

## What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork

Week 2 -Monday 1/13/20

Title: Fine Artist: Maria

Year Made: 2017

### Directions:

Divide your paper in your sketchbook, into six squares. (Use your own paper if you didn't pay your art fee.) In one of the boxes label it Describe and then describe the work of art as if the person had never seen it before. Refer to the elements of art, subject of the artwork, objects in the work, location, and sensory qualities.



Movement	Materials Counter
Participation	Writing-No Phone
Sound	Instructor's Music

## What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork

Week 2 -Monday 1/13/20

Título: Fine

Artist: Maria

Año de fabricación: 2017

Direcciones:

Divide tu papel en tu cuaderno de dibujo, en seis cuadrados. (Use su propio papel si no pagó su tarifa de arte). En una de las cajas, etiquétela Describe y luego describe la obra de arte como si la persona nunca la hubiera visto antes. Consulte los elementos del arte, el tema de la obra de arte, los objetos en el trabajo, la ubicación y las cualidades sensoriales.



Movement	Materials Counter
Participation	Writing-No Phone
Sound	Instructor's Music

**(Write what's in Red!)**

## **W.A.P. S. Week 2 q2**

**Monday 1-13-20**

**Essential Question:** **EQ:** How does your illustrations support the word you chose?

### **What will I learn:**

Use the structural element, shape, and the organizational principles of design in works of art to establish an interpretive work of art.

### **How I will learn it? (Agenda)**

- Discuss Artist Statement
- Complete It

### **How do I know I learned it?**

If you can score at least a 3 on the scale for the following:

#### **Theme: Your Word**

Student fills the space and shows good evidence of the theme.

#### **Technique: Realistic Hands in ASL**

Student Fills the space and shows good evidence of a technique.

#### **Elements and Principles of Design**

Student shows **good** evidence of Contrast in a balanced design.

**Followed Directions** Student followed directions of assignment creatively. Also, follows Art Room Rules.

#### **Craftsmanship**

Student's artwork appears thoughtfully planned; very neatly done; shows unity; "Hanging Quality Work."

4 A Above Expectations

3 B - Met Expectations

2 C - Approaching Expectations

1 D - Below Expectations

#### **Vocabulary:**

**Shape** - In terms of art, shape is a closed contour or a defined area.

**Geometric Shapes (Regular)** - Shapes that usually can be defined by a mathematical formula, usually have a name associated with them, and are typically man-made. (examples: circle, square, triangle)

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**Negative Shapes** - Shapes defined by areas around the objects of interest in an artistic composition. (Also called negative space)

# Artist Statement Questions for Drawing Hands with Shapes:

Answer the following questions in a complete sentence by restating the question in your answer:

1. What word did you choose to spell in ASL? Why?
2. How are you showing contrast with the use of graphite? (talk about the midtone, core shadow, & highlights)
3. What part of the picture shows the best representation of your shading skills?
4. How is your composition creative and different from other works of art?
5. What would you change if you were to create it again? Why?
6. What are some of the concepts you learned while creating this artwork?

If you wrote the essays then, you will draw on your notebook paper the following:

Draw your telephone (landline, cell, old-fashioned?)



## Artist Statement Questions:

Responda las siguientes preguntas en una oración completa repitiendo la pregunta en su respuesta:

1. ¿Qué palabra elegiste deletrear en ASL? ¿Por qué?
2. ¿Cómo muestra contraste con el uso de grafito? (habla sobre el tono medio, la sombra central y los resaltados)
3. ¿Qué parte de la imagen muestra la mejor representación de tus habilidades de sombreado?
4. ¿Cómo es su composición creativa y diferente de otras obras de arte?
5. ¿Qué cambiarías si fueras a crearlo nuevamente? ¿Por qué?
6. ¿Cuáles son algunos de los conceptos que aprendiste al crear esta obra de arte?

Si escribió los ensayos, dibujará en el papel de su cuaderno lo siguiente:

Dibuja tu teléfono (teléfono fijo, celular, anticuado?)



## What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork

### Week 2 -Tuesday 1/14/20

**Title:** Fine **Artist:** Maria

**Year Made:** 2017

### Directions:

**Analyze** this work. How is the work organized using the elements of art and the principles of design. How do the elements and principles of design work together? How does the artist use the elements and principles to get your attention? What is the composition?



Movement	Materials Counter
Participation	Writing
Sound	Instructor's Music

## What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork

Week 2 -Tuesday 1/14/20

Título: Fine

Artist: Maria

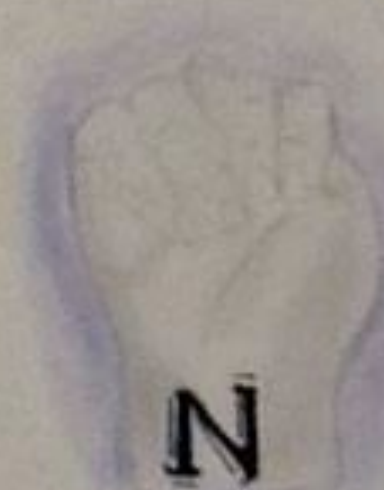
Año de fabricación: 2017

Direcciones:

Analiza este trabajo. Cómo se organiza el trabajo utilizando los elementos del arte y los principios del diseño. ¿Cómo funcionan juntos los elementos y principios del diseño? ¿Cómo usa el artista los elementos y principios para llamar su atención? ¿Cuál es la composición?



Movement	Materials Counter
Participation	Writing-Go to <a href="https://www.katundra.com">Katundra.com</a>
Sound	Instructor's Music





**Directions: Copy what is in Red on your paper**

**Instrucciones: Copie lo que está en rojo en su papel**

## W.A.P. S. Week 2 q3

**Tuesday 1-14-20**

**Essential Question: EQ: How is art a form of communication?**

### What will I learn:

The process of sharing and reflecting enables one to better understand and appreciate art.

### How I will learn it? (Agenda)

-Start Critique Using TAG

### How do I know I learned it?

If you can score at least a 3 on the scale for the following:

#### Theme: Your Word

Student fills the space and shows good evidence of the theme.

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#### Elements and Principles of Design

Student shows **good** evidence of Contrast in a balanced design.

Followed Directions Student followed directions of assignment creatively. Also, follows Art Room Rules.

#### Craftsmanship

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#### Vocabulary:

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# 1/14 Class Critique Using TAG

## Directions:

1. Use the small manila paper and at the top write Critic and then your name.
2. Next under Critic write Artist.
3. Under Artist write T
4. Under T write A
5. and Under A write G.
6. Repeat this on another paper.

For Example:

Critic:

Artist:

T-

A-

G-

## **TAG** Peer Review



**Tell** the artist  
something you like.



**Ask** the artist a  
question.



**Give** the artist a  
suggestion.

## What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork

Week 2 -Tuesday 1/14/20

NO BELLWORK DUE TO EARLY RELEASE DAY

Movement	Materials Counter
Participation	Writing-
Sound	Instructor's Music

**Directions: Copy what is in Red on your paper**

**Instrucciones: Copie lo que está en rojo en su papel**

**W.A.P. S. Week 2 q3**

**Wednesday 1-15-20**

**Essential Question: EQ: What can we learn from studying art?**

**What will I learn:**

The process of sharing and reflecting enables one to better understand and appreciate art.

**How I will learn it? (Agenda)**

**-Use the Rubric and grade your work and your peer's work**

**How do I know I learned it?**

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## What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork

### Week 2 -Thursday

#### Directions:

Label Thursday's box with sketch and Sketch the artwork. Start sketching the large shape and then focus on the smaller parts.

Direcciones:

Etiquete la caja del jueves con boceto y dibuje la obra de arte. Comienza a dibujar la forma grande y luego enfócate en las partes más pequeñas.



Movement	Materials Counter
Participation	Writing-No Phone
Sound	Instructor's Music

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**Instrucciones: Copie lo que está en rojo en su papel**

## W.A.P. S. Week 2 q3

Thursday 1-16-20

**Essential Question: EQ:** How does collaboratively reflecting on a work help us experience it more completely?

### What will I learn:

The process of sharing and reflecting enables one to better understand and appreciate art.

### How I will learn it? (Agenda)

- Use the Rubric and grade your work and your peer's work
- Continue Class Critique using TAG

### How do I know I learned it?

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# 1/15 TAG Critique

## Directions:

You will TAG at least 4 different works of art. After you write down the comments upload all four TAGs together under **Stewart\_TAG Your Comment**. When you are done place them next to the artist's artwork, so that they can keep the comment. When everyone is done adding comments, go find your work of art. Place all of the comments together, take a picture, and upload it to **Stewart\_TAG Peer Comment**

## Direcciones:

Etiquetará al menos 4 obras de arte diferentes. Después de escribir los comentarios, cargue los cuatro TAG juntos en Stewart\_TAG Su comentario. Cuando haya terminado, colóquelos junto a la obra de arte del artista, para que puedan guardar el comentario. Cuando todos hayan terminado de agregar comentarios, ve a buscar tu obra de arte. Coloque todos los comentarios juntos, tome una foto y cárguela en Stewart\_TAG.

Critic:

Artist:

T-



**Tell** the artist something you like.

A-



**Ask** the artist a question.

G-



**Give** the artist a suggestion.



# How to Set-up Your TAG

## Directions:

1. Use the small manila paper and at the top write Critic and then your name.
2. Next under Critic write Artist.
3. Under Artist write T
4. Under T write A
5. and Under A write G.
6. Repeat this on another paper.

For Example:

Critic:

Artist:

T- Tell the artist something you like.

A- Ask the artist a question.

G-Give the artist a suggestion.

Crítico:

Artista:

T- Dile al artista algo que te guste.

A- Hazle una pregunta al artista.

G-Dar una sugerencia al artista.

# 1/15 TAG Critique

## Step by Step Directions:

1. Remove everything from the table.
2. Place Artwork on the table.
3. Obtain a scrap paper to write your comment.
4. Walk around the tables and look at the artwork.
5. Write a TAG for four different art works.
6. Take a picture of your 4 comments side by side and upload to **Stewart\_TAG Your Comment**

Critic:  
Artist:

T- Tell the artist something you like.

A- Ask the artist a question.

G-Give the artist a suggestion.

Crítico:  
Artista:

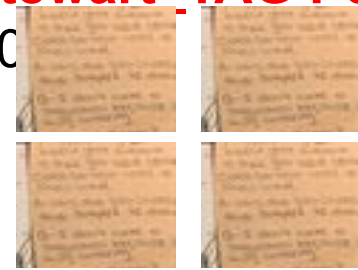
T- Dile al artista algo que te guste.

A- Hazle una pregunta al artista.

G-Dar una sugerencia al artista.

7. When you are done place them next to the artist's artwork, so that they can keep the comment.

8. When everyone is done adding comments, go find your work of art. Place all of the comments together, take a picture, and upload it to **Stewart\_TAG Peer Comment** (50



9. When we're done grade your peer's art and then grade your own. After the rubric is completed place it in the drawer "Work to Be Graded" for your period.

10. When you're done with everything Draw a favorite tool.



## What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork <u>Week 2 -Friday</u>

### Directions:

**Judge** this work. What do you think about the artwork? What is the best part of the work? What are the weaknesses of the work? How did the artist communicate his/her idea? Would you choose to hang this artwork in your room? Why?

### Direcciones:

Juzga este trabajo. ¿Qué opinas de la obra de arte? ¿Cuál es la mejor parte del trabajo? ¿Cuáles son las debilidades del trabajo? ¿Cómo comunicó el artista su idea? ¿Elegirías colgar esta obra de arte en tu habitación? ¿Por qué?



Movement	Materials Counter
Participation	Writing-No Phone
Sound	Instructor's Music

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## W.A.P. S. Week 2 q3

**Friday 1-17-20**

**Essential Question: EQ: How and why might criteria vary?**

### What will I learn:

The process of sharing and reflecting enables one to better understand and appreciate art.

### How I will learn it? (Agenda)

- Complete the grading process
- Draw your favorite tool

### How do I know I learned it?

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# 1/16 Grading and Drawing

## Directions for the TAG Critique:

You will TAG at least 4 different works of art. After you write down the comments upload all four TAGs together under **Stewart\_TAG Your Comment**. When you are done place them next to the artist's artwork, so that they can keep the comment. When everyone is done adding comments, go find your work of art. Place all of the comments together, take a picture, and upload it to **Stewart\_TAG Peer Comment**

## Directions for Grading Drawing Hands with Shapes:

Pair up with your peer and grade your project. Exchange your project and rubric. Write your name where it says "Peer's Name." Then write the score they deserve for the assignment. When they're done grading your work exchange back and then grade yourself. Finally turn the rubric sheet in the "Work to Be Graded" drawer, so that I can write my grade.

## Directions for Grading the 2 Essays:

Pair up with your peer and grade your project. Exchange your essays and rubric. The rubric has a front and backside. Write your name where it says "Peer's Name." Then write the score they deserve for the essay. When they're done grading your work exchange back and then grade yourself. Finally turn the rubric sheet in the "Work to Be Graded" drawer, so that I can write my grade.

## Directions for Drawing Your Favorite Tool:

When you're done with everything draw your favorite tool, be crea

Critic:

Artist:

T-



**Tell** the artist something you like.

A-



**Ask** the artist a question.

G-



**Give** the artist a suggestion.

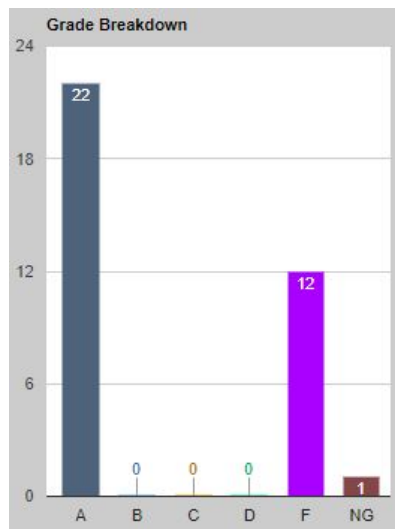
### Essay Rubric

Name: \_\_\_\_\_ Peer's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

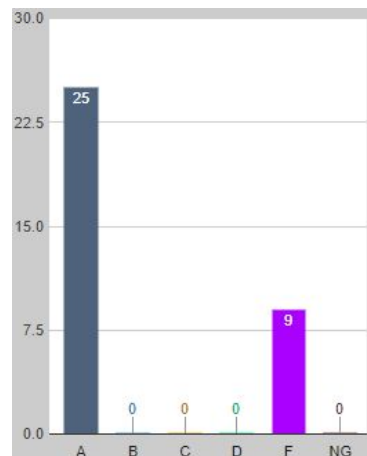
Directions: Read over the rubric and write the deserving number for each criteria.	4 (40 pts) Above Standard	3 ( 35 pts) Met Standard	2 ( 30 pts) Approaching Standard	1 (25 pts) Below Standard	0 Falls Far Below	Peer Grade	Your Grade	Teacher Grade
Organization	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Does not meet objective.			
Level of Content	Content indicates synthesis of ideas, in depth analysis and evidences original thought and support for the topic.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Does not meet objective.			
Development	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points are present with limited detail and development. Some critical thinking is present.	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	The piece shows no evidence of originality.			
Grammar & Mechanics	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Does not follow directions of assignment.			
Craftsmanship (Neatness)	Appears thoughtfully planned; very neatly done; shows unity; "Hanging Quality Work."	With a little more effort, the work could have been outstanding; lacks the "finishing touches."	Appears unplanned, somewhat careless and messy.	Shows below average craftsmanship, lack of pride in finished work.	Appears messy and careless.			
Uploaded the Recorded Essay to Artsonia	YES		NO					

# Week 1 Grades Update

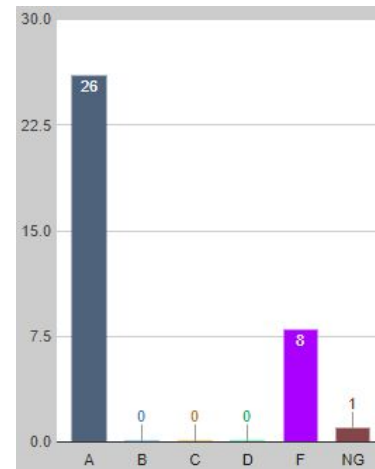
1st Per. - 85%



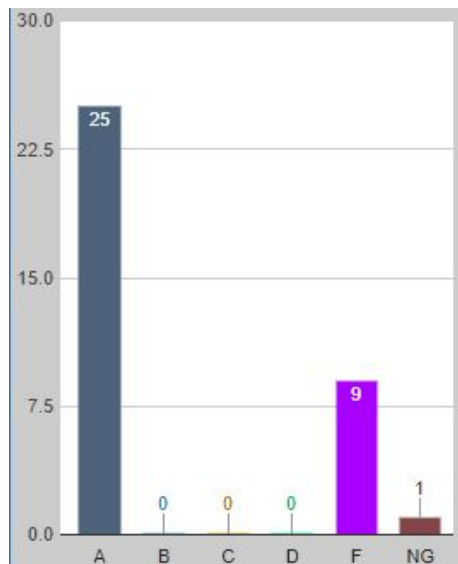
2nd Per. - 86%



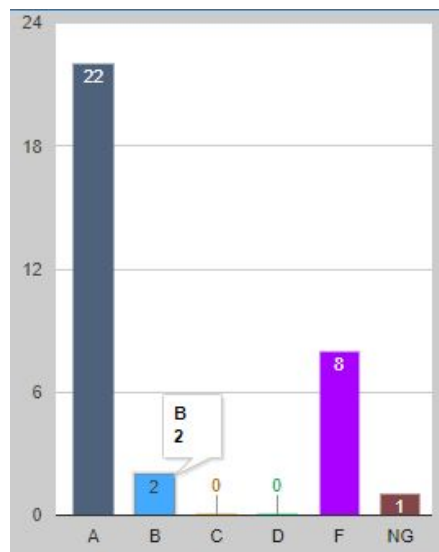
3rd Per.-97%



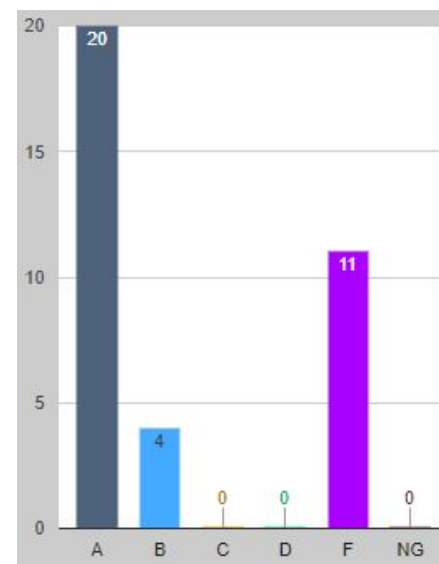
4th Per. - 95%



6th Per.-93%



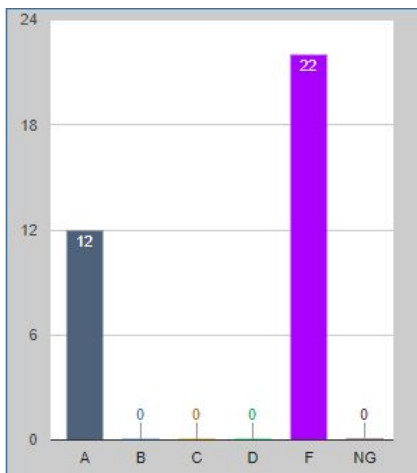
7th Per.-87%



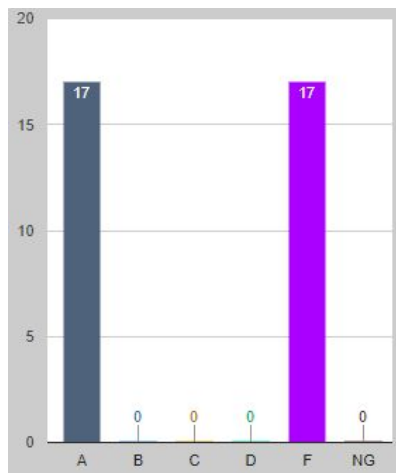


# Week 1 Grades

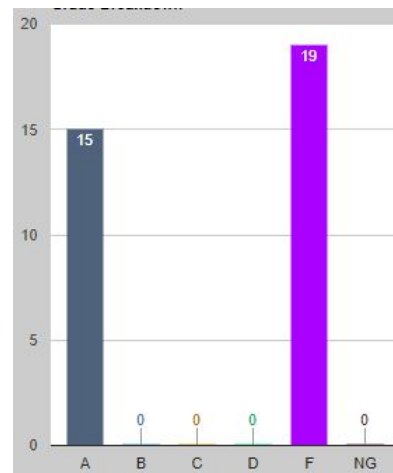
1st Per. - 60%



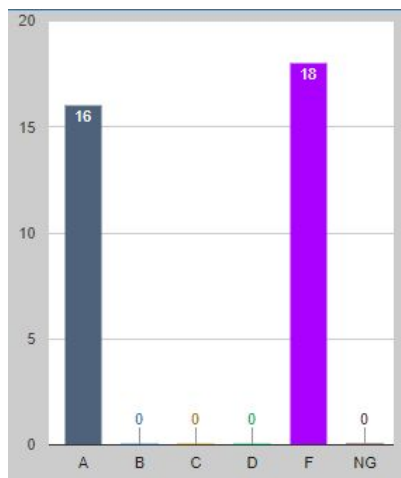
2nd Per. - 67%



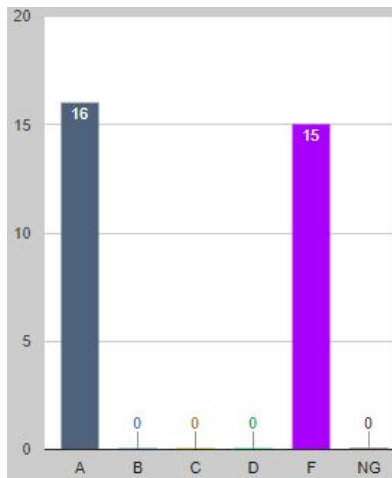
3rd Per.-71%



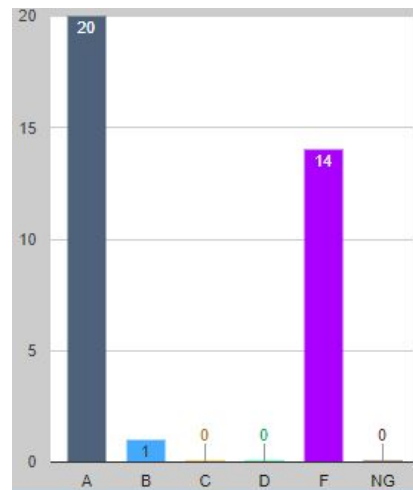
4th Per. - 72%



6th Per.-77%

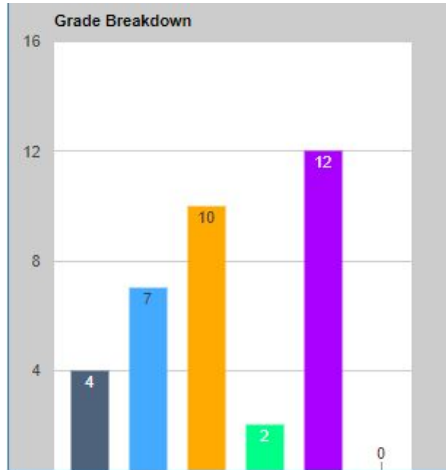


7th Per.-88%

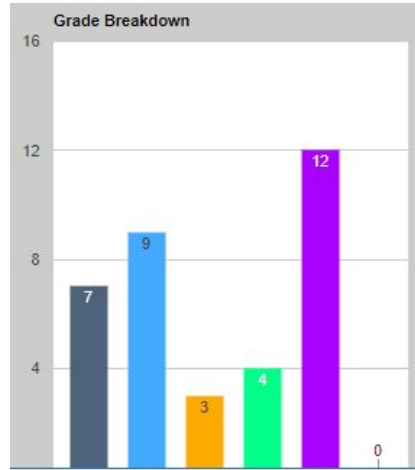


# Weeks 1- 9 Grades

1st Per. - 62%



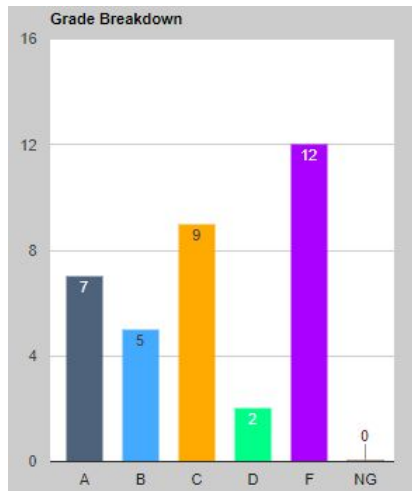
2nd Per. - 65%



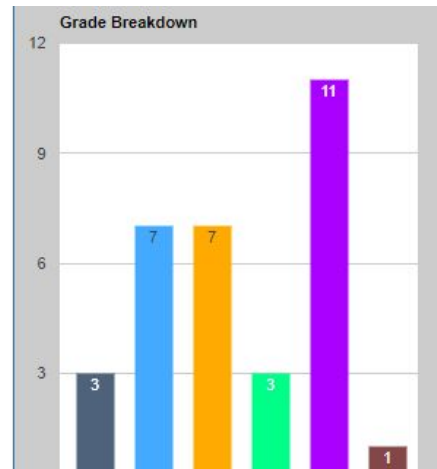
3rd Per.-66%



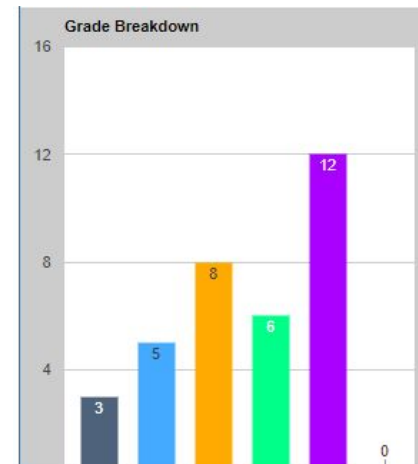
4th Per. - 64%



6th Per.-62%



7th Per.-62%



## Reminders in Art:

### General Info:

- If you were absent, excused or unexcused you need to make-up your work. You can find the assignments at [Katundra.com](http://Katundra.com)
- Pay your Cash Art Lab Fee to participate in the art projects by Oct. 31st.  
\$25 or \$20( if you are in another Art Class)
- Art Club on ThursdayS from 2-3 pm in Rm 2-113
- IF you don't have an A or B by the end of the grading period, then in the next quarter you will not have phone privileges during class

### Artsonia Uploads for Quarter 3:

#### Week 1:

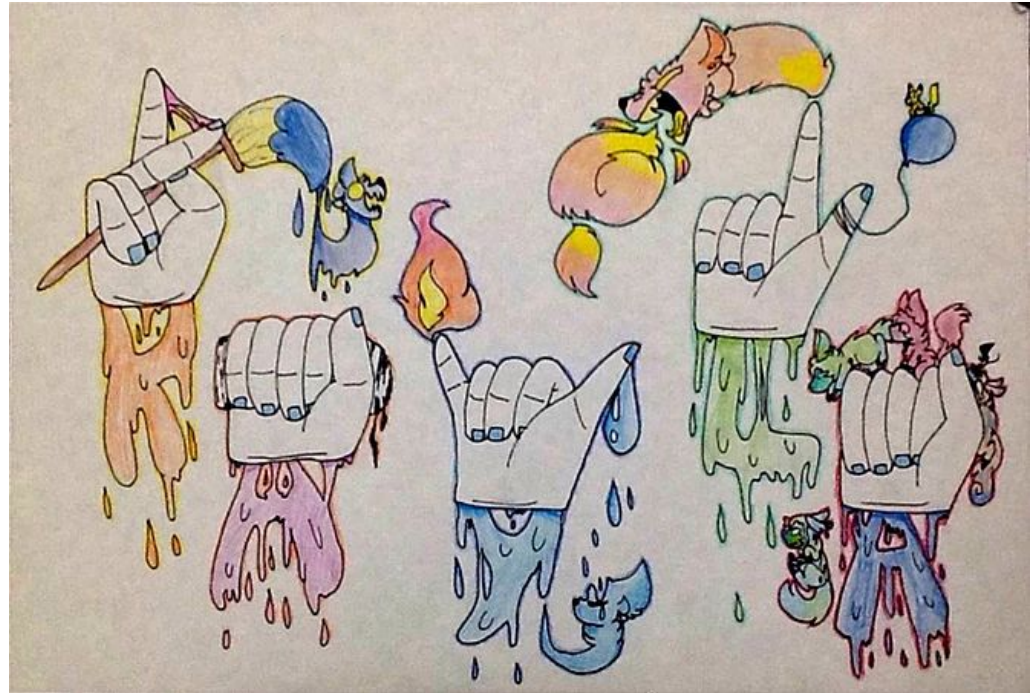
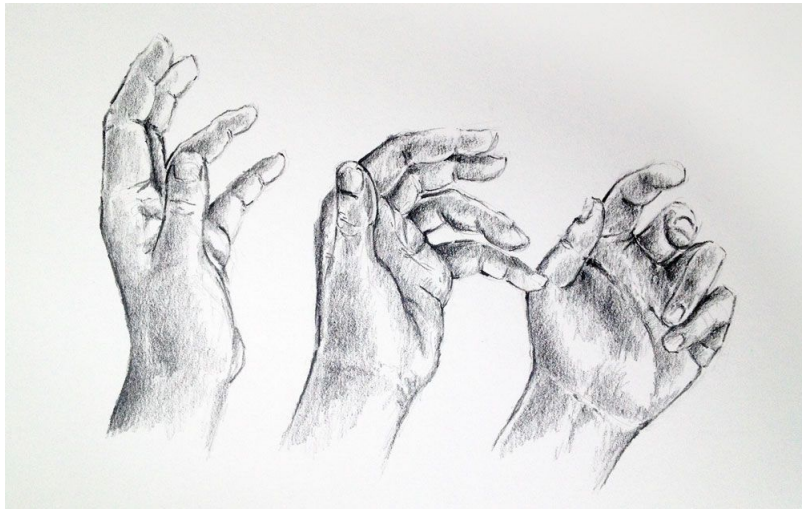
1. Stewart Week 09\_q2 Bellwork(1) (Window closes 1/10 @ 11:59 p
2. **Stewart Week 01\_q3 WAPS (1)** Window Closes 1/10 @ 11:59 p
3. Stewart 1/10 Final Drawing Hands with Shapes Window Closes 11/10 @ 11:59p

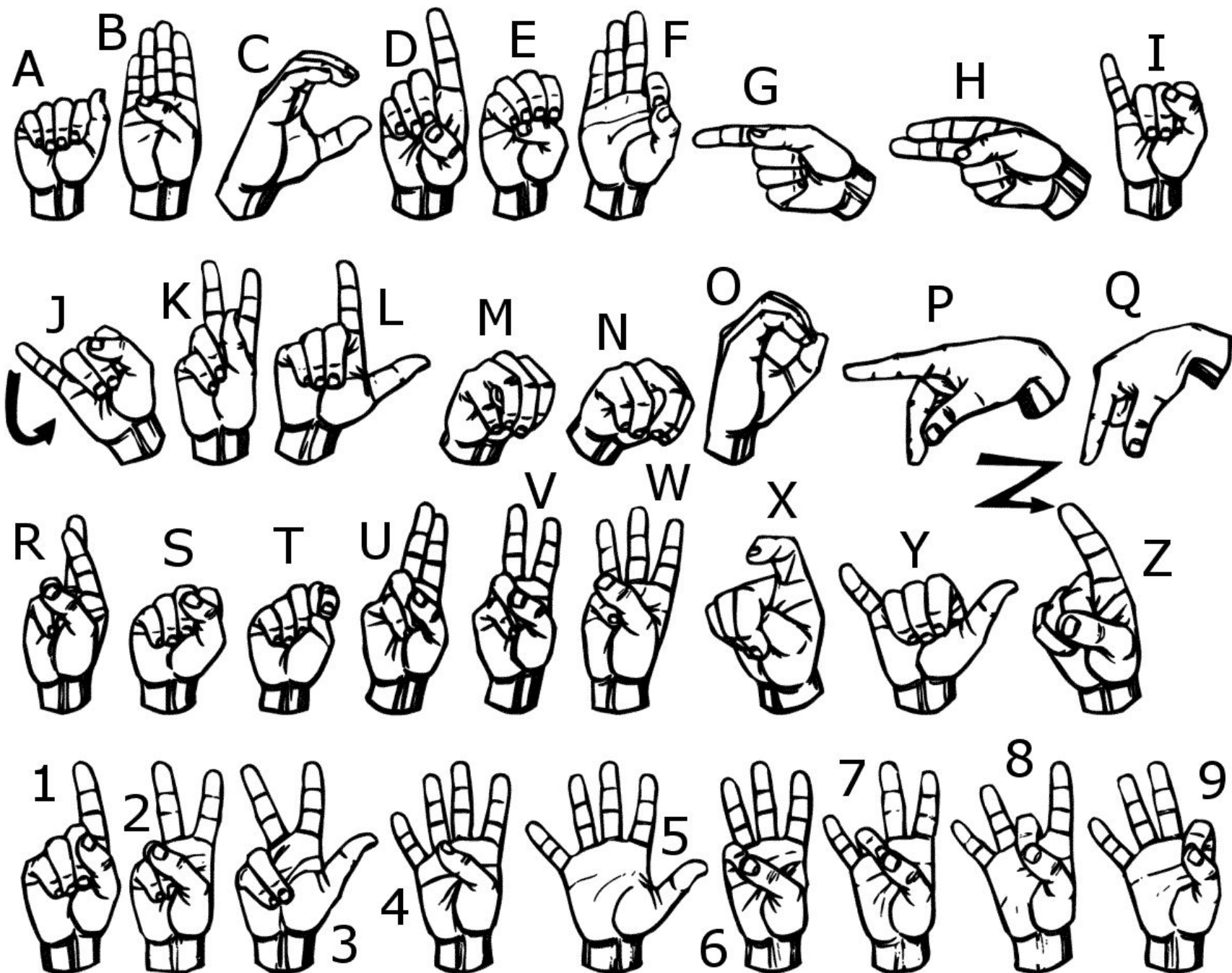
#### Week 2:

4. Stewart Week 01\_q3 Bellwork(1) (Window closes 1/17 @ 11:59 p
5. Stewart 1/13 Draw Your Telephone Window Closes 1/17 @ 11:59p
6. Submit Artist Statement with Final Drawing Hands with Shapes 1/14 @11:59p
7. **Stewart\_TAG Peer Comment** Window Closes 1/16 @ 11:59 p
8. **Stewart\_TAG Your Comment** Window Closes 1/16 @ 11:59 p
9. **Stewart Week 02\_q3 WAPS (1)** Window Closes 1/10 @ 11:59 p

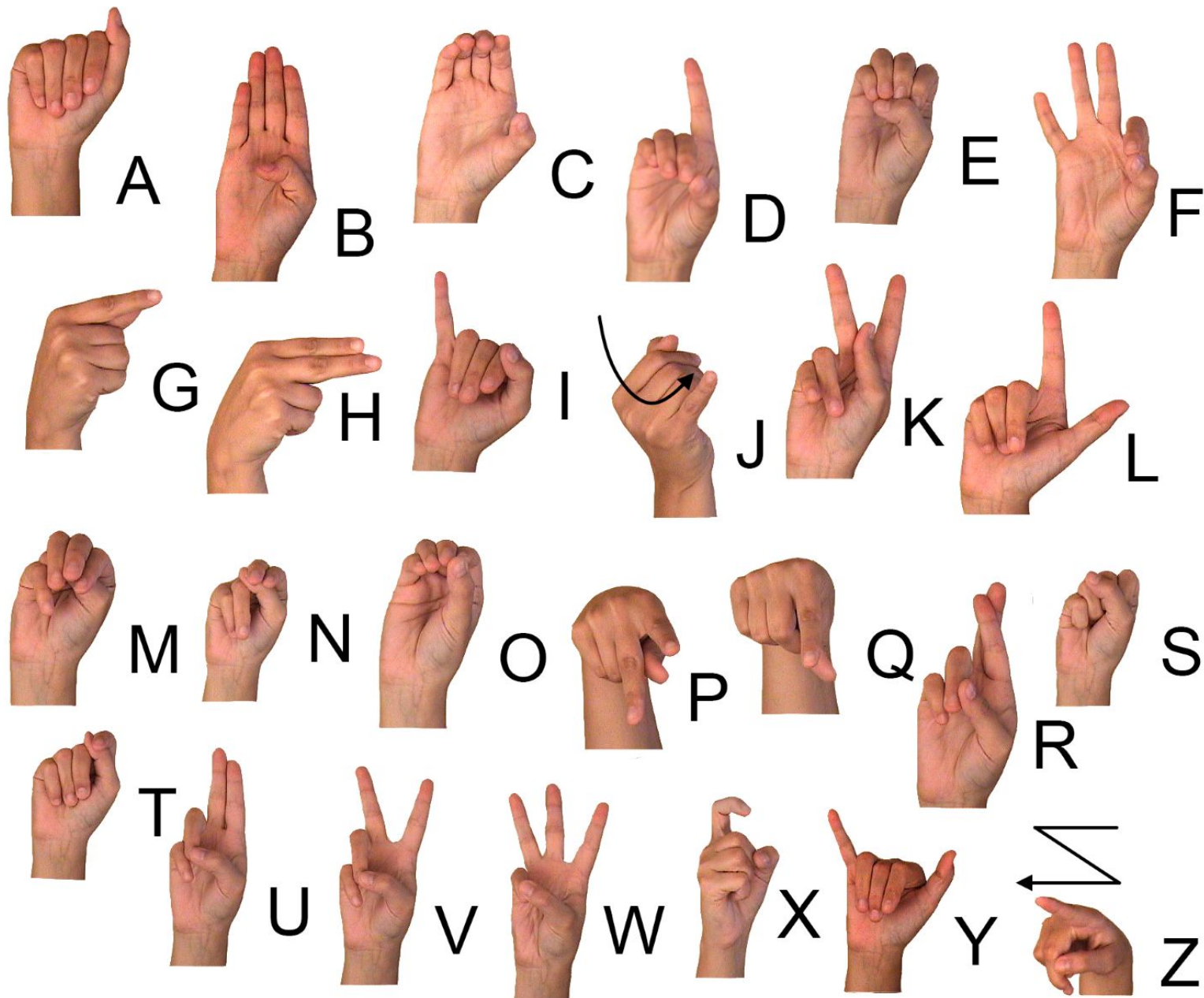
# Drawing Hands with Shapes Project:

Students will draw their hand in a 3-5 different sign language positions, focusing on the shapes that make up the hand. Student must use a 3-5 letter word develop a theme/ concept for the hand positions. They will also provide at least 3 illustrations to support the word. Students will work on white drawing paper and will finish the image using soft graphite. (See project example below.)









## Alternative Art Assignment:

(Starts after the current project-Nov.11 )

You will write two, 5 paragraph expository essays, on two different topics. You will use the theme for the project and explain how you would draw it on the picture plane. You will explain what you would put in the foreground, middle ground, and background; along with how you would use the art technique you learned.

1. During Week 1: You will complete a mind map for the project theme. (25 pts)
2. During Week 1: You will create an outline for each essay. (50 pts)
3. During Week 2 and Week 3: You will write Two 5- paragraph essays . (One is due at the end of the week) (200 pts)
4. During Week 4: Exchange the essays with a peer (someone else doing this assignment) and do peer editing. (50 pts)
5. During Week 4: Upload a video of you reading your essay to Artsonia. Turn in the physical copy to me. (100 pts)

If you pay your fee during one of the steps you must complete the step before moving on.



# **Classroom Changes for Quarter 3:**

## **Backpacks:**

**Your backpacks will be stored in the storage closet, under your assigned Table #. Your phones and headphones should be there as well.**

## **Phones**

**If you have an A OR B from Quarter 2 then you have the privilege to use your phone.**

**\*If you're not part of this group and your phone is out then you will be dismissed from the class for insubordination.**

## **Moving Around**

**There's no moving around during Activity Time until your class grade is at least a 75% at the time of Progress Reports.**

## What You Will Do: (5 MINS)- Reflection

Conversation	At a Level-1.
Help	You can raise your hand to receive help on the...
Activities	Upload and Reflection

### UPLOAD ANY ASSIGNMENT THAT IS DUE to Artsonia ZWSYFKRS

#### Week 2:

#### Directions:

1. Tell me about your work day in a complete sentence for example: what did you learn, what challenges or success you faced, etc.

2. How well do you understand the learning goal?

1-Not at All 2 3 4 Very Well - I can explain it to someone else

3. How did you work during the activity

1 Relied on Teacher's Assistance, 2 Relied on Peers Assistance, 3 Independently, 4 Innovatively (You understand and you can help someone else)

1. Stewart Week 01\_q3 Bellwork(1) (Window closes 1/17 @ 11:59 p
2. Stewart 1/13 Draw Your Telephone Window Closes 1/17 @ 11:59p  
This is only for the students who completed the 2 essays
3. Submit Artist Statement with Final Drawing Hands with Shapes 1/14 @11:59p
4. Stewart\_TAG Peer Comment Window Closes 1/16 @ 11:59 p
5. Stewart\_TAG Your Comment Window Closes 1/16 @ 11:59 p
6. Stewart Week 02\_q3 WAPS (1) Window Closes 1/17 @ 11:59 p

Movement	None
Participation	Writing

## 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	
2	PORTFOLIO ADVISOR
3	MATERIALS MANAGER
4	SKETCHBOOK SUPERVISOR
1	WASTE WATCHDOG

Movement Moving around the tables

Participation Cleaning



During this Activity I should Hear and See:

	0	1	2	3
CONVERSATION				
HELP	RAISE YOUR HAND	ASK YOUR NEIGHBOR	ASK 3 Peers BEFORE ME	ASK NEW STUDENT
ACTIVITIES	PRESENTATION & INSTRUCTION	INDEPENDENT WORK	PARTNER WORK	GROUP WORK
MOVEMENT	NONE	Move to Materials Counter	Move to Materials Counter & Computers	Move Around The Tables
PARTICIPATION	RAISE YOUR HANDS	DRAWING, WRITING & READING	SPEAKING	DISCUSSING
SOUND	No Music	Personal Music	Class Choice Music	Mrs. Stewart Music