



Drawing in the Museum

Objective: Students will explore drawing exercises such as blind contour and value drawing 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: 4th-12th Grades

Supplies:

- Ebony or drawing pencils (soft lead)
- White lead pencils
- 8 ½ 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 setting out all the above supplies. The activity director instructs and demonstrates the drawing warm up exercises listed below.

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

Define blind contour drawing. Contour is described as the outside or inside edge of an object. "Blind" means that you look at your subject and not at your drawing when drawing. Select a student and demonstrate it. Show them the drawing and explain that they look odd and whimsical but can actually be beautiful drawings. Explain that this is an exercise in which you are coordinating the eye and the hand to work in unison. Instruct the students to get their supplies for this drawing activity. They can draw each other or go out into the museum and do blind contour drawings.

Reverse value drawing: This activity challenges the dark pencil and white paper convention by reversing it. Instead of drawing and shading the dark areas, students learn to draw the areas of light using white conte or similar pencil and black paper. These drawing exercises are a small selection of those most commonly used when teaching drawing.

Suggestions:

- 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.

Note: You can design a powerpoint presentation with visuals for this lesson plan.

National Common Core Standards for Visual Arts**4th grade**

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

5th grade

VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

6th grade

VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.

7th grade

VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

8th grade

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

9th grade

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan

10th grade

VA:Cr1.2.11a Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

11th and 12th grade

VA:Cr1.2.12a Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.