

The Right Side of Drawing

Artist: Grace Henderson
Grade Level(s): appropriate for sixth grade - adult
<p>Description: Learning to draw can help our brains develop. It exercises the creative side so that we can think more creatively, develop our hand-eye co-ordination, expand our analytic skills, and visualize ideas. Learning to realistically draw any object requires that we train our brain to see things as they really are, not as we think they are. First, an introduction to developmental drawing stages will be presented. Then, a variety of drawing techniques will be utilized to help each artist to learn to see things accurately.</p>
<p>Curriculum Standards: Visual and Performing Arts Standards: Anchor 2: Organize and develop artistic ideas and work. Anchor 3: Refine and complete artistic ideas and work. Anchor 5: Develop and refine artistic technique. ELA or Math Standards: MA (8): Understand connection between proportional relationships. MA (7): Analyze proportional relationship. ELA (speaking and listening): Integrate and evaluate information presented in diverse media and formats. Other: Use symmetry and proportions in order to see and then draw objects accurately.</p>
<p>Learning Targets: I can distinguish the different drawing stages and assess in which drawing stage I am. I can sketch a vase-face picture using lines of symmetry. I can construct a line drawing as accurately as possible using upside-down technique. I can differentiate the subtle differences in direction and placement of lines by use of a grid system. I can draw a hand using contour lines technique. I can draw complex shapes by using visual measuring methods. I can complete a value chart. I can apply subtle changes in values to give a 3-dimensional quality to my drawing.</p>
Special needs or accommodations: virtual lesson. All demonstrations will be prerecorded.
<p>Resources, Materials, Equipment: Drawing paper or sketchbook Pencils & erasers ruler crayons or colored pencils (lesson 1) pdf handouts YouTube videos Computer to access online material Printer to print pdf files</p>

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Lesson 1

- Artist will discuss importance of learning to draw and the developmental stages of drawing. (Video)
- Students will draw their favorite childhood landscape picture (from memory)
- Artist will demonstrate process of drawing a vase - face using symmetry. (video)
- Students will draw vase-face picture. (pdf document)
- Students will draw the monster vase-face picture.

Lesson 2

- Artist will discuss the method of turning images upside down in order to trick our brain in to seeing objects as they really are...shapes, lines, etc. A demonstration will be presented. (video)
- Students will recreate a simple line drawing by viewing it upside down.

Lesson 3

- Artist will demonstrate how to create and use a grid system. (video)
- Students will complete the echo drawing sheet.
- Students will draw using a grid system. (pdf)

Lesson 1

Before showing the video, say to the class. "The artist will be talking about how each person has their own childhood experience of how they learned to draw. Pay attention to this as well as what is the difference between someone who can draw realistically, and someone who cannot."

Show the video: The Right Side of Drawing

After viewing, ask the following questions:

What is the key to learning to draw realistically? (*practice, learning to see like an artist, use the right side of brain to process the visual information...*)

Describe some of the stages that occur as we learn to draw. (*scribbling, stories that tell a story, landscape, complex and realism*)

Say to the class: "Think about your own landscape that you liked to draw as a child of about six. Around age 5 or 6, children develop a set of symbols to create their perfect landscape. Can you remember your landscape? Where did you place your sun? Did you include a partial sun in the top corner, or did you always draw the whole sun with rays emanating from it? How did you draw your house? Did the windows have curtains...doors have doorknobs? Were their birds in the sky? Let's take a few minutes and draw a favorite landscape."

Give the students paper and crayons or colored pencils. Let them draw for about 10 minutes.

Say, "Now we are going to watch another video that will teach us how to draw our own vase-face drawing."

Watch video "How to create a Vase-face image"

Give each student a copy of the pdf "Vase-Face Worksheet." Have them complete the vase by following the instructions from the video to complete the right side of the vase.

Students can create their own vase-face drawings using the instructions given in the video.

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If there is extra time at the end, have the students create their own monster vase-face version. Directions are similar and are included of the video.

Lesson 2

Show the video "Upside Down Drawing"

Review the directions with the students. (*Work slowly. Look closely. Record every change that the line makes. Choose a long line and follow it as far as you can. Keep the pencil on the paper and only lift it as you get to the end of the line you are working on.*)

Give them drawing paper and a copy of one of the pdf files (elephant line drawing, cat on a chair, or wrinkled man) It helps the students if there is very little to no talking. Playing background music can help the process. Usually something instrumental that doesn't have words associated with the tune. Allow at least 25 minutes. Some will use all that time and more, others might work quickly. A second line drawing is included if time allows and the students want another opportunity to try this method.

Lesson 3

First, give the students the echo drawing sheet. They should try to draw exactly what they see in each square in the blank square next to it. Allow at least 10 minutes for this exercise.

Watch the video "What is A Grid?"

Watch the video "How To Use A Grid To Draw"

Give the students drawing paper and rulers. Have them draw off their paper in one inch squares, as shown in the video. Then give them the gridded drawing "The Fearless One" by Pablo Picasso (pdf file: "Picasso grid drawing"). Using the techniques described in the video, students should draw the image on their paper.

If the students want to do another one, they can grid one of the line drawings included with lesson 2: Cat on a chair, wrinkled man or elephant line, and then draw on their own blank grid.