

Ms. Grunt

PA standard 9.1.A, B, C, E, H; 9.3. A, B

Goal: For this project you will practice using sighting and comparison measurements to draw the human figure. You will also explore finding **mid-points** to help increase the accuracy of your work. You will draw a variety of poses for different amounts of time. You will gain an appreciation for the ability to visually 'measure' proportions to help improve the accuracy of your work.

Practice finding the mid-point of our models. Remember to sight with a straight arm outstretched from your body. Use the mid-point to gauge how the figure will fill the paper.

Use plumb and level lines to determine where parts of the body line up. Look for these places as they will help your drawing be accurate.

Look for the spaces between shapes (**negative shapes**). This is a very helpful way to determine where to place parts of the figure.

We will work on a series of poses as each of you takes turns modeling for the class (note, this only means standing or sitting still so others can draw you). We will draw a variety of poses. **For anyone considering putting together a portfolio for an art school, strong figure drawings are essential.**

Materials: we will practice working with ink. For the ink, we will dilute it with water and use sticks as our main drawing implement. Remember to work out your plan with lighter (ghost) lines, and then go back and darken the ink as you become confident of the placement of your marks. Multiple layers of ink can build up interesting textures in the form. You may find that designing your own drawing tool works best; take time to search out ideal sticks and ways to attach them together.

Advanced Challenge: choose positions that deal with **foreshortening** of the figure (meaning parts of the figure appears to come out towards the viewer), and/or include hands in complex positions.



Assessment for Figure Drawing (#1) Name: _____ period _____

 Note: Late work is marked down unless you have enough makeup class time recorded below; to improve final grade, speak with me. Date Due _____ Date turning in _____ Record dates of makeup time: _____

Fill points in boxes "S" (student), "P" (peer), "T" (teacher): **1** = evident; **1/2** = partially evident ; **0** = not evident

S	T	P	concept 9.1.A; 9.3 A, B	comments
			<ul style="list-style-type: none"> Do you submit at least 3 drawings of a figure using India ink/ghost line technique? 	S
			Does work show accurate use of sighting angles to determine accurate positions of figure?	
			<ul style="list-style-type: none"> Comparison paragraph clearly explains 3 significant differences and similarities between your work and the piece you select for comparing. Comparison paragraph uses accurate structure as provided in handout, including transition words, and accurate grammar. 	T
			= total concept points out of 4	
/4	/4	/4		

craftsmanship 9.1. B, H

			<ul style="list-style-type: none"> Do you use ghost lines and then darken (articulate) the final lines? 	S
			<ul style="list-style-type: none"> Do drawings show convincing overlapping of forms (i.e. where an arm or leg bends?). 	
			<ul style="list-style-type: none"> Are negative shapes employed to aid in accuracy of drawings by first sketching them apart from your figure and then checking for accuracy as they are used in figure drawing? All submitted work shows overall care and completeness in use of materials? 	T
			= total craftsmanship points out of 4	
/4	/4	/4		

composition 9.1. C, E

			<ul style="list-style-type: none"> Are figures spaced well to fill whole page without leaving too much empty space? 	S
			<ul style="list-style-type: none"> Do drawings show evidence of using a consistent unit of measure to determine accurate proportions (caution: are the hands and feet sized accurately avoiding "Barbie dolls" error?) 	
			<ul style="list-style-type: none"> Do drawings show accurate mid-point of figures near center of page allowing you to fit entire figure on page? Do you try foreshortening? Is foreshortening convincing? 	T
			= total composition points out of 4	
/4	/4	/4		

			Total concept	12 = 100%	10.5 = 88%	9.5 = 79%	8 = 67%	7 and below= failing
			Total craftsmanship	11.5 = 96%	10 = 83%	9 = 75%	7.5 = 63%	
			Total composition	11 = 92%		8.5 = 71%		
/12	/12	/12	Late work grade reduced _____ =	A Exceeds expectations	B Meets expectations	C Meets most expectations	D Some evidence of expectations	F Little to no evidence

9.1.A Know and Use elements and principles of art; 9.1.B Apply appropriate arts elements and principles to produce and revise original work; 9.1.C Integrate and apply advanced vocabulary to the arts
 9.1.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
 9.1.H Incorporate effective and safe use of materials.

Name _____ Period _____ Date _____

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PA standards: 9.3 Critical Response (9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities, 9.3.12.B: Determine and apply criteria to a person's work and works of others in the arts)

Artist Study #1 (FIGURE): Christian Schussele, Leon Sitarchuk, Leon Kelly, Larry Day, William Glackens and Kathe Kollwitz.

Open Project **1** Images on the class website (msgrunt.com Studio Portfolio II) under **Images for Paragraph**. Select an image that you want to compare to your project. In the box below, draw a sketch of image you are selecting. (note: draw a vertical border inside it if it is vertical composition).

Artist _____

Title _____

Date _____

Compare the image you've selected to your project. From the following list consider what is similar and what is different. Write an "S" or "D" next to each:

- ___ Pose of figure(s)
- ___ Use of light and shadow on figure
- ___ Compositional choices (use of negative space, cropping, filling page)

- ___ Type of line(s) (weighted line, hatch marks, quick sketch lines, geometric lines, etc.)
- ___ Accurate proportion of figure
- ___ Use of foreshortening
- ___ Amount of detail included (hands, feet, facial features, etc.)
- ___ Other idea? Write here: _____



Complete a **TYPED** well-written paragraph in which you argue that despite differences (discuss 3), the two pieces actually share important similarities (discuss 3). Conversely, you may choose to argue that despite similarities the pieces are actually different, following the same format. **Note**, this means that you will give examples of each similarity and difference you describe. Push yourself to find **thoughtful and interesting** similarities and differences as opposed to obvious statements like 'each piece is a figure drawing'.

Check off each item below:

- ___ • paragraph is submitted by the deadline (note: late paragraphs won't be accepted!).
- ___ • Image is sketched above
- ___ • Paragraph introduces full name of artist in opening sentence
- ___ • Titles of the artwork being discussed are italicized and CAPITALIZED!
- ___ • Thesis is stated (in 1st or 2nd sentence) (Several difference and similarities are apparent when comparing _____'s (insert title) with my _____ (project name, media).
- ___ • 3 similarities are well explained
- ___ • 3 differences are well explained
- ___ • **Variety** of transition words are used (and underlined) to discuss and explain list of similarities and differences (use transition-word handout!)
- ___ • A transition sentence is included to change from the discussion of differences to the discussion of similarities (**it is also underlined**) ex: Despite these differences there are also several important similarities between these pieces of artwork.
- ___ • Finally, conclude the paragraph, by including your opinion about the works discussed (see sample).