



Drawing

Group 4

Gabrielle V.
Sydney S.
Isabella Q.
Lilia S.
Julia L.
Timothy D.
Angel L.



Anticipatory Set

- When students first walk into class, there will be different colored pieces of gray paper on their desks.
- Their task will be to line up from white, to darker grays, and end with black.
- This would be good as a kinesthetic activity to get the students moving and bring excitement from their curiosity.
- This will be a segway into value.

Art History Lesson

Egyptians



The grid method has been utilized by artist since ancient times. While there is no exact date, the earliest example of the grid can be seen in Ancient Egyptian artworks.

Renaissance

- The Renaissance artists used the grid method a bit differently in their works.
- Using a wooden frame, they would hammer in nails spaced equally apart and tie lengths of string from one end to the other to create their rows and columns.

History of the Grid: The Grid Method in Use



Throughout history many famous artists have used the Grid Method for drawing including Leonardo Da Vinci, Albrecht Durer, Vincent Van Gogh.

- Master craftsmen would first sketch out the artwork and used a method called 'snapping,' a string soaked in red dye create a grid on top of the work.
- A large wall would be then gridded to easily transfer the sketch onto the wall. Creating the large-scaled artworks we see today.



The the frame would be placed in front of the model or painting subject so they could look through the grid.



- A grid allows the artist to draw what they see by sectioning their subject into smaller units which correspond to similar units on their artwork.
- Artists used the grid as a means to achieve an accurate drawing.
- It was also a way to easily scale up smaller sketches onto larger surfaces, which can be seen in Frescos.

Essential Questions

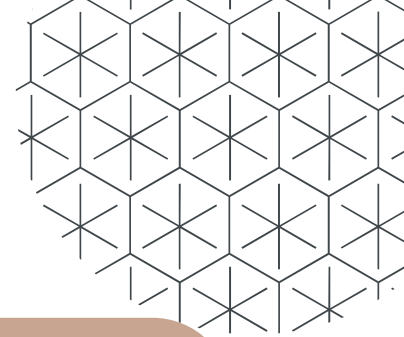
- Why do people value objects, artifacts, and artworks and select them for presentation?
- How do objects, places, and design shape lives and communities?
- How can planning out our art be an advantage?
- How can self-identity influence the work we make?

Big Idea

What is self-identity?

How can we represent identity?

What are the objects, places, people, memories that make you who you are today?



Lesson Plan: Scaled Identity Portrait Drawing

Lesson Title:	Grid Method- Self portrait/Self identity
Grade Level:	9th grade
Vocab, Art History, Interdisciplinary Connections	
Artist/Culture/Movement Connections Ancient Egypt, Renaissance, Vincent Van Gogh, Chuck Close	Interdisciplinary Connections Math, Science
Art Vocabulary: Proportion, Expression, Deconstruction, Monochromatic	Elements/Principles of Art Value, Scale, Line, Balance, Unity
Media and Materials needed: Reference Photo (printed out) Newsprint Paper 3 Graphite H, HB, 2B Ruler Eraser	

Learning Objectives

1. Students will choose an image to express their present self-identity
2. Students will analyze their choice and reflect on how they see the world
3. Students will go from a smaller scale exercise to a final product and note improvement. Taking everything they've learned along the way and implementing that knowledge and practice on the final project

Content Standards

CREATING

Prof.VA:Cr1: Use multiple approaches to begin creative endeavors.

RESPONDING

Prof.VA:Re7.2: Analyze how one's understanding of the world is affected by experiencing visual imagery.

CONNECTING

Prof.VA:Cn10: Document the process of idea development from early-stage ideas to fully elaborated ideas.

Prof.VA:Cn11: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Lesson Plan

Overview

Students will be introduced to the use of the grid method as a means to imprint an image of an artist medium whether it be drawing paper, fabric drawing, a painted canvas, and so on. The student will have an understanding that the grid is a tool used within art to help the artist compose their contour drawing – being used as a visual structure to organize composition, value, and design. It will help the young artists maintain accurate proportions and perspective and learn to focus attention on one small section at a time – replicating what they see as a reference over to the drawing page. Focusing on one square at a time is enough information needed and can also help the young artist not get overwhelmed when seeing the whole picture itself.

Day-by-Day Lesson Plan

Instructional Strategies (what the teacher does)	Activities (what the students do)
<p>Day 1: The teacher will start off by introducing the grid process along with showing the student the Art History presentation. After the Art History presentation, the teacher will give out a worksheet that has art terms to define to give them more of an understanding of what the gridding process maintains.</p>	<p>Day 1: Students will participate and engage in the introduction of the grid process and take notes on the history presentation that will be given. The student will then look up terms they need to define to help them better understand what the gridding process consists of.</p>
<p>Day 2: The teacher will briefly review what was done in the previous class, then introduce a brief kinesthetic activity on what value is. The teacher would give the students a project that consists of different colored pieces of square paper from white, a variety of grays, and black. Afterwards, the teacher would introduce the gridding worksheet where the students would find an image of their liking from the internet or magazine. They then would tape the image of their choice on top of the grid worksheet drawing the grid lines back over the image. On page two of the worksheet, they would transfer each square onto the</p>	<p>Day 2: The students will work on the kinesthetic activity based on value – lining up the squares from lightest to darkest. They then will look on the internet for a picture of their liking and build a gridding scale to get the hang of how it works and the benefits of its use. They would practice how the gridding method works on page one of the worksheet and then would transfer the image onto page two of the worksheet and fill in the value as best as they can. At the end of class students will look up an image that is of significance to</p>

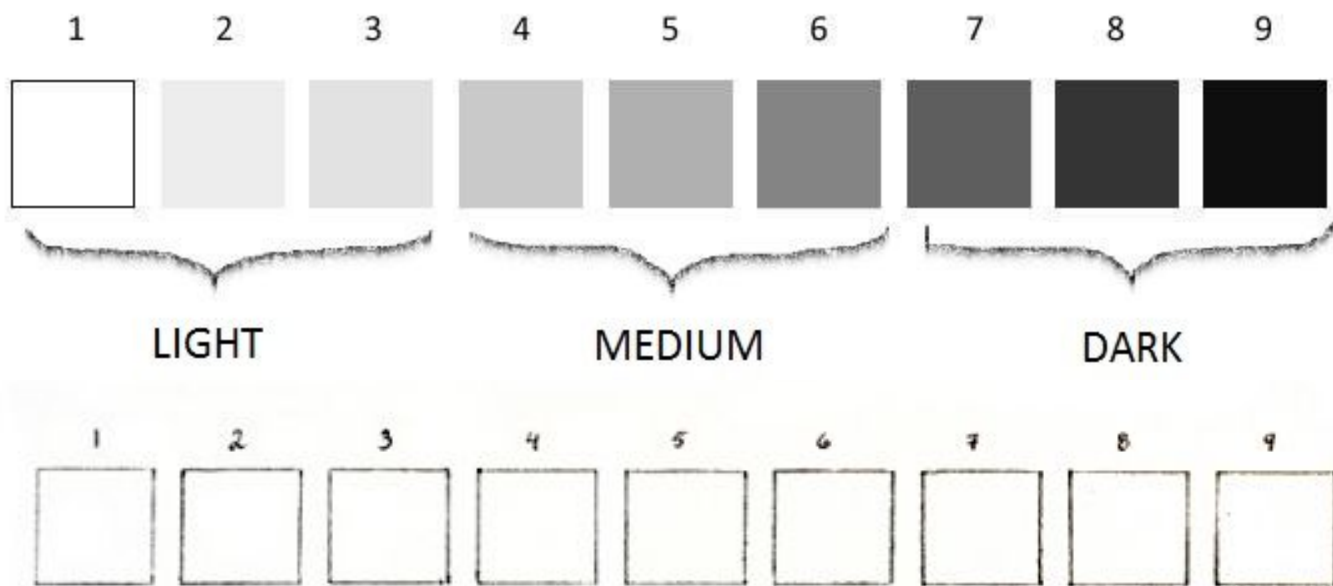
<p>worksheet that reflects the drawing. The class would end with the students thinking and collecting an image they'll be gridding for their main project – it would need to do with something that reflects on their self, identity, values, and/or cultural significance. Several subject options that relate to the theme. The students will be able to choose a medium of their choice.</p>	<p>them, print it out to have it ready to transfer for their final gridding project.</p>
<p>Day 3: The teacher would briefly review what was done in the previous class answering any questions students might have before starting their main assignment. The teacher would go over the gridding step by step process and put it on a projector so the students can use it for reference. The teacher then will go over the self-evaluation the students will need to do after their assignment is finished. The gridding assignment and self-evaluation needs to be turned in together.</p>	<p>Day 3: The students will start off by getting out their reference image of choice along with the materials needed. They then will create a 1"x 1" grid around the reference photo with dashes then adding vertical and horizontal lines – connecting all sides. The students will then grab newsprint or final draft paper creating a border and using the same method they used on their image, but now on their blank paper. Once all lines and squares are complete, they will transfer reference image onto drawing paper starting at the upper left hand corner and working towards the right – finishing one row at a time</p>

Check for Understanding

Students are given exit tickets. i.e. prompt will be on board (how strong do you feel about the topic of the day?) Very strong, in the middle, not strong at all), put response and name on ticket hand to teacher on the way out.

Scaffolding

Because students will be studying value piece by piece (grid) on a chosen artwork, it is important to introduce the value scale and have them try it on their own before jumping into the artwork.





Materials Needed:

- Reference Photo (print)
- Newsprint Paper
- Wooden Pencil
- Ruler
- Eraser



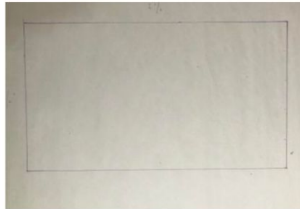
1. Grab Printed Reference
2. Put a 1" x 1" grid around photo.



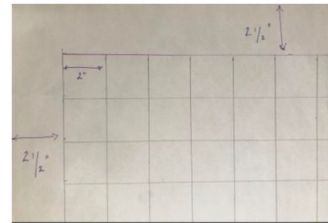
- Starting at the top, bottom, or the either side; using your pencil make a dash at every inch.
- Measure out inch by inch on *all* four sides of the photo.



- Once all dashes are laid, connect them using a ruler to make straight lines.



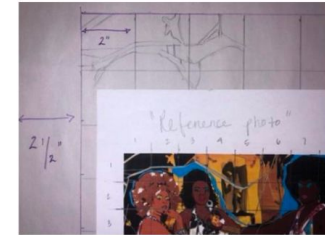
3. Grab Newsprint or Final Draft paper
4. Create a 2 1/2" boarder on top and sides



5. Inside the 2 1/2" boarder, create a 2" x 2" grid using the same method above on the reference.

6. Transfer reference content onto drawing paper.

- Starting in the upper left-hand corner and work toward the right, row by row
- On the drawing paper, fill in box-by-box the content that correlates with the corresponding box on the reference.



7. Continue until all boxes are filled in completely

Worksheet

Instructions

- Tape a printed image onto this grid. Using a ruler or straight edge, draw the grid lines back over the image.
- Referring to Page 1, duplicate each square onto this sheet.

	1	2	3	4	5	6
A						
B						
C						
D						
E						
F						
G						
H						

Image Grid Worksheet Page 1
Tape a printed image onto this grid. Using a ruler or straight edge, draw the grid's lines back over the image.

	1	2	3	4	5	6
A						
B						
C						
D						
E						
F						
G						
H						

Image Grid Worksheet Page 2
Referring to Page 1, duplicate each square onto this sheet.

FAQ & Teacher Sample

Gridding: Step-By-Step Instructions

FAQ

To summarize, you will need a reference photo (printed), drawing paper, a wooden pencil, ruler, and eraser. The grid method involves drawing a grid over your *reference photo*, and then drawing a grid of equal ratio onto your work surface. Focusing on only one square at a time until the entire image has been transferred. Once you are finished, you simply erase or paint over your gridlines! The grid method has far more benefits than any other transfer process i.e., using a projector or transfer paper. With the grid method one improves drawing and observational skills. yay!

o Why is the reference photo gridded 1" x 1" and the transfer grid is 2" x 2"?

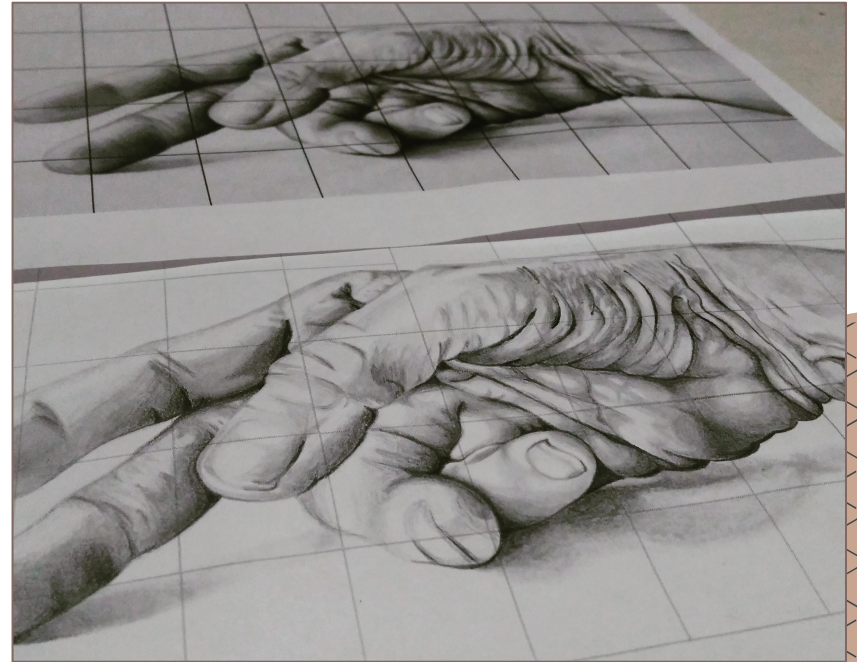
Because the grid basically divides the original image into smaller blocks so you can more easily see what belongs where. The reference photo is gridded at a **one-by-one ratio**, so it is possible to make that reference into whatever size drawing one wants. In this example, it has doubled in size.

o Why do you have to go box by box?

When using the grid method, it is most effective when one goes box by box instead of jumping around. When one jumps around and does not follow a strategic route, items become distorted.

o After I finish my preliminary drawing, should I paint over the grids or erase them?

Always draw lightly! If you used a pencil to draw the grid, then you should try and erase it as best as you can. Depending on what paint you use the grid lines *may* show through, and you don't want that.



- Reference of grandfather's hands
 - Hold a great respect for my elders and family-cultural identity
- Importance of hands- create art, tell stories, show love
- Hands are what I draw- self-identity
- Paid close attention to detail, shading, composition(fingers move the eye in a circular motion)

Grading Rubric & Self-Evaluation

Grid Method- Self- Portrait/ Self Identity						
	5-Excellent	4-Above average	3-Average	2-Satisfactory	1- Poor	Mark
Composition	-Final artwork is very well balanced -No empty or overfilled spaces	-Final artwork is well balanced -Only a few empty or overfilled spaces	-Final artwork is balanced -Some empty or overfilled spaces	-Final artwork is somewhat balanced -A lot of empty or overfilled spaces	-Final artwork is unbalanced -Way to many empty or overfilled spaces	/10
Shading/Value	- Each section was individually and very carefully shade - Very easy to distinguish different high key/Low key areas -Student used full range of values	- Each section was individually and carefully shade - Easy to distinguish different high key/Low key areas - Student used 5-7 of the 9 range of values	- Each section was shade -Somewhat easy to distinguish different high key/Low key areas -Student used 3-4 value range	-Some sections were shade -Hard to distinguish different high key/Low key areas -Student used at least 2 of the 9 range of values	-Only very few sections were shade -Impossible to distinguish different high key/Low key areas -Student only use one range value	/10
Craftsmanship	-The artwork was beautifully done -Final project is neatly done, and grid is perfectly measured and symmetrical -The viewer is not able to see any grid lines	-The artwork was very well done -Final project is neatly done, and grid symmetrical -The viewer can see a little of the grid lines	-The artwork was well done -Grid is somewhat symmetrical -The viewer can see a some of the grid lines	-The artwork was somewhat done -Grid is not symmetrical -The viewer can see most of the grid lines	-The artwork was not done -Final Project is not neat, and grid is not measured correctly -The viewer can the entire grid lines	/10
Creativity	-Artwork Expresses original idea -Student demonstrates outstanding problem solving skills	-Artwork expresses a good idea -Student demonstrates problem solving skills	-Artwork expresses an idea -Student shows some problem solving skills	-Artwork expresses a very simple idea -Students shows somewhat problem solving skills	-Artwork expresses an unoriginally and not creative idea -Students shows no problem solving skills	/10
Effort	-Displayed a clear effort -Student was constantly on task	-Displayed effort -Student was on task most of the time	-Displayed some effort -Student was somewhat on task	-Displayed a few effort -Student was off-task most of the time	-Displayed no effort at all -Student was off-task all of the time	/5
Total						/45

Self Evaluation questions:

- Do you think your artwork has an interesting and successful composition?
- How do you think you did in terms of value and shading?
- What do you think is the most successful aspect of your final project?
- If you were to do this project again what would you do differently?
- Giving your honest opinion, what letter grade do you think you have earned?

