

What You Will Do: (5 MINS)

Conversation

Level-0

Help

Raise Your Hand

Activities

Bellwork

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.

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 describa 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

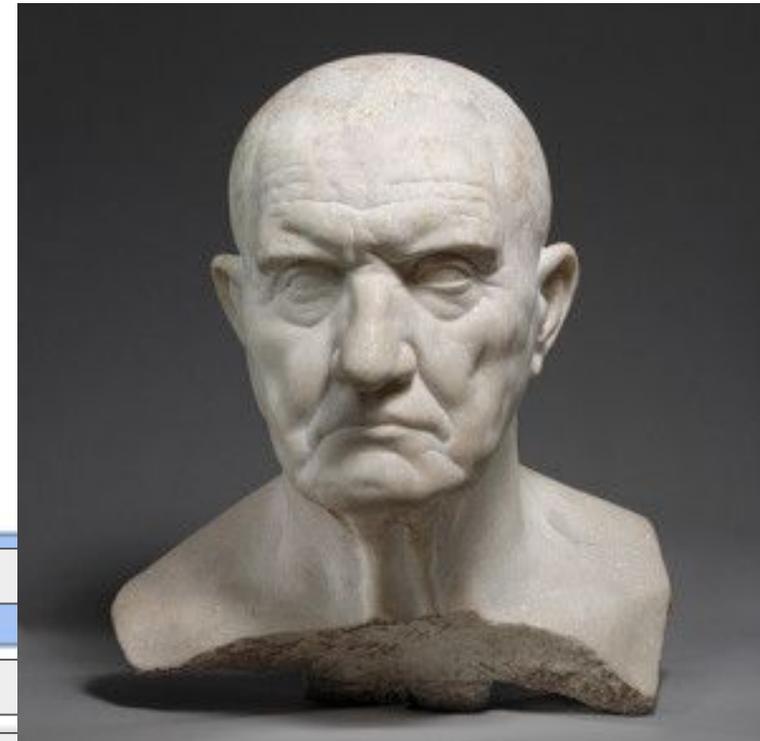
Instructor's Music

Week 4 -Monday 1/27/20

Title: "Portrait Bust of a Man"

Artist: Republican Roman

Year Made: 1st Century BC



Directions: Answer the EQ and copy the agenda.

Instrucciones: Responda el EQ y copie la agenda.

W.A.P. S. Week 4 q3

Monday 1-27-20

Essential Question: EQ: How would you describe an object that has length, width, and height?

What will I learn:

The student will learn the differences between shape and form. The student will learn the basic shadow structure on an object and will learn how to apply this structure to objects in a drawing

How I will learn it? (Agenda)

- Discuss Form and Watch Video
- Take Notes & Complete Form Exercise

How do I know I learned it?

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

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)

Vocabulary:

Form - In terms of art, form refers to objects that have length, width, and height. 3-Dimensional objects.

Geometric Forms (Regular) - Forms that usually have a name associated with them, and are typically man-made. (examples: sphere, cube, pyramid)

Organic Forms (Freeform) - Forms that usually don't have a specific name associated with them, and are usually not man-made.

Highlight - Area(s) on objects where light is directly hitting.

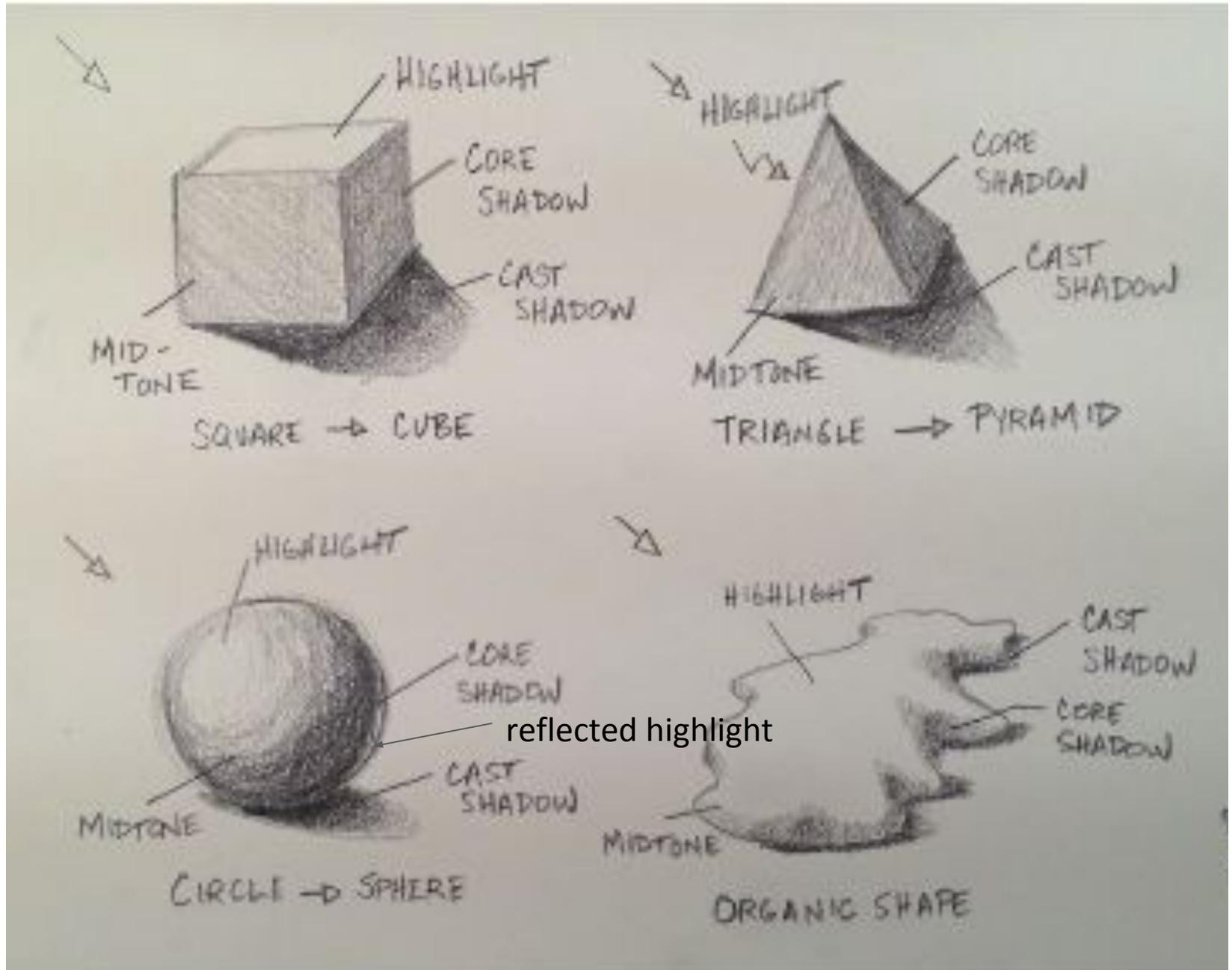
Midtone - The middle value of the local color of the object.

Core Shadow - Area(s) on objects that are shaded or in shadow.

Cast Shadow - Area(s) on surrounding objects that are in shadow because of blocked light.

Reflected Highlight - Area(s) on objects that are lighter because of light reflected off of surrounding objects.

Stewart 1 27 Form Exercise (upload to Artsonia)



What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork

Week 4 -Tuesday 1/28/20

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?

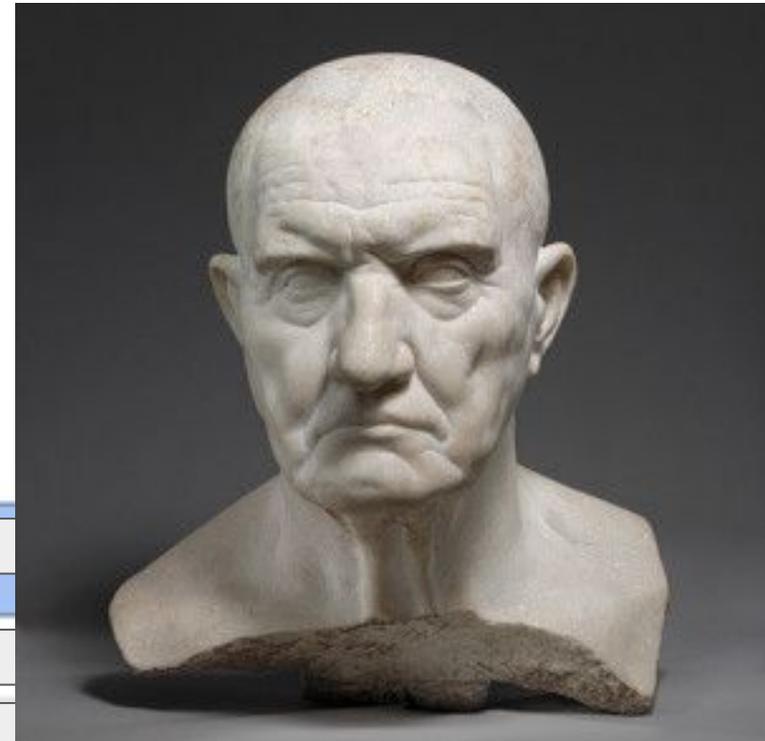
Direcciones:

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 utiliza el artista los elementos y principios para llamar su atención? ¿Cuál es la composición?

Title: "Portrait Bust of a Man"

Artist: Republican Roman

Year Made: 1st Century BC



Movement	Materials Counter
Participation	Writing
Sound	Instructor's Music

Directions: Answer the EQ and copy the agenda.

Instrucciones: Responda el EQ y copie la agenda.

W.A.P. S. Week 4 q3

Tuesday 1-28-20

Essential Question: EQ: How would you describe an object that has length, width, and height?

What will I learn:

The student will learn the differences between shape and form. The student will learn the basic shadow structure on an object and will learn how to apply this structure to objects in a drawing

How I will learn it? (Agenda)

- Take Notes additional notes on Form
- Complete Form Exercise

How do I know I learned it?

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

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)

Vocabulary:

Form - In terms of art, form refers to objects that have length, width, and height. 3-Dimensional objects.

Geometric Forms (Regular) - Forms that usually have a name associated with them, and are typically man-made. (examples: sphere, cube, pyramid)

Organic Forms (Freeform) - Forms that usually don't have a specific name associated with them, and are usually not man-made.

Highlight - Area(s) on objects where light is directly hitting.

Midtone - The middle value of the local color of the object.

Core Shadow - Area(s) on objects that are shaded or in shadow.

Cast Shadow - Area(s) on surrounding objects that are in shadow because of blocked light.

Reflected Highlight - Area(s) on objects that are lighter because of light reflected off of surrounding objects.

see the attached presentation on Form

What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork

Directions:

Interpret this work. What do you think the artist was trying to say? Why did the artist create this artwork? What do you think it means? What feelings do you have when looking at this artwork? Do you think there are things in the artwork that represent other things - symbols?

Direcciones:

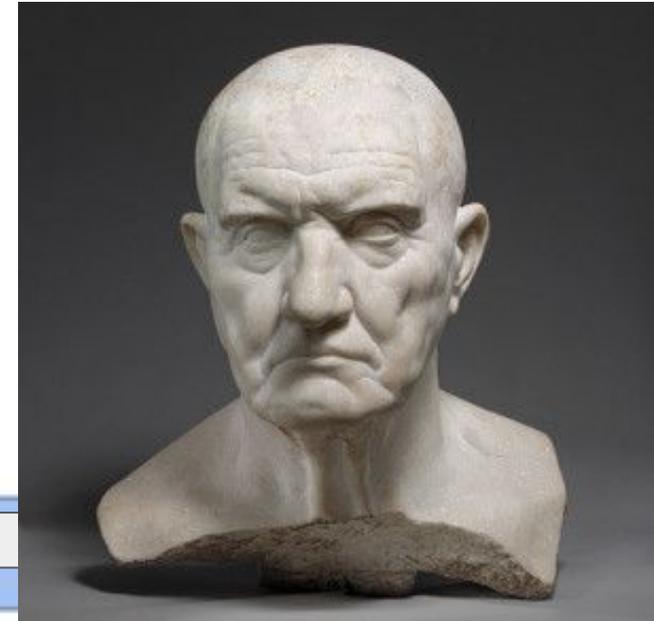
Interpreta este trabajo. ¿Qué crees que el artista estaba tratando de decir? ¿Por qué el artista creó esta obra de arte? ¿Qué crees que significa? ¿Qué sentimientos tienes cuando miras esta obra de arte? ¿Crees que hay cosas en la obra de arte que representan otras cosas? - símbolos?

Week 4 -Wednesday

Title: "Portrait Bust of a Man"

Artist: Republican Roman

Year Made: 1st Century BC



Movement	Materials Counter
Participation	Writing-No Phone

Sound	Instructor's Music
-------	--------------------

Directions: Answer the EQ and copy the agenda.

Instrucciones: Responda el EQ y copie la agenda.

W.A.P. S. Week 4 q3

Wednesday 1-29-20

Essential Question: EQ: How are tints and shades different?

What will I learn:

The student will learn the concept of value in terms of art. The student will learn the importance of value in the development of drawings and paintings

How I will learn it? (Agenda)

- Take Notes notes on Value
- Complete Value Scale

How do I know I learned it?

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

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)

Vocabulary:

Value - In terms of art, value is the darkness or lightness of a color.

Tints - Tints are lighter values of a color.

Shades - Shades are darker values of a color.

Light Source - Location from which light is emitted.

Chiaroscuro - A drawing and painting effect of applying contrasting values in order to create the illusion of light source.

In terms of artistic technique, what is the difference between the two subjects?

TEEN TITANS GO! vs **TEEN TITANS**





Stewart 1-29 Value Exercise

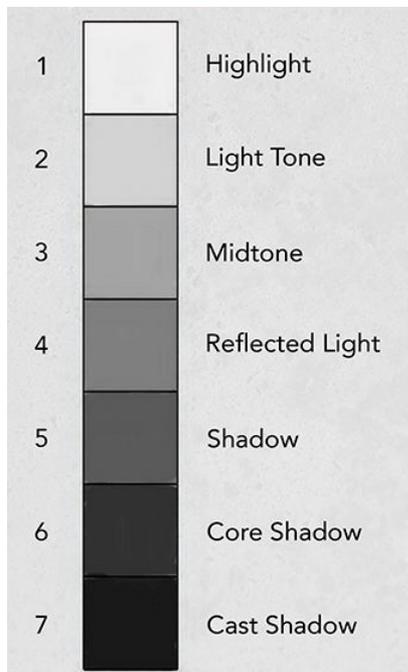
Directions:

Divide your paper in half. In the top half draw this egg within 5 mins. When you are done copy the Value Scale. After watching the video, use the bottom half of your paper to draw the egg again using the techniques you learned.

Direcciones:

Divide tu papel por la mitad. En la mitad superior, dibuja este huevo en 5 minutos. Cuando haya terminado, copie la Escala de valor. Después de ver el video, usa la mitad inferior de tu papel para dibujar el huevo nuevamente usando las técnicas que aprendiste.

Value Scale



Stewart 1-29 Value Exercise

Direcciones:

Divide tu papel por la mitad. En la mitad superior, dibuja este huevo en 5 minutos. Cuando haya terminado, copie la Escala de valor. Después de ver el video, usa la mitad inferior de tu papel para dibujar el huevo nuevamente usando las técnicas que aprendiste.

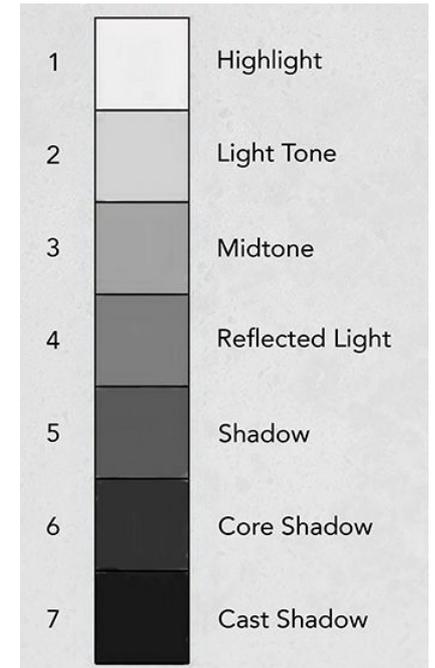
Value Scale

1		Highlight
2		Light Tone
3		Midtone
4		Reflected Light
5		Shadow
6		Core Shadow
7		Cast Shadow

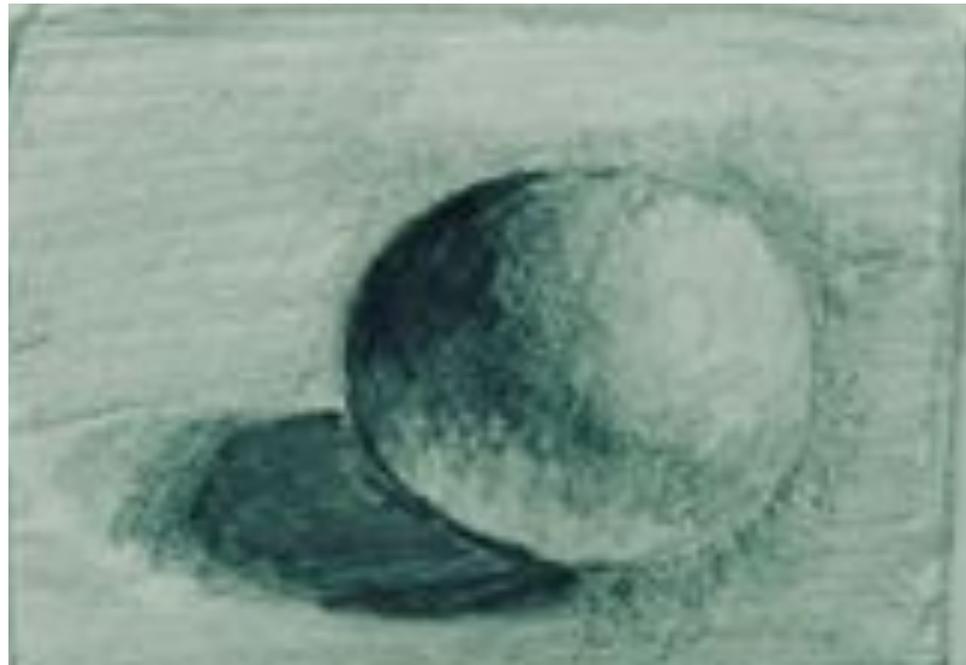


STUDENT EXAMPLE:

BEFORE

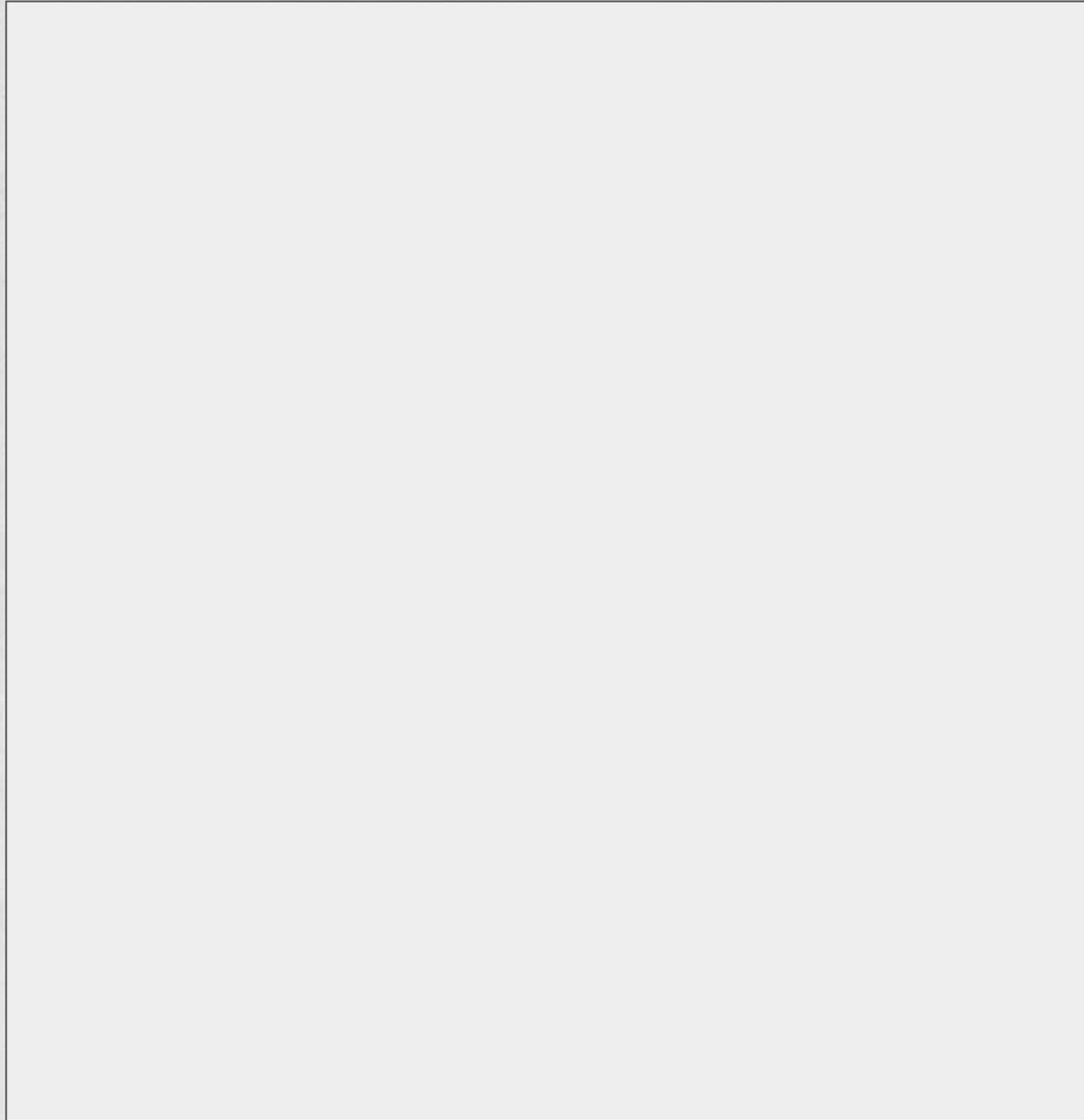
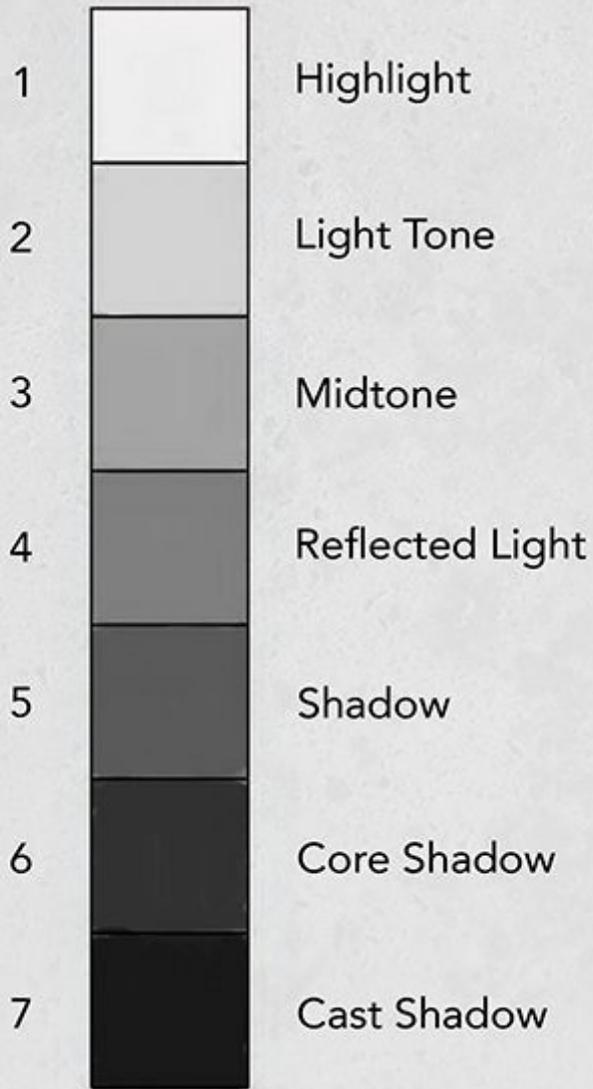


AFTER



Lesson 1: Understanding the Value Scale

7-Step Value Scale



Conversation

Level-0

Help

Raise Your Hand

Activities

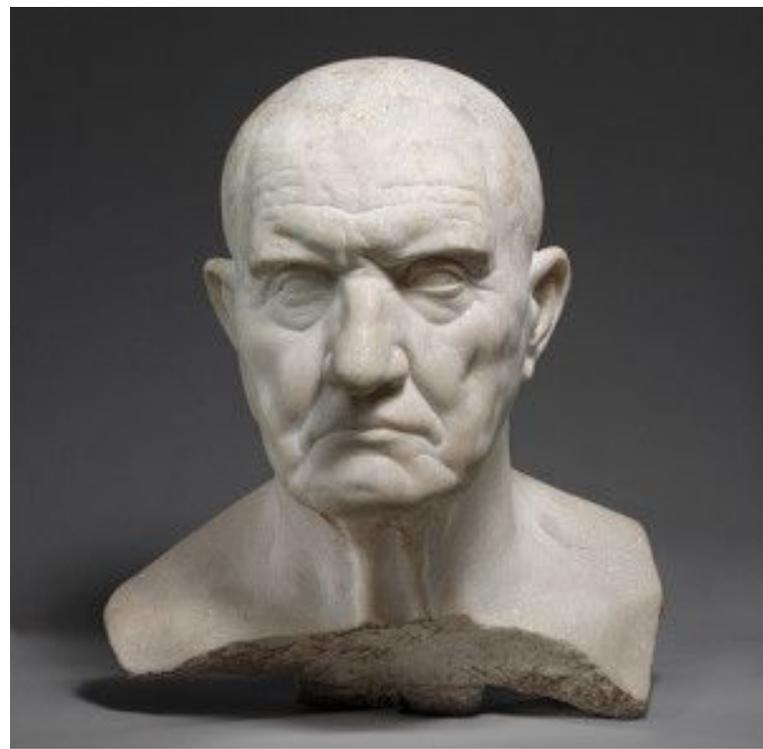
Bellwork

Week 4 -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





COMPANY

Directions: Answer the EQ and copy the agenda.

Instrucciones: Responda el EQ y copie la agenda.

W.A.P. S. Week 4 q3

Thursday 1-30-20

Essential Question :EQ: How are tints and shades used to create the illusion of form and light source(s)?

¿Cómo se usan los tintes y sombras para crear la ilusión de forma y fuente (s) de luz?

What will I learn:

The student will learn the concept of value in terms of art. The student will learn the importance of value in the development of drawings and paintings

How I will learn it? (Agenda)

- Take Additional Notes notes on Value
- Complete Value Scale & Egg Exercise

How do I know I learned it?

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

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)

Vocabulary:

Value - In terms of art, value is the darkness or lightness of a color.

Tints - Tints are lighter values of a color.

Shades - Shades are darker values of a color.

Light Source - Location from which light is emitted.

Chiaroscuro - A drawing and painting effect of applying contrasting values in order to create the illusion of light source.

What You Will Do: (5 MINS)

Conversation	Level-0
Help	Raise Your Hand
Activities	Bellwork

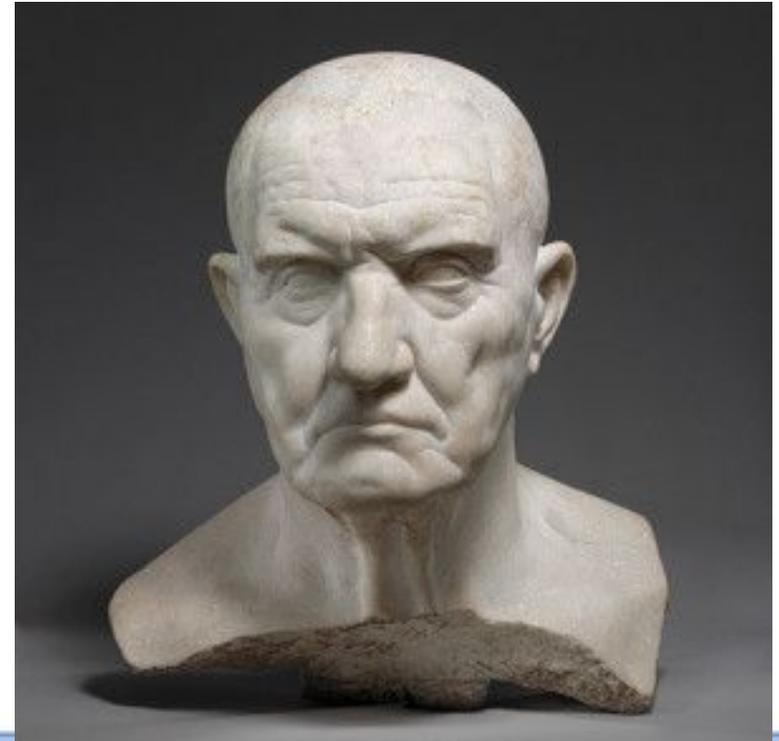
Week 4 -Friday

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:

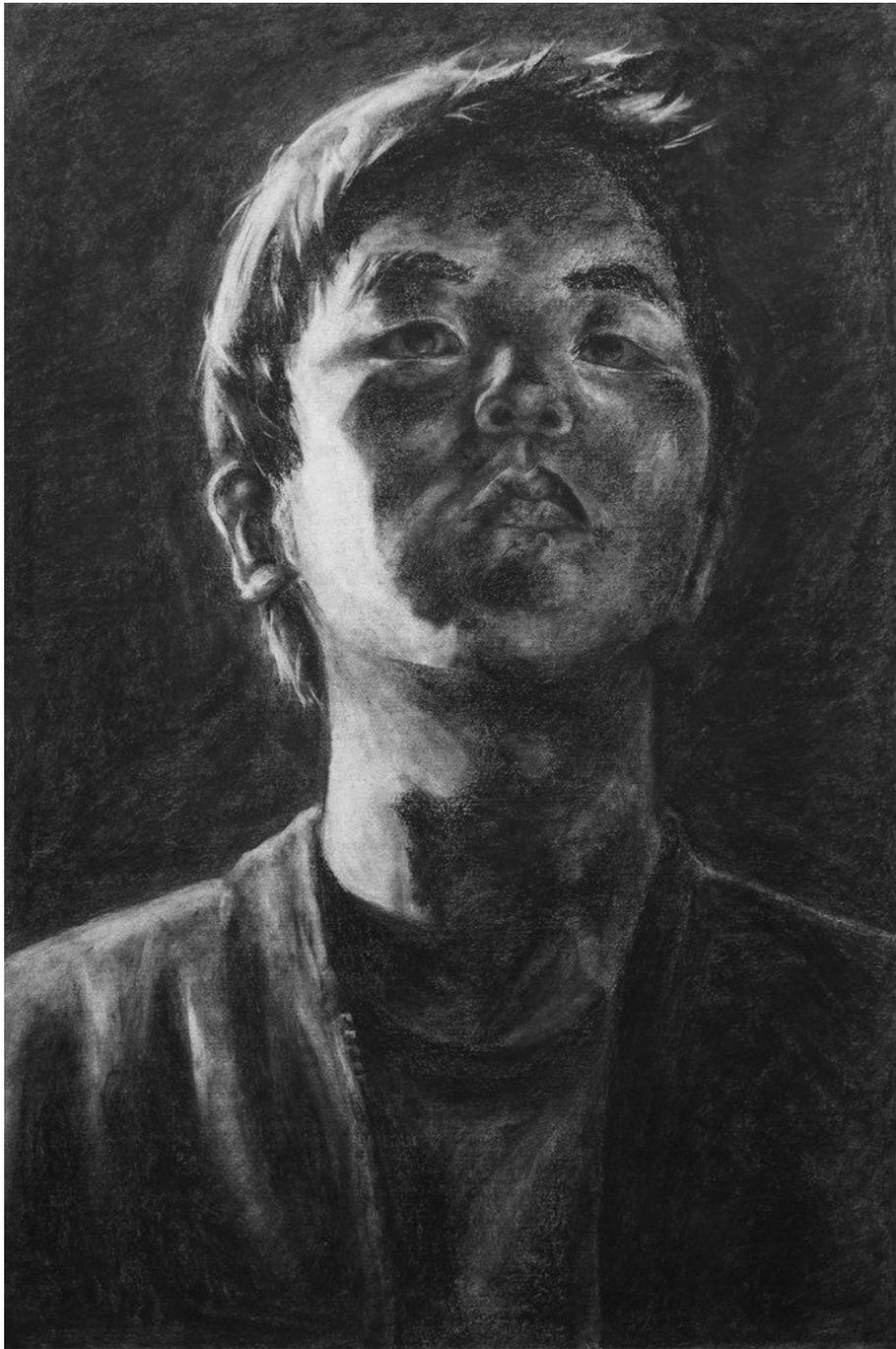
Juzga este trabajo. ¿Qué opinas de la obra de arte? ¿Cuál es la mejor parte del trabajo? ¿Cuáles son las debilidades del trabajo? ¿Cómo comunicó el artista su idea? ¿Elegirías colgar esta obra de arte en tu habitación? ¿Por qué?



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







Directions: Answer the EQ and copy the agenda.

Instrucciones: Responda el EQ y copie la agenda.

W.A.P. S. Week 4 q3

Friday 1-31-20

Essential Question :EQ: How would you classify a drawing or painting that shows contrasting values in order to show a light source?

¿Cómo clasificaría un dibujo o pintura que muestra valores contrastantes para mostrar una fuente de luz?

What will I learn:

The student will learn the concept of value in terms of art. The student will learn the importance of value in the development of drawings and paintings

How I will learn it? (Agenda)

- Take Quiz on Form and Value
- Complete Value Scale & Egg Exercise and upload to Artsonia

How do I know I learned it?

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

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)

Vocabulary:

Value - In terms of art, value is the darkness or lightness of a color.

Tints - Tints are lighter values of a color.

Shades - Shades are darker values of a color.

Light Source - Location from which light is emitted.

Chiaroscuro - A drawing and painting effect of applying contrasting values in order to create the illusion of light source.

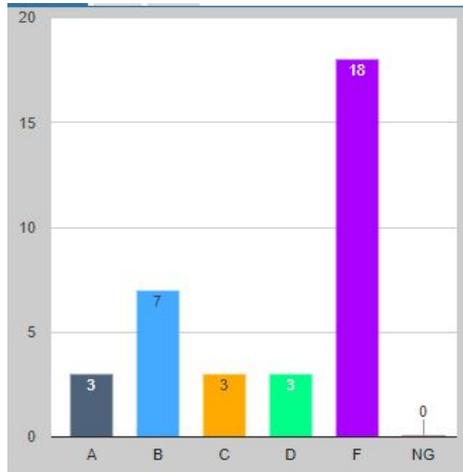
- | | |
|---|---------|
| • Five to seven objects rendered as form showing highlight and shadow. | __ / 20 |
| • Objects overlap to create space and depth within the composition. | __ / 20 |
| • Cast shadows evident on the table surface. | __ / 20 |
| • Clear and consistent direction of light within the scene. | __ / 20 |
| • A variety of shading techniques evident. | __ / 10 |
| • Intricate details and/or patterns applied to various objects. | __ / 5 |
| • Sharp contrast and/or dramatic lighting effects implied through sharp changes in value. | __ / 5 |

Weeks 1-3 Grades

1st Per. - 50%

2nd Per. - %

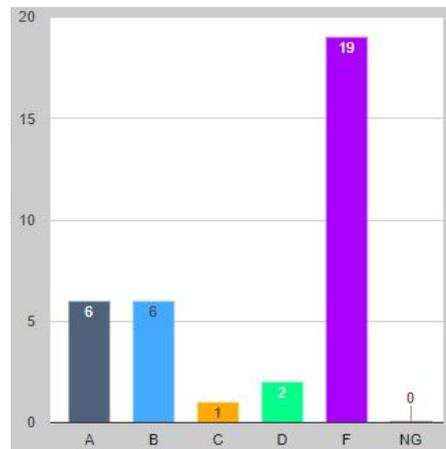
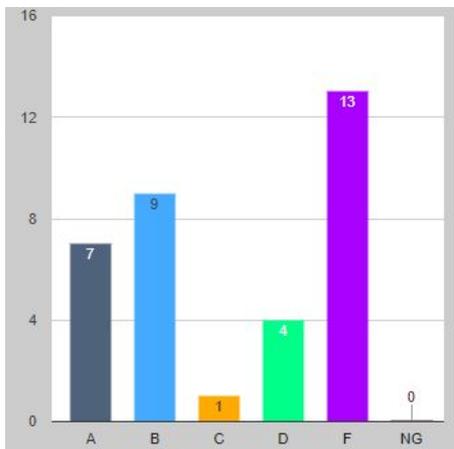
3rd Per.-%



4th Per. - 61%

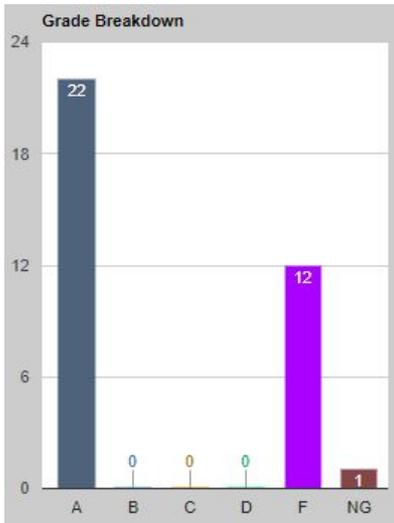
6th Per.-51%

7th Per.-%

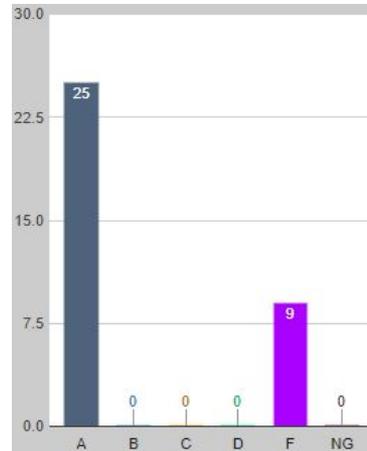


Week 1 Grades Update

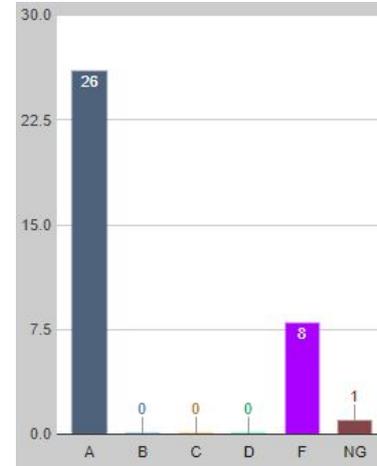
1st Per. - 85%



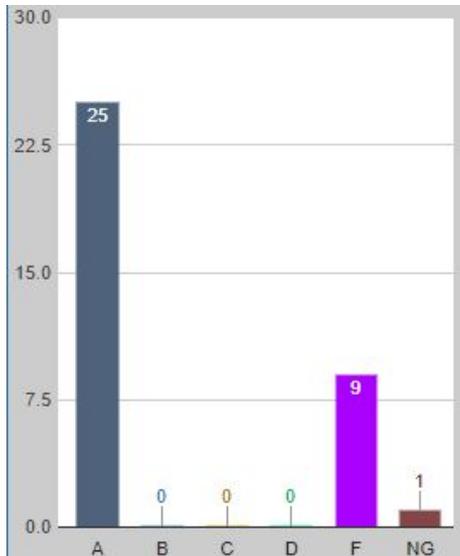
2nd Per. - 86%



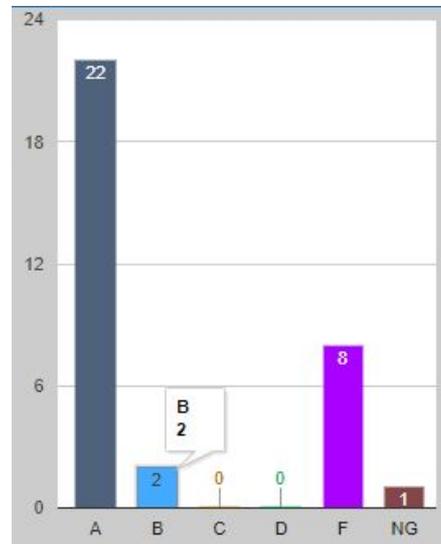
3rd Per.-97%



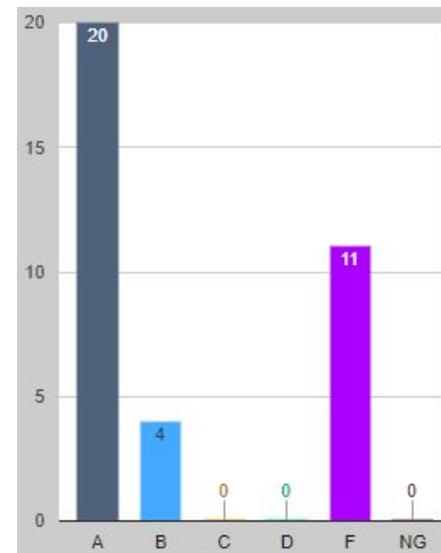
4th Per. - 95%



6th Per.-93%

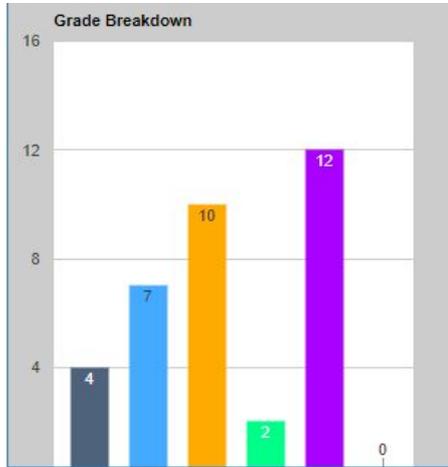


7th Per.-87%

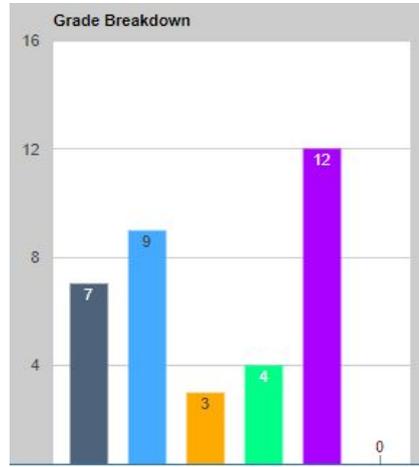


Weeks 1- 9 Grades

1st Per. - 62%



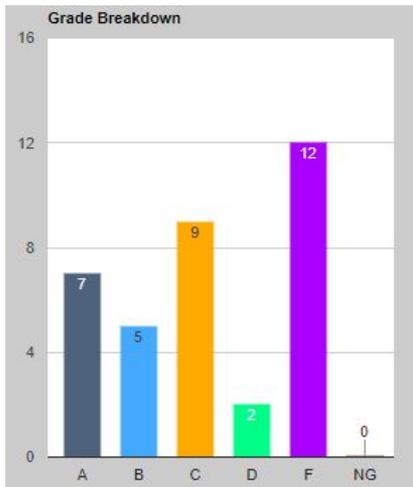
2nd Per. - 65%



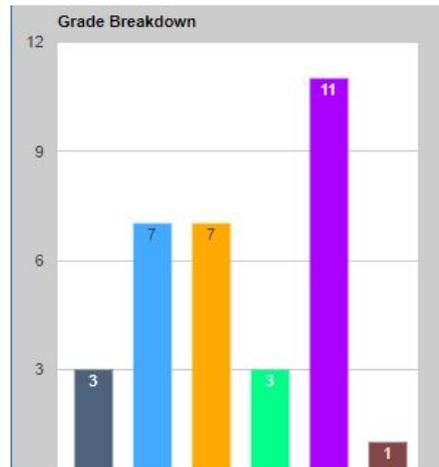
3rd Per.-66%



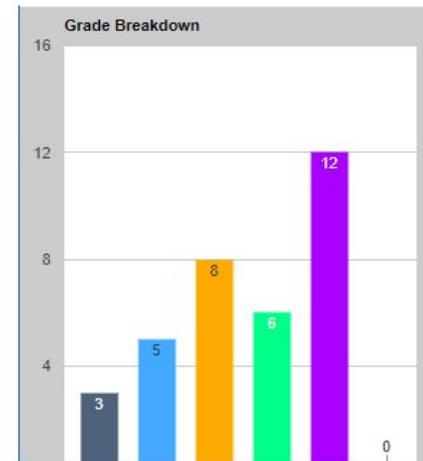
4th Per. - 64%



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

-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

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.

The Writing Process:

Questions to Consider



- 1. Prewriting**
Time to Think
 - What do I want to say?
 - How do I want to say it?
 - Who will read my writing?
 - What else do I need to know to begin?
 - Who can I talk to about my ideas?
- 2. Drafting**
Time to Write it Down
 - Are my thoughts organized?
 - Which ideas do I want to develop?
 - In what order do I want to say them?
 - Who can read this and offer suggestions?
- 3. Revising**
Time to Improve My Writing
 - Have I read what I have written?
 - Are my details clear?
 - Should I add or take out parts?
 - Have I used the best ideas and words?
 - Is my writing in a sensible order?
 - What suggestions have others made?
- 4. Editing**
Time to Make Things Correct
 - Have I used complete sentences?
 - Are my spelling, capitalization, and punctuation correct?
 - Have I marked corrections that I need?
 - Has someone checked my work?
 - Do I have a correct and neat copy?
- 5. Publishing**
Time to Share My Writing
 - Should I illustrate it and display it?
 - Should I bind it in a book?
 - Should I read it out loud?
 - Can I place it in a classroom library?
 - Will I act it out?

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 4:

1. Stewart Week 03_q3 Bellwork (Window closes 1/31 @ 5 p
2. **Stewart 1_27 Form Exercise** (Window closes 1/31 @ 5 p
3. **Stewart Week 04_q3 WAPS** Window Closes 1/31 @ 5 p
4. **Stewart 1_29 Value Exercise**

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)

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	
4	PORTFOLIO ADVISOR
1	MATERIALS MANAGER
2	SKETCHBOOK SUPERVISOR
3	Backpack Assistant

Movement

Moving around the tables

Participation

Cleaning

During this Activity I should Hear and See:

	0	1	2	3
C ONVERSATION	0	1	2	3
H ELP	RAISE YOUR HAND	ASK YOUR NEIGHBOR	ASK 3 Peers BEFORE ME	ASK NEW STUDENT
A CTIVITIES	PRESENTATION & INSTRUCTION	INDEPENDENT WORK	PARTNER WORK	GROUP WORK
M OVEMENT	NONE	Move to Materials Counter	Move to Materials Counter & Computers	Move Around The Tables
P ARTICIPATION	RAISE YOUR HANDS	DRAWING, WRITING & READING	SPEAKING	DISCUSSING
SOUND	No Music	Personal Music	Class Choice Music	Mrs. Stewart Music