentional, and complete; excellent use of time and materials	Mostly neat and complete; good use of time and materials	Some messy areas; parts unfinished; inconsistent effort	Very messy; incomplete; poor use of class time	
5. Shading, Texture, & Detail	Strong value range; textures clear; details refined; shows depth	Good shading and detail; some depth shown	Minimal shading, weak details; mostly flat	Little to no shading or detail; drawing appears rushed	

Movement

Materials Cart

Participation

Drawing

Week 1 - Data Day Drawing Directions

No Restroom Passes on Fridays

Every Friday is Data Day. Follow these steps:

1. Below are the following assignments I will be grading next week. Make sure you submit the assignments today because the window will close at the end of class. If you don't make it then you'll need to submit it to the Make-Up Window. Each student will have at least 3 minutes to submit the following assignments.
 - **Submit all current assignments.**
 1. BW
 2. Agenda
 3. TAG

2. Start Your Data Day Drawing

Directions: Each Friday you will receive a prompt. Your drawing must follow the prompt while showing creativity and effort. By Week 9 of the quarter, you must submit one Data Day Drawing that best represents your effort, creativity, and understanding of the prompts.

Today's Prompt: **Draw A city rooftop garden at dusk, string lights twinkling, with a jazz band playing for pigeons.**

Creativity Generated different ideas, trying unusual combinations and demonstrated problem solving skills.
Composition: Use the full 8.5 by 11 paper thoughtfully.
Value: Artwork is shaded showing at least the three main tones: highlight, midtone, and core shadow.
Craftsmanship: The artwork was beautiful and patiently done with attention to detail: it was a clean presentation without smudges, fingerprints, extraneous marks, and tears.
Focus: The project was continued until it was as complete as the student could make it; gave it effort far beyond that was required, took pride in going well beyond the requirement to successfully show the main concept.

2D1 ASSIGNMENTS FOR THIS WEEK

<p style="text-align: center;"><i>Bellwork</i></p> <p style="text-align: center;">2D1 Week 9-Q2</p> <p style="text-align: center;">ASL-Shape (5th wk)</p> <p><u>Directions:</u> Draw the prompt. You have 5 mins.</p>	<p style="text-align: center;"><u>Monday</u></p> <p>Draw your favorite moment from the Holiday break.</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>Directions: Identify one area of your ASL drawing you feel successful with and write 1–2 sentences explaining <i>why</i> it works.</p> <p>Prompt: <i>What did I do well here? What choice helped this area succeed?</i></p>
<p style="text-align: center;"><u>Wednesday</u></p> <p>If I Could Change One Thing...</p> <p>Prompt: Redraw one small section of your artwork and improve it.</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>Advice to a Future Artist</p> <p>Prompt: Finish this sentence:</p> <p style="text-align: center;">“If I were giving advice to a student starting this project, I would tell them to...”</p>	<p style="text-align: center;"><u>Friday</u></p> <p style="text-align: center;">*No Bellwork</p> <p style="text-align: center;">*Complete the Agenda</p> <p style="text-align: center;">*Complete the Data Day</p> <p style="text-align: center;">Drawing in your sketchbook <u>Due Week 9 - Friday</u></p>

Week 9 q2 1 q3 - Agenda- This Week in Art:
(5th week of project)

<u>Projects:</u> 2d1- Shape:Hands 2d2- Emphasis: Pop of Color 2d3- A New Reality	Agenda
Monday 1/5	<ol style="list-style-type: none"> 1. Discuss Classroom Expectations 2. Complete and upload Data Day Drawing
Tuesday	<ol style="list-style-type: none"> 1. Discuss A.S. Questions 2. Write Artist Statement <p>*Quarter 2 ends today*</p>
Wednesday	<ol style="list-style-type: none"> 1. Review A.S. Questions 2. Type Artist Statement <p>*week 1 Quarter 3 starts*</p>
Thursday	<ol style="list-style-type: none"> 1. Discuss Gallery Walk 2. Complete G.W. & TAG
Friday	<ol style="list-style-type: none"> 1. Submit Assignments 2. Take Home Semester 1 Assignments
Assignment Submissions	<ol style="list-style-type: none"> 1. BW 2. Agenda 3. Artist Statement 4. TAG 5. Data Day Drawing q2

Name: _____ Per. _____

ASL Artist Statement - Rough Draft

Directions: 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 breaking down your hands into shapes help you draw them more realistically? _____

2. What choices did you make to create a unique and interesting abstract background, and why? _____

3. How does your artwork represent your identity through the use of your ASL initials? _____

4. What part of your artwork are you most proud of, and what is one thing you would improve if you did this project again? _____

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

ASL Hand Drawing Project Rubric

Category	Excellent (20 pts)	Good (16 pts)	Needs Improvement (14pts)	Incomplete (12 pts)	
Hand Drawing	Hands are accurately drawn with correct proportions, details (fingernails, knuckles), and realistic shading for depth.	Hands are mostly accurate with minor proportion or detail issues; shading adds some depth.	Hands lack accurate proportions, details, or shading; some effort shown.	Minimal effort; hands are missing proportions, details, or shading.	
ASL Representation	Hands clearly show the correct ASL initials for all three letters (first, middle, last names).	Hands mostly show the correct ASL initials with slight inaccuracies.	Hands show some effort but do not clearly match ASL initials.	Hands do not match ASL initials or are incomplete.	
Abstract Background	Background includes a balanced mix of geometric and organic shapes with strong composition, contrast, and attention to detail.	Background includes geometric and organic shapes with some balance and contrast.	Background lacks variety in shapes, balance, or contrast.	Background is incomplete, messy, or missing shapes.	
Creativity	Artwork shows original ideas, creative use of shapes, and a personal touch that makes it unique and engaging.	Artwork shows some creativity and originality, with a few unique elements.	Artwork shows limited creativity, relying mostly on basic or repetitive ideas.	Artwork lacks creativity or originality and feels rushed or incomplete.	
Effort and Presentation	Artwork is complete, well-presented, and shows exceptional care and effort.	Artwork is mostly complete and shows good effort and care.	Artwork is unfinished, messy, or lacks visible effort.	Minimal effort; artwork is incomplete or rushed.	
				Total:	

Name: _____ Per: _____

TAG Ticket

Directions: Below circle "yes" or "no" to show whether you have both, the artwork and Artist Statement displayed. Leave this TAG Ticket beside your artwork. Three of your peers will leave a TAG on your paper. When sections are completed, read the TAGs your classmates left for you. Then, complete the reflection questions at the bottom of your TAG Ticket. When you are done, submit this document to Artsonia.

 **Check Before You Begin:**

- Artwork displayed? ☐ Yes ☐ No
- Artist Statement displayed? ☐ Yes ☐ No

1st Peer's Name: _____

- 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

2nd Peer's Name: _____

- T: Tell something you like → _____
- A: Ask a thoughtful question → _____
- G: Give a suggestion → _____

Circle one: Yes No Didn't have one

3rd Peer's Name: _____

- T: Tell something you like → _____
- A: Ask a thoughtful question → _____
- G: Give a suggestion → _____

Circle one: Yes No Didn't have one

Reflection (For You After the Walk)

- What feedback surprised you or stood out the most?

- How might you use this feedback to grow as an artist?

2D2 ASSIGNMENTS FOR THIS WEEK

<p style="text-align: center;"><i>Bellwork</i></p> <p style="text-align: center;">2D2 Week 9-Q2</p> <p style="text-align: center;">(5th wk)</p> <p style="text-align: center;">Emphasis Through Color</p> <p><u>Directions:</u> Draw the prompt. You have 5 mins.</p>	<p style="text-align: center;"><u>Monday</u></p> <p>Draw your favorite moment from the Holiday break.</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>Prompt: Look at your finished artwork for 30 seconds without touching it.</p> <p>Then answer:</p> <ul style="list-style-type: none"> • What is the first thing your eye notices? • Is that the part you <i>wanted</i> the viewer to notice?
<p style="text-align: center;"><u>Wednesday</u></p> <p>One Choice That Mattered</p> <p>Prompt: Write or sketch the one artistic choice you made that most improved your artwork.</p> <p>Examples:</p> <ul style="list-style-type: none"> • placement of the focal point • darker values in the background • using only one color 	<p style="text-align: center;"><u>Thursday</u></p> <p>Advice to a Future Artist</p> <p>Prompt: Finish this sentence:</p> <p style="padding-left: 40px;">“If I were giving advice to a student starting this project, I would tell them to...”</p>	<p style="text-align: center;"><u>Friday</u></p> <p style="text-align: center;">*No Bellwork</p> <p style="text-align: center;">*Complete the Agenda</p> <p style="text-align: center;">*Complete the Data Day</p> <p style="text-align: center;">Drawing in your sketchbook <u>Due Week 9 - Friday</u></p>

Week 9 q2 1 q3 - Agenda- This Week in Art:
(5th week of project)

<u>Projects:</u> 2d1- Shape:Hands 2d2- Emphasis: Pop of Color 2d3- A New Reality	Agenda
Monday 1/5	<ol style="list-style-type: none"> 1. Discuss Classroom Expectations 2. Complete and upload Data Day Drawing
Tuesday	<ol style="list-style-type: none"> 1. Discuss A.S. Questions 2. Write Artist Statement <p>*Quarter 2 ends today*</p>
Wednesday	<ol style="list-style-type: none"> 1. Review A.S. Questions 2. Type Artist Statement <p>*week 1 Quarter 3 starts*</p>
Thursday	<ol style="list-style-type: none"> 1. Discuss Gallery Walk 2. Complete G.W. & TAG
Friday	<ol style="list-style-type: none"> 1. Submit Assignments 2. Take Home Semester 1 Assignments
Assignment Submissions	<ol style="list-style-type: none"> 1. BW 2. Agenda 3. Artist Statement 4. TAG 5. Data Day Drawing q2

Name: _____ Per. _____

Emphasis: Pop of Color Artist Statement - Rough Draft

Directions: *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 theme did you choose for your artwork, and why did you choose it?

2. What is your focal point, and how did you use color to make it stand out?

3. How did you use value and shading in the grayscale areas to support your focal point?

4. What artistic choices did you make with composition, placement, and details to tell your story?

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

2D2 - Emphasis: Pop of Color Rubric

Criteria	20 – Exceeds	16 – Meets	14 – Approaching	12 – Beginning	
1. Composition & Planning	Composition is thoughtful, balanced, and clearly planned; strong focal point placement; shows depth using foreground/middle ground/background.	Composition is clear and organized with a visible focal point; shows some planning and depth.	Composition has a focal point but layout feels unbalanced or flat; limited planning.	Composition is unclear, objects float, or focal point is not intentional; little or no planning shown.	
2. Value & Grayscale Shading	Shows 5+ distinct values; shading is smooth, intentional, and supports the focal point.	Shows at least 5 values; shading is mostly smooth and consistent.	Shows fewer than 5 values; shading is patchy or lacks contrast.	Minimal shading; looks unfinished or lacks value control.	
3. Color Application & Emphasis	Color is layered, blended, and highly intentional; focal point is instantly clear; contrast is strong.	Color is solid and clearly creates emphasis.	Color is applied but lacks blending or strength; emphasis is weak.	Little or no color applied; emphasis is unclear.	
4. Craftsmanship & Neatness	Work is clean, well-crafted, and free of smudges; lines are intentional; excellent care shown.	Mostly neat and clean with minor smudges; overall craftsmanship is solid.	Smudges, rushed areas, or messy lines distract from the artwork.	Poor craftsmanship; messy, rushed, or hard to read.	
5. Effort, Completion, & Following Directions	Fully completed; all directions followed; student used time wisely and pushed themselves creatively.	Completed artwork; most directions followed; good use of time.	Partially completed or missing required elements; inconsistent use of time.	Incomplete; major directions not followed; little effort shown.	
				Total:	

Name: _____ Per: _____

TAG Ticket

Directions: Below circle "yes" or "no" to show whether you have both, the artwork and Artist Statement displayed. Leave this TAG Ticket beside your artwork. Three of your peers will leave a TAG on your paper. When sections are completed, read the TAGs your classmates left for you. Then, complete the reflection questions at the bottom of your TAG Ticket. When you are done, submit this document to Artsonia.

 **Check Before You Begin:**

- Artwork displayed? ☐ Yes ☐ No
- Artist Statement displayed? ☐ Yes ☐ No

1st Peer's Name: _____

- 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

2nd Peer's Name: _____

- T: Tell something you like → _____
- A: Ask a thoughtful question → _____
- G: Give a suggestion → _____

Circle one: Yes No Didn't have one

3rd Peer's Name: _____

- T: Tell something you like → _____
- A: Ask a thoughtful question → _____
- G: Give a suggestion → _____

Circle one: Yes No Didn't have one

Reflection (For You After the Walk)

- What feedback surprised you or stood out the most?

- How might you use this feedback to grow as an artist?

2D3 ASSIGNMENTS FOR THIS WEEK

Bellwork
2D3 Week 9-Q2
(5th wk)
Drawing a New Reality

Directions:

Draw the prompt. You have 5 mins.

Monday

Draw your favorite moment from the Holiday break.

Tuesday

Look at your finished drawing. Write:

- **One part that is real** (based on observation)
- **One part that is creative** (imagined or transformed)

Wednesday

If I Could Change One Thing...

Prompt:

Redraw **one small section** of your artwork and improve it.

Thursday

Viewer's Perspective

Prompt:

Imagine someone seeing your artwork for the first time.

Answer briefly:

- What do you want the viewer to notice first?
- What feeling or idea do you hope they get?

Friday

***No Bellwork**

***Complete the Agenda**

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

Week 9 q2 1 q3 - Agenda- This Week in Art:
(5th week of project)

<u>Projects:</u> 2d1- Shape:Hands 2d2- Emphasis: Pop of Color 2d3- A New Reality	Agenda
Monday 1/5	<ol style="list-style-type: none"> 1. Discuss Classroom Expectations 2. Complete and upload Data Day Drawing
Tuesday	<ol style="list-style-type: none"> 1. Discuss A.S. Questions 2. Write Artist Statement <p>*Quarter 2 ends today*</p>
Wednesday	<ol style="list-style-type: none"> 1. Review A.S. Questions 2. Type Artist Statement <p>*week 1 Quarter 3 starts*</p>
Thursday	<ol style="list-style-type: none"> 1. Discuss Gallery Walk 2. Complete G.W. & TAG
Friday	<ol style="list-style-type: none"> 1. Submit Assignments 2. Take Home Semester 1 Assignments
Assignment Submissions	<ol style="list-style-type: none"> 1. BW 2. Agenda 3. Artist Statement 4. TAG 5. Data Day Drawing q2

Name: _____ Per. _____

New Reality Artist Statement - Rough Draft

Directions: 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 real place did you choose to draw, and why did you choose it?

2. What creative changes did you make to transform this real place into a new reality? _____

3. How do your imaginative changes work together with the real parts of your drawing to tell a story or show a mood?

4. What did you learn about combining observation and creativity while creating this artwork?

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

Drawing a New Reality Rubric

Criteria	20 – Exceeds Expectations	16 – Meets Expectations	14 – Developing	12 – Beginning	
1. Real Environment Drawing	Real space is highly accurate, detailed, and clearly observed; strong perspective or depth	Real space is clear and mostly accurate; good perspective or depth	Some real elements included but not accurate or clear	Real space missing, unclear, or not recognizable	
2. Creative Transformation (New Reality)	3+ imaginative changes that are unique, well-integrated, and enhance the scene	At least 2 clear creative changes that fit the scene	1 creative change OR unclear/weak transformations	No creative changes OR changes do not match the project	
3. Composition & Planning	Strong composition; everything placed thoughtfully; drawing is well-organized and fills the page	Good composition; most objects placed well; space mostly used	Some composition issues; large empty spaces or crowded areas	No clear composition; unplanned layout; major empty areas	
4. Craftsmanship & Effort	Exceptionally neat, intentional, and complete; excellent use of time and materials	Mostly neat and complete; good use of time and materials	Some messy areas; parts unfinished; inconsistent effort	Very messy; incomplete; poor use of class time	
5. Shading, Texture, & Detail	Strong value range; textures clear; details refined; shows depth	Good shading and detail; some depth shown	Minimal shading, weak details; mostly flat	Little to no shading or detail; drawing appears rushed	

Name: _____ Per: _____

TAG Ticket

Directions: Below circle "yes" or "no" to show whether you have both, the artwork and Artist Statement displayed. Leave this TAG Ticket beside your artwork. Three of your peers will leave a TAG on your paper. When sections are completed, read the TAGs your classmates left for you. Then, complete the reflection questions at the bottom of your TAG Ticket. When you are done, submit this document to Artsonia.

 **Check Before You Begin:**

- Artwork displayed? ☐ Yes ☐ No
- Artist Statement displayed? ☐ Yes ☐ No

1st Peer's Name: _____

- 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

2nd Peer's Name: _____

- T: Tell something you like → _____
- A: Ask a thoughtful question → _____
- G: Give a suggestion → _____

Circle one: Yes No Didn't have one

3rd Peer's Name: _____

- T: Tell something you like → _____
- A: Ask a thoughtful question → _____
- G: Give a suggestion → _____

Circle one: Yes No Didn't have one

Reflection (For You After the Walk)

- What feedback surprised you or stood out the most?

- How might you use this feedback to grow as an artist?

