

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 5-Q2
Line

Directions:

Draw the image. You have 5 mins.

Create this format in your sketchbook.

Monday

Draw a piece of fruit that's been **twisted or stretched** into a new shape. Use quick, curved cross contour lines to show how the fruit bends or twists in space.

Focus: Using line direction to show form and movement.

Tuesday

No School- Veterans Day

Line Weight Reflection (optional)

Draw a simple fruit (like an apple or pear) using only **line weight** to show value. Make darker, thicker lines in shadowed areas and lighter, thinner lines in highlights.

Focus: Understanding how line variation can show light and shadow.

Wednesday

Floating Fruit Study

Sketch one of your fruits as if it's **floating in midair**. Use cross contour lines to wrap around the form, showing that it still feels 3D even without a table or ground line.

Focus: Showing form through line alone.

Thursday

Overlapping Forms

Draw two different fruits that **overlap or touch** each other. Use contour and cross contour lines to show where one fruit sits in front of the other.

Focus: Using line placement to show space, overlap, and depth.

Friday

***No Bellwork**

***Complete the Agenda**

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

Week 5_q2 - Agenda- This Week in Art:

Hello Beautiful People!

	2d Art
Monday 11/10	1. Write Artist Statement and grade yourself
Tuesday 11/11	1. No School
Wednesday 11/12	1. Type Artist Statement
Thursday 11/13	1. Gallery Walk and TAG
Friday 11/14	1. Data Day Drawing 2. Receive Grade Printout

Bellwork

2D2 Week 5-Q2 Out of Proportion

Directions:

Draw the image. You have 5 mins.

Create this format in your sketchbook.

Monday

“Before and After”

Draw two quick versions of the same object—one realistic and one out of proportion.

👉 Example: a regular cup vs. a giant cup big enough to sit in.

Purpose: Reinforces understanding of how proportion changes meaning.

Tuesday

No School- Veterans Day

**“Shrink or Grow Yourself”
(optional)**

Draw yourself in your artwork’s world — either **tiny** or **gigantic**.

👉 Example: you standing on your own artwork as if it’s a landscape.

Purpose: Encourages personal reflection and imaginative connection.

Wednesday

“Fix the Balance”

Sketch a quick drawing that feels **unbalanced** because of exaggerated size.

Then, in the same space, **add or adjust** something to restore visual balance.

Purpose: Revisits balance and composition principles.

Thursday

“Zoomed-In Mystery”

Choose one object from your *Out of Proportion* artwork and **zoom in super close** —

draw only part of it so the viewer can’t tell what it is at first glance.

👉 Example: the curve of a giant shoe, or a texture from an oversized animal.

Purpose: Encourages observation, abstraction, and creative reinterpretation.

Friday

***No Bellwork**

***Complete the Agenda**

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

Week 5_q2 - Agenda- This Week in Art:

Hello Beautiful People!

	2d Art
Monday 11/10	1. Write Artist Statement and grade yourself
Tuesday 11/11	1. No School
Wednesday 11/12	1. Type Artist Statement
Thursday 11/13	1. Gallery Walk and TAG
Friday 11/14	1. Data Day Drawing 2. Receive Grade Printout

<i>Bellwork</i> 2D3 Week 5-Q2 Doodle and Noodle <u>Directions:</u> Draw the image. You have 5 mins. Create this format in your sketchbook.	<u>Monday</u> “My Doodle’s Journey” Draw a short comic strip (3 panels) showing how one of your doodles transformed during the project — from a simple mark to a finished drawing.	<u>Tuesday</u> No School- Veterans Day “From Mistake to Masterpiece” Start with a random scribble on your paper and transform it into something new — just like you did in your project. Focus on turning “mistakes” into art.
<u>Wednesday</u> “The Creature That Grew From My Doodle” Imagine your doodled creation came to life! Draw it doing something in the real world — like reading a book, exploring a forest, or interacting with another creature.	<u>Thursday</u> “Inside My Imagination” Draw a window or portal that shows what your imagination looks like inside — fill it with shapes, lines, and symbols that represent your creative thoughts.	<u>Friday</u> *No Bellwork *Complete the Agenda *Complete the Data Day Drawing in your sketchbook <u>Due Week 9 - Friday</u>

Week 5_q2 - Agenda- This Week in Art:

Hello Beautiful People!

	2d Art
Monday 11/10	1. Write Artist Statement and grade yourself
Tuesday 11/11	1. No School
Wednesday 11/12	1. Type Artist Statement
Thursday 11/13	1. Gallery Walk 2. Complete TAG Ticket
Friday 11/14	1. Data Day Drawing 2. Receive Grade Printout

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 Hand

Activities

Cross Contour Artist Statement

Name: _____ Per. ____

Cross Contour Artist Statement

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

1. How did using cross contour lines help you show the 3D form of the fruits?

2. Which fruit was the most challenging to draw and why?

3. If you had more time, what would you add or change about your final piece?

4. What did you learn about line quality and how it affects the final look of your drawing?

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

Cross Contour Rubric

Criteria	20 (Excellent)	16 (Good)	15 (Satisfactory)	12 (Needs Improvement)	Write your score:
Cross Contour Line Technique	Lines clearly follow the form of all 3 or more fruits; strong sense of depth and dimension.	Lines mostly follow the form of the fruits; good sense of depth, but with minor issues.	Lines are inconsistent; some fruits lack dimension or accurate form.	Lines do not show form or depth; lacking clear application of technique.	
Composition	At least 3 fruits are drawn to fill the paper effectively with strong overlap and balance.	Good composition, but some areas feel under-utilized or slightly unbalanced.	Fruits are unevenly spaced or lack overlap; composition feels incomplete.	Composition feels empty, unbalanced, or missing required number of fruits.	
Line Quantity and Value	A well-planned quantity of lines is used to create value, with dense lines in shadowed areas and lighter lines in highlights, giving a full sense of form.	Good use of line quantity to create some value, but a few areas lack contrast or value transitions.	Line quantity is uneven, with limited value contrast; fruits appear flat in some areas.	Insufficient lines or value; little to no variation, making the fruits appear one-dimensional.	
Use of Value Through Line Density	Excellent use of line density to create smooth transitions between light and dark; shadows and highlights feel realistic.	Good use of line density, though some transitions between light and dark areas are abrupt or inconsistent.	Limited use of line density to show value; shadows and highlights are unclear or lack smooth transitions.	Little to no variation in line density; value is not used effectively to show light or shadow.	
Effort and Completion	Student worked diligently; project is completed to a high standard with clear evidence of time and care.	Project is completed with some effort evident, though some areas feel rushed.	Project shows some effort but lacks polish or feels incomplete.	Project is incomplete or shows little effort throughout.	
				Total:	_____/100

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

Cross Contour Artist Statement

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				Total:	_____/100

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Out of Proportion Artist Statement

Name: _____ Per. ____

Out of Proportion Artist Statement

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

- How did you use proportion in your artwork?
(Explain what you made bigger or smaller and why.)

- What part of your drawing is exaggerated, and what effect does it create?
(Does it make your artwork funny, strange, powerful, or interesting?)

- How does changing proportion change the meaning or feeling of your artwork?
(Think about how the viewer reacts or what story your drawing tells.)

- What part of your project are you most proud of, and why?
(Describe what you did well or what you improved on during this project.)

- How would you grade yourself according to the rubric?

Out of Proportion Rubric

Criteria	20 – Exceeds Expectations	16 – Meets Expectations	15 – Approaching Expectations	12 – Needs Improvement	Write your score:
Use of Proportion (Principle of Art)	Proportion is intentionally exaggerated or distorted in a creative and meaningful way. The size relationships strongly enhance the idea.	Proportion is clearly changed and supports the idea of the artwork.	Some attempt at using proportion, but the exaggeration is unclear or inconsistent.	Little or no evidence of proportion being intentionally used.	
Creativity & Originality	Artwork shows unique thinking, imagination, and risk-taking. The concept is highly original.	Artwork shows creativity and thoughtful planning.	Idea is somewhat predictable or relies on common examples.	Artwork lacks originality or effort to think creatively.	
Composition & Balance	Composition is visually strong, balanced, and thoughtfully arranged to guide the viewer's eye.	Composition is balanced and complete.	Composition feels awkward or incomplete in some areas.	Composition is disorganized or unfinished.	
Craftsmanship & Effort	Artwork is clean, neat, and well-executed. Excellent attention to detail and use of materials.	Artwork is mostly neat and complete with good use of materials.	Artwork shows rushed areas or uneven craftsmanship.	Artwork appears incomplete or messy; materials were used carelessly.	
Participation & Use of Time	Consistently on task, engaged, and helpful to others. Demonstrates leadership and focus each day.	Usually on task and uses time well to complete work.	Sometimes off task or distracted; needs reminders to stay focused.	Frequently off task; limited effort to complete work.	
				Total:	

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

Ask 3 Before Me

Activities

Out of Proportion Artist Statement

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				Total:	

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Write the Doodle and Noodle Artist Statement

Doodling and Noodling Rubric

1. What did your doodle become?
2. How did it change as you added more details?
3. What surprised you about your creative process?
4. What would you be different?
5. How would you grade yourself, according to the rubric?

Criteria	20 – Exceeds Expectations	16 – Meets Expectations	15 – Approaching Expectations	12 – Needs Improvement
Creativity & Imagination	Doodle shows bold creativity and originality; final drawing transforms the doodle in an imaginative, unexpected way.	Doodle is creative and thoughtfully transformed into a new idea.	Doodle shows some creativity but transformation feels limited or predictable.	Doodle shows little imagination; minimal effort in transformation.
Transformation (Doodle → Noodle)	Transformation is clear and highly detailed; shows strong development from doodle to final image.	Transformation is evident with thoughtful refinement and added detail.	Some refinement, but transformation is incomplete or unclear.	Little to no visible transformation from original doodle.
Craftsmanship & Detail	Exceptional attention to line variation, texture, and neatness; artwork looks refined and complete.	Lines are clean and detailed; artwork is neat and finished.	Some uneven lines or incomplete areas; lacks attention to detail.	Sloppy, rushed, or incomplete; lacks craftsmanship.
Effort & Engagement	Student worked consistently and pushed creative boundaries throughout the project.	Student stayed on task and completed all parts of the project.	Student showed some focus but needed reminders to stay engaged.	Student did not stay focused or complete the project.
Reflection & Understanding	Reflection shows deep insight about creative process and growth; connects doodling and noodling clearly.	Reflection explains process and shows understanding of doodling and noodling.	Reflection is brief or lacks depth.	Reflection missing or shows little understanding.

Movement

Materials Cart

Participation

Writing

What You Will Do: Independent Time

Conversation

At a Level-0

Help

Raise Hand

Activities

Typing the Artist Statement and Free Draw



q2_Make-up_2d1

Grade 6

2 days ago (11/10/25)

Turned in Artwork

Turned in Title

Add statement

Directions: Now that you've written your responses to the Artist Statement questions, please type them into Artsonia.

1. Go to your profile and locate the project you submitted.
2. Click **"Add Statement"** and type your responses in the appropriate section.
3. When you're finished or while you are waiting to type, create a **creative drawing** in your sketchbook.

Enter Artist Statement

Answer the questions in complete sentences by restating the question in the answer.

1. How did you use the elements of art (line, shape, color, texture, value, space, form) in your poster design? Which elements did you focus on the most, and why?
2. How did overlapping images and varying sizes affect your poster design? What impact did these choices have on the overall look of your poster?
3. What part of your poster are you most proud of, and why? Is there a specific detail or drawing that you feel best represents you?
4. What did you learn about using art to express yourself through this project? Did you discover any new skills or ideas about how to communicate who you are?
5. According to the rubric how would you grade yourself?

Currently at 0 characters (out of 5000 max)

Finish later

Movement

Materials Cart

Participation

Typing

What You Will Do: Independent Time

Conversation

At a Level-1

Help

3 Before Me

Activities

Typing the Artist Statement and Free Draw



q2_Make-up_2d1

Grade 6

2 days ago (11/10/25)

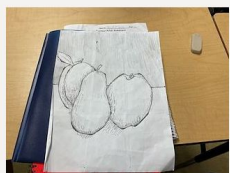
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4. What did you learn about using art to express yourself through this project? Did you discover any new skills or ideas about how to communicate who you are?
5. According to the rubric how would you grade yourself?

Currently at 0 characters (out of 5000 max)

Finish later

Movement

Materials Cart

Participation

Typing

What You Will Do: Independent Time

Conversation

At a Level-2

Help

3 Before Me

Activities

Gallery Walk and TAG

TAG Ticket

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

Movement

Materials Cart

Participation

Name: _____ Per: _____

TAG Ticket

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

☒ Check Before You Begin:

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

1st Peer's Name: _____

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

2nd Peer's Name: _____

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

3rd Peer's Name: _____

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

Reflection (For You After the Walk)

- What feedback surprised you or stood out the most?

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

What You Will Do: Independent Time

Conversation

At a Level-2

Help

3 Before Me

Activities

Gallery Walk and TAG

Directions for Gallery Walk

1. Set Up Your Table

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

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

On your TAG paper, circle “yes” or “no” to show whether you have both,
the artwork and Artist Statement displayed.

2. Observe the Gallery

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

As you walk, check that each table has:

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

3. TAG Rotations

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

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

T: Tell something you like.

A: Ask a thoughtful question.

G: Give a suggestion.

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

Write your name on the ticket.

You will have 4 minutes for each artwork.

4. Move to the Next Artwork

When time is up, I’ll say “Rotate.”

Move to a different table and repeat the TAG process.

You will complete 3 rotations total.

5. Return & Reflect

Go back to your own table.

Read the 3 TAGs your classmates left for you.

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

Movement

Materials Cart

Participation

Walking and Writing

- **A: Ask** a thoughtful question → _____
 - **G: Give** a suggestion → _____
- Was the Artist Statement clear? Circle one: Yes No Didn't have one**

2nd Peer's Name: _____

- **T: Tell** something you like → _____
 - **A: Ask** a thoughtful question → _____
 - **G: Give** a suggestion → _____
- Circle one: Yes No Didn't have one**

3rd Peer's Name: _____

- **T: Tell** something you like → _____
 - **A: Ask** a thoughtful question → _____
 - **G: Give** a suggestion → _____
- Circle one: Yes No | Didn't have one**

Week 5 - 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. [wk 05_Bellwork](#)
 2. [wk 05_Agenda](#)
 3. [wk 05_Tag Ticket](#)
 - 4. [Artist Statement](#)
2. Turn in any missing assignments to bring your grade up. *You need to type the date and name of the assignment, as it appears in FOCUS. This will help me to place the grade under the appropriate assignment. *

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

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



Sketchbook Holder Organization

Directions: Take home assignments from semester 1. Keep assignments from semester 2 (January till now). Receive your grade printout, sketchbook, and folder. Write your name on the top right corner of the sketchbook and folder using a permanent marker.

Items in Sketchbook Holder:

1. Sketchbooks (not for personal)

- Bellwork
- Project sketches
- Drawing challenges
- Sub Drawings

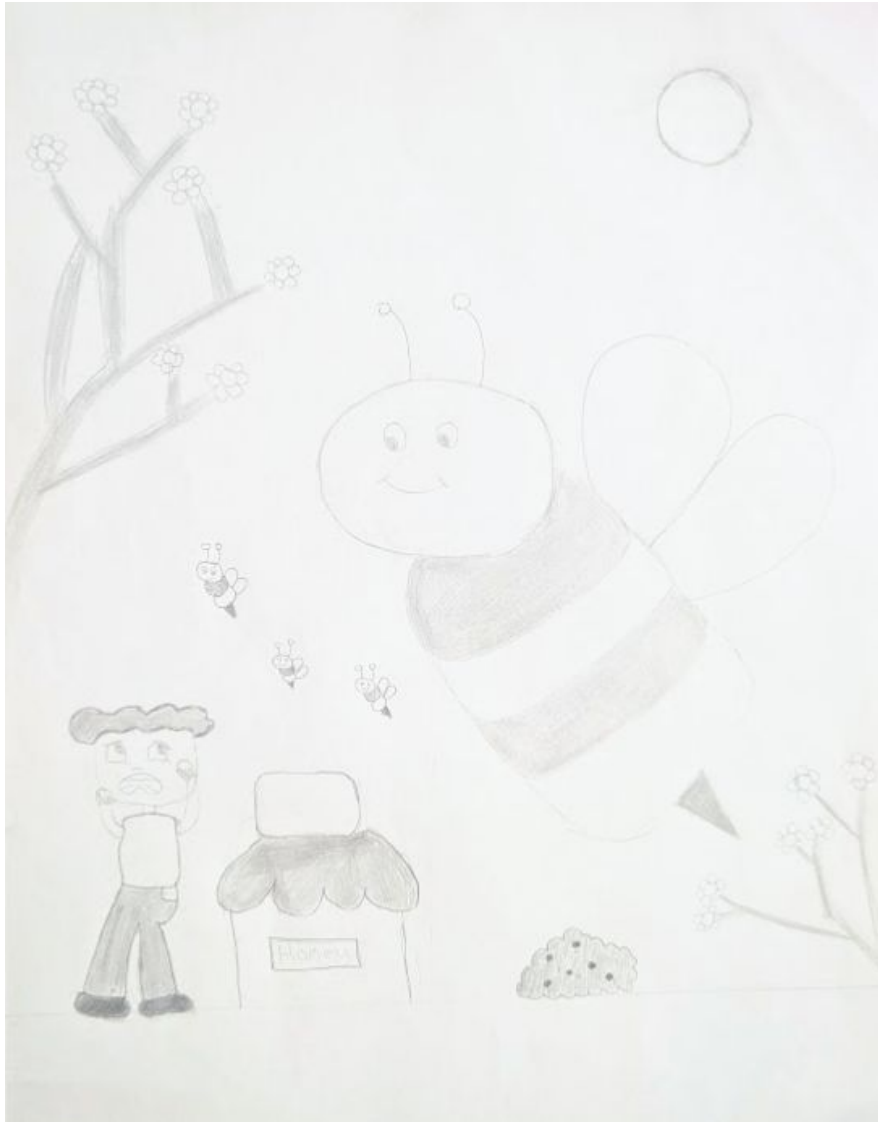
2. Folder with prongs:

- Project Notes
- Project Info
- Project Checklist
- Project Rubric
- Artist Statement
- Loose paper that's not a Project

3. Portfolio (Manila Folder):

- Projects

***No loose paper in the sketchbook holder. ***



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