

# Unit: Drawing

**Everyone draws; from the early caveman who scratched the outline of animals on his walls to the corporate executive who doodles while on the phone. Thether we use burnt twigs, ballpoint pens or gold needles, the action of drawing remains the same, for it is the basic language of art.**

**For children, drawing is a natural activity. They will make marks on any surface. For the artist, it is a communicative language used to record, translate, and express in images. Drawing is basic to visual communication. It is to the artist what words are to the writer. In the artistic process, drawing can be employed to note ideas, solve visual problems, plan works in other media, for sheer enjoyment or to produce a finished art piece. However it is used, it is used universally.**

## Unit: Drawing

### Outcomes

*Students will be expected to*

- D1 develop personal imagery through drawing
- D2 incorporate visual concepts, art processes and process related concepts in their drawings to realize their expressive intentions
- D3 through their own art and the art of others, students will explore a variety of visual concepts
- D4 through their own art and the art of others, students will explore a variety of art processes and process-related concepts
- D5 understand and use art vocabulary in oral and written communication
- D6 understand drawing is a contributing part of idea development and integral to image making in all studio areas
- D7 study the history of drawing in order to understand the development and use of drawing processes and methods
- D8 understand and explore the elements and principles of design in drawing
- D9 become familiar with specific tools, materials, and techniques in drawing

### Elaborations-Strategies for Learning and Teaching

Several ideas for drawing projects are listed below. Teachers and students may use them in a variety of ways. For example, some may be used directly as they appear, while others may be adapted or not used at all. This list may be a starting point from which totally new ideas may be generated.

The number of projects to be completed by a given student or by the class must be left to the discretion of the teacher. The teacher must insure, however, that students are exposed to and gain insight into the visual concepts, art processes and process-related concepts described at the beginning of this unit, and that students are given ample opportunity to develop their art vocabulary in written and oral communication.

- Make a series of drawings of a single object. Move from detailed representation in the first one to the most reduced essence of abstraction in the last. Make five or six drawings in the series.
- Make a drawing in which space is chiefly described through the use of value.
- Use a view finder to focus on a portion of a subject and make a drawing on cropping and composition.
- Make a drawing based on a projected deliberately out-of-focus slide on a screen. At periodic intervals, as the students draw, the teacher gradually sharpens the image. The exercise is particularly good for emphasizing working from large to small, general to detailed and working the whole surface of the drawing evenly.
- Work on a group mural. Invent visual symbols for aspects of a chosen story, song, event, etc. Incorporate these visual symbols to recreate, interpret, re-express the original topic in a visual language.
- Choose a simple shape (e.g., letter shape, key, hammer, fork) and make a composition in which only that shape (in various sizes and positions) may be used. This provides a good way to explore positive/negative shape, emphasis, variety and pattern.
- Draw a surrealist landscape.

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**Unit: Drawing****Suggested Assessment Strategies**

Please see Appendix A for sample assessment/evaluation strategies and rubrics. These are guides which can be adapted to meet the specific criteria of your activities. See also Section 4: Assessment and Evaluation of this guide.

**Resources/Notes**

Terms:

- line and expression
  - line and movement
  - line and space
  - line and texture
  - implied line
  - point of view
  - 2-D space
    - size
    - location
    - detail
  - light, value, volume
  - scale
  - proportion
  - simplification, elaboration
  - contrast and emphasis
    - overlap
    - aerial perspective
    - linear perspective
    - foreshortening
  - hatching, crosshatching
  - stippling
  - blending
  - smudging
  - incising
  - erasing as a drawing method
  - making a wash
  - gesture
  - contour
  - the role of the ground
  - varying pressure on the drawing tool
  - mixed media

**Unit: Drawing**

**Outcomes**

*Students will be expected to*

- D14 understand the importance of maintaining a sketchbook-journal
- D15 understand the proper use and care of materials and equipment when drawing
- D16 emphasize composition by demonstrating the effective use of the elements and principles of art
- D17 expand knowledge of and skills in various drawing media and methods
- D18 expand the use of the sketchbook-journal to include personal research
- D19 apply specific elements and principles of art when creating drawings
- D20 gain knowledge of professional quality materials and presentation techniques
- D21 demonstrate the ability to use a variety of techniques, which may include:
  - cross hatching
  - value scale
  - stippling
  - patterning
  - hatching
  - pressure strokes
  - blending

**Elaborations-Strategies for Learning and Teaching**

- Make memory drawings. Study an object(s), put it out of sight, draw it.  
  
Take out the object, look for things forgotten, and repeat the process. Alternatively, carry the object around for a few days studying it closely periodically.
- Study the textures of discarded or old, used, worn objects. Interpret them in unusual ways.
- Render a subject objectively. Render the same subject subjectively either in a separate drawing or in a drawing imposed on top of the first.
- Make a drawing which deliberately confuses spatial perception.
- Create a drawing in which integration between subject and background is created by carrying similar lines, shapes, colours, etc. through each.
- Convey mass and weight solely through the use of line.
- Choose an artwork about which you feel strongly (either positively or negatively). Recreate it once or more in different media.
- Work on a gigantic scale. For example, use a sponge dipped in ink to make drawings on brown wrapping paper. Attach the sponge to a long stick.
- Create drawings on newspaper incorporating newspaper text shapes.

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### Suggested Assessment Strategies

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### Resources/Notes

#### Terms:

- abstract
- aerial perspective
- calligraphic line
- caricature
- contour
- cross-hatch
- dry brush
- gesture
- grid
- ground
- hatch
- horizon line
- implied line
- incising
- landscape
- local colour
- matt
- mixed media
- negative space/shape
- non-objective
- objective
- one-point perspective
- perspective
- picture plane
- portrait
- positive shape
- eye level
- figure
- fixative
- focal point
- foreshortening
- form
- fragmentation
- proportion
- render
- representational drawing
- scale
- sea shape
- sepia
- shape
- sketch
- still life
- stipple
- subjective
- tone
- papertooth
- two-dimensional
- two-point perspective
- value
- vanishing point
- volume
- wash

*The Artists Magazine*

<http://www.artistmagazine.com>

*Art Glossary*

<http://art-wow.com/HTML/glossary.html>

The largest collection of free Art lessons on the Internet for K - 12.

<http://kinderart.com/drawing>

## Unit: Drawing

### Outcomes

*Students will be expected to*

D22 demonstrate the ability to work in a variety of media such as:

- pencil
- conte
- markers
- charcoal
- pastel
- oil pastel
- colored pencil
- pen and ink

D23 demonstrate the ability to select the appropriate paper surface for a specific media

D24 understand, apply, and explore various drawing methods such as contour, gesture, and rendering

D25 produce works that show a development in complexity of ideas, methods, and techniques

D26 sharpen observational skills and include work with the figure and the portrait

D27 produce works that demonstrate proficiency in the selection and application of drawing media

D28 produce drawings that reflect personal style

D29 produce drawings that reflect a knowledge of a variety of formats, and spatial concepts

D30 select drawings in a variety of media to be added to portfolios

D31 learn to evaluate drawings through oral and written critiques

### Elaborations-Strategies for Learning and Teaching

- Create a drawing in which the positive and negative shapes are almost indistinguishable.
- Make two drawings of the same landscape. In one, place the horizon line in the bottom quarter of the page; in the other, place the horizon line in the top quarter of the page.
- Use a viewfinder to focus on a portion of a representational drawing. Enlarge it in a new drawing. Repeat the process.
- Make a drawing which incorporates at least four distinct ways of showing depth.
- Produce works that show an exploration of the elements and principles of art in drawing.
- Produce works that show an understanding of spatial concepts:
  - Casual perspective (overlapping, scale, placement)
  - Aerial perspective (atmospheric effects)
  - Mechanical perspective (1-, 2-, and 3-point perspective)
  - Unusual points of view (worm's-eye view, bird's-eye view)
  - Demonstrate an understanding of foreground, middleground, and background.

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### Suggested Assessment Strategies

Please see Appendix A for sample assessment/evaluation strategies and rubrics. These are guides which can be adapted to meet the specific criteria of your activities. See also Section 4: Assessment and Evaluation of this guide.

### Resources/Notes

For further information about visual concepts in the drawing unit, please see the following:

*Living With Art*  
*Functions of Line*, pp. 89-91  
*Types of Line*, pp. 92-93  
*Characteristics of Line*, pp. 95-98, 167,  
 and 171-172  
*Light*, pp. 102-104  
*Value and Contrast*, pp. 104-105  
*Texture*, pp. 114-116  
*Two-dimensional Space*, pp. 117-125  
*Emphasis and Focal Point*, pp. 144-148  
*Proportion and Scale*, pp. 149-152

*Drawing: A Contemporary Approach*  
*Shape and Volume*, pp. 51-75  
*Value*, pp. 76-100  
*Line*, pp. 101-124  
*Texture*, pp. 125-143  
*Colour*, pp. 144-158  
*Spatial Illusion and Perspective*, pp. 159-176

For further information about art processes and process-related concepts in the drawing unit, please see the following:

*Drawing: A Contemporary Approach*  
*Gesture Drawing*, pp. 24-40  
*Contour Drawing*, pp. 45-46, 109-114  
*Creating Value*, pp. 81-83, 97, and 114  
*Mixed Media*, pp. 145-146

*Living With Art*  
*Drawing*, pp. 159-177

## Unit: Drawing

### Outcomes

*Students will be expected to*

- D32 recognize drawing as a form of Communication and Self-expression
- D33 recognize there are various interpretations of visual forms
- D34 develop a personal style, statement, vision pertaining to drawing
- D35 develop techniques and skills with different drawing mediums and supports
- D36 recognize perspective drawing techniques used by artists in history
- D37 demonstrate techniques associated with proportion and expressive drawing of the figure and portrait
- D38 recognize artists's use of figurative drawing in history
- D39 incorporate synectic thinking in creative drawing exercises
- D40 choose and use particular media approaches, styles, and formal elements in order to solve visual problems
- D41 maintain a homework sketchbook with specific assignments
- D42 compare works of artists from various art styles
- D43 express knowledge of artists, times and work in written and in verbal presentations

### Elaborations-Strategies for Learning and Teaching

- Take an unusual point of view in a drawing. Try a bird's eye view or an ant's view.
- Incorporate more than a single point of view in one drawing.
- Apply knowledge of design and media to create images of abstract notions such as the taste of sugar, the smell of a skunk, the sound of a wave, fear, pain, joy, etc.
- Draw the human figure in motion. Rehearsals for school plays, activities in the gymnasium, and television action provide some sources of subject matter.
- Use musical instruments belonging to the school orchestra/ band, sports equipment, etc. to make drawings exploring light, form, and value.
- Choose an object such as a flower, an onion, or a shell and render it in several drawings in different media. Experiment with cross-hatching, stippling, weighted line, washes, eraser, tonal gradation, computer drawings, etc. Compare the finished drawings.
- Arrange several large objects with open forms (e.g., chairs or bicycles) in a still life. Draw the negative shapes. Collage may be incorporated into the drawing.
- Invite people from the school or community to model in evening clothes, in ethnic costume, in work clothes, in everyday clothing, in a crazy assortment of accoutrements, etc.
- Explore unusual lighting in a drawing. Darken the room and study how light shines on a model or still life from unusual angles - from below, from behind or from straight above.
- Distort grid drawings. Stretch, twist, pull, or condense the original blocks. Work from two original images simultaneously in alternate blocks on the new grid.

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### Suggested Assessment Strategies

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### Resources/Notes

#### Drawing Materials

It is essential that all students have the opportunity, where possible, to work with a variety of art materials cited in the list of basic materials found below. Enrichment materials may be considered depending on time available, financial resources and student experience.

#### *Basic Materials*

Drawing pencils	Felt tip markers
Colour pencils	Eraser as drawing tool
Charcoal	News print
Chalk	Manilla paper
Conté crayon	Cartridge paper
Wax crayons	Charcoal paper
Oil pastels	Sketchbooks
Pen and ink	Drawing board
Brush and ink	

#### *Enrichment Materials*

Reed pens  
 Metal point  
 Paint  
 Handmade paper  
 Oriental paper  
 Scratchboard  
 Brown wrapping paper  
 Construction paper

*Learning How to Draw.* Illustrated lesson notes for teachers.  
<http://www.geocities.com/~jlhagan/k9-14/introduction.htm>

*Art Wow!* The award winning site for free online drawing courses.  
<http://art-wow.com/HTML/drawing.html>

