

1. Entering Class Procedures:

Good Artists
Great Days
Start Here!
♡



Conversation:
Level 1 - Whisper



Help:
Ask 3 before me



Activity:

Same Steps
Brighter Days!
♡

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



Movement:
Art Cart and Assigned Seat



Participation:
Preparing for Class



Sound:
Instructor's Music



Create ♡ Learn ♡ Belong ♡



2. Beginning of Class Procedures:

Good Art Happens Here! ♥



Conversation:

Level-0-Silent



Help:

Raise your Hand



Activity:

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



Movement:

The Art Counter



Participation:

Drawing and Writing



Sound:

Instructor's Music



Missing Work? Follow These Steps

- 1 Go to the Art Cart.
- 2 Find your class color bin: *2D1 – Gray 2D2 – Green 2D3 – Blue
- 3 Look for the manila folder with the correct form on the front.
- 4 Take the handout you need.

Same Students Brighter Artists! ♥

Create ♥ Learn ♥ Belong

Bellwork
2D1 Week 8-Q1
Line

Directions:
Read the prompt and write your response in your sketchbook.

Monday

Line Check:
Look at your finished artwork. Explain how you used line to show movement, texture, shape, or emotion.

Tuesday

Best Choice:
What is **one artistic choice** you are most proud of in your remix? Explain why you think it made your artwork stronger.

Wednesday

Original vs. Remix:
What did you **keep from the original artwork**, and what did you **change to make it your own**?

Thursday

Next-Time Goal:
If you had one more class period to improve your artwork, what would you change or add? Think about **line, details, craftsmanship, color/grayscale, or composition**.

Friday

***No Bellwork**

***Complete the Agenda**

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

Reminders:

Find assignment information:

→ Go to **katundra.com**

Submit all assignments:

→ Upload work on **Artsonia**

Artsonia Info:

-School ID: Odyssey19

-Access Code: JPPT-BWDB

! Missing Work? Follow These Steps

1. Go to the **Art Cart**.

2. Find your class color bin:

***2D1 – Gray 2D2 – Green 2D3 – Blue**

3. Look for the **manila folder** within the correct project week. Take the handout you need.

📁 Assignment Handouts and Weeks

1. Syllabus
2. Bellwork & Agenda
3. Project Info
4. Notes
5. Project Exercise
6. Theme Research & . Thumbnail Sketches
7. Preliminary Sketch
8. Final Checklist
9. Rough Draft
- Artist Statement
10. T.A.G Ticket
11. Final Paper
12. Folder Check

✅ After You Finish

- *Submit the assignment in the **Make-Up Window** on Artsonia
 - *You **may submit more than once** under the Make-Up Window.
- Window Close Friday of Week 9

Week 8 q1 - Agenda- This Week in Art:

2

Directions: Write the following Agenda in your Student Planner.

<u>Project:</u> 2d1- The Great Wave Remix 2d2- Personal Values Remix 2d3- The Scream Remix Due Date: 9/24/26	<u>Agenda</u> <i>*If you miss a day OR behind in your work, you need to work on your assignment/ project at home; in order to meet the due date.</i>
Monday 9/28	1. Discuss Artist Statement Questions 2. Write Artist Statement Responses
Tuesday 9/29	1. Review Classroom Procedures 2. Complete Classroom Procedures
Wednesday 9/30	1. Discuss Gallery Walk Expectations 2. Complete Gallery Walk and TAG
Thursday 10/1	1. Submit Assignments 2. Check Your Progress 3. Complete Drawing Challenge for the word: Storm
DATA DAY Friday 10/2	1. Submit Assignments 2. Check Your Progress 3. Complete Drawing Challenge for the word: Storm
 Grading Schedule *Monday: 1st & 2nd Period *Tuesday: 3rd & 4th Period *Wednesday: 6th & 7th Period	This Week's Assignment Submissions 1. Bellwork 2. Agenda 3. Classroom Procedures 4. TAG

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Responding to Artist Statement Questions

Name: _____ Per. ____

2d1 Famous Art Remix-Line - 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.

1. How did your remix show your personality, interests, or ideas?

2. What part of the project was the most challenging for you, and how did you work through it?

3. How did the way you used line help make your remix more interesting or easier to understand?

4. What did you learn about yourself as an artist while completing this project?

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

Name: _____ Per. ____

2d2 Famous Art Remix- Proportion - 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.

1. How did changing proportion or scale help communicate your idea?

2. What part of your artwork best shows your creativity? Explain your choice.

3. How did you make sure your remix still connected to the original famous artwork?

4. What did this project teach you about using proportion and scale in art?

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

Name: _____ Per. ____

2d3 Famous Art Remix- Doodle & Noodle - 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.

1. How did your theme or personal interests influence the choices you made in your artwork?

2. What part of your artwork changed the most from the original? Why did you make that change?

3. How did you balance creativity with keeping your artwork connected to the original famous artwork?

4. What did this project teach you about developing ideas from simple lines, shapes, or doodles?

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

Movement

Materials Counter

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

Responding to Artist Statement Questions

Name: _____ Per. ____

2d1 Famous Art Remix-Line - 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.

1. How did your remix show your personality, interests, or ideas?

2. What part of the project was the most challenging for you, and how did you work through it?

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3. How did you balance creativity with keeping your artwork connected to the original famous artwork?

4. What did this project teach you about developing ideas from simple lines, shapes, or doodles?

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

Movement

Materials Counter

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Complete the Classroom Procedures Or Complete A. S.

Classroom Procedures - Teacher Copy

Directions: Copy the information below onto your paper. Make sure you put each piece of information in the correct section.

1. Entering Class Procedures

Conversation: Level 1- (Whisper)

Help: Ask 3 before me

Activity:

1. Find your assigned seat.
2. Take out a pencil and your student planner.
3. Place your backpack on the back of your chair and place your water bottle on the floor.
4. Make sure your Sketchbook holder is on your table, if not pick up the Sketchbook holder from the counter.
5. Take out your sketchbook and Blue Folder.
6. Be in your assigned seat, before the bell rings.
7. Start working on your Bellwork.

Movement: Materials Cart

Participation: Preparing for Class

Sound: Instructor's Music

2. Beginning of Class Procedures

Conversation: Level -0 (No Talking)

Help: Raise your Hand

Activity: Bellwork, Free-Draw, Agenda

Movement: Materials Cart

Participation: Drawing and Writing

Sound: Instructor's Music

3. Instructional Procedures

Conversation: Level -0 (No Talking)

Help: Raise your Hand

Activity: Receiving Instruction

Movement: None

Participation: Listening, Drawing &/or Writing

Sound: None

4. Independent Procedures

Conversation: Level -1 Whisper

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 Whisper

Help: Ask 3 Before Me

Activity:

- A. Resource Supervisor** - place the 2 Resource Binders where the label is on your table.
B. Materials manager- make sure materials are put back on the cart. Empty the black trash can at the table.
C. Sketchbook Supervisor- put away the sketchbook holder on the counter

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

Movement: Materials Cart

Participation: Cleaning

Sound: None

Name: _____ Date: _____ Per: _____

Classroom Procedures - Student Copy

Directions: Copy the information from the Teacher Copy onto this paper. Make sure you put each piece of information in the correct section.

1. Entering Class Procedures

Conversation: _____

Help: _____

Activity: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Movement: _____

Participation: _____

Sound: _____

2. Beginning of Class Procedures

Conversation: _____

Help: _____

Activity: _____

Movement: _____

Participation: _____

Sound: _____

3. Instructional Procedures

Conversation: _____

Help: _____

Activity: _____

Movement: _____

Participation: _____

Sound: _____

4. Independent Procedures

Conversation: _____

Help: _____

Activity: _____

Movement: _____

Participation: _____

Sound: _____

5. Clean-up Procedures:

Conversation: _____

Help: _____

Activity: _____

A. Resource Supervisor - _____

B. Materials manager - _____

C. Sketchbook Supervisor - _____

D. Tech Manager - _____

Movement: _____

Participation: _____

Sound: _____

Movement

Materials Counter

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-1 Whisper

Help

Ask 3 Before Me

Activities

Complete the Classroom Procedures Or Complete A. S.

Classroom Procedures - Teacher Copy

Directions: Copy the information below onto your paper. Make sure you put each piece of information in the correct section.

1. Entering Class Procedures

Conversation: Level 1- (Whisper)

Help: Ask 3 before me

Activity:

1. Find your assigned seat.
2. Take out a pencil and your student planner.
3. Place your backpack on the back of your chair and place your water bottle on the floor.
4. Make sure your Sketchbook holder is on your table, if not pick up the Sketchbook holder from the counter.
5. Take out your sketchbook and Blue Folder.
6. Be in your assigned seat, before the bell rings.
7. Start working on your Bellwork.

Movement: Materials Cart

Participation: Preparing for Class

Sound: Instructor's Music

2. Beginning of Class Procedures

Conversation: Level -0 (No Talking)

Help: Raise your Hand

Activity: Bellwork, Free-Draw, Agenda

Movement: Materials Cart

Participation: Drawing and Writing

Sound: Instructor's Music

3. Instructional Procedures

Conversation: Level -0 (No Talking)

Help: Raise your Hand

Activity: Receiving Instruction

Movement: None

Participation: Listening, Drawing &/or Writing

Sound: None

4. Independent Procedures

Conversation: Level -1 Whisper

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 Whisper

Help: Ask 3 Before Me

Activity:

- A. Resource Supervisor** - place the 2 Resource Binders where the label is on your table.
B. Materials manager- make sure materials are put back on the cart. Empty the black trash can at the table.
C. Sketchbook Supervisor- put away the sketchbook holder on the counter

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

Movement: Materials Cart

Participation: Cleaning

Sound: None

Name: _____ Date: _____ Per: _____

Classroom Procedures - Student Copy

Directions: Copy the information from the Teacher Copy onto this paper. Make sure you put each piece of information in the correct section.

1. Entering Class Procedures

Conversation: _____

Help: _____

Activity: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Movement: _____

Participation: _____

Sound: _____

2. Beginning of Class Procedures

Conversation: _____

Help: _____

Activity: _____

Movement: _____

Participation: _____

Sound: _____

3. Instructional Procedures

Conversation: _____

Help: _____

Activity: _____

Movement: _____

Participation: _____

Sound: _____

4. Independent Procedures

Conversation: _____

Help: _____

Activity: _____

Movement: _____

Participation: _____

Sound: _____

5. Clean-up Procedures:

Conversation: _____

Help: _____

Activity: _____

A. Resource Supervisor - _____

B. Materials manager - _____

C. Sketchbook Supervisor - _____

D. Tech Manager - _____

Movement: _____

Participation: _____

Sound: _____

Movement

Materials Counter

Participation

Writing

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

Be
Creative
Be Amazing
Be You! ♥

DRAWING CHALLENGE: STORM

Small
Steps
Make
Big Progress! ♥

1

BRING YOUR BELLWORK & AGENDA

When your table is called:

- 1 Bring your bellwork and agenda to my desk.
- 2 I will take a picture of them.
- 3 Return to your seat and wait for the next instruction.

Only the assigned table should come up.

2

CHECK YOUR PROGRESS



Use this time to make sure you are up to date on your drawing challenge.



If you have missing work, use class time to complete it.



Stay focused, use your time wisely, and make progress!

**CONSISTENT EFFORT
LEADS TO BIG RESULTS!**

3

DRAWING CHALLENGE STORM

A wild storm has arrived... but instead of normal rain, something completely ridiculous is falling from the sky!

Create a drawing that shows a storm.

Your drawing must include:

- ✓ A dramatic storm with wind, rain, and/or lightning
- ✓ Something silly or unusual falling from the sky (ex. pizza, frogs, candy, sneakers, etc.)
- ✓ A person, animal, or creature reacting to the storm
- ✓ Something being blown away by the wind
- ✓ One hidden surprise for someone to find

Bonus Challenge:

Make the storm look like it is causing total chaos!

DRAWING CHALLENGE RUBRIC

KEEP IT SIMPLE. DO YOUR BEST! ♥

#	CRITERIA	MEETS THE MARK
1	Creativity	Shows original and imaginative ideas.
2	Requirements	Includes a storm, a silly/unusual item falling, a person/animal/creature, something being blown away, and a hidden surprise.
3	Composition	Fills the page and shows a clear story.
4	Craftsmanship	Artwork is neat, complete, and shows effort. Includes color or grayscale.
5	Connection to Theme	Clearly shows a storm and makes the scene feel exciting and chaotic.

Art
Tells
Stories ♥

What You Will Do: Independent Time

Conversation

At a Level-0 No Talking

Help

Raise Your Hand

Activities

Data Day and Drawing Challenge

Be Creative Be Amazing Be You! ♥

Small Steps Make Big Progress! ♥

1 BRING YOUR BELLWORK & AGENDA

When your table is called:

- 1 Bring your bellwork and agenda to my desk.
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- 3 Return to your seat and wait for the next instruction.

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Art Tells Stories ♥

Movement

Materials Counter

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-1 Whisper

Help

Ask 3 Before Me

Activities

Data Day and Drawing Challenge

Be Creative Be Amazing Be You! ♥

Small Steps Make Big Progress! ♥

DRAWING CHALLENGE: STORM

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When your table is called:

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Movement

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Participation

Drawing

Be
Creative
Be Amazing
Be You! ♥

DRAWING CHALLENGE: STORM

Small
Steps
Make
Big Progress! ♥

1

BRING YOUR CLASSROOM PROCEDURES & T.A.G TICKET

When your table is called:

- 1 Bring your **Classroom Procedures** and **T.A.G Ticket** to my desk.
- 2 I will take a picture of them.
- 3 **Return** to your seat and wait for the next instruction.

Only the assigned table should come up.

2

CHECK YOUR PROGRESS



Use this time to make sure you are up to date on your drawing challenge.



If you have missing work, use class time to complete it.



Stay focused, use your time wisely, and make progress!

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What You Will Do: Independent Time

Conversation

At a Level-0 No Talking

Help

Raise Your Hand

Activities

Data Day and Drawing Challenge

Be Creative Be Amazing Be You! ♥

Small Steps Make Big Progress! ♥

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Art Tells Stories ♥

Movement

Materials Counter

Participation

Drawing

What You Will Do: Independent Time

Conversation

At a Level-1 Whisper

Help

Ask 3 Before Me

Activities

Data Day and Drawing Challenge

Be Creative Be Amazing Be You! ♥

Small Steps Make Big Progress! ♥

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Art Tells Stories ♥

Movement

Materials Counter

Participation

Drawing

2d1 Famous Art Remix-Line - Rough Draft

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3. How did the way you used line help make your remix more interesting or easier to understand?

4. What did you learn about yourself as an artist while completing this project?

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

Bellwork
2D2 Week 8-Q1
Proportion

Directions:
Read the prompt and write your response in your sketchbook.

Monday

Proportion Check:
Identify **2 objects** in your artwork where you changed the size or proportion. Explain how each change affected the scene.

Tuesday

Viewer Reaction:
What do you think is the **first thing a viewer notices** in your artwork? Why does it stand out?

Wednesday

Creative Decision:
What is **one unusual or unexpected choice** you made in your remix? Explain how it helped create a new idea or story.

Thursday

Design Improvement:
Look at your finished composition. What is **one area that feels successful** and **one area you would improve** if you had more time?

Friday

***No Bellwork**

***Complete the Agenda**

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

Name: _____ Per. _____

2d2 Famous Art Remix- Proportion - 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.*

1. How did changing proportion or scale help communicate your idea?

2. What part of your artwork best shows your creativity? Explain your choice.

3. How did you make sure your remix still connected to the original famous artwork?

4. What did this project teach you about using proportion and scale in art?

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

<i>Bellwork</i> 2D3-Week 8-Q1 <i>Doodling and Noodling</i> <u>Directions:</u> Read the prompt and write your response in your sketchbook. .	<u>Monday</u> Doodle Discovery: Find one doodle, shape, or line in your artwork that turned into something unexpected. What did it become?	<u>Tuesday</u> Imagination Check: Which part of your artwork required the most imagination? Explain what inspired that idea.
<u>Wednesday</u> Visual Movement: Where does your eye travel first, second, and third when you look at your finished artwork? What lines or shapes help guide your eye?	<u>Thursday</u> Creative Risk: What is one choice you made that felt unusual, silly, bold, or different from what you normally draw? How did it affect the final artwork?	*No Bellwork *Complete the Agenda *Complete the Data Day Drawing <u>in your sketchbook</u> <u>Due Week 9 - Friday</u>

Name: _____ Per. _____

2d3 Famous Art Remix- Doodle & Noodle - 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.*

1. How did your theme or personal interests influence the choices you made in your artwork?

2. What part of your artwork changed the most from the original? Why did you make that change?

3. How did you balance creativity with keeping your artwork connected to the original famous artwork?

4. What did this project teach you about developing ideas from simple lines, shapes, or doodles?

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

2D1 - Famous Artwork Remix: Line

Same Artwork. New Ideas. A Line Can Change Everything! ♥

CREATE
EXPLORE
REMIX
GROW ♥

Standards

- Use the elements of art to communicate ideas visually.
- Experiment with different types and qualities of line.
- Create an original artwork inspired by an existing work of art.
- Demonstrate craftsmanship and intentional artistic choices.

Essential Question

How can artists use line to transform a familiar artwork into something new?

What will I learn?

I will learn how artists use line to create movement, shape, texture, and expression. I will also learn how I can change parts of a famous artwork while keeping enough of the original for it to remain recognizable.

How will I learn it?

- Study Hokusai's The Great Wave off Kanagawa and identify how line is used.
- Look for contour, curved, repeated, directional, and expressive lines.
- Decide what I want to change in the original artwork.
- Create my own remix using line as an important part of the design.
- Add details, color, or grayscale to complete my artwork.

How will I know I learned it?



On Track

My remix is recognizable, I made a clear creative change, and I am using different types of line intentionally.



Need Some Help

I have started my remix, but I need help making my changes more creative or showing line more clearly.



Need Support

I am unsure what to change, how to begin my remix, or how to use line in my artwork.

Vocabulary

Line

A mark that moves across a surface.

Contour Line

A line that follows the edges or outlines of a form.

Directional Line

A line that helps guide the viewer's eye through an artwork.

Expressive Line

A line used to communicate movement, energy, or emotion.

Repetition

Using a line, shape, or element again and again.

Composition

The way parts of an artwork are arranged.

Remix

Taking inspiration from an existing artwork and changing it to create something new.

Project Goal

Remix The Great Wave by changing something important in the artwork while keeping enough of the original composition recognizable. Use line to show movement, texture, form, and creativity.

Good Artists
Try New Things ♥

IDEAS
START
HERE!

Theme Ideas for Your Art Project

EXPLORE • IMAGINE • CREATE

SAME
IDEAS.
DIFFERENT
PERSPECTIVES.
ENDLESS
POSSIBILITIES.

THEME IDEAS

- **My Interests**
hobbies, favorite activities, collections
- **Sports**
basketball, football, soccer, dance, etc.
- **Music**
instruments, concerts, favorite genres
- **Food**
favorite meals, desserts, snacks
- **Animals**
pets, wildlife, ocean animals, insects
- **Nature**
flowers, trees, oceans, mountains, weather
- **Outer Space**
planets, stars, aliens, galaxies
- **Fantasy**
dragons, castles, magic, mythical creatures
- **Dreams**
strange places, floating objects, impossible situations
- **Adventure**
travel, exploration, treasure hunts
- **Technology**
gaming, phones, robots, futuristic inventions
- **School Life**
classes, supplies, friends, school events
- **Family & Friends**
traditions, memories, activities together
- **My Culture or Traditions**
celebrations, food, clothing, symbols
- **Favorite Place**
bedroom, beach, park, city, vacation spot
- **Future Goals**
careers, dream homes, travel, accomplishments
- **Fashion & Style**
shoes, clothing, hairstyles, accessories
- **Movies, Books & Stories**
favorite genres, characters, imaginary worlds
- **Seasons & Holidays**
summer, fall, winter, birthdays, celebrations
- **Emotions & Mood**
happy, calm, excited, nervous, mysterious
- **Something Funny**
silly situations, unexpected combinations
- **Mystery**
hidden objects, strange places, secret worlds
- **Underwater**
sea creatures, coral reefs, underwater cities
- **City Life**
buildings, transportation, stores, street scenes
- **My Personality**
things that represent who I am
- **A Cause I Care About**
animals, environment, kindness, community
- **Past, Present, or Future**
historical, modern, or futuristic ideas
- **Make-Believe World**
invent an entirely new world
- **Mash-Up**
combine two interests into one idea

MY CHOSEN THEME: _____

Look back at your Student Interest Survey for ideas!

Thumbnail Sketch 1

Thumbnail Sketch 2

Thumbnail Sketch 3

Thumbnail Sketch 4

Still stuck?

Choose a theme + add an unexpected change + use the art skill we are learning.
For example: I like soccer + outer space + the soccer ball becomes a planet.

YOUR
IDEAS
MATTER!

BE CREATIVE • BE CURIOUS • BE YOU

Look
Back at Your
Student
Interest
Survey!

Theme Ideas for Your Art Project

SAME IDEAS. DIFFERENT PERSPECTIVES. ENDLESS POSSIBILITIES.

YOUR
IDEAS
MATTER!

THEME IDEAS

Choose a theme that interests you
or use these ideas to get started!

- **My Interests**
hobbies, favorite activities, collections
- **Sports**
basketball, football, soccer, dance, etc.
- **Music**
instruments, concerts, favorite genres
- **Food**
favorite meals, desserts, snacks
- **Animals**
pets, wildlife, ocean animals, insects
- **Nature**
flowers, trees, oceans, mountains, weather
- **Outer Space**
planets, stars, aliens, galaxies
- **Fantasy**
dragons, castles, magic, mythical creatures
- **Dreams**
strange places, floating objects, impossible situations
- **Adventure**
travel, exploration, treasure hunts
- **Technology**
gaming, phones, robots, futuristic inventions
- **School Life**
classes, supplies, friends, school events
- **Family & Friends**
traditions, memories, activities together
- **My Culture or Traditions**
celebrations, food, clothing, symbols
- **Favorite Place**
bedroom, beach, park, city, vacation spot
- **Future Goals**
careers, dream homes, travel, accomplishments
- **Fashion & Style**
shoes, clothing, hairstyles, accessories
- **Movies, Books & Stories**
favorite genres, characters, imaginary worlds
- **Seasons & Holidays**
summer, fall, winter, birthdays, celebrations
- **Emotions & Mood**
happy, calm, excited, nervous, mysterious
- **Something Funny**
silly situations, unexpected combinations
- **Mystery**
hidden objects, strange places, secret worlds
- **Underwater**
sea creatures, coral reefs, underwater cities
- **City Life**
buildings, transportation, stores, street scenes
- **My Personality**
things that represent who I am
- **A Cause I Care About**
animals, environment, kindness, community
- **Past, Present, or Future**
historical, modern, or futuristic ideas
- **Make-Believe World**
invent an entirely new world
- **Mash-Up**
combine two interests into one idea

My Chosen Theme: _____

Thumbnail Sketch 1

Thumbnail Sketch 2

Thumbnail Sketch 3

Thumbnail Sketch 4

Still stuck?

Choose a theme + add an unexpected change + use the art skill we are learning.
For example: I like soccer + outer space + the soccer ball becomes a planet.

EXPLORE • IMAGINE • CREATE • BE YOU

What You Will Do: Independent Time

Conversation

At a Level-1 (Whisper, use half of your voice)

Help

Ask 3 Before Me

Activities

Work on the Famous Artwork Remix

How will I know I learned it?



On Track

My remix is recognizable, I made a clear creative change, and I am using different types of line intentionally.



Need Some Help

I have started my remix, but I need help making my changes more creative or showing line more clearly.



Need Support

I am unsure what to change, how to begin my remix, or how to use line in my artwork.

8 FINAL ART DAYS MILESTONES

Use these checkpoints to see if you are on track.

DAY 1 Begin Contour / Base Drawing Composition is planned and the major objects are lightly drawn.	DAY 2 Continue Contour Drawing Major shapes, proportions, placement, and forms are established.	DAY 3 Finish Contour Drawing The drawing is complete enough to begin the final medium.	DAY 4 Begin Color / Value / Media Major areas have started and the technique is being used correctly.
DAY 5 Develop Color / Value Color, shading, texture, or media application is developing throughout the artwork.	DAY 6 Continue + Refine Most major areas are complete. Value, contrast, and craftsmanship are visible.	DAY 7 Details + Corrections The artwork is mostly complete. Add details and fix weak areas.	DAY 8 Final Review + Submit Requirements are checked, craftsmanship is complete, and the artwork is ready to submit.

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

Movement

Materials Counter

Participation

Drawing

Reminders:

Find assignment information:

➡ Go to **katundra.com**

Submit all assignments:

➡ Upload work on **Artsonia**

Artsonia Info:

-School ID: Odyssey19

-Access Code: JPPT-BWDB

! Missing Work? Follow These Steps

1. Go to the **Art Cart**.

2. Find your class color bin:

***2D1 – Gray 2D2 – Green 2D3 – Blue**

3. Look for the **manila folder** within the correct project week. Take the handout you need.

📁 Assignment Handouts and Weeks

1. Syllabus
2. Bellwork & Agenda
3. Project Info
4. Notes
5. Project Exercise
6. Theme Research & . Thumbnail Sketches
7. Preliminary Sketch
8. Final Checklist
9. Rough Draft
- Artist Statement
10. T.A.G Ticket
11. Final Paper
12. Folder Check

✅ After You Finish

*Submit the assignment in the **Make-Up Window** on Artsonia
*You **may submit more than once** under the Make-Up Window.
Window Close Friday of Week 9

Week 7_q1 - Agenda- This Week in Art:

2

Directions: Write the following Agenda in your Student Planner.

<u>Project:</u> 2d1- The Great Wave Remix 2d2- Personal Values Remix 2d3- The Scream Remix Due Date: 9/24/26	<u>Agenda</u> <i>*If you miss a day you need to work on your project at home in order to meet the due date.</i>
Monday 9/21	1. Discuss Famous Artwork Remix 2. Begin Color Day 4 of 8
Tuesday 9/22	1. Review Famous Artwork Remix 2. Develop color with shading Day 5 of 8
Wednesday 9/23	1. Review Famous Artwork Remix 2. Continue Color and Refine Day 6 of 8
Thursday 9/24	1. Review Famous Artwork Remix 2. Details and Submit Day 7&8 of 8
Friday 9/25	1. No School
 Grading Schedule *Monday: 1st & 2nd Period *Tuesday: 3rd & 4th Period *Wednesday: 6th & 7th Period	This Week's Assignment Submissions 1. Bellwork 2. Agenda 3. Famous Artwork Remix 1

2D2

FAMOUS ARTWORK REMIX

Proportion & Scale

CREATE ✿ EXPLORE ✿ REMIX ✿ BE INSPIRED

ART
CHANGES
HOW WE
SEE THE
WORLD.

STANDARDS

- Use the principles of design to communicate ideas visually.
- Explore proportion and scale in an artwork.
- Create an original artwork inspired by an existing work of art.
- Demonstrate craftsmanship and intentional artistic choices.

ESSENTIAL QUESTION

How can changing proportion make an artwork feel surprising, unusual, or imaginative?



WHAT WILL I LEARN?

I will learn how artists use proportion and scale to change the way we see ordinary objects.

I will also learn how changing the size of objects can create a new mood, story, or meaning in an artwork.

FAMOUS ARTWORK

René Magritte
Personal Values, 1952



VOCABULARY

Proportion

The size relationship between parts of an object or between objects.

Scale

The size of an object compared to another object or its surroundings.

Exaggeration

Making something larger, smaller, longer, or shorter than expected.

Composition

The way objects and elements are arranged in an artwork.

Surrealism

Art that combines realistic images in strange, dreamlike, or unexpected ways.

Remix

Taking inspiration from an existing artwork and changing it to create something new.

HOW WILL I LEARN IT?

- 1 Study René Magritte's *Personal Values* and notice how objects are shown at unusual sizes.
- 2 Compare the size of objects to the room and to one another.
- 3 Decide which objects I want to make larger or smaller.
- 4 Create my own remix using exaggerated proportion.
- 5 Keep enough of the original artwork recognizable.
- 6 Add details, color, and craftsmanship to complete my artwork.

HOW WILL I KNOW I LEARNED IT?

GREEN – On Track

My remix is recognizable, and I clearly changed the proportion or scale of objects to create a new and creative idea.

YELLOW – Need Some Help

I have started my remix, but I need help making the size changes more noticeable or making my idea more creative.

RED – Need Support

I am unsure what objects to change, how much to change their size, or how to show proportion in my artwork.

YOUR REMIX



PROJECT GOAL

Remix *Personal Values* by changing the proportion or scale of objects in the room. Make at least one object unusually large or small while keeping enough of the original artwork recognizable. Use proportion to create a surprising new story or idea.

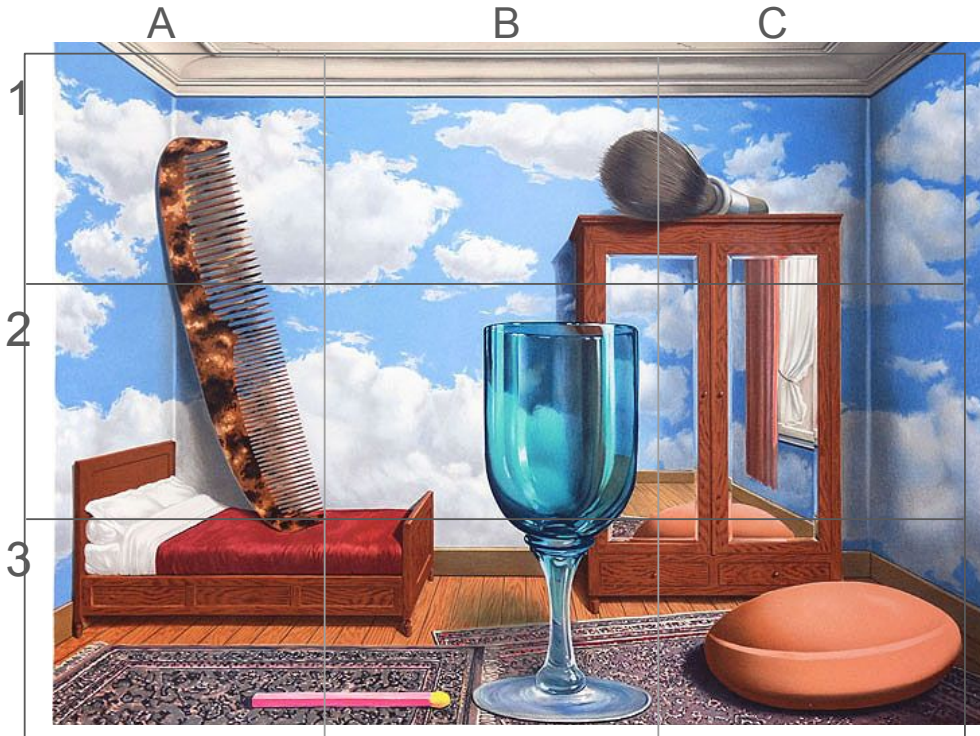
Same Art.
New Perspective.

2d2 Famous Artwork Remix

Name: _____ Date: _____ Per: _____

Directions: Study the famous artwork shown on this handout. Your job is to create your own remix by changing something important in the artwork while keeping enough of the original so it can still be recognized. You may change a person, object, setting, colors, mood, time period, or add something unexpected. Your changes should be creative and help give the artwork a new idea, story, or feeling. Pay attention to the composition, details, and craftsmanship as you work. Use your class time wisely and complete your artwork neatly. Remember, you are not copying the artwork exactly—you are transforming it into your own creative version.

Study *Personal Values*. Create your own version by changing the size or proportion of objects in the room. Make at least one object unusually large or small while keeping enough of the original artwork recognizable. Your changes should help create a new story or meaning.



Artist: Rene Magritte
Title: Personal Values
Year Made: 1952

Famous Artwork Remix Checklist

- ☐ I studied the famous artwork carefully.
- ☐ I kept enough of the original artwork so it can still be recognized.
- ☐ I changed at least one important part of the artwork.
- ☐ My change is creative and adds a new idea, story, or feeling.
- ☐ My new elements fit well with the original composition.
- ☐ I added details to make my artwork look complete.
- ☐ I used color or grayscale carefully.
- ☐ I showed good craftsmanship and kept my work neat.
- ☐ I used my class time wisely.
- ☐ I completed the entire artwork.

2d2 Examples



ART
MAKES A
BRIGHTER
WORLD

2D3 - Famous Artwork Remix: Doodle & Noodle

Same Pose. New Story. Let Your Lines Wander!

Be
Creative
Be Kind
Be You

Standards

- Use line, shape, and imagination to communicate ideas visually.
- Transform a familiar artwork into an original creative piece.
- Explore expressive and playful mark-making.
- Demonstrate craftsmanship and intentional artistic choices.

Essential Question

How can doodles and wandering lines transform a famous artwork into something playful and original?

What will I learn?

I will learn how artists can use doodles, expressive lines, and imaginative details to change a famous artwork into something new. I will also learn how to keep enough of the original artwork so it can still be recognized.

Famous Artwork



Edvard Munch, *The Scream*

How will I learn it?

- Study Edvard Munch's *The Scream* and notice the pose, lines, and mood.
- Identify the parts that make the artwork recognizable.
- Brainstorm how to change the character or the world around them.
- Use doodles, noodle lines, and unusual shapes to build a new scene.
- Keep enough of the original composition recognizable.
- Add details, color, and craftsmanship to complete the artwork.

How will I know I learned it?



**GREEN –
On Track**

My remix is recognizable, I made a creative change, and I used doodles or noodle lines to create a new and imaginative scene.



**YELLOW –
Need Some Help**

I have started my remix, but I need help making my idea more creative or using doodles and lines more clearly.



**RED –
Need Support**

I am unsure what to change, how to begin my remix, or how to use doodles and noodle lines in my artwork.

Vocabulary

Doodle

A simple spontaneous drawing or mark.

Noodle Line

A wandering, playful line that moves across the page.

Expressive Line

A line that shows energy, feeling, or movement.

Parody

A humorous or imaginative version of something well known.

Composition

The arrangement of parts in an artwork.

Remix

Taking inspiration from an existing artwork and changing it to create something new.

Your Remix



SAME
IDEAS.
BRIGHTER
TOMORROWS.

Project Goal



Remix *The Scream* by changing the character and/or the world around them. Keep the famous pose and enough of the composition recognizable. Use doodles, noodle lines, unusual shapes, and imaginative details to create a completely new scene.

Good artists
try new things.

Famous Artwork Remix Rubric

Name: _____ **Date:** _____ **Per:** _____

Criteria	20 – Excellent	18 – Meets Expectations	15 – Developing	12– Beginning	
Connection to the Original Artwork	The famous artwork is clearly recognizable and important features from the original are included.	The original artwork is recognizable with most important features included.	Some parts relate to the original artwork, but the connection is unclear.	There is little connection to the original artwork.	
Creative Change	The student makes an original, thoughtful change that gives the artwork a new idea, meaning, or story.	The student makes a clear and creative change to the artwork.	A change is made, but it is simple or needs more development.	Very little has been changed from the original artwork.	
Composition & Design	The new elements fit naturally into the artwork and create a strong, balanced composition.	The new elements work well with the overall composition.	Some parts of the composition feel unfinished or disconnected.	The composition is incomplete or difficult to understand.	
Details & Craftsmanship	Artwork is carefully completed with strong details, neatness, and appropriate use of materials.	Artwork is complete and shows good craftsmanship.	Artwork has some unfinished areas or needs more attention to craftsmanship.	Artwork appears rushed, incomplete, or lacks craftsmanship.	
Effort & Completion	Student used class time well and created a fully developed final artwork.	Student used class time appropriately and completed the artwork.	Student needed reminders to work or some areas are incomplete.	Student did not use class time effectively or the artwork is largely incomplete.	
				Total:	

6. Clean-Up Procedures

Conversation: Level -1

Help: Ask 3 Before Me

Activity:

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

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

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

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

Movement: Materials Cart

Participation: Cleaning

Sound: None

*** above info is subject to change**

Make Sure your Table Looks Like This



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

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

Make Sure your Table Looks Like This

Last Period Clean-Up



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

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

iPad Station

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

