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 <u>labeled zones.</u>
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 2-Q3** **Slicing-Forms (1st wk)** **Directions:** **Draw the prompt. You have 5 mins.**	**Monday** *What makes it hard to stay organized? What helps you stay organized?* **Students write 2–3 sentences**

Tuesday

Shape to Form

Draw a **circle, square, and triangle**.
 Now turn each one into a **3D form** using shading only (no outlines added).

Wednesday

One Light Rule

Draw one **sphere**.
 Pick **one light source** and shade it clearly so we can tell where the light is coming from.

Thursday

Value Ladder

Create a 5-step value scale from light to dark.
 Label: Highlight → Light → Mid → Dark → Shadow.

Friday

*No Bellwork

*Complete the Agenda

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

Week 2_q3 - Agenda- This Week in Art:
(1st week of project)

Projects: 2d1- Slicing Forms 2d2- Harmony & Movement Landscapes 2d3- Stretching the Truth	Agenda
Monday **1/12**	1. Discuss Portfolio and Folder Organization 2. Clear out portfolio and Blue folder and Sketchbook holder
Tuesday **1/13**	1. Discuss New Lesson 2. Take Notes (4)
Wednesday **1/14**	1. Discuss Exercise 2. Start Exercise(5)
Thursday **1/15**	1. Discuss Exercise 2. Complete Exercise
Friday **1/16**	1. Submit Assignments 2. Data Day Drawing 3. Grade Printout
Assignment Submissions	1. BW 2. Agenda 3.Notes 4. Exercise

Bellwork **2D2 Week 2-Q3** **(1st wk)** **Harmony & Movement** **Landscapes** <u>**Directions:**</u> **Draw the prompt. You have 5 mins.**	<u>**Monday**</u> ***What makes it hard to stay organized? What helps you stay organized?*** **Students write 2–3 sentences**	<u>**Tuesday**</u> **Quick sketch of a simple landscape.** **Task:** ● **Draw 3 horizontal layers** ● **Label: Background / Middle Ground / Foreground**
<u>**Wednesday**</u> **On paper, write:** ● **Sky** ● **Distant mountains** ● **Trees close to you** ● **Grass at your feet** **Task:** 👉 **Put them in order from farthest → closest.**	<u>**Thursday**</u> **Value Check** **Draw three boxes.** ● **Box 1: Very light** ● **Box 2: Medium** ● **Box 3: Dark** **Question:** 👉 **Which box belongs in the background? Why?**	<u>**Friday**</u> ***No Bellwork** ***Complete the Agenda** ***Complete the Data Day Drawing** **in your sketchbook** ***Due Week 9 - Friday***

Week 2_q3 - Agenda- This Week in Art:
(1st week of project)

Projects: **2d1- Slicing Forms** **2d2- Harmony & Movement Landscapes** **2d3- Stretching the Truth**	Agenda
Monday **1/12**	1. Discuss Portfolio and Folder Organization 2. Clear out portfolio and Blue folder and Sketchbook holder
Tuesday **1/13**	1. Discuss New Lesson 2. Take Notes
Wednesday **1/14**	1. Discuss Exercise 2. Start Exercise
Thursday **1/15**	1. Discuss Exercise 2. Complete Exercise
Friday **1/16**	1. Submit Assignments 2. Grade Printout
Assignment Submissions	1. BW 2. Agenda 3.Notes 4. Exercise

Name:_____ Date:_____ Per:_____

	Monday	Tuesday
Bellwork **2D3 Week 2-Q3 (1st wk) Stretching the Truth** **<u>Directions:</u>** **Draw the prompt. You have 5 mins.**	*What makes it hard to stay organized? What helps you stay organized?* **Students write 2–3 sentences in sketchbooks or on a scrap paper.**	**One Part Takes Over** ● Draw a simple figure. Choose **one body part** to exaggerate so it takes up most of the box.

Wednesday	Thursday	Friday
Truth vs Stretched Truth Split the box in half: ● Left: realistic version ● Right: exaggerated version Same subject, different intent.	**Emotion Through Size** Pick an emotion (stress, joy, fear, pride). Exaggerate one object or body part to show that emotion.	***No Bellwork** ***Complete the Agenda** ***Complete the Data Day Drawing in your sketchbook <u>*Due Week 9 - Friday*</u>**

Week 2_q3 - Agenda- This Week in Art:
(1st week of project)

Projects: 2d1- Slicing Forms 2d2- Harmony & Movement Landscapes 2d3- Stretching the Truth	Agenda
Monday **1/12**	1. Discuss Portfolio and Folder Organization 2. Clear out portfolio and Blue folder and Sketchbook holder
Tuesday **1/13**	1. Discuss New Lesson 2. Take Notes
Wednesday **1/14**	1. Discuss Exercise 2. Start Exercise
Thursday **1/15**	1. Discuss Exercise 2. Complete Exercise
Friday **1/16**	1. Submit Assignments 2. Grade Printout
Assignment Submissions	1. BW 2. Agenda 3. Notes 4. Exercise

W.A.P. S. Week 2
Monday 1-12-26

Essential Question:
Why does staying organized help me succeed in art class?

What will I learn :

VA.68.S.5.1

"Use organizational systems to plan and complete artwork."

How I will learn it?   (Agenda)
1. Discuss Portfolio and Folder Organization
2. Clear out portfolio and Blue folder

Blue folders contain **ONLY**:

1. Rough Draft Artist Statement
2. TAG Ticket

How do I know I learned it?
When I can say I am at the Green Level, at the end of class

Green	Do I have only the 2 required papers, neatly organized.
Yellow	I am stuck and need help
Red	I need one-on-one assistance.

Reminders:
-Find assignment info on katundra.com
-Submit assignments on
Artsonia Login:
School ID: Odyssey19
Access Code JPPT-BWDB

*The above info should be written down on the front page of your student planner.

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

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	Organizing Portfolio and Blue Folders

By the end of the 10 mins:

- **Portfolios are clean and organized**

- **Semester 1 artwork is taken home**

- **Blue folders contain ONLY:**

    1. **Rough Draft Artist Statement**

    2. **TAG Ticket**
       "If it's not one of those two things, it does not belong in your blue folder."

1. **When you are done Free-Draw**

Movement	Materials Cart
Participation	Writing

What You Will Do: Independent Time

Conversation	At a Level-1

Help	Ask 3 Before Me

Activities	Organizing Portfolio and Blue Folders

✔ **Take everything out of your portfolio**
✔ **Sort work into two piles:**

- **Take Home (Semester 1 work)**

- **Trash/Recycling (scraps, duplicates, unfinished practice)**
  ✔ **Neatly stack finished artwork to take home**
  ✔ **Clean out blue folder completely**

Place ONLY these back into your blue folder:

- **Rough Draft Artist Statement**
- **TAG Ticket**
  ✔ **Close folder and place it back in the bin/cart**

- **Free Draw when you're done**

Movement	Materials Cart

Participation	Writing

Slicing Forms

Class: 2D1
Duration: 8 Class Sessions (20 minutes each)
Focus Element: Form
Medium: Graphite on Drawing Paper

Essential Questions:

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

Florida Visual Arts Standards

VA.68.S.1.1: Experiment with art materials and techniques to develop skills in art-making.
VA.68.O.1.1: Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.68.C.2.1: Assess personal artwork during production to determine areas of success and needed change.

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

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

Form Drawing & Slicing Project Rubric

Name:_____ Per._____

Grader's Name:_____ Per._____

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

Reflection Questions:

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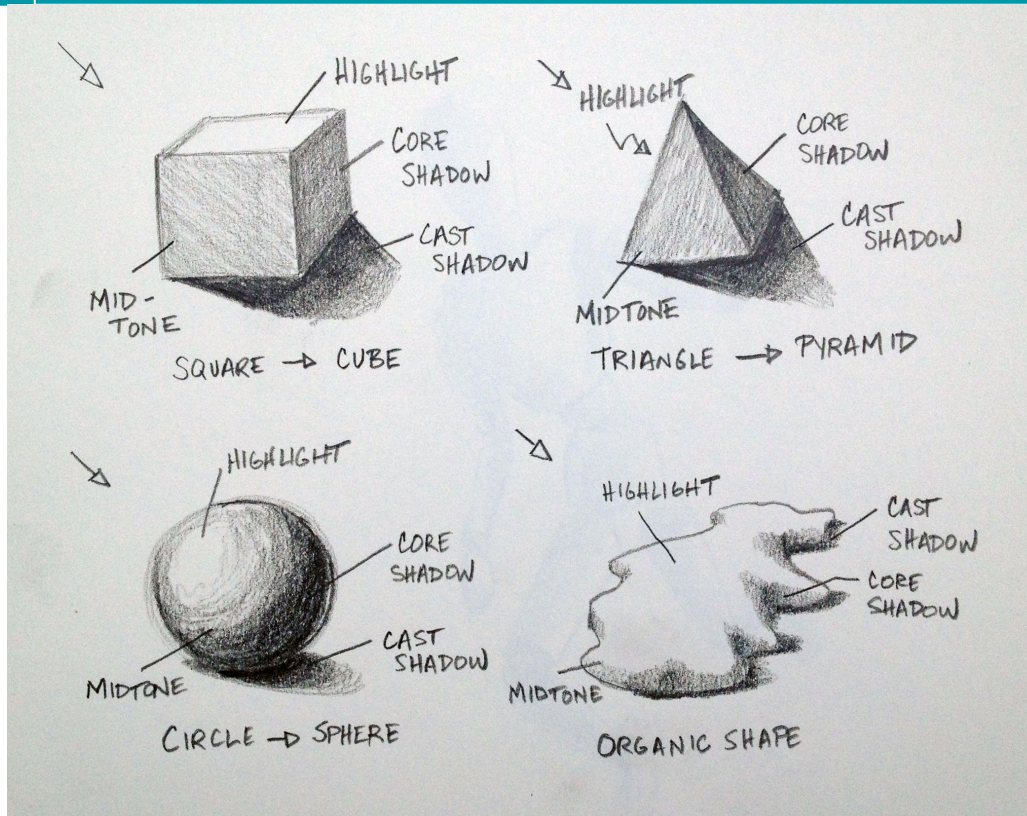
What You Will Do: Independent Time

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

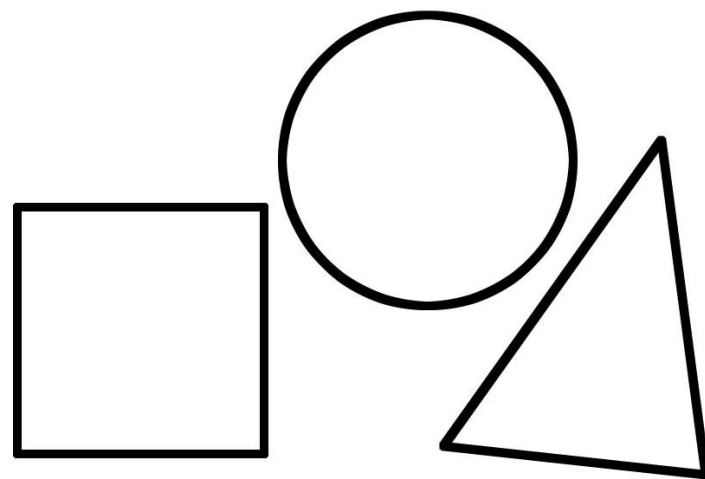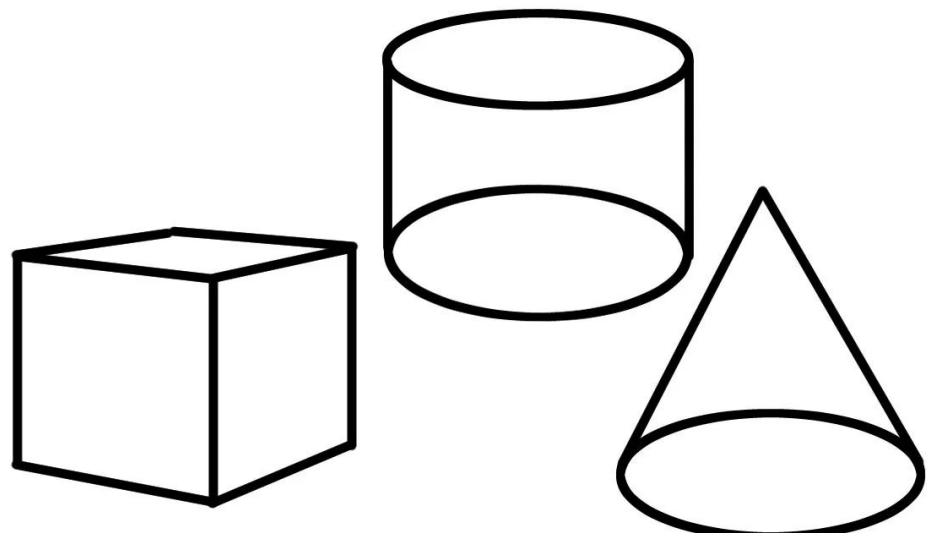
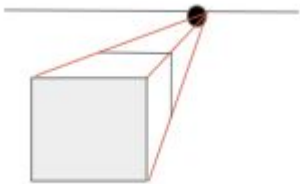|	
Movement	Materials Cart
Participation	Type

Slicing Forms Exercise

Use the shapes on the left side of the page as your guide. Carefully look at how each form is drawn, then redraw the same forms on the right side. Focus on matching the overall shape, size, and details as closely as you can. Take your time and do your best to observe before you draw—this is about practicing careful looking and improving your drawing skills, not rushing to be perfect.

1 Point Perspective Steps:

1. Create the horizon line
2. Place a vanishing point (VP) on the line
3. Draw the shape
4. Connect corners to VP
5. Close the side with vertical line
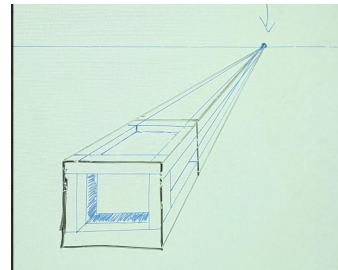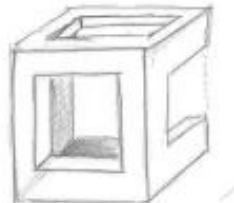6. Close top with horizontal line
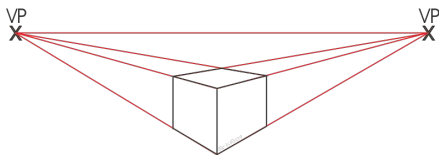
1.

2.

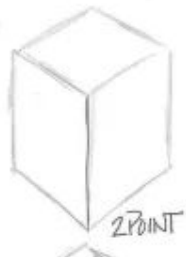**3.**

Slicing and Dicing Forms- Pt. 2

Use the shapes on the left side of the page as your guide. Carefully look at how each form is drawn, then redraw the same forms on the right side. Focus on matching the overall shape, size, and details as closely as you can. Take your time and do your best to observe before you draw—this is about practicing careful looking and improving your drawing skills, not rushing to be perfect.

2- Point Perspective

1. Create the horizon line
2. Place 2 vanishing points on the line
3. Draw a vertical line
4. Connect endpoints to VPs
5. Close the sides with a vertical line
6. Close top connect endpoint to opposite vanishing points

VP
VP

4.

2POINT

5.

2POINT

6.

Pastel Landscape Project

Class: 2D2

Duration: 8 Class Sessions (20 minutes each)

Focus Element and Principles: Space, Harmony, and Unity

Medium: Oil Pastels on Toned Paper

Florida Visual Arts Standards

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

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

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

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

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

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

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

Summary: In this project, you will create a pastel landscape using atmospheric perspective to make your scene look deep and realistic. Start by visiting **pexels.com** to find **3 landscape images** that use one of the **5 compositions** we learned about in bellwork. Make sure the images show atmospheric perspective, with lighter, less detailed backgrounds and detailed, harmonious colors in the foreground. Choose your favorite image to recreate. Set up your toned paper with a **1-inch margin**, then sketch out the main shapes. Use soft pastels to build color from background to foreground, focusing on depth and harmony.

Pastel Landscape Project Rubric

Name:_____ Per._____

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

Reflection Questions for Pastel Landscape Project:

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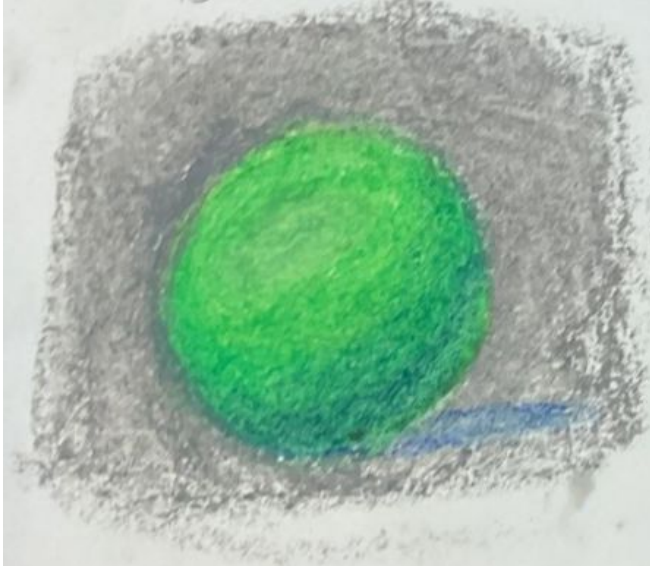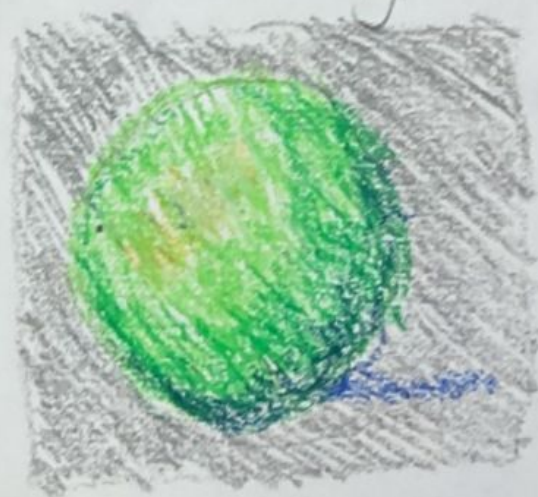
Mark Making

Practice Landscape

Blending

Scrumbling

Feathering

Pastel Exercise - Teacher Copy

Mark Making

Directions:
In this box use the pastels and make marks. Try to experiment with drawing and blending.

Practice Landscape

Directions: In this box use the pastels and copy the landscape below (before the lesson on Pastel Techniques).

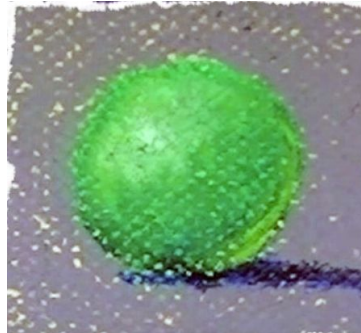Directions: In this section, copy the techniques below and label them.

Blending

Blending is used to smooth transitions between colors and values. A finger, blending stumps, or cotton swabs can be used for blending.
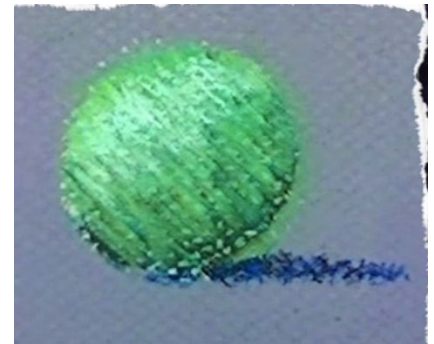

Scumbling

Scumbling is the process of applying light, but opaque layers of pastel on the surface. Underlying colors of surface texture will show through creating optical color mixing effects.

Feathering

Feathering is a process of adding pastel to a surface with opaque linear marks. This technique will also result in optical color mixing.

Pastel Exercise

Mark Making

Directions:
In this box use the pastels and make marks. Try to experiment with drawing and blending.

Practice Landscape

Directions: In this box use the pastels and create the landscape below (before the lesson).

Directions: In this section, copy the techniques below and label them.

Blending is used to smooth transitions between colors and values. A finger, blending stumps, or cotton swabs can be used for blending.

Scumbling is the process of applying light, but opaque layers of pastel on the surface. Underlying colors of surface texture will show through creating optical color mixing effects.

Feathering

Feathering is a process of adding pastel to a surface with opaque linear marks. This technique will also result in optical color mixing.

What You Will Do: Independent Time

Conversation	At a Level-0
Help	Raise Your Hand
Activities	Pastel Exercise

Pastel Exercise

Mark Making
Directions:
In this box use the pastels and make marks. Try to experiment with drawing and blending.

Practice Landscape
Directions: In this box use the pastels and create the landscape below (before the lesson).

Directions: In this section, copy the techniques below and label them.

Blending
Blending is used to smooth transitions between colors and values. A finger, blending stumps, or cotton swabs can be used for blending.
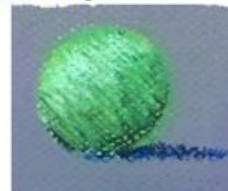
Scumbling
Scumbling is the process of applying light, but opaque layers of pastel on the surface. Underlying colors of surface texture will show through creating optical color mixing effects.

Feathering
Feathering is a process of adding pastel to a surface with opaque linear marks. This technique will also result in optical color mixing.

Movement	Materials Cart
Participation	Writing

What You Will Do: Independent Time

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

Pastel Exercise

Mark Making

Directions:
In this box use the pastels and make marks. Try to experiment with drawing and blending.

Practice Landscape

Directions: In this box use the pastels and create the landscape below (before the lesson).

Directions: In this section, copy the techniques below and label them.

Blending

Blending is used to smooth transitions between colors and values. A finger, blending stumps, or cotton swabs can be used for blending.

Scumbling

Scumbling is the process of applying light, but opaque layers of pastel on the surface. Underlying colors of surface texture will show through creating optical color mixing effects.

Feathering

Feathering is a process of adding pastel to a surface with opaque linear marks. This technique will also result in optical color mixing.

Movement	Materials Cart
Participation	Writing

Week 2 - 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.Notes
   - 4. 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 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 lighthouse cliff in a storm, waves crashing below, and a mermaid watching from the rocks.**

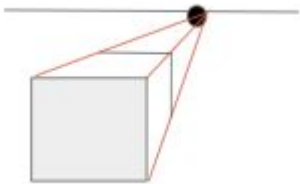| |
|---|
| **Creativity**
Generated different ideas, trying unusual combinations and demonstrated problem solving skills. |
| **Composition**:
Use the full 8.5 by 11 paper thoughtfully. |
| **Value:**
Artwork is shaded showing at least the three main tones: highlight, midtone, and core shadow. |
| **Craftsmanship:**
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

Slicing Forms Exercise

Use the shapes on the left side of the page as your guide. Carefully look at how each form is drawn, then redraw the same forms on the right side. Focus on matching the overall shape, size, and details as closely as you can. Take your time and do your best to observe before you draw—this is about practicing careful looking and improving your drawing skills, not rushing to be perfect.
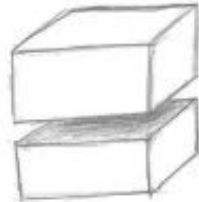
1 Point Perspective Steps:

1. Create the horizon line
2. Place a vanishing point (VP) on the line
3. Draw the shape
4. Connect corners to VP
5. Close the side with vertical line
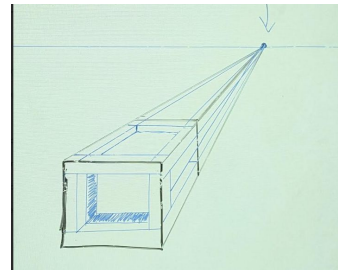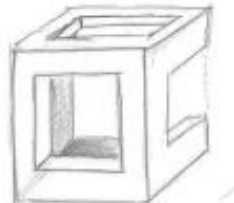6. Close top with horizontal line
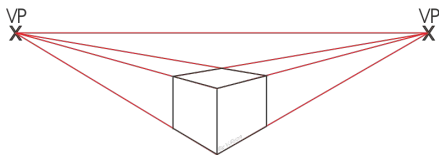
1.

2.

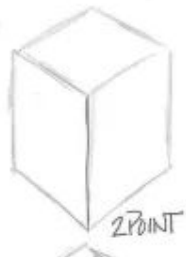**3.**

Slicing and Dicing Forms- Pt. 2

Use the shapes on the left side of the page as your guide. Carefully look at how each form is drawn, then redraw the same forms on the right side. Focus on matching the overall shape, size, and details as closely as you can. Take your time and do your best to observe before you draw—this is about practicing careful looking and improving your drawing skills, not rushing to be perfect.

2- Point Perspective

1. Create the horizon line
2. Place 2 vanishing points on the line
3. Draw a vertical line
4. Connect endpoints to VPs
5. Close the sides with a vertical line
6. Close top connect endpoint to opposite vanishing points

4.

5.

6.

2D2 ASSIGNMENTS FOR THIS WEEK

Pastel Exercise - Teacher Copy

Mark Making

Directions:
In this box use the pastels and make marks. Try to experiment with drawing and blending.

Practice Landscape

Directions: In this box use the pastels and copy the landscape below (before the lesson on Pastel Techniques).

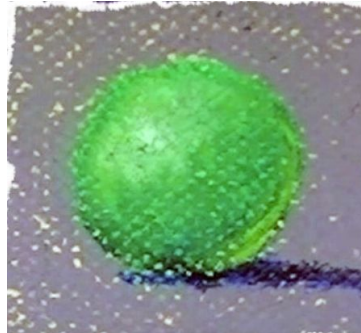Directions: In this section, copy the techniques below and label them.

Blending

Blending is used to smooth transitions between colors and values. A finger, blending stumps, or cotton swabs can be used for blending.
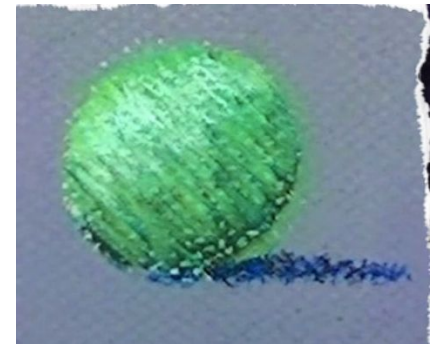

Scumbling

Scumbling is the process of applying light, but opaque layers of pastel on the surface. Underlying colors of surface texture will show through creating optical color mixing effects.

Feathering

Feathering is a process of adding pastel to a surface with opaque linear marks. This technique will also result in optical color mixing.

Pastel Exercise

Name:_____ Date:_____ Per:_____

Mark Making

Directions:
In this box use the pastels and make marks. Try to experiment with drawing and blending.

Practice Landscape

Directions: In this box use the pastels and create the landscape below (before the lesson).

Directions: In this section, copy the techniques below and label them.

Blending is used to smooth transitions between colors and values. A finger, blending stumps, or cotton swabs can be used for blending.

Scumbling is the process of applying light, but opaque layers of pastel on the surface. Underlying colors of surface texture will show through creating optical color mixing effects.

Feathering

Feathering is a process of adding pastel to a surface with opaque linear marks. This technique will also result in optical color mixing.

2D3 ASSIGNMENTS FOR THIS WEEK