

Combining Drawing Styles: Creating a Variety of Marks



Goal: Students will create a single drawing that encompasses ten different drawing styles.

Teacher: Kathryn Moran

Grade Level: 9-11 Teacher: Kathryn Moran

Title: Drawing Styles: Exploring the Power of the Line

Standards:

9.1C Vocabulary within each art form

9.2C Styles and Genres in art

Goal: Students will create 10 drawings that illustrate the different types of drawing styles

Objectives:

- Students will become familiar with ten different drawing styles: gesture, contour, mass, volume, cross contour, cross hatch, structural line, line weight, line direction, line length.
- Students will be able to identify specific artists who use the aforementioned drawing styles in their work.
- Students will create ten drawings that illustrate the different types of drawing styles from one subject matter.

Requirements:

- One completed "Drawing Styles" packet that includes ten drawings of one subject matter that illustrate the ten types of drawing studies
- One quiz on the ten types of drawing styles

Resources/Visual Aids:

- R.J. Kitaj drawings
- Rembrandt drawings
- Jim Dine drawings
- Alice Neel drawings
- Matisse drawings
- Christo drawings
- Claes Oldenburg drawings

Supplies/Materials:

- Several pencils (HB, B, H, 2B)
- Erasers
- Drawing Styles packet
- A variety of interesting objects

Teacher Preparation:

1. Obtain visual aids and materials
2. Create Drawing Styles packet
3. Develop a drawing styles quiz

Teaching:

Introduction:

Introduce the students to the different types of drawing styles by showing them the Matisse, Rembrandt, Da Vinci, R.J. Kitaj etc images that clearly illustrate each isolated drawing style. The instructor should describe each drawing style as each image is discussed and ask the students if they know the name of the style being discussed (ie: "What is the name of a drawing that describes the outside edges of a form?" or "When an artist uses fast lines to describe a form, he/she is creating what type of a drawing"). Give them hints to help them out and define each drawing style on the board underneath the corresponding image. These images and definition should remain on the board while the students are working on their drawing packets. However, when their packets are completed and it is time for the quiz, the images may remain but the definitions must be erased.

Directions:

1. Students will gather drawing materials from their cubbies.
2. Students will select one object to draw from, (the objects will be spread out on a central table; there should be a wide variety).
3. Students will create the required ten drawings in the packet on the pages that correspond with each drawing style (see attached packet).
4. When the packet is complete the students will take a quiz that will include three categories.
 - The first sheet will require them to define, in words, three of the drawing styles
 - The second sheet will require them to create four drawings that illustrate the drawing styles requested (an object will be placed on each table for the students to work from).
 - The third section of the quiz will require them to identify the main drawing style used in three works of art.

Closure:

There will be a discussion about the different drawing styles and the effects they create. Discuss how the styles could potentially overlap and whether or not the students think the styles work best independently, or if they could work better combined. Discuss which styles could be combined. Show examples of drawings with several styles. The closure for this lesson should segway the instructor into the next drawing lesson.

Critique/Evaluation/Assessment:

This lesson is straightforward and the packets are designed as a tool, so a critique may not be necessary. The students will be evaluated on the accuracy of their drawings in correspondence with each style. The quiz will also be used as a way of assessing the success of the students and of the packet.

Extensions:

Students may choose a new object and create a drawing on 9x12 paper in their favorite drawing style.

Vocabulary:

Gesture: Loose lines that capture movement.

Contour: A continuous line that shows the edge of a shape or form.

Mass: A solid silhouette of the shape with no value changes.

Volume: Spiral lines that describe three-dimensional form.

Cross Contour: Lines that describe the surface of a form.

Cross Hatch: Parallel lines that create different values to describe three-dimensional form.

Structural Form: Lines that describe a three-dimensional form axis line; the line that runs through the center of a form.

Line Weight: Lines that show value, (light to dark) and form.

Line Direction: Lines that have correct angles and curves.

Line Length: Measured lines that show the proportion of a form.

Time Budget:

The lesson and the quiz will take two or three 80 minute blocks. The lesson will be introduced and the student can start the packets in the first block. The second block will mainly be dedicated to working on the packet, but the students will stop twenty minutes early to allow time for the quiz. If students are still working, the quiz can be given the following day before the introduction of the next drawing lesson.

Safety Concerns:

There are no safety concerns.

Bibliography:

Rose, Bernice. Drawing Now. The Museum of Modern Art, New York: 1976.

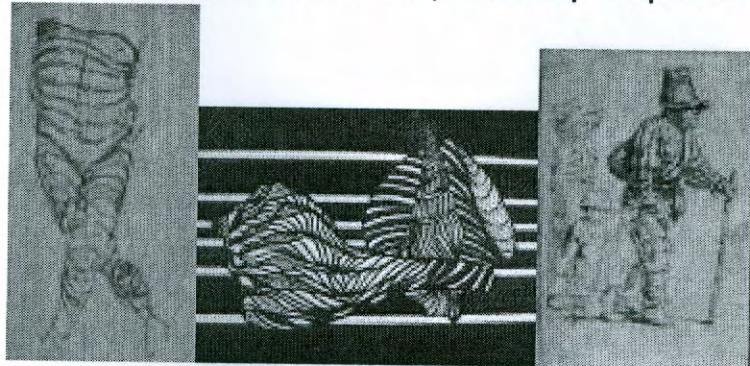
Marlborough. R.B. Kitaj: Fifty Drawings and Pastels, Six Oil Paintings.

Marlborough Gallery, New York: 1979.

Royalton-Kisch, Martin. Drawings by Rembrandt and his Circle. British Museum Press, London: 1992.

Powers, Sarah. Alice Neel: Paintings and Drawings. Locks Gallery, Philadelphia: 2005.

Cross Contour
Lines that describe the surface of a form.



Teacher: Kathryn Moran

Grade Level: 9-11

Title: Combining Drawing Styles: Creating a Variety of Marks

Standards:

- 9.1C Vocabulary within each art form
- 9.2C Styles and Genres in art

Goal: Students will create a single drawing that encompasses ten different drawing styles.

Objectives:

- Students will be able to distinguish between ten different drawing styles: gesture, contour, mass, volume, cross contour, cross hatch, structural line, line weight, line direction, line length.
- Students will create a single drawing that encompasses all ten drawing styles.
- Students will be able to recognize different drawing styles in works of art.

Requirements:

- One large scale drawing of abstract sculptures in front of a window, that includes the ten drawing styles; gesture, contour, mass, volume, cross contour, cross hatch, structural line, line weight, line direction, line length.
- One completed self-evaluation and quiz.
- Participation in critique of final drawings, each drawing style must be identified in each individual piece.

Resources/Visual Aids:

- Drawings by a variety of artists: R.B. Kitaj, Francisco Goya, Leonardo Da Vinci, Alice Neel, and Kathe Kollowitz

Supplies/Materials:

- Several pencils (HB, B, H, 2B)
- Erasers
- Drawing Styles packet
- 18 x 24 drawing paper
- Several large abstract sculptures

Teacher Preparation:

1. Obtain visual aids and materials
2. Create an example of a drawing that utilizes all ten styles.
3. Develop a line of questions/ prompts that will be used in the group critique.

Teaching:

Introduction:

- Discuss the examples of drawings that encompass two or more drawing styles.
- Ask the students to identify specific drawing styles in the works.
- Ask the students which drawing style overlapped the most in their packets.
- Show the students examples of drawings that include all ten styles.
- Ask the students which styles work the best together.
- Is the drawing more successful or less successful when all ten styles are used?

Directions:

1. Students will gather drawing materials from their cubbies.
2. Students will position themselves in front of the large abstract sculptures.
3. Students will create one drawing that includes all ten styles.
4. When the drawing is complete the students will participate in a group critique. The following questions will be raised.
 - Do all these drawings include the ten drawing style?
 - Which drawings clearly show the ten styles?
 - Which styles did you feel it was easiest to combine?
 - How did you decide where to use each style?

Closure:

The critique will be followed up by a self-evaluation and the drawings will be displayed and matted on black paper.

Critique/Evaluation/Assessment:

The critique will be an opportunity for students to earn points towards their final grade. The students will be graded with a rubric (see attached sheet).

Extensions:

Students may choose another area in the room and create a drawing in their sketchbook that encompasses all ten drawing styles.

Time Budget:

The lesson and the critique will take between two and three 80 minute blocks.

Safety Concerns:

There are no safety concerns.

Bibliography:

Rose, Bernice. Drawing Now. The Museum of Modern Art, New York: 1976.

Marlborough. R.B.Kitaj: Fifty Drawings and Pastels, Six Oil Paintings.

Marlborough Gallery, New York: 1979.

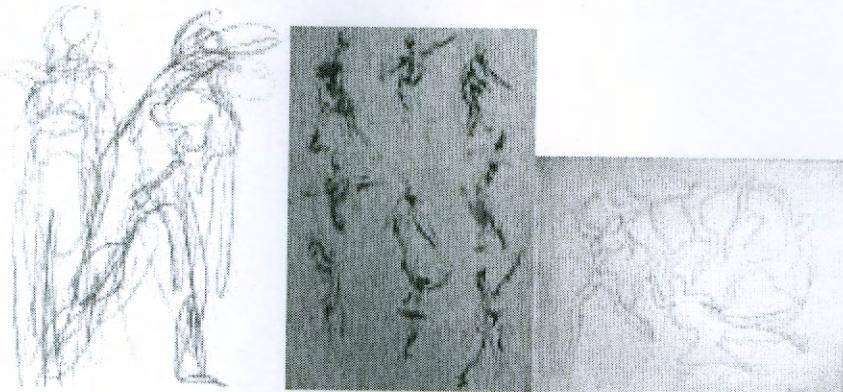
Royalton-Kisch, Martin. Drawings by Rembrandt and his Circle. British Museum Press, London: 1992.

Rubric: Drawing Styles Final Drawing Art Major 1

Name:

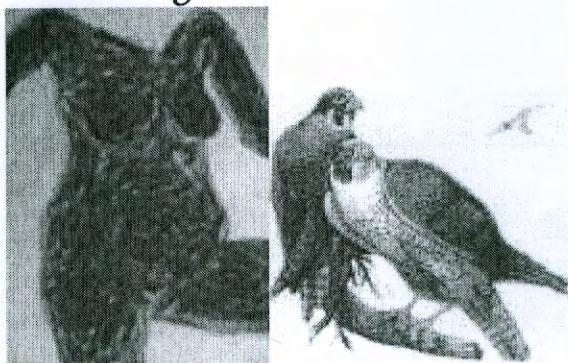
Drawing touches all four sides of the page. (5 points)	
Drawing shows evidence of all ten drawing styles. (50 points)	
Drawing styles are combined to create form. (20 points)	
Composition is balanced. (15 points)	
Craftsmanship. (10 points)	

Gesture
Loose lines that capture movement.



Mass

A solid silhouette of the shape with no value changes.



Volume

Spiral lines that describe three dimensional form.



Name:
Number:

Art Major1

Homework Due: Thursday, October 11, 2005

Choose a poem and underline all the nouns, (person, place, or thing) and all the adjectives, (describing words). Write down all the words you underlined on a separate piece of paper. In your sketchbook, use you imagination to draw a picture based on the words you underlined.

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Number:

Art Major1

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Art Major 1

Homework Due: Friday, September 30, 2005

Block 5

In your sketchbook, create a self-portrait drawing using contour lines, cross contour lines, structural lines, and cross-hatching. The drawing should fill the entire page and should take at least thirty minutes. Please time yourself and sit in a quiet space while you are working.

Art Major 1

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Block 5

In your sketchbook, create a self-portrait drawing using contour lines, cross contour lines, structural lines, and cross-hatching. The drawing should fill the entire page and should take at least thirty minutes. Please time yourself and sit in a quiet space while you are working.

Art Major 1

Homework Due: Friday, September 30, 2005

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Students Working

Name:
Number:
Art Major 1
Quiz: Drawing Styles
Block 5

Define the following terms:

Contour Drawing:

Structural Drawing:

Gesture Drawing:

Draw from the object on your table in the following styles:

Mass

Line Weight

Cross Contour

Identify the main drawing style used in the following examples:

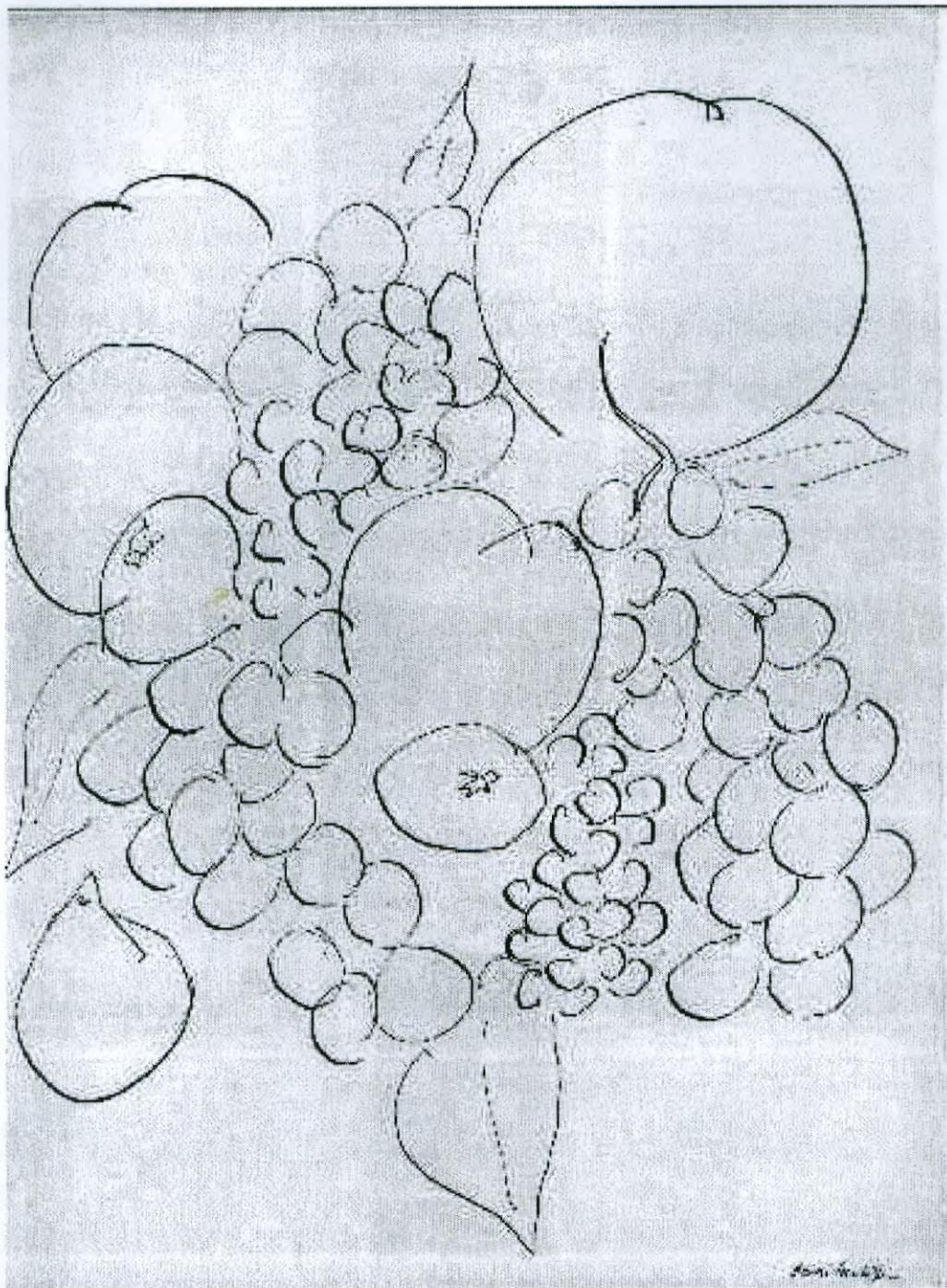


R.B. Kitaj

Identify the main drawing style used in the following examples:



Identify the main drawing style used in the following examples:



Henri Matisse

Identify the main drawing style used in the following examples:



Kathe Kollowitz





M
Bok
Me

