

Observational Drawing

Title of the Lesson

Drawing From Observation

Lesson Developed by:

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Lesson designed for Grade(s)

2nd, 3rd, 4th and 5th grade

Time Required for Lesson:

20 to 25 minutes for each drawing

Lesson Description

Introduce the concept of a contour drawing. Various fruits and/or vegetables are in front of the students to observe and draw. Begin with one object. (Whole beets, bell peppers, egg plant, pomegranate, etc.) Introduce an additional object(s) in the second drawing.

Big Idea(s) of this Lesson

Students will understand that:

- Artists observe and record the world around them.
- Artists practice their craft by drawing what they see.

Essential Question(s) of this Lesson:

Students will answer:

- How does an artist develop their skills?
- What is a contour drawing?

Indicators of Student Learning

SKILLS – Students will be able to:

CONTENT – Students will know:

- how to draw a contour drawing
- how to draw an object in front of or behind another object so that one is only partially viewed
- make a contour drawing showing the outline of an object
- draw two or three objects in relation to each other so that they are in front of, next to or behind each other

Visual Arts Blueprint Strands Addressed

Art Making

- Explore art materials and techniques
- Develop skills and techniques
- Use contour line to define a figure or object
- The ability to observe and then combine shapes to represent a subject
- Engage in close observation and sustained investigation
- identification and rendering of detail
- Utilize Elements of Art and Principles of Design in artwork
- Develop a personal style
- Basic organization of space such as foreground and background

Visual Arts Literacy

- hone observational skills in discussing works of art
- Build on others observations
- Develop visual arts vocabulary to describe art tools and techniques
- Use new vocabulary in class discussions and in reflective writing about students own work
- Reflect on the process of making art
- Share with classmates about thoughts and experiences in creating observational drawings
- Problem Solving: Interpreting and Analyzing
- Notice how students, all drawing the same object(s) create such varied images reflecting their perspective and position in relation to what they are drawing

Making Connections

- Look at and discuss the work of master artists who have created similar subjects in their drawings of a "Still Life" (Picasso's Bodegones)
- Connect visual arts to other disciplines and how this kind of drawing could be used
- Apply skills and knowledge learned in visual arts to interpreting the world

Community and Cultural Resources

- Use visual arts research resources in libraries and museums
- Have parent artist come in and share with the class and show how he/she uses "Still Life" as a way of developing their skills in art making

Careers and Lifelong Learning

- Learn about careers in and related to visual arts (commercial art)
- Gain an appreciation of art as a source of enjoyment and lifelong learning

Common Core Learning Standards Addressed

Students will:

- demonstrate independence.
- build strong content knowledge.
- respond to the varying degrees of audience, task, purpose, and discipline.
- comprehend as well as critique
- value evidence.
- use technology and digital media strategically and capably.
- come to understand other perspectives and cultures.

Learning Experiences

- 1. Introduce and discuss examples of artworks (drawings and paintings) that demonstrate "Still Life" compositions
 - Identify evidence of spacial relationships
 - Identify the positioning of objects
- 2. Create several sketches of the objects viewed
- 3. Draw what you see, not what you know
- 4. Complete drawing.
- 5. Gallery walk to see, discuss the work completed.

Culminating Class Activity

Pick one of the drawings completed and paint with watercolor.

Suggested Resources for this Lesson

Examples of drawings of Still Life

Using images from the on-line collections of:

Guggenheim Museum

Metropolitan Museum

City of New York

Whitney Museum