

BEST PRACTICES – DRAWING

- Σ DO A **GUIDED DRAWING** OF A LION ON THE BOARD -- STUDENTS FOLLOW WHAT IS DONE ON THE BOARD, OUTLINE WITH MARKER & COLOR WITH CRAYON
- Σ MAKE A SERIES OF DRAWINGS OF **SAME OBJECT IN VARIOUS STYLES**:
–GESTURE, ABSTRACT, REALISM, FUTURISM
- Σ TO TEACH **VALUE**: SMALL GROUPS OF STUDENTS SET UP STILL LIVES USING **ALL WHITE OBJECTS**: WHITE WOOD BLOCKS, STYROFOAM SPHERES, CONES MADE OF POSTER BOARD, AND PVC CYLINDERS. THE STUDENTS SET UP A **LIGHT SOURCE** AND OBSERVE THE LIGHT AND SHADOWS, AND **VARIATIONS OF SHADING TONAL VALUES**.
- Σ STUDENTS ARE TOLD TO BUILD SOMETHING WITH VARIOUS 3-D MATERIALS, THEN **NAME IT, DRAW IT, WRITE ABOUT IT**.
- Σ STUDENTS OBSERVE AND DRAW SILK FLOWERS, -- THEY ARE SHOWN HOW TO “**DRAW WHAT THEY SEE, NOT WHAT THEY KNOW.**” BREAK FLOWER OBSERVATION DOWN INTO **BASIC SHAPES**; “DRAW FLOWER AS IF YOU WERE A SMALL BUG.”
- Σ TEACH K OR 1ST GRADERS TO MAKE SELF PORTRAIT USING **SHAPES INSTEAD OF STICK FIGURES** – SHOW THEM OVAL (HEAD) SQUARE, (NECK) RECTANGLE (ARMS, LEGS, BODY) SMALL OVALS (FINGERS, FEET)
- Σ **EXPERIMENT** WITH BLENDING OF CHALK PASTELS
- Σ (4TH – 5TH GRADE) EXPERIMENT WITH “**UPSIDE DOWN DRAWING**” – USE A TRANSPARENCY OF A LINE DRAWING, INSERTED SO THAT IT WILL APPEAR UPSIDE DOWN. HAVE STUDENTS DRAW WHAT THEY SEE AS TEACHER SLOWLY PULLS PICTURE INTO VIEW (1” PER 2 MINUTES) WHEN DONE, TURN RIGHT-SIDE UP.

(OVER)

- Σ **“BLIND CONTOUR”** – KEEP EYES ON SUBJECT, DON’T LOOK DOWN AT DRAWING.
- Σ FOR FIGURE DRAWING HAVE STUDENT STAND ON LOW TABLE HOLDING A PROP LIKE A BROOM OR PADDLE: AFTER TEN MINUTES STUDENT CHOOSES NEXT MODEL.
- Σ FIGURE DRAWING: STUDENTS MODEL A POSE, WITH EACH STUDENT TAKING A TURN POSING WHILE THE OTHERS DRAW. **START WITH SIMPLIFIED LINE DRAWING TO CAPTURE POSE**, THEN ADD BUBBLE LINES AROUND FIGURE TO FORM NATURAL FIGURE.
- Σ CHOOSE OBJECT IN ONE LOCATION – DRAW/PAINT OBJECT USING AN “ISM” – MOVE TO A NEW LOCATION – DRAW OBJECT IN UNNATURAL LOCATION USING ANOTHER “ISM”. (EMPHASIZE USE OF **2 STYLES “ISMS” IN ONE ARTWORK**)
- Σ **STILL LIFE**: A BAGGIE WITH SHELLS AND A STRIP OF HAWAIIAN FABRIC
- Σ **MIXED MEDIA** WITH GLUE OVER LINES
- Σ **TEACH SHAPES & HOW TO PUT TOGETHER**, RATHER THAN OUTLINING FIRST
- Σ STILL LIFE DRAWING USING AT LEAST **THREE DIFFERENT SHADING TECHNIQUES**.
- Σ **DRAW FROM REAL LIFE**
- Σ SAME STILL LIFE WITH DIFFERENT STYLES
- Σ **START SIMPLE**
- Σ USE OBJECTS STUDENTS CAN RELATE TO – TOYS, STUFFED ANIMALS
- Σ **DRAW NEGATIVE SPACES**
- Σ HAVE STUDENTS DO A DRAWING TO **INTERPRET MUSIC** BEING PLAYED
- Σ PROVIDE REALISTIC OBJECTS WITH STRONG LIGHT SOURCE
- Σ IDENTIFY POSITIVE/NEGATIVE SPACES
- Σ USE **VALUE** TO CREATE **EDGE** BUT NOT **LINES**
- Σ FOCUS IN ON **ONE SPECIFIC AREA** IN STILL LIFE
- Σ MAKE A **VALUE SCALE** AND USE **ALL VALUES** IN DRAWING