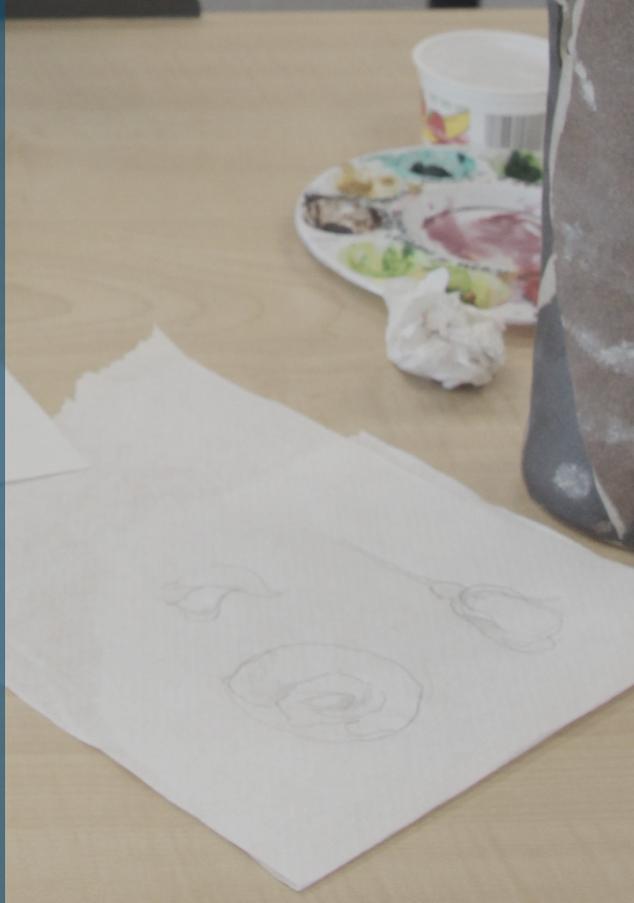




DRAWING

for scientific observation

Developed by Bonnie Dillard
& Marjorie Solano



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July 2016



Ages: Grades 3 - 6

Timeframe: 5 days (60 - 90 minutes per day)

Student Learning Goals/Outcomes:

Students will develop basic drawing skills by using careful observation and practice with proportion, value and texture.

Students will explore color by experimenting with colored pencils, pastels and watercolors.

Alaska State Arts Standards (<https://education.alaska.gov/akstandards/standards/arts.pdf>)

Visual Arts: Anchor Standard #2 - Organize and develop artistic work

VA:CR2a-3 Create artwork using a variety of artistic processes, materials, and approaches

VA:CR2a-4 Develop technical skills and explore art-making approaches

Visual Arts: Anchor Standard #3 - Refine and complete artistic work

VA:CR3a-3 Enhance visual information by adding details in an artwork

VA:CR3a-4 Revise artwork in progress on the basis of insights gained through peer discussion and self reflection

Visual Arts: Anchor Standard #10 - Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

VA:CN10a-3 Develop a work of art based on observations of environmental surroundings

VA:CN10a-4 Create a work of art that reflects community or cultural traditions

Materials for Lessons:

Large drawing paper and watercolor paper

Pencils and erasers

Colored pencils

Chalk pastels

Spray fixative

Watercolor paints, palettes and brushes, and containers for water

Collections of drawing subjects: shells, bones, plants, tools.

Note: Any subjects can be used for drawing; however, drawing from actual 3-dimensional subjects are preferable to photographs.

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Vocabulary:

Blind contour drawing - Drawing that represents the edges & ridges of a form (without tonal variation, shading) where the artists draws continually looking only at the subject (not at their work).

Blocking in - Before starting a painting, an artist may 'block-in' the composition using rough outlines or geometric shapes to show how everything fits on the canvas.

Proportion - The scale relationships of one part to the whole and of one part to another. In images of figures, the appropriate balance between the size of body and its limbs.

Value - Lightness or darkness of a hue or neutral color; the variations of light and dark on the surface of an object.

Primary colors - Red, yellow, and blue. From these all other colors are created.

Secondary colors - Colors that are created by the mixture of two primary colors

Analogous colors - Closely related colors; a color scheme that combines several hues next to each other on the color wheel

Complimentary colors - Colors opposite one another on the color wheel. Red/green, blue/orange, yellow/violet are complementary colors.

Day One:

Introductions

Explanation and demonstration of blind contour drawing; emphasis is on looking carefully, connecting eye to hand, drawing slowly without looking at paper. Students practice blind contour drawing and share and discuss their results.

Online resource: Blind Contour Drawing from Goodbye Art Academy (3 minutes) on YouTube.

Move on to modified blind contour drawing. In modified blind contour drawing, the artists can look at their paper and work periodically, though the majority of their time their gaze should be on the subject they are drawing. Practice; share and discuss results.

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Day Two:

Review previous drawing lessons. Demonstrate blocking in and measuring as a technique for achieving proportion. Students practice blocking in by sketching lightly starting with large shapes. Students could use a vertical and horizontal axis line to give a center point and help ensure that proportions and distances are accurate.

Value (lights and darks) and texture are added finally as more realism is desired.

Discussions and self-evaluations ongoing with individual students as needed, with focus on accurate drawing skills.

Day Three:

Brief review of blocking in, using blind contours as warm ups.

Demonstrate basic colored pencil and chalk pastel techniques, including using the two together. Using a previous drawing of choice, students develop color using colored pencil and / or pastels. Students may work into previous drawing or start a new one. Spray fixative is used for final step to avoid smearing.

As a group, students observe and discuss how the use of color changed their work.

Day Four:

Demonstration of basic watercolor techniques, using light pencil drawing as a beginning.

Techniques include wet in wet, dry brush, spattering, salt and transparent layering. Students experiment on scrap paper before beginning on heavy watercolor paper. First watercolor painting is created over a light pencil drawing that incorporates drawing skills from the week. Individual critiques with focus on each student's needs and direction.

Day Five:

Overview of the week. Students continue work with watercolor and drawing, with blending of pastel if desired and colored pencil added for final details, if desired. If appropriate, a whole class critique of all work spread out, with focus on skills learned and experiments explored. Some students are more private about their artwork and may wish to have individual critiques.