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S C U L P T U R E M U S E U M

Drawing in the Museum

Objective: Students will explore drawing exercises such as gesture, contour, blind contour, and value study while sketching sculptures in the museum. It is suggested that drawing exercises should be done frequently when doing art classes. It is similar to sporting activity warm up exercises.

Level: 5th- 12th Grades

Supplies:

- Ebony or drawing pencils (soft lead)
- White lead pencils
- 82 X 11 sheet of paper (white and black)
- Drawing boards 14" x 18" approx.
- Carpet samples (optional)
- Note: erasers are not used in this assignment.

Process: Preparation includes all above supplies. This activity occurs after the guided tour of the museum. Students return to the front of the museum where the art supplies are located. The activity director instructs and demonstrates a few drawing warm up exercises. Some of them are listed below.

Gesture: In drawing, a quick all-encompassing statement of forms. The hand duplicates the movement of the eyes, quickly defining the subjects' general characteristics such as movement, weight, shape, scale, proportion, etc. Imagine a ball ricocheting around inside the object you are drawing. The tip of the pencil becomes the ball. Drawing pencils can be held in different ways to produce different weight lines.

Contour: A line that delineates both the outside edge of an object and the edges of planes, as opposed to outline, which delineates only the outside edge of an object.

Blind Contour: A contour exercise in which the artist stares directly at the drawing subject and never looks at the paper.

Continuous Line: This can be applied to contour drawings in which one line is used. The pencil is never picked up and put down in another place on the same sheet.

Organizational Line: A drawing in which line provides the structure and basic organization for a drawing. It is not confined by outside limits of objects. The lines can cut through forms.

Negative Space: A drawing in which all negative spaces are drawn within a rectangular, square, circular, or oval image area.

Curve or Straight Line: Every contour in nature has a curved or straight line. A drawing that consists of only straight or curved lines. The drawing becomes very abstract and geometrical. They can be compared to Leger=s work.

Value drawing: Using a conte or similar pencil, holding it by the side and drawing in a light circular manner, a drawing is made using no line at all. It is developed by building up layers of values. This is a great exercise when using black paper and a white pencil. In this case, the student draws the areas of light on the object instead of the shadows or dark areas.

Afterwards students take a carpet sample, drawing board, a few sheets of paper (3 or 4 white and 1 or 2 black), and one white and black pencil. The activity director should remind them not to sit, lean, or draw on any pedestals. Ask students to choose an area by themselves and select a sculpture(s) to draw. Students can carry their materials carefully into the museum and draw for about 30 to 45 minutes. Afterwards, there can be a quick critique of their work before they leave.

These drawing exercises are a small selection of those most commonly used when teaching drawing. Apply your own methods and exercises, too.

Suggestions:

- The range of value that can be achieved from the Ebony pencils may need to be demonstrated on a sheet of paper.
- Students tend to draw very small, so it is a good idea to emphasize filling the whole page with one drawing. This will create better compositions.

Michigan Content Expectations

Mathematics:

II Geometry and Measurement, Content Standard 1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationships)

7. Use shape, shape properties and shape relationships to describe the physical world and to solve problems.

Science

Reflecting on Scientific Knowledge (R) II.1, All students will show how science is related to other ways of knowing:

2. Show how science concepts can be illustrated through creative expression such as language arts and fine arts.

Key concepts: Poetry, expository work, painting, drawing, music, diagrams, graphs, charts.

Real-world contexts: Explaining simple experiments using paintings and drawings; describing natural phenomena scientifically and poetically.

Waves and Vibrations (PWV) IV.4, All students will explain shadows, color, and other light phenomena:

4. Explain how shadows are made.

Key concepts: Shadow, blocked path, surface, object, light moves outward from source in straight lines.

Real-world concepts: Shadows made on surfaces by putting objects in the path of light from common sources, including sunlight, light bulbs, projectors. Changes in size of shadows due to distance from object.

Visual Arts:

Performing, Content Standard #1: All students will apply skills and knowledge to perform in the arts.

- A. Use materials, technique, media technology and processes to communicate ideas and experiences.
- B. Use art materials and tools safely and responsibly.
- C. Use visual characteristics and organizational principles of art to communicate ideas.

Creating, Content Standard #2: All students will apply skills and knowledge to create in the arts.

- A. Apply knowledge of materials, techniques, and processes to create artwork.
- B. Apply knowledge of how visual characteristics and organizational principles communicate ideas.
- C. Explore and understand prospective subject matter, ideas, and symbols for works of art.
- D. Select and use subject matter, symbols and ideas to communicate meaning.

What the learner will be able to:

Mathematics:

The learner will be able to:

- Create a drawing in the museum using geometric shapes as a basis to define the sculptures.

Science:

The learner will be able to:

- Create a blind contour drawing of the sculptures in the museum.
- Create a reverse value drawing of the sculptures in the museum.
- Create drawings of sculptures in the museum.
- Create drawings using line and value shades to describe depth.

Visual Arts:

The learner will be able to:

- Create drawings with white and dark pencils.
- Select a sculpture and create a drawing of the sculptures in the museum.
- Use pencils safely while doing their drawings in the museum.
- Create drawings of sculptures in the museum using line, value, texture, balance, unity, etc..
- State how to use the media to create a drawing.
- State how to use the formalities (line, value, texture, etc.) and (balance, harmony, unity, etc.) to communicate meaning in their drawings.
- State and explain symbols used in their drawing to communicate their meaning.