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

Name:_____ Date:_____ Per:_____

Bellwork

2D1 Week 3-Q2
Shape (3rd wk)

Directions:
Draw the prompt. You have 5 mins.

Monday

Draw your hand forming any ASL letter quickly and loosely.

Tuesday

Fill the square with overlapping circles and turn 3 of them into forms with shading.

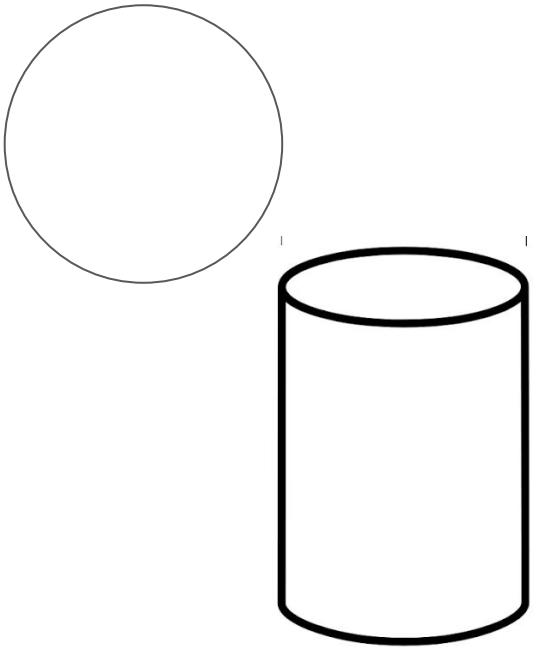
Wednesday

Draw the silhouette of your hand without lifting your pencil.



Thursday

Create an abstract design showing movement using only curved lines.



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 3_q2 - Agenda- This Week in Art:

Directions: Write the following Agenda in your Student Planner.

Project: **2d1 Shape- Hands** **2d2 Pop of Color** **2d3 New Reality** **Due: Nov. 5**	**Agenda** **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.*
Monday **10/26**	1. Discuss Project Expectations 2. Start Base Drawing Day 1 of 8 for Final Project
Tuesday **10/27**	1. Review Expectations 2. Continue Contour Drawing Day 2 of 8 for Final Project
Wednesday **10/28**	1. Review Expectations 2. Complete Contour Drawing Day 3 of 8 for Final Project
Thursday **10/29**	1. Review Expectations 2. Begin Color & Value Day 4 of 8 for Final Project
DATA DAY **Friday** **10/30**	1. Submit Assignments 2. Check Your Progress 3. Complete Drawing Challenge for the word: Cookie or work on the Final Project
🗓️ **Grading Schedule** ***Monday:** 1st & 2nd Period ***Tuesday:** 3rd & 4th Period ***Wednesday:** 6th & 7th Period	**This Week's Assignment Submissions** 1. Bellwork 2. Agenda 3. In Progress of Project

2D1 - ASL Hand Drawing Project

My Hands. My Initials. My Artistic Identity!

Standards

- Use direct observation to create artwork.
- Create art that shows an understanding of design.
- Explore how artwork can communicate personal identity.
- Reflect on art using visual evidence.

Essential Question

How can I use shape, value, and ASL hand signs to communicate my identity through art?

What will I learn?

I will learn to break down my hands into basic shapes, draw accurate proportions, and use shading to show form. I will also combine geometric and organic shapes to create an expressive abstract background.

How will I learn it?

- Observe my hands forming ASL initials.
- Sketch my hands using simple shapes and proportions.
- Refine fingernails, knuckles, creases, and contours.
- Design a background with geometric and organic shapes.
- Add shading and finishing details.

How will I know I learned it?

On Track

I can draw clear ASL hand signs, shade for form, and design my background.

Need Some Help

I need some help with proportions, shading, or designing my background.

Need Support

I need help drawing hand shapes or getting started.

Vocabulary

ASL	Shape	Form	Proportion	Value	Geometric	Organic
Visual language using signs and gestures.	A flat, 2D area.	A 3D object or its illusion.	Size relationship of parts.	Lightness or darkness.	Regular math-based shapes.	Free-flowing natural shapes.

Project Goal

Draw your initials in ASL with realistic details and shading. Use geometric and organic shapes to create an expressive abstract background.

2d1- ASL Hand Drawing Project





Florida Visual Arts Standards

VA.68.S.1.3: Use ideas from direct observation to create artwork.
VA.68.C.1.2: Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
VA.68.O.3.1: Create artworks that demonstrate an understanding of organizational principles of design.
VA.68.F.3.2: Apply technology resources to develop artistic techniques and presentations.
VA.68.H.1.3: Explain the significance of personal artwork and how it can represent identity.

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

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

2d1- ASL Hand Drawing Project - Student Examples



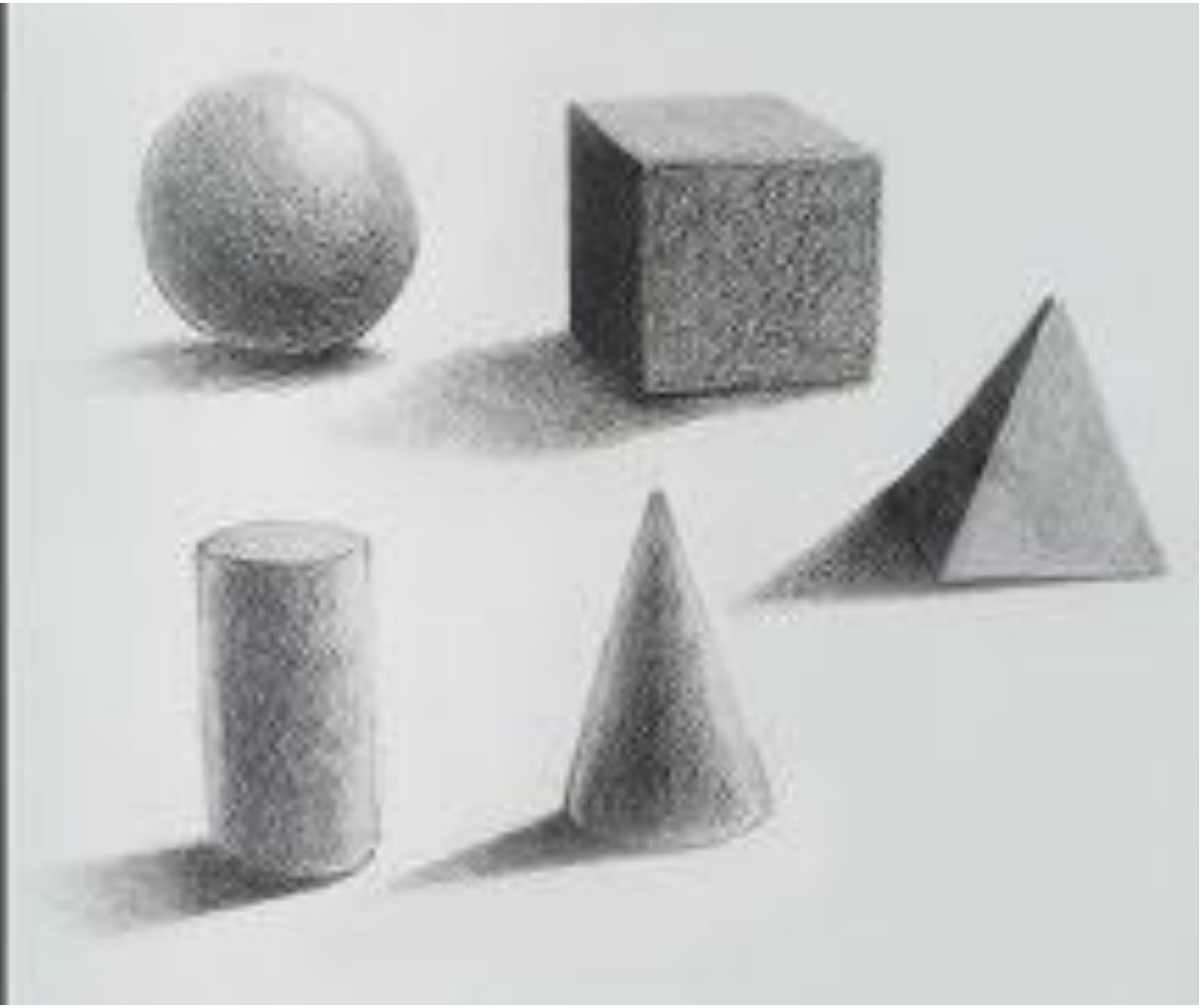






HOW TO DRAW

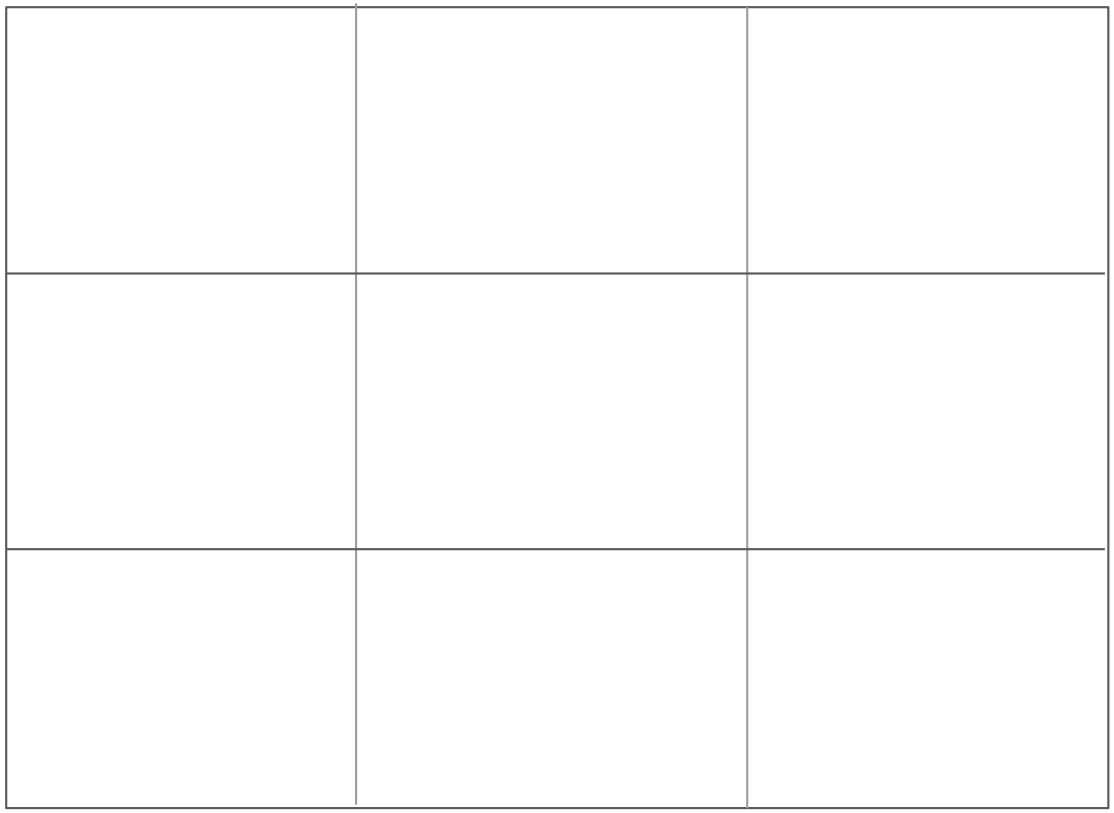
HOW TO SHADE BASIC FORMS



2d1 ASL Hand Drawing Project: Preliminary Sketch

Name: _____ Date: _____ Per:_____

Directions: Now that you've chosen your best thumbnail, you will create a preliminary sketch that plans out your final artwork. Use the box below and , lightly sketch all three of your ASL hand signs in the positions you chose from your thumbnail. Start by building each hand with simple shapes—like squares, cylinders, triangles, and ovals—before adding smoother contour lines on top. Make sure the hands are the right size, spaced correctly, and placed intentionally in your composition. Next, begin developing your abstract background by adding a variety of geometric and organic shapes that interact with the hands. Think about where shapes will overlap, where your focal point will be, and how the background supports your design. You should also lightly plan where the shadows or highlights might go by showing a simple light source. Keep your lines clean and light—this is not your final drawing, but a clear blueprint that shows you are prepared to move forward with confidence.

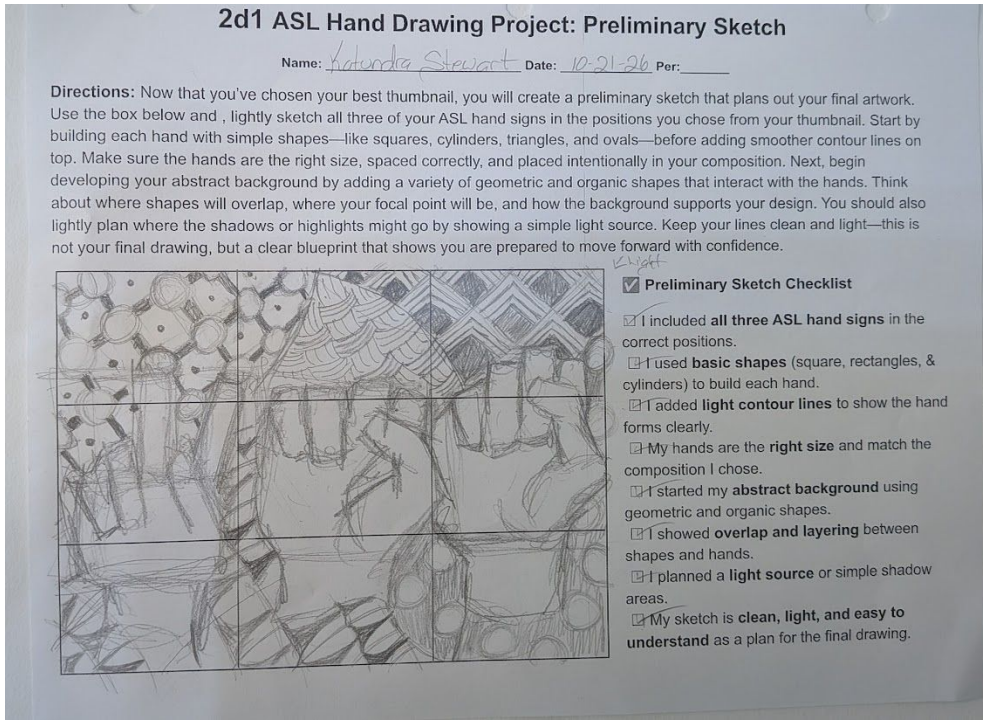


✅ **Preliminary Sketch Checklist**

☐ I included **all three ASL hand signs** in the correct positions.
☐ I used **basic shapes** (square, rectangles, & cylinders) to build each hand.
☐ I added **light contour lines** to show the hand forms clearly.
☐ My hands are the **right size** and match the composition I chose.
☐ I started my **abstract background** using geometric and organic shapes.
☐ I showed **overlap and layering** between shapes and hands.
☐ I planned a **light source** or simple shadow areas.
☐ My sketch is **clean, light, and easy to understand** as a plan for the final drawing.

What You Will Do: Independent Time

Conversation	At a Level-0
Help	Raise Hand
Activities	**Preliminary Sketch, then "I'm Done Now What List"**



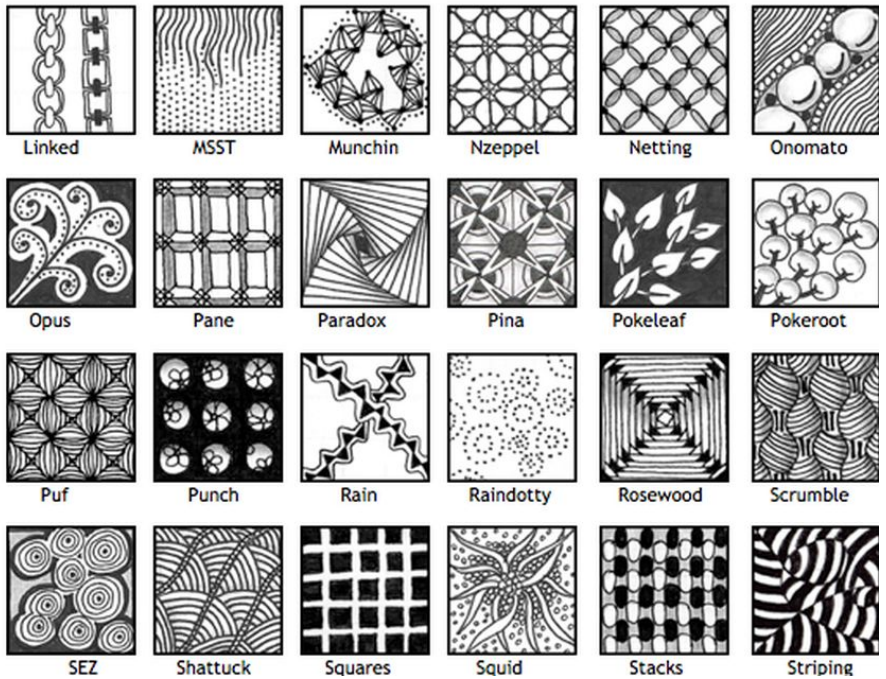
2d1 ASL Hand Drawing Project: Preliminary Sketch

Name: Katondra Stewart Date: 10-21-26 Per:_____

Directions: Now that you've chosen your best thumbnail, you will create a preliminary sketch that plans out your final artwork. Use the box below and , lightly sketch all three of your ASL hand signs in the positions you chose from your thumbnail. Start by building each hand with simple shapes—like squares, cylinders, triangles, and ovals—before adding smoother contour lines on top. Make sure the hands are the right size, spaced correctly, and placed intentionally in your composition. Next, begin developing your abstract background by adding a variety of geometric and organic shapes that interact with the hands. Think about where shapes will overlap, where your focal point will be, and how the background supports your design. You should also lightly plan where the shadows or highlights might go by showing a simple light source. Keep your lines clean and light—this is not your final drawing, but a clear blueprint that shows you are prepared to move forward with confidence.

Preliminary Sketch Checklist

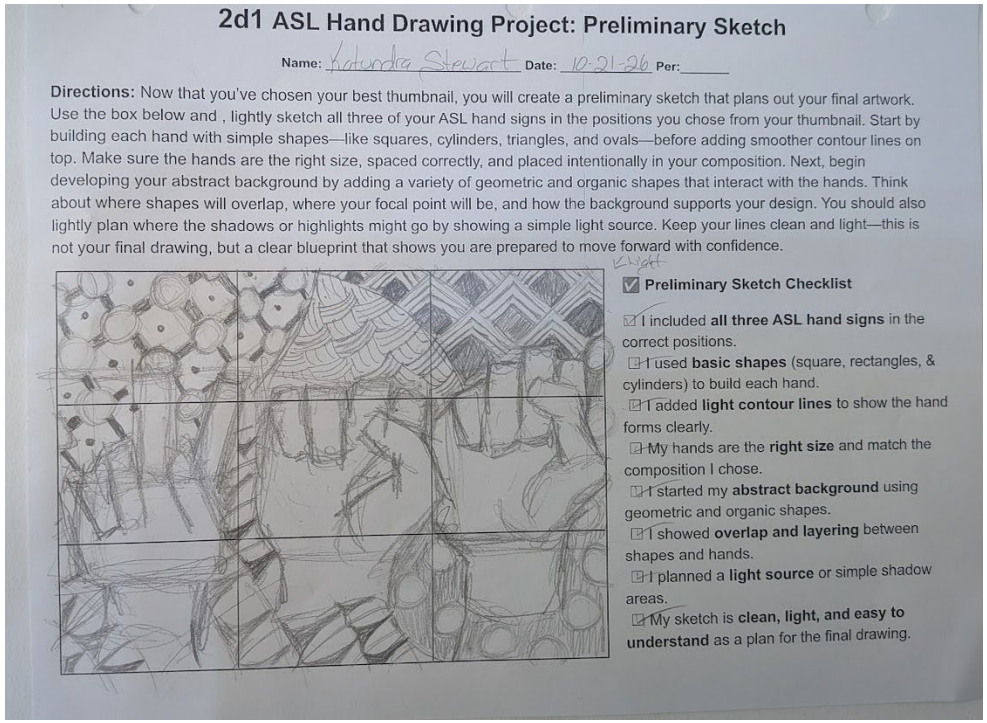
- I included **all three ASL hand signs** in the correct positions.
- I used **basic shapes** (square, rectangles, & cylinders) to build each hand.
- I added **light contour lines** to show the hand forms clearly.
- My hands are the **right size** and match the composition I chose.
- I started my **abstract background** using geometric and organic shapes.
- I showed **overlap and layering** between shapes and hands.
- I planned a **light source** or simple shadow areas.
- My sketch is **clean, light, and easy to understand** as a plan for the final drawing.



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

Conversation	At a Level-1
Help	Ask 3 Before Me
Activities	**Preliminary Sketch, then "I'm Done Now What List"**



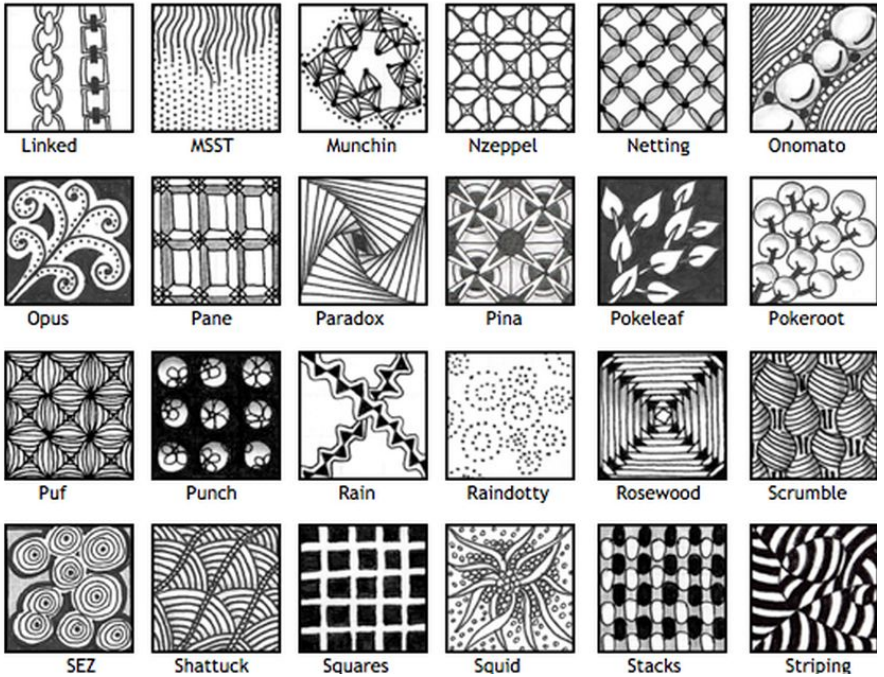
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Preliminary Sketch Checklist

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- I used **basic shapes** (square, rectangles, & cylinders) to build each hand.
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- I started my **abstract background** using geometric and organic shapes.
- I showed **overlap and layering** between shapes and hands.
- I planned a **light source** or simple shadow areas.
- My sketch is **clean, light, and easy to understand** as a plan for the final drawing.



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

Final Checklist - Shape - Hands ASL Initials

Name: _____ Date: _____ Per:_____

1. Clean Construction Drawing (Week 1 Start)

☐ I lightly sketched all **three ASL hands** using basic shapes first (square/triangle/cylinders).

☐ My hands are placed exactly where I planned in my preliminary sketch and fit the page.

☐ The proportions of each hand are accurate (no fingers too long or palms too short).

☐ I added contour lines over the shapes to define the hands clearly.

☐ My lines are light, clean, and easy to adjust—no heavy outlines yet.

☐ I drew the abstract background lightly, using both **geometric and organic shapes**.

2. Refined Line Art (Week 1 Mid–End)

☐ I checked spacing so the hands and background feel balanced.

☐ I corrected any hand anatomy issues (thumb angle, finger joints, palm width).

☐ Overlapping shapes are clear and neat—nothing looks confusing.

☐ I cleaned up unnecessary construction lines.

☐ I made final decisions about the light source before shading.

☐ The drawing is now fully planned and ready for detail + shading.

3. Hand Details (Week 2 Start)

☐ Fingers show joint structure and correct angles.

☐ Thumb shape and placement are accurate.

☐ Palm creases and subtle details are added (lightly).

☐ Nail suggestions (only if visible) are drawn lightly and neatly.

☐ Hands look 3D and not flat, even before shading.

4. Shading the Hands (Week 2)

☐ I followed a **consistent light source** throughout all three hands.

☐ I used smooth shading, cross-hatching, or controlled hatching (based on project style).

☐ Shadows and highlights are placed correctly (under fingers, side of palm, base of thumb).

☐ I used at least **5 values** (very light → very dark).



☐ My shading makes the hands stand out from the background (contrast).

☐ Hands look rounded, not flat, because of gradual value changes.

5. Shading + Refining the Abstract Background

☐ Shapes in the background show value (light, medium, dark).

☐ I used both **geometric and organic shapes** in interesting ways.

☐ Background shapes do not overpower the hands—they support them.

☐ Contrast is balanced so the hands remain the focal point.

☐ I added line weight or shading to show depth and layering.

6. Final Touches & Clean-Up (End of Week 2)

☐ All lines are clean—no scratchy marks or random lines left behind.

☐ Erased stray pencil marks and unnecessary construction lines.

☐ Added final details to emphasize the focus of the piece.

☐ Edges are neat, sharp, and intentional.

☐ Paper is clean (no smudges, tears, or wrinkles).

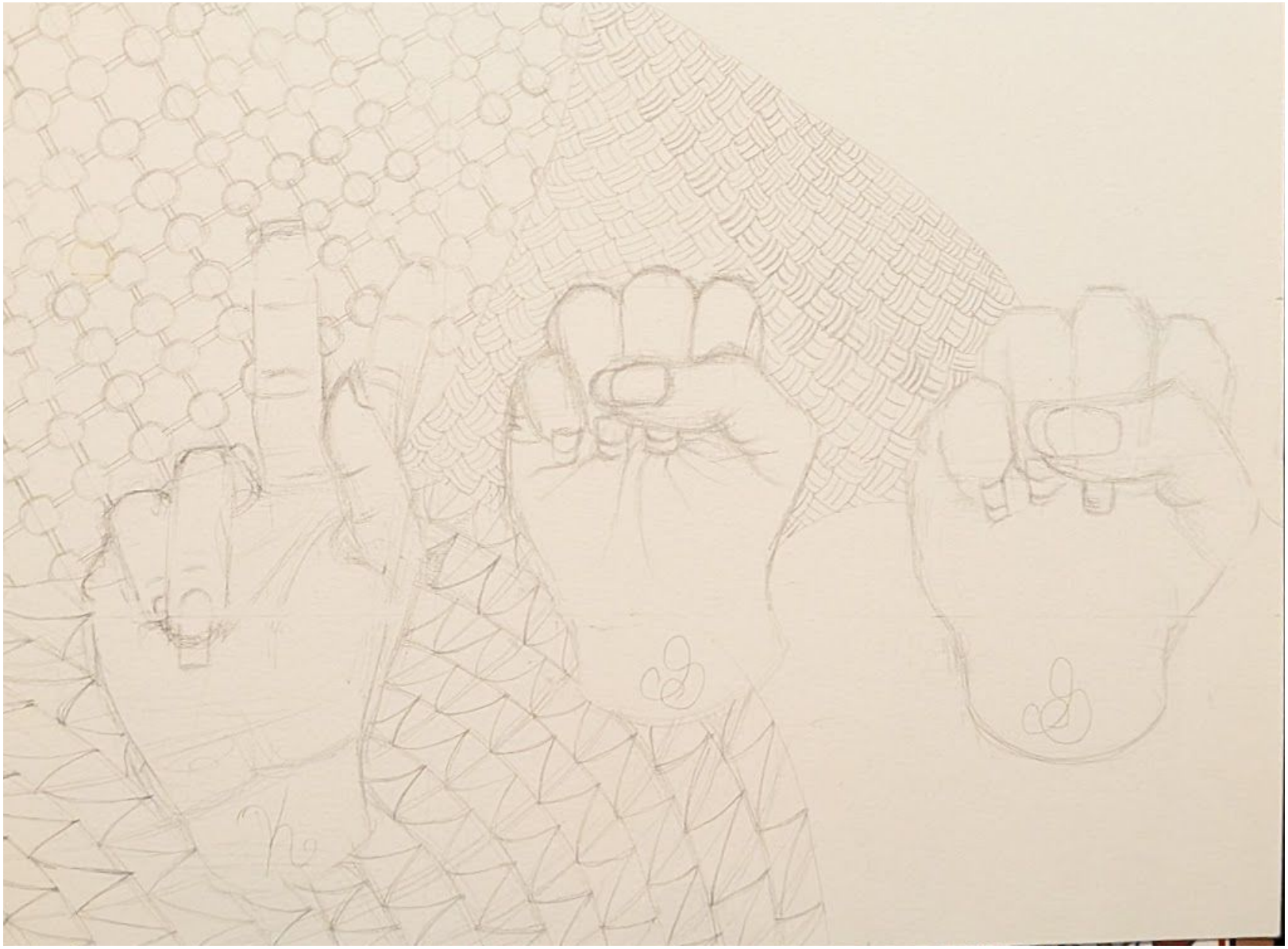
☐ Name is written neatly on the back of the artwork.

☐ I reviewed the rubric to make sure everything is complete.

ASL Hand Drawing Project Rubric

Name: _____ Date: _____ Per:_____

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



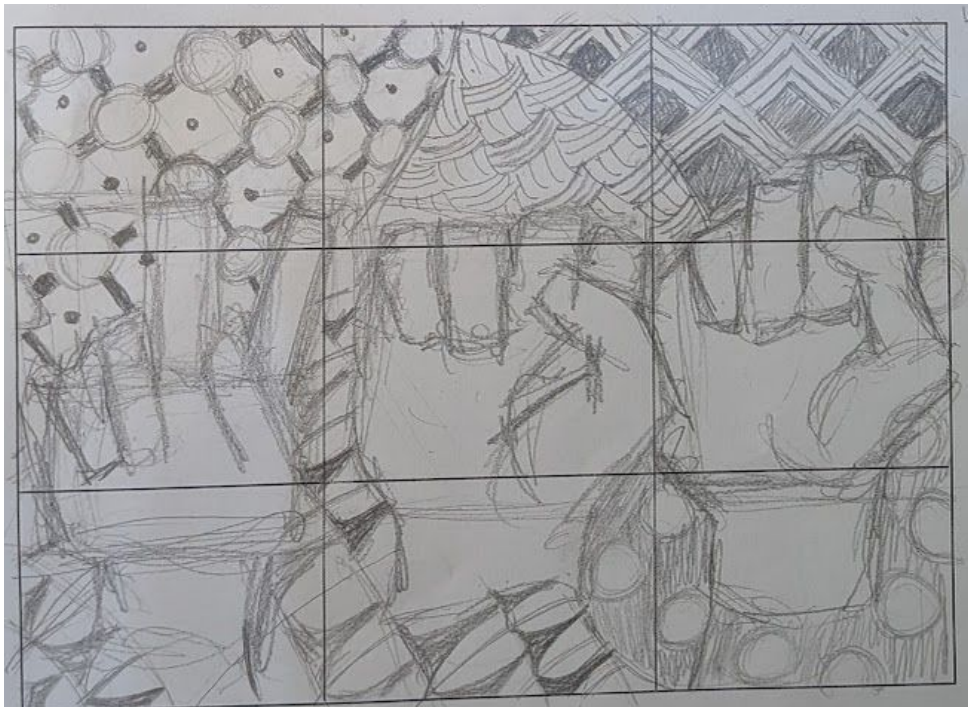
What You Will Do: Independent Time

Conversation	At a Level-0
Help	Raise Hand
Activities	**Final Drawing**

4 in 8 in

3 in

6 in



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

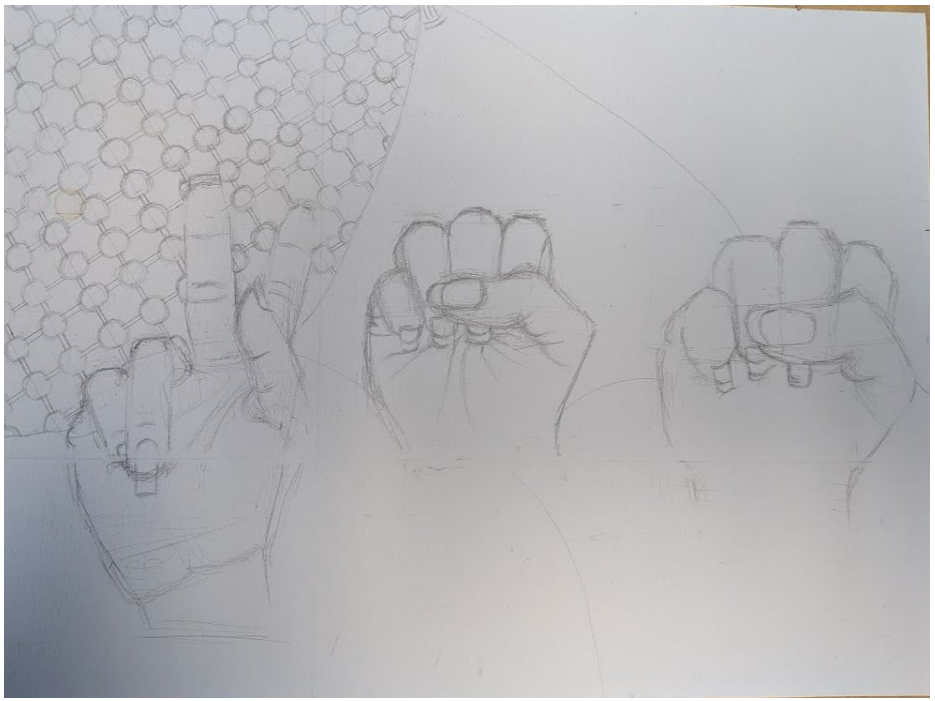
What You Will Do: Independent Time

Conversation	At a Level-1 Whisper
Help	Raise Hand
Activities	**Final Drawing**

4 in 8 in

3 in

6 in



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

DATA DAY

CHECK YOUR PROGRESS. SUBMIT YOUR WORK. GROW YOUR ART.

Small Steps Make Big Progress!

1 SUBMIT THIS WEEK'S WORK

Pick up the **iPad** for your table's color.

Submit the assignments for this week.

Each person has 4 minutes to upload!

Assignments to Submit:

1. **Bellwork**
2. **Agenda**
3. **In Progress of Project**

2 CHECK YOUR PROGRESS

Look at the **grade printout** you received and see if you have any **NTI's.**

Be honest.
Take your time.
Know your next step.
Make progress!

3 DRAWING CHALLENGE

COOKIE

Imagine a world where cookies come to life!

Draw a **creative scene** featuring a cookie (or cookies) in an **unexpected adventure**. Your drawing should **tell a story** and show what the cookie is doing, where it is, and what is happening around it.



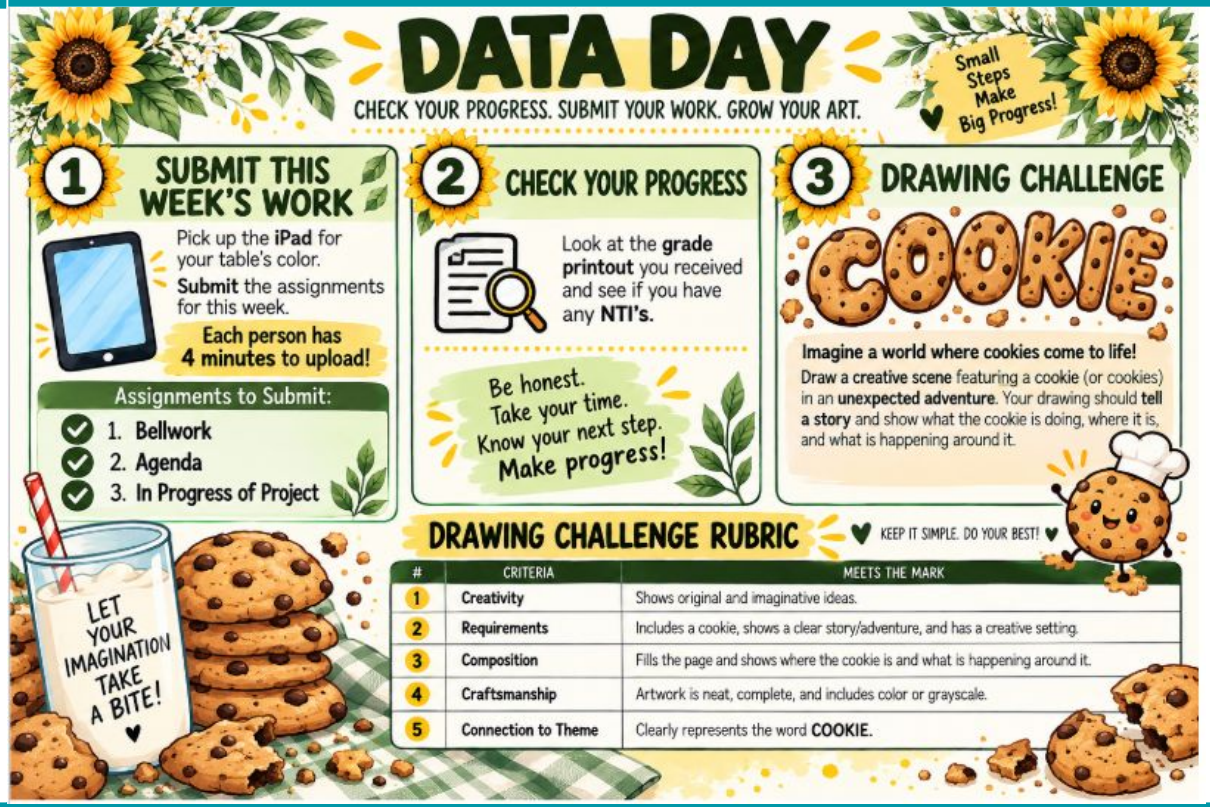
DRAWING CHALLENGE RUBRIC

KEEP IT SIMPLE. DO YOUR BEST!

#	CRITERIA	MEETS THE MARK
1	**Creativity**	Shows original and imaginative ideas.
2	**Requirements**	Includes a cookie, shows a clear story/adventure, and has a creative setting.
3	**Composition**	Fills the page and shows where the cookie is and what is happening around it.
4	**Craftsmanship**	Artwork is neat, complete, and includes color or grayscale.
5	**Connection to Theme**	Clearly represents the word **COOKIE.**

What You Will Do: Independent Time

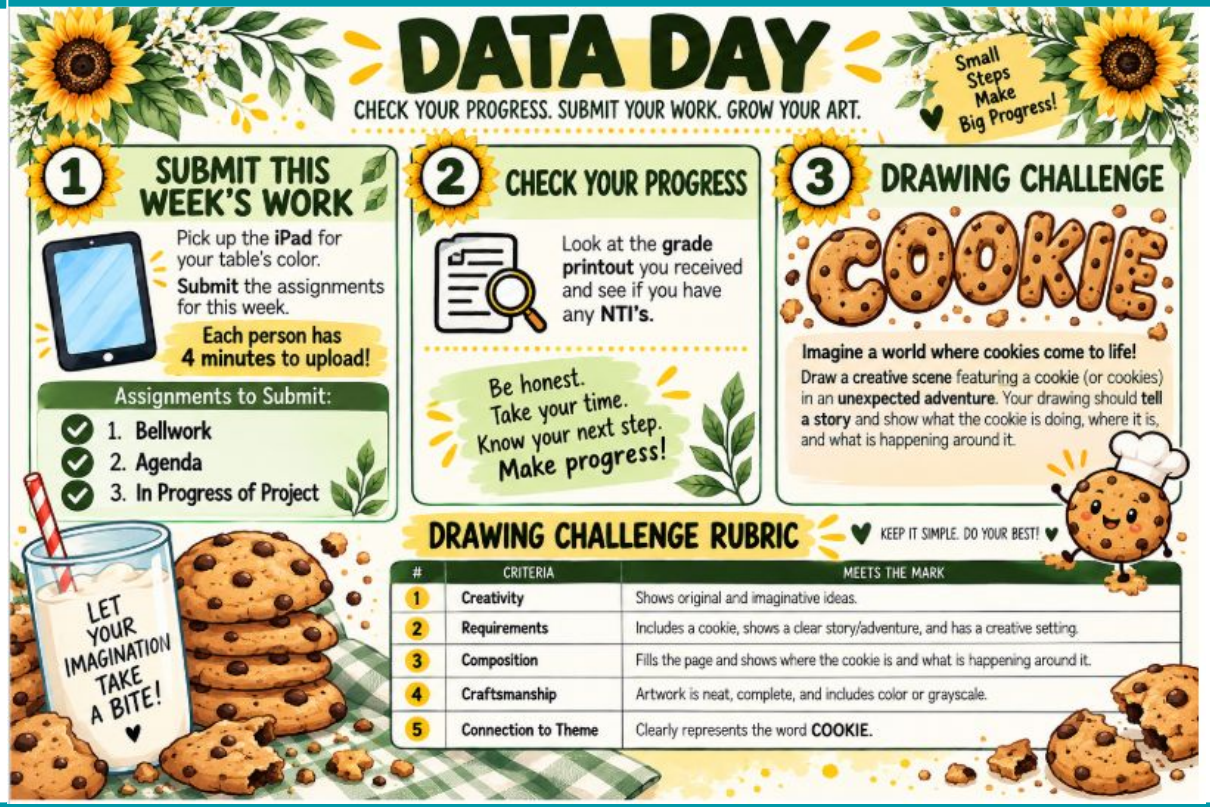
Conversation	At a Level-0
Help	Raise Hand
Activities	



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

Conversation	At a Level-1
Help	Raise Hand
Activities	



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

Name:_____ Date:_____ Per:_____

Bellwork

2D2 Week 3-Q2
(3rd wk)
Emphasis Through Color

Directions:
Draw the prompt. You have 5 mins.

Monday

Draw any object around you in pencil. Add **one small colored detail**.

Tuesday

Sketch a tiny street scene and color **only one sign, window, or umbrella**.

Wednesday

Draw your hand in a quick pose.
Color **only the fingernails or a ring**.

Thursday

Draw **2 tiny thumbnails** exploring different focal-point placements.

Friday

***No Bellwork**

***Complete the Agenda**

***Complete the Data Day Drawing in your sketchbook**
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 3_q2 - Agenda- This Week in Art:

Directions: Write the following Agenda in your Student Planner.

Project: **2d1 Shape- Hands** **2d2 Pop of Color** **2d3 New Reality** **Due: Nov. 5**	**Agenda** **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.*
Monday **10/26**	1. Discuss Project Expectations 2. Start Base Drawing Day 1 of 8 for Final Project
Tuesday **10/27**	1. Review Expectations 2. Continue Contour Drawing Day 2 of 8 for Final Project
Wednesday **10/28**	1. Review Expectations 2. Complete Contour Drawing Day 3 of 8 for Final Project
Thursday **10/29**	1. Review Expectations 2. Begin Color & Value Day 4 of 8 for Final Project
DATA DAY **Friday** **10/30**	1. Submit Assignments 2. Check Your Progress 3. Complete Drawing Challenge for the word: Cookie or work on the Final Project
🗓️ **Grading Schedule** ***Monday:** 1st & 2nd Period ***Tuesday:** 3rd & 4th Period ***Wednesday:** 6th & 7th Period	**This Week's Assignment Submissions** 1. Bellwork 2. Agenda 3. In Progress

2D2 - Emphasis: Pop of Color

Make One Part Stand Out!

EXPLORE CREATE FOCUS GROW

Duration: 8 Class Sessions (20 minutes each) | **Medium:** Graphite and Colored Pencil on Drawing Paper

Standards

- **VA.68.S.1.2** – Use principles of design (emphasis, contrast) to organize composition.
- **VA.68.C.1.3** – Describe and analyze artwork.
- **VA.68.O.1.3** – Use elements/ principles to communicate meaning.
- **VA.68.F.3.4** – Demonstrate skills and craftsmanship in art creation.
- **VA.68.S.1.1** – Experiment with materials and techniques.

Essential Question

How can artists use contrast, value, and a pop of color to create emphasis and guide the viewer's eye?

What will I learn?

I will learn how to use emphasis, contrast, and value to create a focal point that stands out in my artwork.





How will I learn it?

- Explore how artists use emphasis and focal points.
- Plan a composition with one main focal point.
- Use graphite pencils to create different values (light, medium, and dark).
- Add one pop of color to emphasize an object.
- Practice shading, blending, and craftsmanship.

How will I know I learned it?

On Track

I can independently use value and one pop of color to create a clear focal point.

Need Some Help

I can create emphasis, but I need some help with shading, contrast, or my focal point.

Need Support

I need help understanding how to use value and color to create emphasis.

Vocabulary

Emphasis
Making one part of an artwork stand out.

Focal Point
The area that attracts the viewer's attention first.

Contrast
The difference between elements, such as light and dark or color and grayscale.

Value
How light or dark something is.

Grayscale
A range of values from white to black.

Composition
How objects and elements are arranged in artwork.

Project Goal

You will create a drawing that uses value and a single pop of color to show emphasis and make a clear focal point.

Good Artists Try New Things

ART MAKES A BRIGHTER TOMORROW

2D2 - Emphasis: Pop of Color

Class: 2D2 Duration: 8 Class Sessions (20 minutes each)
Focus Principle: Emphasis
Medium: Graphite and Colored Pencil on Drawing Paper



Florida Visual Arts Standards

VA.68.S.1.2 – Use principles of design (emphasis, contrast) to organize composition
VA.68.C.1.3 – Describe and analyze artwork
VA.68.O.1.3 – Use elements/principles to communicate meaning
VA.68.F.3.4 – Demonstrate skills and craftsmanship in art creation
VA.68.S.1.1 – Experiment with materials and techniques

Objective: You will create a drawing that uses value and a single pop of color to show emphasis and make a clear focal point, demonstrating that you understand how artists guide the viewer's eye using contrast.

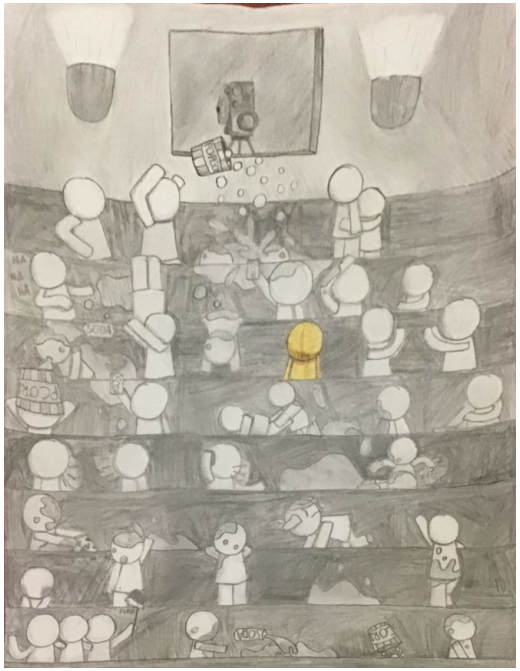


Essential Questions:

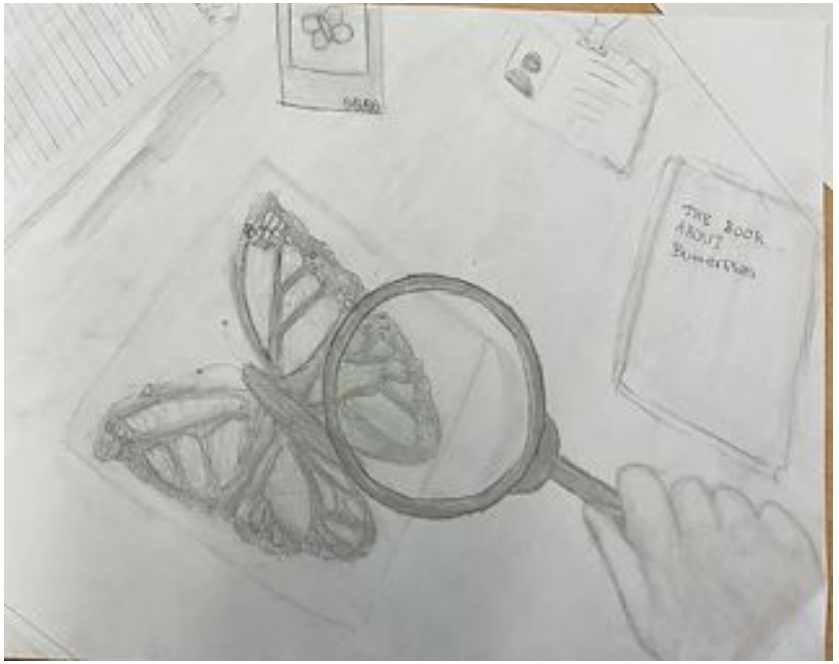
1. "How do artists use emphasis and focal point to guide the viewer's eye in an artwork?"
2. "How can different compositions and focal point placements change the impact of my artwork?"
3. "What choices do I need to make with value and color to make my focal point stand out clearly?"
4. "How does careful shading, layering, and craftsmanship help strengthen emphasis in my final piece?"
5. How effectively did I use contrast, value, and selective color to create a strong focal point in my artwork?

Summary: In this project, you will learn how to make one part of your artwork stand out by using **emphasis**. You will create a drawing in pencil and then choose **one object** to highlight using **color**, while the rest stays in **grayscale**. This helps you create a strong **focal point**, which is the first thing the viewer notices. You will practice using **value** (light, medium, and dark shading) to add depth to your drawing, and use **color blending** to make your chosen object pop. By the end of the project, you should be able to clearly show emphasis, create a focal point, and use color and value in a way that makes your artwork visually powerful and easy to understand.

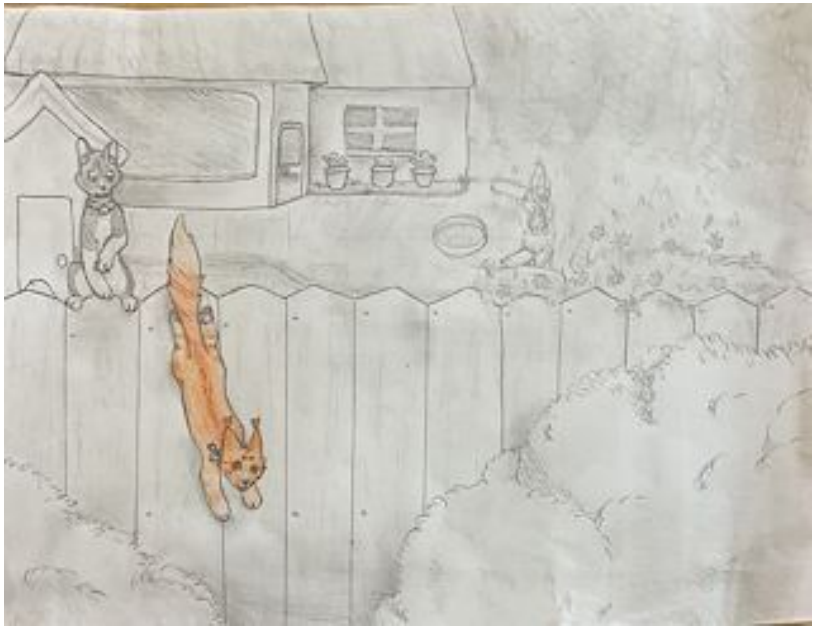
2D2 - Emphasis: Pop of Color - Student Examples











2d2 Emphasis Through Color: Preliminary Sketch

Name: _____ Date: _____ Per:_____

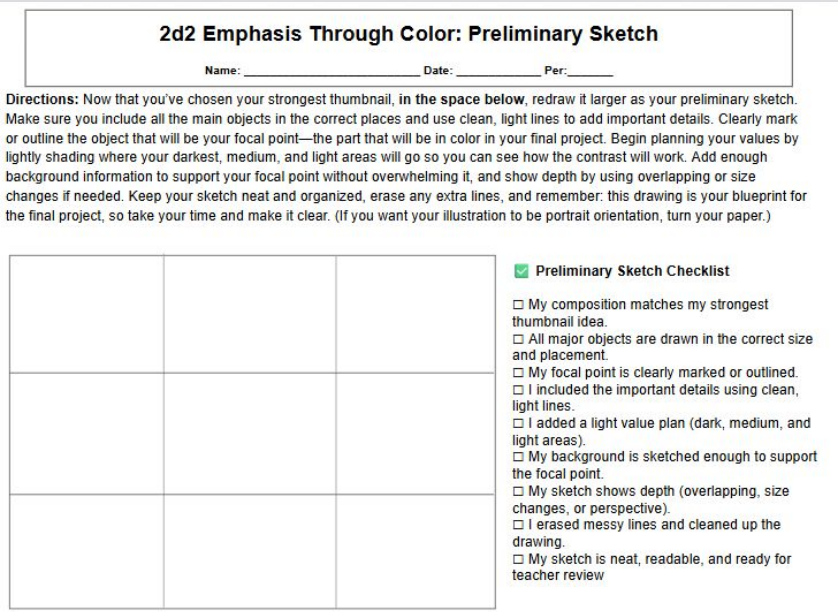
Directions: Now that you've chosen your strongest thumbnail, **in the space below**, redraw it larger as your preliminary sketch. Make sure you include all the main objects in the correct places and use clean, light lines to add important details. Clearly mark or outline the object that will be your focal point—the part that will be in color in your final project. Begin planning your values by lightly shading where your darkest, medium, and light areas will go so you can see how the contrast will work. Add enough background information to support your focal point without overwhelming it, and show depth by using overlapping or size changes if needed. Keep your sketch neat and organized, erase any extra lines, and remember: this drawing is your blueprint for the final project, so take your time and make it clear. (If you want your illustration to be portrait orientation, turn your paper.)

✅ Preliminary Sketch Checklist

☐ My composition matches my strongest thumbnail idea.
☐ All major objects are drawn in the correct size and placement.
☐ My focal point is clearly marked or outlined.
☐ I included the important details using clean, light lines.
☐ I added a light value plan (dark, medium, and light areas).
☐ My background is sketched enough to support the focal point.
☐ My sketch shows depth (overlapping, size changes, or perspective).
☐ I erased messy lines and cleaned up the drawing.
☐ My sketch is neat, readable, and ready for teacher review

What You Will Do: Independent Time

Conversation	At a Level-0
Help	Raise Your Hand
Activities	**Preliminary Sketch, then "I'm Done Now What List"**



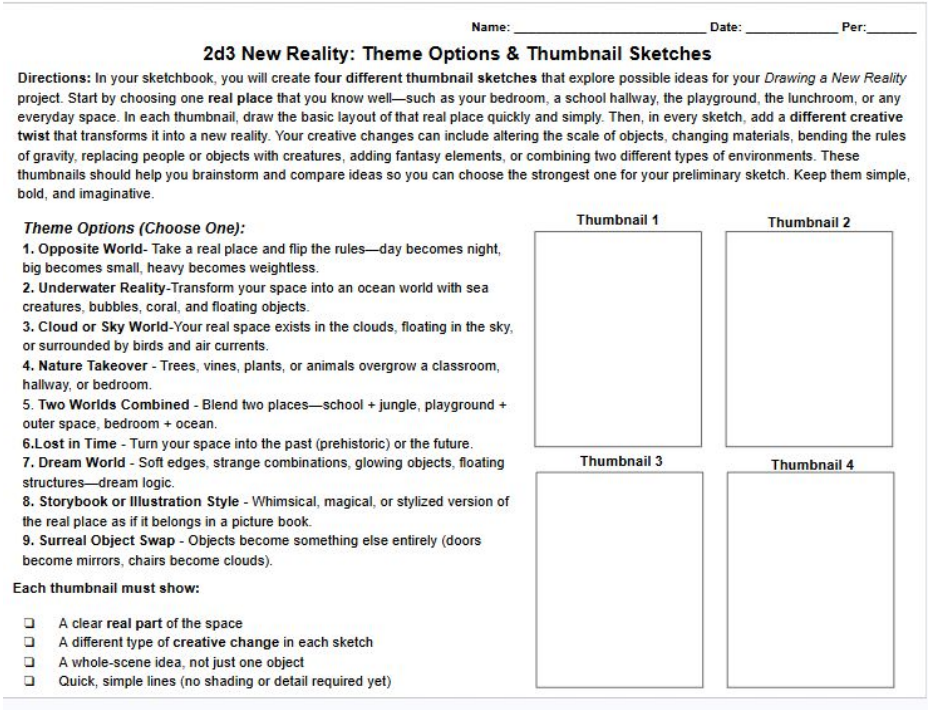
2d2 Emphasis Through Color: Preliminary Sketch

Name: _____ Date: _____ Per:_____

Directions: Now that you've chosen your strongest thumbnail, **in the space below**, redraw it larger as your preliminary sketch. Make sure you include all the main objects in the correct places and use clean, light lines to add important details. Clearly mark or outline the object that will be your focal point—the part that will be in color in your final project. Begin planning your values by lightly shading where your darkest, medium, and light areas will go so you can see how the contrast will work. Add enough background information to support your focal point without overwhelming it, and show depth by using overlapping or size changes if needed. Keep your sketch neat and organized, erase any extra lines, and remember: this drawing is your blueprint for the final project, so take your time and make it clear. (If you want your illustration to be portrait orientation, turn your paper.)

Preliminary Sketch Checklist

- ☐ My composition matches my strongest thumbnail idea.
- ☐ All major objects are drawn in the correct size and placement.
- ☐ My focal point is clearly marked or outlined.
- ☐ I included the important details using clean, light lines.
- ☐ I added a light value plan (dark, medium, and light areas).
- ☐ My background is sketched enough to support the focal point.
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- ☐ I erased messy lines and cleaned up the drawing.
- ☐ My sketch is neat, readable, and ready for teacher review



Name: _____ Date: _____ Per:_____

2d3 New Reality: Theme Options & Thumbnail Sketches

Directions: In your sketchbook, you will create **four different thumbnail sketches** that explore possible ideas for your *Drawing a New Reality* project. Start by choosing one **real place** that you know well—such as your bedroom, a school hallway, the playground, the lunchroom, or any everyday space. In each thumbnail, draw the basic layout of that real place quickly and simply. Then, in every sketch, add a **different creative twist** that transforms it into a new reality. Your creative changes can include altering the scale of objects, changing materials, bending the rules of gravity, replacing people or objects with creatures, adding fantasy elements, or combining two different types of environments. These thumbnails should help you brainstorm and compare ideas so you can choose the strongest one for your preliminary sketch. Keep them simple, bold, and imaginative.

Theme Options (Choose One):

1. **Opposite World**- Take a real place and flip the rules—day becomes night, big becomes small, heavy becomes weightless.
2. **Underwater Reality**-Transform your space into an ocean world with sea creatures, bubbles, coral, and floating objects.
3. **Cloud or Sky World**-Your real space exists in the clouds, floating in the sky, or surrounded by birds and air currents.
4. **Nature Takeover** - Trees, vines, plants, or animals overgrow a classroom, hallway, or bedroom.
5. **Two Worlds Combined** - Blend two places—school + jungle, playground + outer space, bedroom + ocean.
6. **Lost in Time** - Turn your space into the past (prehistoric) or the future.
7. **Dream World** - Soft edges, strange combinations, glowing objects, floating structures—dream logic.
8. **Storybook or Illustration Style** - Whimsical, magical, or stylized version of the real place as if it belongs in a picture book.
9. **Surreal Object Swap** - Objects become something else entirely (doors become mirrors, chairs become clouds).

Thumbnail 1 | Thumbnail 2 | Thumbnail 3 | Thumbnail 4

Each thumbnail must show:

- ❑ A clear **real part** of the space
- ❑ A different type of **creative change** in each sketch
- ❑ A whole-scene idea, not just one object
- ❑ Quick, simple lines (no shading or detail required yet)

Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

What You Will Do: Independent Time

Conversation	At a Level-1
Help	ASK 3 BEFORE ME
Activities	**Preliminary Sketch, then "I'm Done Now What List"**

2d2 Emphasis Through Color: Preliminary Sketch

Name: _____ Date: _____ Per:_____

Directions: Now that you've chosen your strongest thumbnail, **in the space below**, redraw it larger as your preliminary sketch. Make sure you include all the main objects in the correct places and use clean, light lines to add important details. Clearly mark or outline the object that will be your focal point—the part that will be in color in your final project. Begin planning your values by lightly shading where your darkest, medium, and light areas will go so you can see how the contrast will work. Add enough background information to support your focal point without overwhelming it, and show depth by using overlapping or size changes if needed. Keep your sketch neat and organized, erase any extra lines, and remember: this drawing is your blueprint for the final project, so take your time and make it clear. (If you want your illustration to be portrait orientation, turn your paper.)

Preliminary Sketch Checklist

- ☐ My composition matches my strongest thumbnail idea.
- ☐ All major objects are drawn in the correct size and placement.
- ☐ My focal point is clearly marked or outlined.
- ☐ I included the important details using clean, light lines.
- ☐ I added a light value plan (dark, medium, and light areas).
- ☐ My background is sketched enough to support the focal point.
- ☐ My sketch shows depth (overlapping, size changes, or perspective).
- ☐ I erased messy lines and cleaned up the drawing.
- ☐ My sketch is neat, readable, and ready for teacher review

Name: _____ Date: _____ Per:_____

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Each thumbnail must show:

- ❑ A clear **real part** of the space
- ❑ A different type of **creative change** in each sketch
- ❑ A whole-scene idea, not just one object
- ❑ Quick, simple lines (no shading or detail required yet)

Thumbnail 1 **Thumbnail 2**

Thumbnail 3 **Thumbnail 4**

Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

2d2 Emphasis: Pop of Color: *Final Checklist*

Name: _____ Date: _____ Per:_____

✔ ***Composition***

☐ My final drawing follows the composition from my approved preliminary sketch.
☐ The page is fully used—no large empty areas unless intentional.
☐ All major objects are drawn clearly and accurately.
☐ My focal point is placed in a strong position (center, rule of thirds, or intentionally off-center).

✔ Focal Point & Emphasis

☐ I used only one area of color to create a clear focal point.
☐ The colored area stands out immediately when looking at the drawing.
☐ My focal point is neat, detailed, and carefully blended.
☐ I avoided adding color anywhere else in the artwork.

✔ Grayscale Shading



☐ I used at least 5 different values: dark, medium-dark, medium, medium-light, and light.
☐ My shading is smooth—not scratchy or patchy.
☐ Shadows and highlights are placed correctly based on my reference.
☐ Dark areas are truly dark (not light gray), and light areas are intentionally light.
☐ The grayscale areas support the focal point instead of competing with it.

✔ Color Application

☐ My color is layered using multiple passes, not a single flat color.
☐ I used blending techniques (light pressure, layering, burnishing) to make the color look rich.
☐ The color has smooth transitions and no white gaps.
☐ The color choice helps guide the viewer's eye to the focal point.

✔ Craftsmanship

☐ My lines are clean and purposeful.
☐ I erased construction lines and unwanted marks.
☐ Edges of objects are crisp and clear.
☐ There are no smudges, fingerprints, or unintentional marks.
☐ The artwork looks polished and carefully completed.

✔ Background & Depth

☐ My background is complete enough to support the story of the artwork.
☐ Objects overlap or change size to show depth.
☐ Foreground, middle ground, and background are clear (if included).
☐ The background is shaded with intention—not rushed.

✔ Contrast & Clarity

☐ The focal point contrasts strongly with the grayscale areas.
☐ Dark values and bright color work together to guide the eye.
☐ Nothing distracts from the focal point.
☐ The image reads clearly from a distance.

✔ Final Presentation

☐ I signed my name neatly (bottom corner).
☐ I cleaned up eraser crumbs and smudges.
☐ Edges of the paper are clean and not torn.

2D2 - Emphasis: Pop of Color Rubric

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

What You Will Do: Independent Time

Conversation	At a Level-1
Help	Ask 3 Before Me
Activities	**Final Drawing**

3 in 6 in

4 in

8 in



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

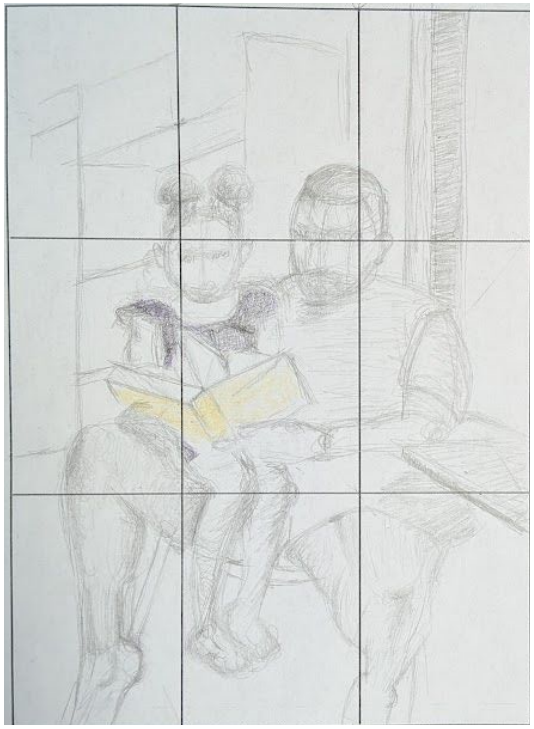
What You Will Do: Independent Time

Conversation	At a Level-0
Help	Raise Hand
Activities	**Final Drawing**

3 in 6 in

4 in

8 in



Movement	**Materials Cart**
Participation	Drawing
Not Following =	**Refocus Sheet**

Name:_____ Date:_____ Per:_____

Bellwork

2D3 Week 8-Q2

(3rd wk)

Drawing a New Reality

Directions:
Draw the prompt. You have 5 mins.

Monday

Draw open doors that show portals, oceans, forests, or other dimensions.

Tuesday

Make a stapler, chair, or cup come alive with personality.

Wednesday

You climbing a cereal box, sitting on a paintbrush, or hiding under a keyboard.

Thursday

Draw a real animal doing something human, reading, cooking, grabbing a snack, talking on the phone.

Friday

***No Bellwork**

***Complete the Agenda**

***Complete the Data Day Drawing in your sketchbook**
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 3_q2 - Agenda- This Week in Art:

Directions: Write the following Agenda in your Student Planner.

Project: **2d1 Shape- Hands** **2d2 Pop of Color** **2d3 New Reality** **Due: Nov. 5**	**Agenda** **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.*
Monday **10/26**	1. Discuss Project Expectations 2. Start Base Drawing Day 1 of 8 for Final Project
Tuesday **10/27**	1. Review Expectations 2. Continue Contour Drawing Day 2 of 8 for Final Project
Wednesday **10/28**	1. Review Expectations 2. Complete Contour Drawing Day 3 of 8 for Final Project
Thursday **10/29**	1. Review Expectations 2. Begin Color & Value Day 4 of 8 for Final Project
DATA DAY **Friday** **10/30**	1. Submit Assignments 2. Check Your Progress 3. Complete Drawing Challenge for the word: Cookie or work on the Final Project
🗓️ **Grading Schedule** ***Monday:** 1st & 2nd Period ***Tuesday:** 3rd & 4th Period ***Wednesday:** 6th & 7th Period	**This Week's Assignment Submissions** 1. Bellwork 2. Agenda 3. In Progress

2D3 – Drawing a New Reality

From Ordinary Places to Extraordinary Worlds!

OBSERVE
IMAGINE
TRANSFORM
CREATE

Standards

- **VA.68.C.1.2** – Identify and apply criteria to determine the aesthetic qualities of artwork.
- **VA.68.S.1.1** – Use visual thinking and problem-solving to create unique artworks.
- **VA.68.S.2.2** – Demonstrate planning and refining in the creation of artworks.
- **VA.68.O.2.1** – Create artwork that shows innovation in concepts and ideas.
- **VA.68.F.1.2** – Use imagination and observation together to generate creative solutions in art.

Essential Question

How can I combine observation and imagination to create a new reality?

What will I learn?

I will learn how to look at ordinary things with fresh eyes and transform a familiar place into something new and imaginative. I will practice using observation, artistic techniques, and creative thinking to create a detailed, believable artwork that combines real-life elements with unexpected ideas.

How will I learn it?

- **Observe** a real place I know (my room, school, a hallway, the lunchroom, or an everyday space).
- Look closely at its shapes, shadows, textures, and details.
- Brainstorm imaginative changes to transform that space.
- Develop sketches and plan my composition.
- Create a final drawing using details, shading, and creative problem-solving.
- Reflect and make thoughtful changes to improve my artwork.

How will I know I learned it?

On Track

I can independently combine observation and imagination to create a detailed, believable new reality.

Need Some Help

I have a creative idea but need to improve my details, composition, or artistic techniques.

Need Support

I need help developing my idea or showing how my ordinary place transforms into a new reality.

Vocabulary

Observation	Imagination	Surrealism	Transformation	Composition	Scale	Juxtaposition	Refinement
Looking closely to notice details in real life.	Creating ideas beyond what exists in reality.	Art that combines realistic and dreamlike or impossible elements.	Changing something into a different form or appearance.	How objects and elements are arranged in artwork.	The size of an object compared to other objects.	Placing unexpected things together to create a new meaning or effect.	Improving artwork by making thoughtful changes.

Project Goal

Create a detailed drawing that blends a real place with imaginative changes to make a new, unexpected reality that is unique and meaningful.

Good Artists Try New Things

ART MAKES A BRIGHTER TOMORROW

2D3 - Drawing a New Reality





Florida Visual Arts Standards

VA.68.C.1.2 – Identify and apply criteria to determine the aesthetic qualities of artwork.
VA.68.S.1.1 – Use visual thinking and problem-solving to create unique artworks.
VA.68.S.2.2 – Demonstrate planning and refining in the creation of artworks.
VA.68.O.2.1 – Create artwork that shows innovation in concepts and ideas.
VA.68.F.1.2 – Use imagination and observation together to generate creative solutions in art.

Objective: You will learn how to look at familiar things with fresh eyes so you can see details you usually overlook. By observing real objects closely—their shapes, shadows, textures, and reflections—you will strengthen the connection between your eyes and your drawing hand. Then you will use your imagination to change what you see and transform an ordinary place into a new reality. This project teaches you how to draw from life, think creatively, and turn everyday scenes into something unusual, memorable, and imaginative.

Essential Questions:

1. How do artists blend real-life observation with imagination to create a new reality?
2. How can different creative changes—like scale, materials, gravity, or character shifts—transform an ordinary place into something imaginative?
3. What choices do I need to make at the beginning of my final drawing to show both the real environment and the imaginative changes clearly?
4. How can I use details, shading, and composition to make my new reality believable, engaging, and easy for the viewer to understand?
5. What did I learn about combining observation and creativity, and how did those choices shape the final meaning of my artwork?

Summary: In this project, you will start with a real place you know—your room, a hallway, the lunchroom, or any everyday space—and learn to see it with fresh eyes. By paying close attention to its shapes, shadows, textures, and details, you'll build stronger observation skills. Then you will use your imagination to creatively change that space into a new reality. You might bend the rules of gravity, change materials, alter scale, combine unexpected ideas, or add unusual elements. Your final drawing will blend real observation with fantasy to create an artwork that is surprising, memorable, and uniquely yours.

2D3 - Drawing a New Reality - Student Examples



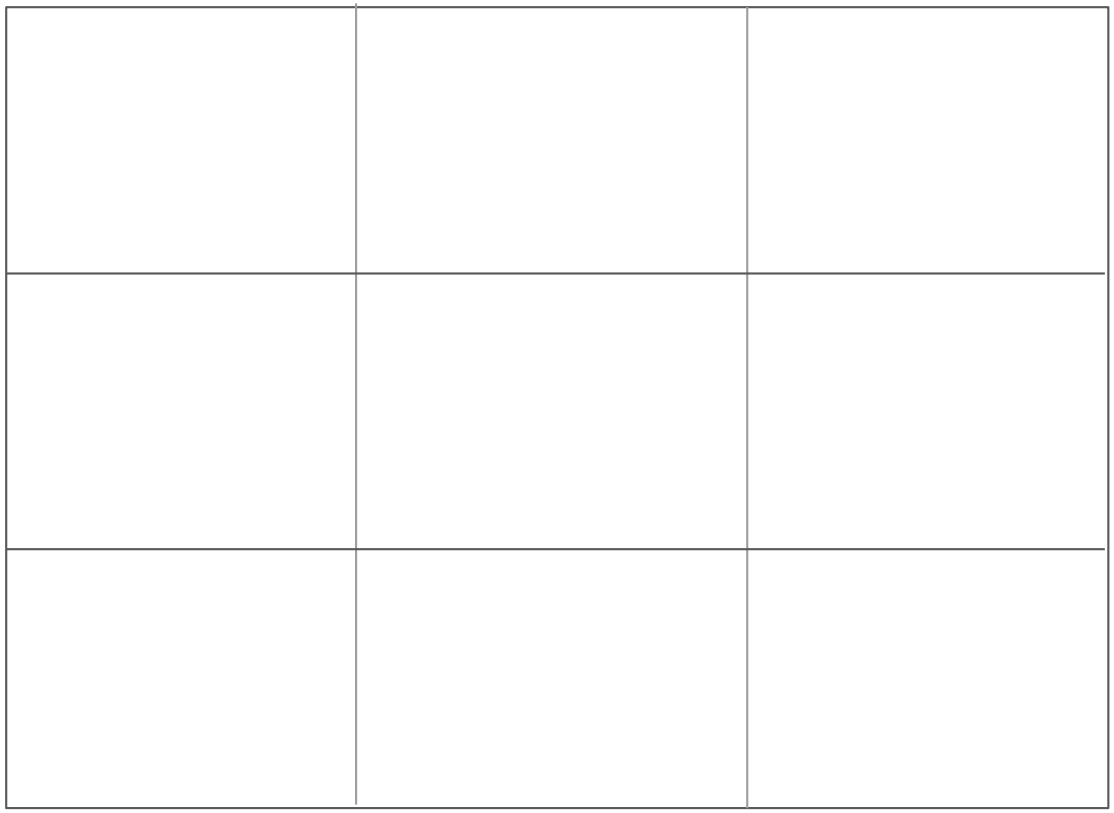




2d3 New Reality: Preliminary Sketch

Name: _____ Date: _____ Per:_____

Directions: When you choose your best thumbnail and begin your preliminary sketch, you should redraw your idea larger and with more detail. Make sure your sketch clearly shows both the real part of your space and the creative changes you are adding to create your new reality. This drawing should include accurate shapes, the main objects in the scene, clear composition, and a strong sense of space (foreground, middle ground, background, or correct perspective). Add important details that help the viewer understand the environment, but don't worry about perfect texture or shading yet—this sketch is for planning. Be sure to include where your imaginative changes will go, how they interact with the real space, and any adjustments you are making from your thumbnail to improve your idea before starting the final draft. (If you want your illustration to be portrait orientation, turn your paper.)



✅ Preliminary Sketch Checklist

Drawing a New Reality

- ❏ A recognizable real place with accurate details.
- ❏ Clear imaginative changes that transform reality.
- ❏ Creative elements blend with the real environment.
- ❏ Strong composition with perspective or depth.
- ❏ A clear focal point and important details.
- ❏ Sketch is refined and ready for the final drawing.

2d3 New Reality: Final Checklist

Name: _____ Date: _____ Per:_____

✔ REAL ENVIRONMENT (Observation-Based)
Your final drawing should clearly show the part of the artwork based on real life. Make sure you have:

☐ A recognizable real place (room, hallway, playground, lunchroom, etc.)
☐ Correct perspective OR clear foreground/middle ground/background
☐ Accurate shapes and proportions for real objects in the space
☐ Realistic details that show observation (textures, structure, placement)
☐ Consistent lighting within the real part of the scene

✔ CREATIVE TRANSFORMATION (New Reality Elements)
Your drawing must show intentional imaginative changes. Check that you included:
☐ At least 3 major imaginative changes to the real environment
☐ Creative elements that follow one or more transformations:

- Scale change
- Material change
- Gravity changes
- Fantasy characters or creatures
- Environment shifts (underwater, clouds, forest takeover, etc.)
- World-combination (two realities blended)
  - ☐ Creative elements that interact with the real space
  - ☐ Changes that are clear, intentional, and easy for the viewer to understand
  - ☐ A focal point that highlights your “new reality”

✔ DRAWING QUALITY (Craftsmanship)
Your final drawing should show effort, neatness, and control of your materials.
☐ Clean, confident linework (not scratchy or messy)
☐ Refined, intentional marks—no smudges or random lines
☐ Objects are fully drawn (not floating, incomplete, or cropped accidentally)
☐ Background and environment are included, not blank or empty
☐ The entire page is thoughtfully composed and balanced

✔ TECHNICAL SKILL (Shading, Texture, Value)
You must use the drawing techniques taught in class.
☐ A complete value range (lights, mid-tones, darks)
☐ Shadows that match the light source
☐ Shading shows form (roundness, depth, dimension)
☐ Textures are added where needed (wood, metal, fabric, water, clouds, etc.)
☐ Depth is shown using overlap, size change, atmospheric perspective, or value shifts

✔ NEW REALITY INTEGRATION
Your artwork should blend the real and imaginary parts seamlessly.
☐ Real and creative elements combine into ONE believable scene
☐ Your transformations enhance the space instead of distracting from it
☐ The scene feels magical, surreal, or transformed—but still grounded in reality
☐ The drawing tells a story or gives a clear mood/atmosphere

✔ COMPLETION REQUIREMENTS
Before turning it in, check that:
☐ You followed your preliminary sketch (or improved it intentionally)
☐ You filled the space thoughtfully—no large empty areas unless purposeful
☐ You reviewed and refined every major object in your drawing
☐ You used the full class time over the 2 weeks
☐ Your name, class period, and title are on the back
☐ Your drawing is ready to upload to Artsonia

Drawing a New Reality Rubric

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

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.