

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

Bellwork
2D1 Week 6-Q2
Shape (1st wk)

Directions:
Draw the image. You have 5 mins.

Create this format in your sketchbook.

Monday

Directions: In your box, draw the following



Tuesday

Directions: In your box, draw the following



shutterstock.com • 452138950

Wednesday

Draw your hand using only circles and ovals.

Thursday

Create an abstract background using only geometric shapes.

Abstract art is a style of art that does not try to represent reality in a recognizable way. Instead, it uses visual language like shapes, forms, colors, and lines to communicate emotions, ideas, or experiences.

Friday

***No Bellwork**

***Complete the Agenda**

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

Week 6_q2 - Agenda- This Week in Art:

Hello Beautiful People!

	2d Art
Monday 11/17	1. Work on Data Day Drawing or Practice Drawing
Tuesday 11/18	1. Watch Video 2. Take Strategic Notes
Wednesday 11/19	1. Discuss Exercise 2. Start Exercise
Thursday 11/20	1. Review Exercise 2. Complete Exercise
Friday 11/21	1. Data Day Drawing 2. Receive Grade Printout Monday
Assignment Submissions	1. Bw 2. Agenda 3. Notes 4. Exercise

Bellwork

2D2 Week 6-Q2 Emphasis Through Color

Directions:

Draw the image. You have 5 mins.

Create this format in your sketchbook.

Monday

Pop of Color Object

Draw any small object (apple, cup, shoe, pencil) in **grayscale**, but color **one small detail**.

Tuesday

City Scene Spotlight

Sketch a quick street scene and make **only one window** glowing with color.

Wednesday



Portrait Accent

Draw a simple portrait in pencil; color **only one accessory** (glasses, bow, hat, earring).

Thursday

Still Life Highlight

Draw 3 objects grouped together. Color **only one object** to show emphasis.



Friday

***No Bellwork**

***Complete the Agenda**

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

<i>Bellwork</i> 2D3 Week 6-Q2 Drawing a New Reality <u>Directions:</u> Draw the image. You have 5 mins. Create this format in your sketchbook.	<u>Monday</u> Draw a Normal Classroom Chair... but It's Alive Maybe it has eyes, legs, or plant vines growing from it.	<u>Tuesday</u> Draw Your Shoe as an Entire Tiny World Buildings, trees, creatures—or people—living inside your shoe.
<u>Wednesday</u> Draw A Floating Lunch Tray Sandwiches, fruit, and milk orbiting like planets around the tray.	<u>Thursday</u> Draw a Hallway Door to Another Dimension When the door is opened, something unexpected is coming through.	<u>Friday</u> *No Bellwork *Complete the Agenda *Complete the Data Day Drawing in your sketchbook <u>Due Week 9 - Friday</u>

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!

What You Will Do: Independent Time

Conversation At a Level-0

Help Raise Your Hand

Activities Data Day Drawing or Practice Drawing

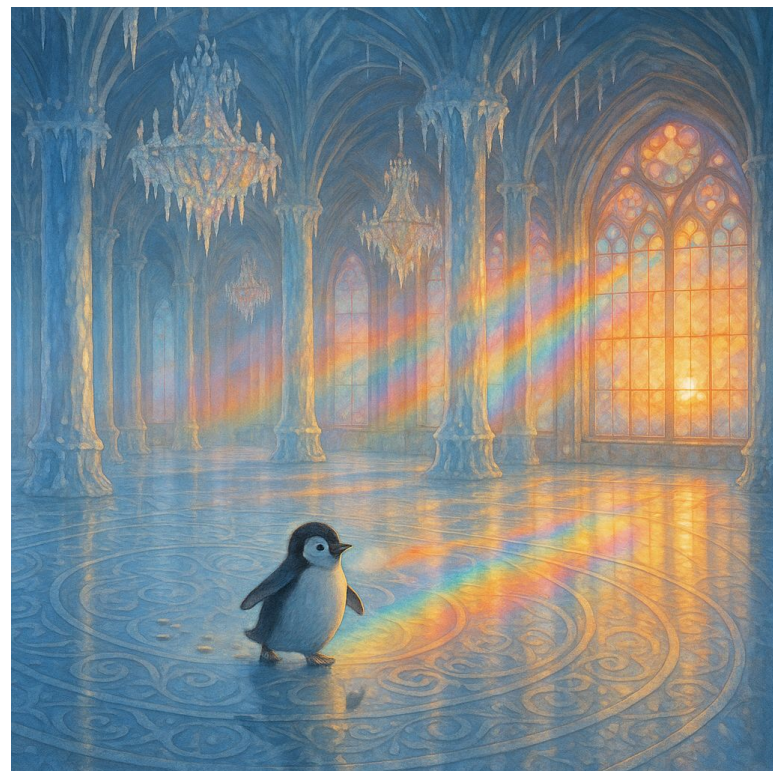
Directions: Use today to complete a Data Drawing or a Practice Drawing. You may choose to practice draw anything that will help you improve your skills.

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

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.



Movement Materials Cart

Participation Drawing

What You Will Do: Independent Time

Conversation At a Level-1 Whisper

Help Ask 3 Before Me

Activities Data Day Drawing

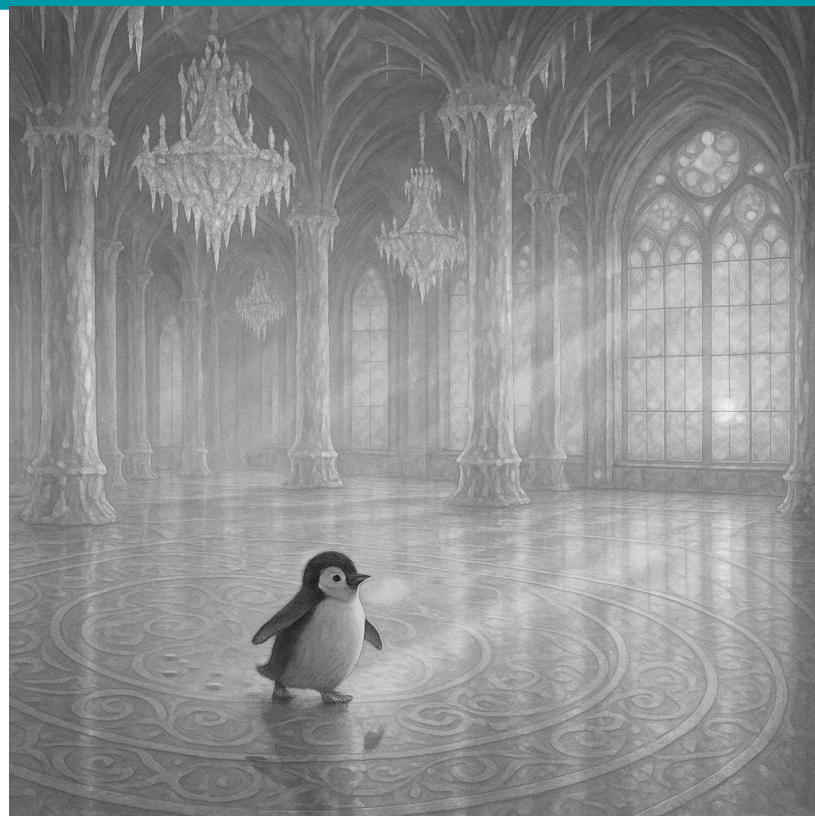
Directions: Use today to complete a Data Drawing or a Practice Drawing. You may choose to practice drawing anything that will help you improve your skills.

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



Movement Materials Cart

Participation Drawing

2d1- ASL Hand Drawing Project



Florida Visual Arts Standards

VA.68.S.1.3: Use ideas from direct observation to create artwork.

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

VA.68.O.3.1: Create artworks that demonstrate an understanding of organizational principles of design.

VA.68.F.3.2: Apply technology resources to develop artistic techniques and presentations.

VA.68.H.1.3: Explain the significance of personal artwork and how it can represent identity.

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



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

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Watch Shape Video and Take Strategic Notes on Shape



Strategic Note-Taking Form

Video 3: Shape — "The Secrets to Drawing"

Name: _____ Date: _____

1. What Is Shape?

- Shape definition: _____
- How is a shape created? _____
- Two categories of shapes: _____

2. Types of Shapes

Geometric Shapes (examples):

Organic Shapes (examples):

3. Why Are Shapes Important in Drawing?

- How shapes help us understand what we see: _____
- How shapes simplify complex objects: _____
- Why drawing is about seeing: _____

4. Using Shapes to Construct Objects (Mug Example)

- First shape drawn: _____
- How the body was simplified: _____
- How segmenting helps with the handle: _____

5. From Shapes to Details

- When to darken contour lines: _____
- What is hatching and why added: _____

- How hatching shows form and light source: _____

6. Applying Shape to Drawing Hands

- How hands simplify into shapes: _____
- Shape for back of hand: _____
- Shape added for thumb area: _____
- Fingers are drawn by stacking shapes: _____

7. Key Vocabulary

- Shape: _____
- Contour: _____
- Hatching: _____
- Form: _____
- Ellipse: _____

8. My Takeaways From the Video

1. _____
2. _____
3. _____

9. Connection to My Art Project

- How shapes help me draw my hand: _____
- Shapes I might use: _____
- How this helps my abstract background: _____

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

ASL Shape-Breakdown Exercise

1. Get your ASL handout that shows all 26 American Sign Language letters (A–Z).
2. Look closely at each hand sign and analyze the big shapes that make up the hand:
 - Squares / rectangles

 - Triangles

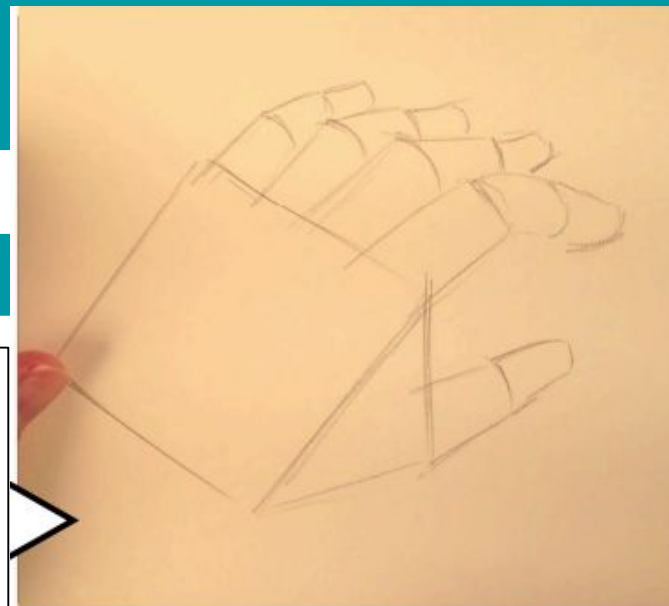
3. On top of each ASL hand sign, lightly draw the basic shapes you see.
 - ✓ Break the hand into simple forms
 - ✓ Just like the demonstration in the video
 - ✓ Keep your lines light and clean
4. Do NOT add details yet.
This practice is ONLY about understanding the structure of the hand using simple shapes.

5. If a hand shape is tricky, ask yourself:
What shape is the palm?
What shape is the thumb base?
What shape are the finger segments?
What angles do the shapes lean or tilt?

6. Your goal:
Show the shapes you see inside each hand sign — NOT to make a perfect drawing.

7. When finished:
Double-check that each letter has at least 1–3 major shapes drawn on top that show how the hand is built.

Start with pencil first,
then go over in
colored pencil.

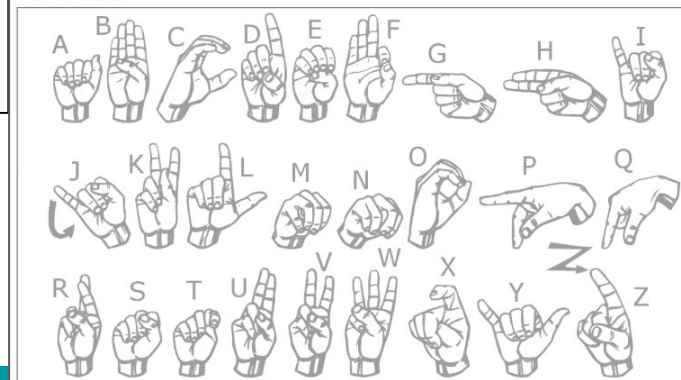


Name: _____ Date: _____ Per: _____

ASL Shape-Breakdown Exercise

Directions:

Your task is to look closely at each hand sign and draw the basic shapes you see on top of the hands, just like you learned in the video. Break down each hand into simple forms such as squares, rectangles, cylinders, triangles, or ellipses, focusing on the major shapes that build the palm, thumb, and fingers. Draw your shapes lightly and clearly, without adding any details or shading. The goal is not to make a perfect drawing, but to understand how hands can be simplified into basic shapes. By the end, each ASL letter should have visible shapes drawn over it that show how the hand is constructed.



Movement

Materials Cart

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

ASL Shape-Breakdown Exercise

1. Get your ASL handout that shows all 26 American Sign Language letters (A–Z).
2. Look closely at each hand sign and analyze the big shapes that make up the hand:
 - Squares / rectangles

 - Triangles

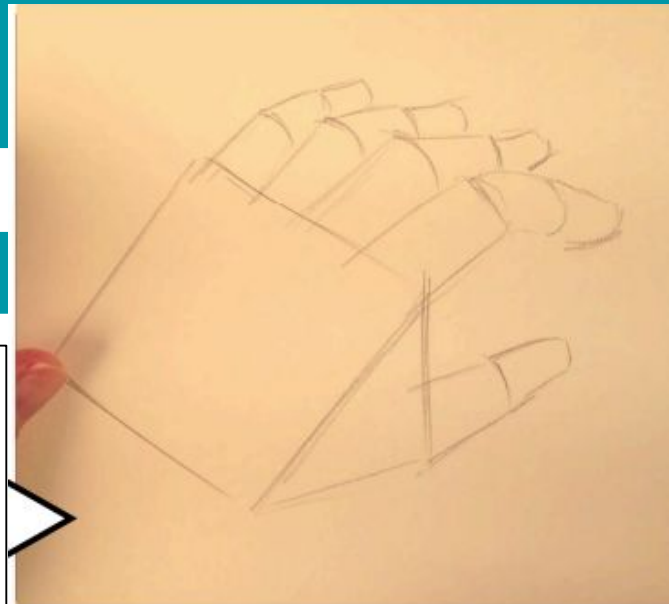
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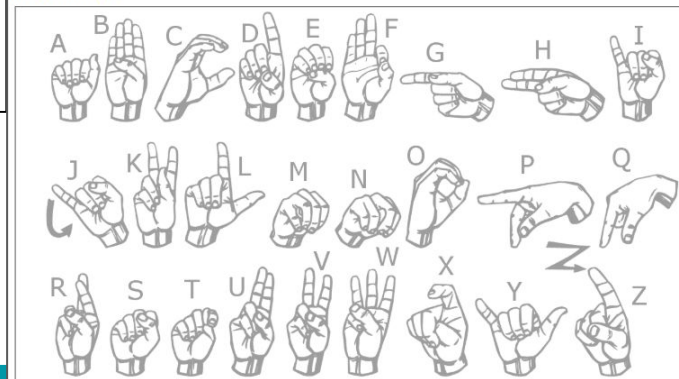


Name: _____ Date: _____ Per: _____

ASL Shape-Breakdown Exercise

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Movement

Materials Cart

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

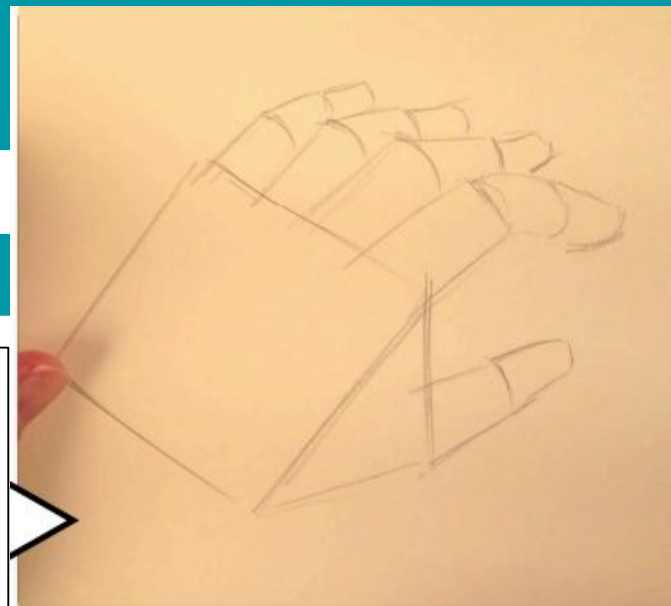
ASL Shape-Breakdown Exercise

1. Get your ASL handout that shows all 26 American Sign Language letters (A–Z).
2. Look closely at each hand sign and analyze the big shapes that make up the hand:
 - Squares / rectangles
 - Cylinders (finger segments)
 - Triangles
 - Ellipses / curves
3. On top of each ASL hand sign, lightly draw the basic shapes you see.
 - ✓ Break the hand into simple forms
 - ✓ Just like the demonstration in the video
 - ✓ Keep your lines light and clean
4. Do NOT add details yet.
This practice is ONLY about understanding the structure of the hand using simple shapes.

5. If a hand shape is tricky, ask yourself:
What shape is the palm?
What shape is the thumb base?
What shape are the finger segments?
What angles do the shapes lean or tilt?
6. Your goal:
Show the shapes you see inside each hand sign — NOT to make a perfect drawing.

7. When finished:
Double-check that each letter has at least 1–3 major shapes drawn on top that show how the hand is built.

When you're done, this paper should be in your blue folder and submit to Artsonia.

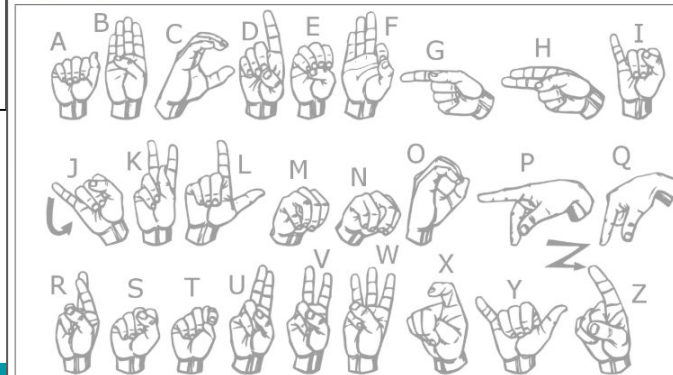


Name: _____ Date: _____ Per: _____

ASL Shape-Breakdown Exercise

Directions:

Your task is to look closely at each hand sign and draw the basic shapes you see on top of the hands, just like you learned in the video. Break down each hand into simple forms such as squares, rectangles, cylinders, triangles, or ellipses, focusing on the major shapes that build the palm, thumb, and fingers. Draw your shapes lightly and clearly, without adding any details or shading. The goal is not to make a perfect drawing, but to understand how hands can be simplified into basic shapes. By the end, each ASL letter should have visible shapes drawn over it that show how the hand is constructed.



Movement

Materials Cart

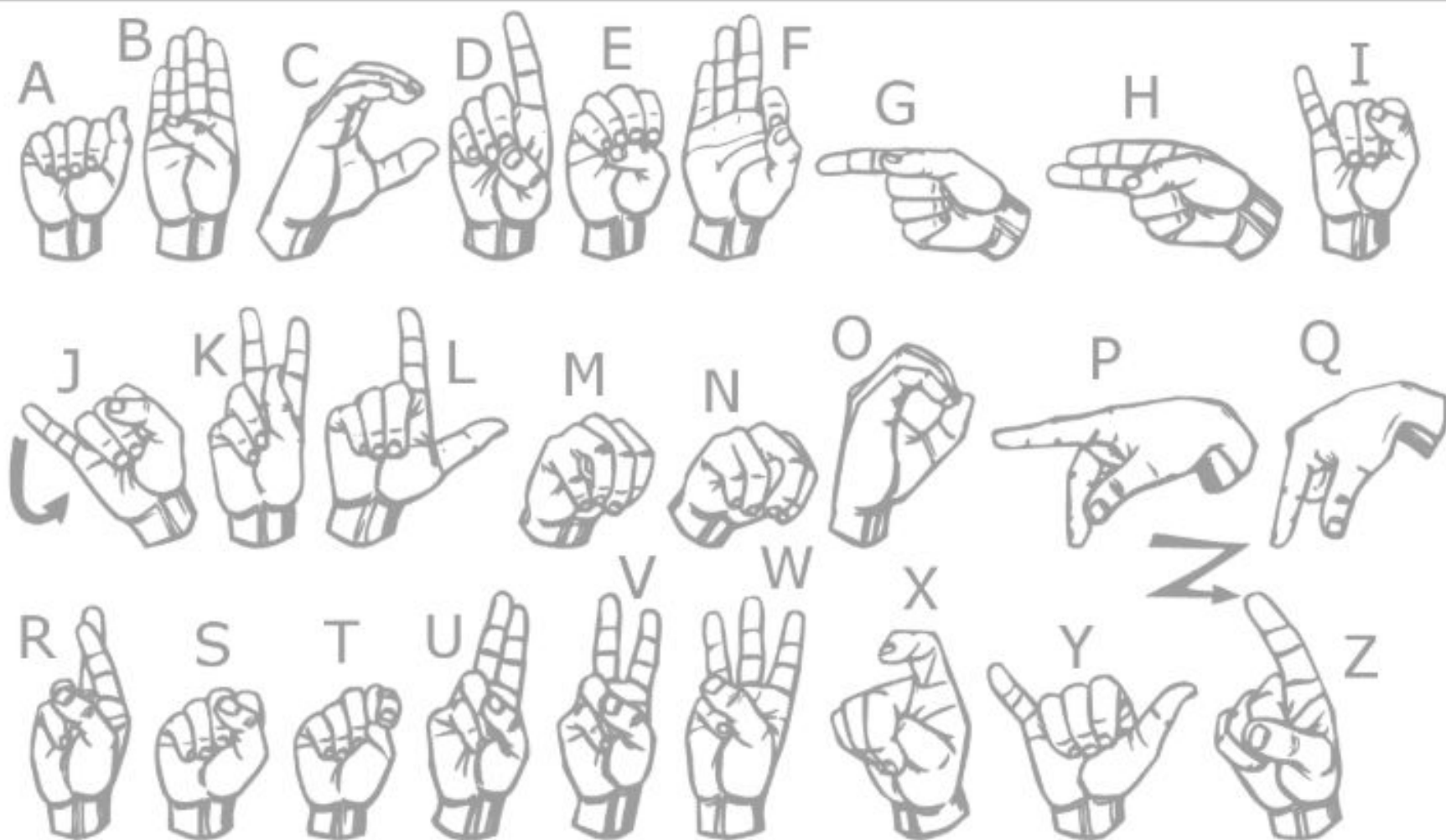
Participation

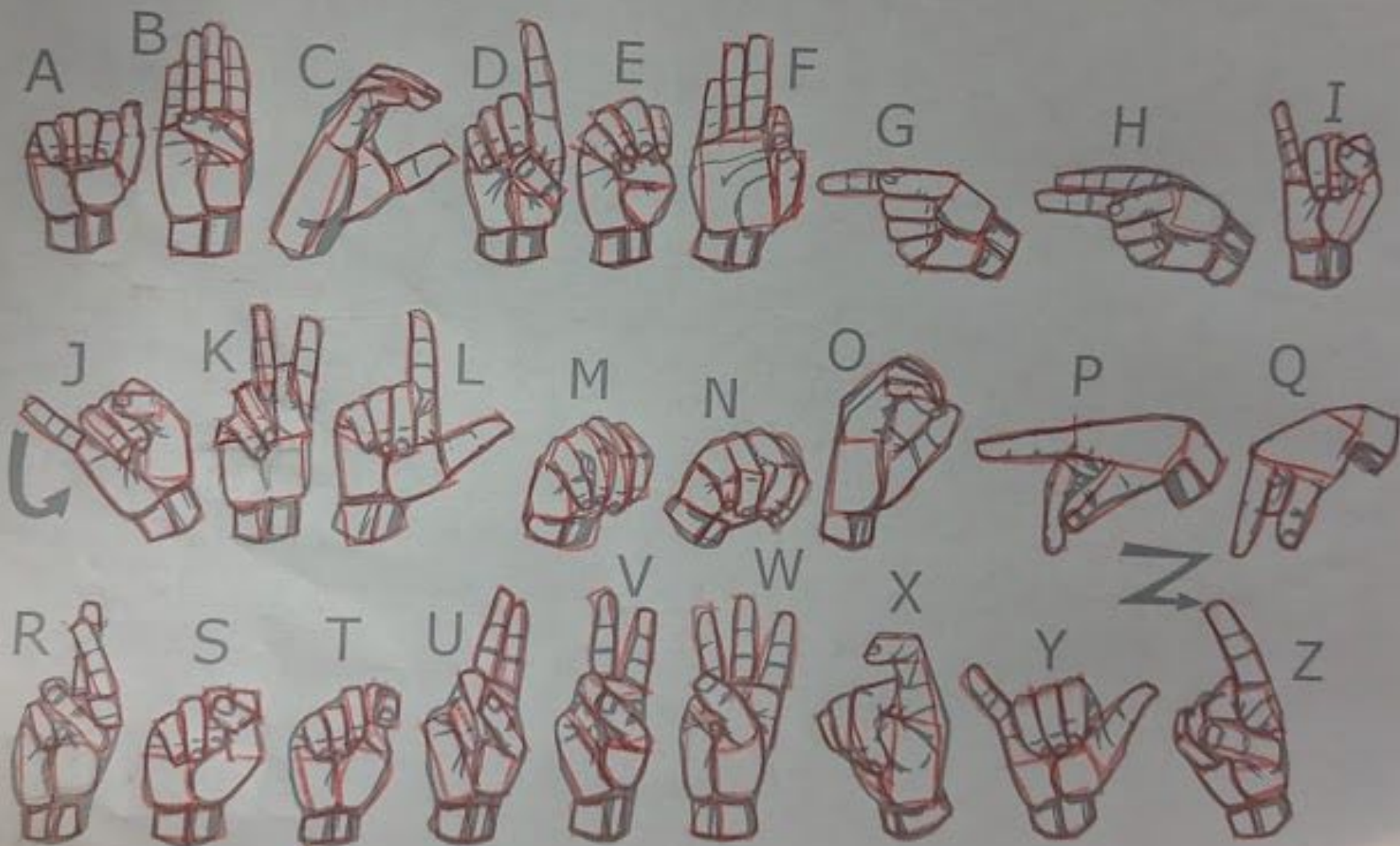
Drawing

ASL Shape-Breakdown Exercise

Directions:

Your task is to look closely at each hand sign and draw the basic shapes you see on top of the hands, just like you learned in the video. Break down each hand into simple forms such as squares, rectangles, cylinders, triangles, or ellipses, focusing on the major shapes that build the palm, thumb, and fingers. Draw your shapes lightly and clearly, without adding any details or shading. The goal is not to make a perfect drawing, but to understand how hands can be simplified into basic shapes. By the end, each ASL letter should have visible shapes drawn over it that show how the hand is constructed.





Shape Key Vocabulary:

- Shape: A closed, flat area created by enclosing a line.
- Contour: The outline or edge of a shape or object.
- Hatching: Lines placed close together to create shading.
- Form: The illusion of 3D created through shading.
- Ellipse: An oval shape; a circle viewed at an angle.

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.

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

Watch Video on Emphasis and Take Strategic Notes on Emphasis



Name: _____ Per: _____

EMPHASIS: VIDEO NOTES SHEET

Video Title: _____

Creator: _____

1. What is emphasis?

2. What creates a focal point?

(Write 2-3 things mentioned in the video.)

3. Sketch an example:

(Draw a tiny scene with a clear focal point.)

4. What is selective color?

5. How can you use emphasis in your project?

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation	At a Level-0
Help	Raise Hand
Activities	Watch Video on Emphasis and Take Strategic Notes on Emphasis

Focal point:

- The main center of interest in an artwork.
- Where the viewer's eye goes first.
- Created by using emphasis techniques.

Movement	Materials Cart
Participation	Writing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

Emphasis Worksheet

Directions: For this exercise, choose one of the images your teacher gives you and lightly sketch it. Your goal is to practice the same skills you will need for your final project. Start by shading the drawing in grayscale, showing at least five different tones from dark to light. Make your shading smooth and blended, not scratchy. After that, look for the part of the picture that uses color and carefully apply colored pencil using layering, light pressure, and smooth blending so the color looks rich and stands out from the gray areas. Take your time building up your values and color because this practice will help you create strong contrast and a clear focal point in your final Emphasis Through Color project.



"5" Do's for Better Hues

There are five things to keep in mind when using colored pencils that will lead to higher quality results. We'll call these the "5" do's for better hues...

Layer Colors

A single layer of color will not lead to a representative result. Instead, several layers of applications will often be necessary to produce a realistic result.



Mix Colors

Colors will naturally mix when they are layered. If light applications are made, colors on layers underneath will show through resulting in optical color mixing. With medium and heavy applications, the binder will move the pigment on the surface causing colors to mix. Mixed colors will almost always lead to more natural looking drawings.



Be Patient

Since many layers of color are often necessary for success, it may be easy to become impatient. Results are not immediate with colored pencils and patience is required for success.



Build Up a Heavy Application

As layers are developed, the end goal is to build up to a heavy application. This typically means that light applications are made in the early stages of the drawing and become progressively heavier as the drawing progresses.



Add Detail Last

Details can be easily added over layers of colored pencil and should be left to the latter stages of the drawing.



Name: _____ Per: _____

Emphasis Practice Exercise

Directions:

For this exercise, choose **one of the images** your teacher gives you and lightly sketch it. Your goal is to practice the same skills you will need for your final project. Start by shading the drawing in **grayscale**, showing at least **five different tones** from dark to light. Make your shading smooth and blended, not scratchy. After that, look for the part of the picture that uses color and carefully apply colored pencil using **layering**, **light pressure**, and **smooth blending** so the color looks rich and stands out from the gray areas. Take your time building up your values and color because this practice will help you create strong contrast and a clear focal point in your final Emphasis Through Color project.

Landscape Format	Portrait Format
Title: _____	Title: _____

1. Where do you see your five tones in your practice drawing? (Point to or describe your darkest, medium, and lightest areas.)

2. What color layering technique did you use for the colored part? (Light pressure, layering multiple colors, blending, burnishing, etc.)

3. How will you use what you practiced today in your final project? (Shading, blending, choosing a focal point, composition decisions.)

Movement

Materials Cart

Participation

Writing

Emphasis Key Vocabulary:



Selective color is an artistic technique that converts most of an image to black and white while leaving a specific subject or object in its original color for emphasis. This post-processing method is used to create a strong focal point, drawing the viewer's attention to a particular element within the scene. [🔗](#)



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.



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-0

Help

Raise Hand

Activities

Watch Video on Surrealism and Fantasy and Take Strategic Notes



STRATEGIC NOTES #1

Surrealism – Tate Kids (Video Notes)

Name: _____ Date: _____

1. What Is Surrealism?

2. Main Ideas From the Video

- _____
- _____
- _____
- _____

3. Surrealist Techniques (Circle)

Changing scale, Unexpected objects, Dream-like scenes, Floating objects, Animals as people, Mixing fantasy and real life

4. Artists Mentioned

1. _____
2. _____

5. Impactful Example (Draw or describe)

6. Connection to Our Project

STRATEGIC NOTES #2

Fantasy & Reality Drawing – Mario Pires (Video Notes)

Name: _____ Date: _____

1. What Is Fantasy vs Reality in Art?

2. Key Concepts From the Video

- _____
- _____
- _____
- _____

3. Fantasy Drawing Techniques (Circle)

Transforming spaces, Altering proportions, Exaggeration, Imaginary environments, Magical elements, Real + fantasy mix, Dramatic lighting

4. Example from Video

5. Reality Anchor (What real details are kept?)

6. How Will This Help Your Project?

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Exercise for Drawing a New Reality

Directions:

For this exercise, you will choose one of the artist examples shown to create a small study of that artwork. Look closely at the shapes, details, and layout, and do your best to copy the main parts of the image. After completing your study, identify which elements of the artwork are **real**—the parts based on actual objects, places, or realistic details—and which elements are **creative**—the parts the artist changed, exaggerated, transformed, or imagined. Then, answer the questions below.

REAL VS. CREATIVE MASTER STUDY



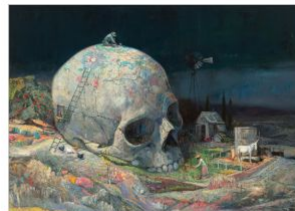
Hayao Miyazaki | Howl's Moving Castle



Mark Ryden | The Creatrix (2005) The Blank Signature by [Rene Magritte](#)



Rob Gonsalves | Sea Books Birds



Shaun Tan | All We Ever Wanted 2017

Name: _____ Per: _____

Real Vs. Creative Masterstudy

Directions:

For this exercise, you will choose one of the artist examples shown to create a small study of that artwork. Look closely at the shapes, details, and layout, and do your best to copy the main parts of the image. After completing your study, identify which elements of the artwork are **real**—the parts based on actual objects, places, or realistic details—and which elements are **creative**—the parts the artist changed, exaggerated, transformed, or imagined. Then, answer the questions below.

Landscape Format	Portrait Format
Title: Author:	Title: Author:

1. What part is based on real life? (Objects, rooms, landscapes, figures, etc.)

2. What did the artist change, twist, exaggerate, transform, or imagine?

3. Why do those changes make the artwork interesting?

4. How this might inspire your own "new reality" project?

1

Movement

Materials Cart

Participation

Drawing

Week 6 - 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 or you'll need to submit them at home for homework. 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. [wk 06_Bellwork](#)
2. [wk 06_Agenda](#)
3. [wk 06_Notes](#)
4. [wk 06_Exercise](#)

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 8 of the quarter, you must submit one Data Day Drawing that best represents your effort, creativity, and understanding of the prompts.

Today's 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**. Each time a new friend receives your paper, they must **add something that fits the Thanksgiving or autumn theme**—a silly turkey expression, a cozy fall background, extra foods for the feast, dancing leaves, or funny characters celebrating the holiday. Keep passing until the drawing returns to you. When you get your original sketchbook, **finish the drawing by turning everyone's ideas into one creative Thanksgiving scene**—a feast, a parade, a goofy turkey party, or anything you imagine!

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.

What You Will Do: Independent Time

Conversation At a Level-0

Help Raise Hand

Activities Submit Assignments and Continue Data Day Drawing

***Grades will be handed out Monday, due to the pep rally today.**

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 or you'll need to submit them at home for homework. 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. [wk 06_Bellwork](#)
2. [wk 06_Agenda](#)
3. [wk 06_Notes](#)
4. [wk 06_Exercise](#)

2. Data Day Drawing- Today's Prompt: Collaborative Thanksgiving Data Drawing: "Pass the Feast!"

Directions:

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**. Each time a new friend receives your paper, they must **add something that fits the Thanksgiving or autumn theme**—a silly turkey expression, a cozy fall background, extra foods for the feast, dancing leaves, or funny characters celebrating the holiday. Keep passing until the drawing returns to you. When you get your original sketchbook, **finish the drawing by turning everyone's ideas into one creative Thanksgiving scene**—a feast, a parade, a goofy turkey party, or anything you imagine!

Movement Materials Cart *No Hallway Passes on Fridays*

Participation Drawing

6. Clean-Up Procedures

Conversation: Level -1

Help: Ask 3 Before Me

Activity: ***Art Organizer*** - provide guidance for work, ***Materials manager***- make sure materials are put away in the appropriate location, ***Sketchbook Supervisor***- switch out the sketchbook holder for the next period, ***Waste Watchdog*** - make sure the table and floor is clean.

Movement: Materials Zone and Backpack Zone

Participation: Cleaning

Sound: None

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

Clean-Up

What You Will Do: (3 MINS)

Conversation At a Level-1.

Help You can raise your hand to receive help on the...

Activities Clean-Up Time

ARTISTS DUTIES	
a	RESOURCE SUPERVISOR
b	MATERIALS MANAGER
c	SKETCHBOOK SUPERVISOR
d	TECH MANAGER

*Then clean up your
personal items*

Movement Moving around the tables

Participation Cleaning