

*The
Fundamentals of
Sketching*

By John Tallacksen

The Fundamentals of Sketching

Curriculum:

Eleven weeks of introducing ourselves to drawing

Description:

This is an 11 week course where the class will meet once a week for 45 minutes to an hour. Each week's lesson plan is designed to inspire and inform the students on how to express themselves through art. The fundamentals of sketching are critical to most forms of art. Drawing fundamentals are also the most practical and inexpensive to teach. The intention here is to warm the students up to the processes of creating art without overwhelming them or losing their interest. After this course is complete, the students will be prepared for more extensive, and traditional, classes on the creative processes of other art forms.

Goal:

The goal of this course is to introduce students to the methods of drawing in order to make them comfortable with a structured approach to art. Spontaneity in art will also be valued, and not be taken from them in the process.

Supply List:

- 1 Kneaded eraser
- 1 2h pencil
- 1 3B pencil
- 1 6B pencil
- 1 small sketchbook (4 x 6 or 3.5 x 4.75)
- 1 medium sketchbook (9 x 12)

Tools of the Trade

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

N/A

Lesson Overview:

This week's objective is to show the students what materials they will be using and the various ways they can apply them. After the demo and warm ups, the students should begin rendering different textures like tree bark or polished metals. The next exercise will be introducing the class to quick gestures using picture references of people in dynamic poses. This will prepare the students for the next week's lesson.

Learning Objectives:

Students should be able to:

- Correctly identify the basic tools of sketching
- Show a basic understanding of sketching techniques
- Operate the tools effectively

Materials:

- Class Hand-out
- A folder or binder should be given to each student to keep their hand-outs in
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that utilize the technique focused on for that class.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.
2. Demo and follow-along on how to use each drawing tool
10 min
 - Show differences in line weights
 - Show cross hatching techniques
 - Show eraser techniques
3. Include prompting questions, for example:

Fundamentals of Sketching: Week 1

- Look at the textures in this picture. How would you use the tools present to draw that texture?
 - Maybe take turns describing the lines and shapes that you see in a work of art presented by the teacher. (For example, "I see a thin curving line.")
 - Do you see movement in this work of art or does it seem still? Do the colors, lines, and shapes make it seem that way? How?
 - Is there a story in this work of art? How do the colors help to tell this story?
 - If you see a story, who or what do you think is the most important figure, shape, or object? What makes you think this?
 - Does anything you see happening in this work of art remind you of your life story, or of another story you know?
4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
 5. Draw from reference pictures.
 - Have students focus on different kinds of textures like fur or metal. Make sure they try shading their drawings at some point. They should learn the techniques taught in the demo.32 min
 6. Remind students to draw during the week; at least 2 sketches.
1 min
 7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten

Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

- 2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Gestures

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

Leonardo da Vinci, John Buscema

Lesson Overview:

The second week's lesson will focus on quick messy gestures. The point is to show the students how to sketch from life while their subjects might be in motion. This training will also teach them that it's ok to keep their sketches loose.

The first concept of successful gesture drawing will be introduced this week: the "line of action." The line of action is a line seen in the mind's eye that best describes the action in the pose from top to bottom. Every sketch should start by lightly drawing that line on paper first and then building the details over it.

Learning Objectives:

Students should be able to:

- Correctly identify the basic tools of sketching
- Show a basic understanding of sketching techniques
- Learn to see a line of action in every pose
- Start every sketch with a line of action

Materials:

- Class Hand-out
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that display the line of action.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.

 2. Demo and follow-along on how to use the line of action concept as a first step to every sketch
 - Show importance of capturing the energy of each pose with the line of action
 - Build a quick sketch over your own line of action
- 10 min

Fundamentals of Sketching: Week 2

3. Include prompting questions, for example:
 - Look at this pose. What do you think the line of action looks like in this pose?
 - Show the students sketches drawn by other artists that have a line of action in them.
 - Do you see movement in this work of art or does it seem still? Do the lines make it seem that way? How?
 - Is there a story in this pose? What is it?
4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
5. Draw from reference pictures.
 - They should use this time to learn the techniques taught in the demo. Have students focus on the line of action for each pose first, and then ask them to add more quick details while giving the sketch volume. Push them to work quickly and freely by starting with 5 second, 10 second, and 15 second drawings. If everyone is getting the hang of it you can move them into 10 minute drawings where they can focus on more details like the textures learned in the last lesson.32 min
6. Remind students to draw during the week; at least 2 sketches.
1 min
7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten
Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.
2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Anatomy and Proportions Part I

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

Michelangelo, Stephen Rogers Peck, David Sanmiguel

Lesson Overview:

This lesson is focused on correct anatomy and proportions of the human body. Proportions of animals could be taught too if you're up for it. Breaking the human body down into its most basic shapes and knowing where as well as what size they are in relation to the others is the quickest way to render these elements. Remind the students of the "line of action" for each pose, and introduce them to the second concept of gesture drawing, the "balance line."

Learning Objectives:

Students should be able to:

- Correctly identify the basic tools of sketching
- Show a basic understanding of sketching techniques
- Utilize the concepts of the "action line" and the "balance line"
- Display a better understanding of proportions and anatomy

Materials:

- Class Hand-out
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that display the line of action.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.
 - Set up Anatomy charts, and place all of your anatomy books out on a table.
2. Demo and follow-along on how to construct simplified anatomy over the line of action and the balance line.
 - Demonstrate how to build volume over your quick gesture drawing.
 - Add anatomy in the form of simplified shapes to your own drawing- a suggested pose could be the "contra posta."

Fundamentals of Sketching: Week 3

10 min

3. Include prompting questions, for example:
 - Look at this pose. Where is the weight distributed between the feet?
 - Show the students sketches drawn by other artists that have a "balance line" in them.
 - How many heads tall is this figure?
4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
5. Draw from reference pictures.
 - The students should start with gesture drawings in 5, 10, and 15 second increments. Allow for the rest of the time to be used drawing one figure head to toe. This last drawing is longer giving the students time to build their drawings from action line all the way up to finishing the figure with simplified anatomy.

32 min

6. Remind students to draw during the week; at least 2 sketches.
1 min
7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten

Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.
2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Anatomy and Proportions Part II

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

Michelangelo, Stephen Rogers Peck, David Sanmiguel

Lesson Overview:

This week's objective is to continue the study of anatomy. There's no rush especially since no one really masters anatomy. Something new could be discovered every day for the rest of our lives. All of the techniques from past weeks should be stressed, but place a focus on fine tuning the details of bones and the muscular system.

Learning Objectives:

Students should be able to:

- Show a basic understanding of sketching techniques
- Every student should understand the "action line" and the "balance line"
- Each student should have a growing knowledge of basic anatomy
- Introduce the idea of making your drawing feel as though bones and muscles are under the skin and clothes of your drawing.

Materials:

- Class Hand-out
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser
- Charts of human anatomy are useful if you have them

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that display the line of action.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.
 - Set up Anatomy charts, and place all of your anatomy books out on a table.
 2. Demo and follow-along on how to detail your simplified anatomy from last week.
 - Add details to your anatomy on your drawing from last week
 - ex: render rippling of muscles under skin, draw the details of the nose etc.
- 10 min

Fundamentals of Sketching: Week 4

3. Include prompting questions, for example:
 - Does this drawing feel like it has a skeleton and muscles under the skin?
 - Show the students sketches drawn by other artists that have a detailed anatomy in them.
4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
5. Draw from reference pictures.
 - The students should start with gesture drawings in 5, 10, and 15 second increments. Allow the students to either add detail to their long drawings from last week or start a new long drawing for the rest of the class.32 min
6. Remind students to draw during the week; at least 2 sketches.
1 min
7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten

Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

- 2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Value (Shading/Rendering)

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

Leonardo da Vinci

Lesson Overview:

The topic of values can get pretty complicated. This class should focus on the basics without getting too carried away with the intricacies of mapping out shadows and calculating the distance from the light source. Teach the students to simply break up elements of the drawing with different values, and show them basic shading principles like the range between highlights and core shadows.

Learning Objectives:

Students should be able to:

- Show a basic understanding of sketching techniques
- Every student should understand the "action line" and the "balance line"
- Each student should have a growing knowledge of basic anatomy
- Introduce the idea of making your drawing feel as though bones and muscles are under the skin and clothes of your drawing.
- Demonstrate basic shading elements (highlights, core shadows, shadows) that make the drawing look like it's three dimensional

Materials:

- Class Hand-out
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser
- A lamp and any amount of objects that can represent shapes such as: cylinders, spheres etc.

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that display the line of action.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.
 - A lamp and any amount of objects that can represent basic shapes like cylinders, spheres, cubes, etc

Fundamentals of Sketching: Week 5

2. Demo and follow-along on how to shade your drawing from the last two weeks.
 - Light the objects you brought with the lamp and use those as a reference to shade your drawing from the last two weeks10 min
3. Include prompting questions, for example:
 - If the light is on this side of the head, which side do you think will be in shadow?
 - Which direction do you think the cast shadow will go?
4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
5. Draw from reference pictures.
 - The students should start with gesture drawings in 5, 10, and 15 second increments.
 - Allow the students to either shade their long drawings from last week or practice shading the lit objects from the demo.32 min
6. Remind students to draw during the week; at least 2 sketches.
1 min
7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten

Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.
2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Cross Hatching

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

Durer, Hendrick Goltzius

Lesson Overview:

Let the students mess around with cross hatching this week. You don't have to stray too far from drawing the figure if you don't want to, but you can allow the students to use this class as a day of experimenting with some of the cross hatching techniques they may have learned in the first class.

Learning Objectives:

Students should be able to:

- Each student should have a growing knowledge of basic anatomy
- Introduce the idea of making your drawing feel as though bones and muscles are under the skin and clothes of your drawing.
- Utilize cross hatching techniques to render basic shading elements (highlights, core shadows, shadows) that make the drawing look like it's three dimensional

Materials:

- Class Hand-out
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser
- Optional pens (ball point, calligraphy, micron)

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that display the line of action.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.
2. Demo and follow-along on how to shade your drawing with cross hatching.
 - Remind the students about the rules of cross hatching
 - ex: hatching lines should rarely be at 90 degree angles
 - Demonstrate how to hatch along the form of an object
 - ex: hatching in an arc to make a forearm look rounded

10 min

Fundamentals of Sketching: Week 6

3. Include prompting questions, for example:
 - If my cross hatching looks like a screen door does it look rounded or flat?
 - Why do these cross hatchings look like fur and these do not?
4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
5. Draw from reference pictures.
 - The students should start with gesture drawings in 5, 10, and 15 second increments.
 - Allow the students to experiment with cross hatching in any drawing they want for the rest of the time.32 min
6. Remind students to draw during the week; at least 2 sketches.
1 min
7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten

Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.
2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Focal Point

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

Leonardo da Vinci, Will Eisner

Lesson Overview:

You might have noticed that we're slowly starting to expand outward from the figure. Teaching the concept of focal point suggests that there must be one area of the figure that the artist wants you to concentrate on, or our figure is now in a setting with a possibility of more than one object or figure. Let each student decide which direction they want to go. Either they will choose to develop one section of the figure they are drawing, or they will want to add a background and objects to lead the eye to the focal point. Support their decisions.

Learning Objectives:

Students should be able to:

- Show a basic understanding of sketching techniques
- Every student should understand the "action line" and the "balance line"
- Each student should have a growing knowledge of basic anatomy
- Demonstrate basic shading elements (highlights, core shadows, shadows) that make the drawing look like it's three dimensional
- Each student should know what a focal point is and develop it either in one place on the figure or in a setting amongst other objects or figures

Materials:

- Class Hand-out
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that display the line of action.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.
2. Present examples of how to plan for a focal point.
 - Show drawings where one portion of a lone figure is developed further than the rest of the drawing. That area is the focal point.

Fundamentals of Sketching: Week 7

- Share drawings and paintings that use settings and objects to frame or lead into a focal point (Master paintings and comic books are good for this)
10 min
- 3. Include prompting questions, for example:
 - Which portion of this portrait is the focal point?
 - Are there any lines or objects pointing at a certain spot in this painting?
 - What area of this drawing is framed by lines and objects?
- 4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
- 5. Draw from reference pictures.
 - The students should start with gesture drawings in 5, 10, and 15 second increments.
 - Have students create a long drawing of either a single figure or a setting that demonstrates a focal point within it.32 min
- 6. Remind students to draw during the week; at least 2 sketches.
1 min
- 7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten

Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.
2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Basic Perspective

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

MC Escher, Leandro Ng, John Romita Jr.

Lesson Overview:

Now that the students have learned the concept of the focal point they can start expanding their drawings with a background. Perspective has many elements that can get pretty advanced. In fact, I've noticed that many are intimidated by perspective much like one might be intimidated by math. I suggest only teaching the students the bare bones of perspective at this point. One of the easiest aspects to understand is *atmospheric perspective*. It would be good to start the students off with that, and then move into *one point* and *two point perspective* in the next class. There are other forms of perspective to learn, but you don't want to overwhelm the class.

Learning Objectives:

Students should be able to:

- Show a basic understanding of sketching techniques
- Each student should have a growing knowledge of basic anatomy
- Demonstrate basic shading elements (highlights, core shadows, shadows) that make the drawing look like it's three dimensional
- Each student should know what a focal point is and develop it either in one place on the figure or in a setting amongst other objects or figures
- Learn to incorporate proper *atmospheric perspective*

Materials:

- Class Hand-out
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that display the line of action.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.
2. Present examples of how to plan for a focal point.

Fundamentals of Sketching: Week 8

- Show the class some drawings done by other artists that have correct perspective in them. Explain what elements of perspective are being used.
10 min
- 3. Include prompting questions, for example:
 - Where is the horizon line in this drawing?
 - Is this two point or three point perspective?
- 4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
- 5. Draw from reference pictures.
 - The students should start with gesture drawings in 5, 10, and 15 second increments.
 - Have students create a long drawing from photo references. The references can be of: landscapes, city scenes, interiors, etc.32 min
- 6. Remind students to draw during the week; at least 2 sketches.
1 min
- 7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten

Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.
2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Basic Perspective Part II

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

MC Escher, Leandro Ng, John Romita Jr.

Lesson Overview:

In this class you can either review the last lesson or you can continue on to *one*, and or, *two point perspective*. Remember not to overwhelm them with too much information.

Learning Objectives:

Students should be able to:

- Show a basic understanding of sketching techniques
- Each student should have a growing knowledge of basic anatomy
- Demonstrate basic shading elements (highlights, core shadows, shadows) that make the drawing look like it's three dimensional
- Each student should know what a focal point is and develop it either in one place on the figure or in a setting amongst other objects or figures
- Learn to incorporate proper perspective: *one* and *two point*

Materials:

- Class Hand-out
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that display the line of action.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.
2. Present examples of how to plan for a focal point.
 - Show the class some drawings done by other artists that have correct perspective in them. Explain what elements of perspective are being used.

10 min

Fundamentals of Sketching: Week 9

3. Include prompting questions, for example:
 - Where is the horizon line in this drawing?
 - Is this two point or three point perspective?
4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
5. Draw from reference pictures.
 - The students should start with gesture drawings in 5, 10, and 15 second increments.
 - Have students create a long drawing from photo references. The references can be of: landscapes, city scenes, interiors, etc.32 min
6. Remind students to draw during the week; at least 2 sketches.
1 min
7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten

Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.
2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Portraiture

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

Rembrandt, Chuck Close

Lesson Overview:

As the course comes to a close it's a good idea to focus on really honing a specific area of sketching. Portraiture is a classical discipline, and it focuses on one of the most expressive parts of the human body, the head. In this class you can start your students on a journey towards understanding the intricacies of the head's anatomy. Other places such as the hands deserve detailed study too, but it's good to start with the head.

Learning Objectives:

Students should be able to:

- Show a basic understanding of sketching techniques
- Each student should have a growing knowledge of basic anatomy
- Demonstrate basic shading elements (highlights, core shadows, shadows) that make the drawing look like it's three dimensional
- Each student should know what a focal point is and develop it either in one place on the figure or in a setting amongst other objects or figures
- Incorporate proper perspective
- Start a focus on portraiture

Materials:

- Class Hand-out
- Printed Reference (Picture of full poses)
- Sketchbook
- Pencil 2H - 3B or an artist's Pencil Set
- Kneaded Eraser

Steps:

1. Set-up the class room
 - Have folders or binders available for each student to keep their work in, and leave it in the classroom throughout the week
 - Set up an "inspiration table" with examples of various artists' work. Include your own if you have it. Try to have examples that display the line of action.
 - Make sure you have pencils, erasers, and sketchbooks for each student if your program is supplying class materials.
2. Present examples of portraiture.

Fundamentals of Sketching: Week 10

- Show the class some portraits created by the old masters i.e. Rembrandt.
10 min
- 3. Include prompting questions, for example:
 - Do you see any emotion in this person's face?
 - Do you think this was a real person? How can you tell?
- 4. Warm ups: showing the students how to loosen and train the muscles in their drawing arms. Have them draw circles, figure eights, zigzags, thick to thin lines, etc.
2 min
- 5. Draw from reference pictures.
 - The students should start with gesture drawings in 5, 10, and 15 second increments.
 - Have students draw a long portrait from photo references or of each other.32 min
- 6. Remind students to draw during the week; at least 2 sketches.
1 min
- 7. Classroom clean-up

Standards Addressed: Include standards addressed in the lesson if needed.

Examples:

California Visual Arts Standards—Kindergarten

Aesthetic Valuing

- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Creative Expression

- 2.4 Paint pictures expressing their ideas about family and neighborhood.

California Language Arts Standards—Kindergarten

Listening and Speaking

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

- 2.3 Relate an experience or creative story in a logical sequence.

Reading

- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Free Day

Grades: 6-12

Subjects: Visual Arts, Art History

Time Required: 1 hour

Artists To Reference:

Enrico Casarosa, Emma Coats

Lesson Overview:

This is the last week of the curriculum. Reward your student's persistence by giving them a relaxed day of drawing whatever they want. It might even be fun to take them on a field trip to draw somewhere. You can use this field trip as incentive for them to stick with the class throughout the eleven weeks. At some point it would be good to have the students present all of their work to classmates and even their parents. An art exhibition after the eleven weeks would give them a sense of accomplishment and art appreciation.

Learning Objectives:

- Have fun rewarding and congratulating your students for their work
- Congratulate the students and encourage them to pursue art further

Materials:

- Anything you want depending on what you want to do on your last day

Works Cited

I have not quoted any of the following books, but they, along with countless brilliant artists that I have worked with and studied under, have taught me many of these methods.

Julia Cameron. The Artist's Way: A Spiritual Path To Higher Creativity. New York: Jeremy P. Tarcher/Putnam, 2002.

Stephen Rogers Peck. Atlas Of Human Anatomy For The Artist. New York, NY: Oxford University Press, 1982.

Joko Budiono, Thomas Denmark, and Leandro Ng. Creative Layout Perspective For Artists. Boston, MA: Pearson Custom Publishing, 2002.

Barbara Bradley. Drawing People How to Portray the Clothed Figure. Cincinnati, OH: North Light Books, 2003.

Stan Lee and John Buscema. How To Draw The Marvel Way. New York, NY: Simon & Schuster Inc., 1978.

Recommended Books

These Are A Few Books That You Can Show Your Students. Remember, You Can Find These And Others Like Them At Most Libraries For Free.

Alphonse Mucha: The Spirit Of Art Nouveau by: Victor Arwas, Jana Brabcova-Orlikova, Anna Dvorak, and others

The Art Of Animal Drawing: Construction, Action Analysis, Caricature by: Ken Hultgren

Caravaggio by: John T Spike

Drawing & Painting The Portrait by: John Devane

Graphic Storytelling And Visual Narrative by: Will Eisner

The John Buscema Sketchbook by: J. David Spurlock & John Buscema

MC Escher by: S. Forty

Sketches By Silver by: Stephen Silver