


**GRADE 9 - 12 LESSON PLAN**  
**LIFE DRAWING WITH CLOTHED MODEL – LIFE DRAWING I & II**

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| <p><b>Life Drawing I &amp; II Lesson Plan Information</b></p> <p>Grade: 9 - 12</p> <p>Subject: Arts (Visual Arts)</p> <p>Duration: 2 hours</p> |  |
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| <p><b>Lesson Plan Overview and Objectives</b></p> <p>Students create multiple figure drawings with a model. Through drawing exercises, they will demonstrate their understanding of elements of design and principles of design. Students learn a range of drawing skills and the use of a variety of drawing techniques to develop visual perception.</p> |
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**AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE**

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| <p><b>Life Drawing with Clothed Model – Life Drawing I and II inspired by Leonard and Michelangelo</b></p> |  |
| <p><b>Materials</b></p>  | <p>Reference images, conte (red, brown, black, white), charcoal, newsprint, pencil, kneadable eraser, cartridge, bulldog clips</p>   |
| <p><b>Introduction<br/>Inspiration</b></p>   | <p>In this one day studio event, students will learn a range of life-drawing skills with a model and the use of a variety of drawing techniques to develop a better understanding of visual perception.</p> <p>The instructor introduces gesture drawing its primary importance. Explore different types/styles of gesture drawing: Pablo Picasso, Andy Warhol, Toulouse-Lautrec, David Hockney, and Leonardo da Vinci. What makes their gesture drawings look different? Which styles do you like the most and why?</p> <p>Drawing exercises will include:<br/>         Gesture, observation of action lines and 3 major components of the figure<br/>         Basic shapes of the figure translated in 2 dimensional Form<br/>         The transformation of 2D shapes to 3D form<br/>         Studies will be conducted through short poses 5, 10, 15 min and long poses 30min, 1hr. During the long poses students can explore more intense observation of line quality, atmosphere foreground, middle ground &amp; background, and tone.</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>- What is gesture drawing?</li> </ul> |

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|                                      | <ul style="list-style-type: none"> <li>- Why is gesture drawing important?</li> <li>- What is the purpose of gesture drawing?</li> <li>- Where / how gesture drawing can get used (e.g. animation)?</li> </ul> <p><b>Art terms to be covered</b></p> <ul style="list-style-type: none"> <li>- Elements of design</li> <li>- Principles of design</li> <li>- Composition</li> <li>- Cross-hatching</li> <li>- Dimension</li> <li>- Exaggeration</li> <li>- Gesture</li> <li>- Perspective</li> <li>- Negative shape</li> <li>- Line of action</li> <li>- Animation</li> <li>- Style</li> </ul>  |
| <p><b>Demonstration Activity</b></p> | <p>The studio will be set up with a stage in the center of the room for a model. The easels will be set up around the stage.</p> <p><b>Demonstration by the fine art instructor:</b></p> <ul style="list-style-type: none"> <li>- Understanding gesture - observing action lines and finding three major components of the figure</li> <li>- Finding basic shapes of the figure</li> <li>- Transforming 2D shapes to the 3D form of the figure</li> <li>- Measuring techniques, basic shapes, working on composition, placement of the figure on the page</li> <li>- Exploring and applying different types of line qualities and tone</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>- Short poses 5, 10, 15 minutes on newsprint pad</li> <li>- Long poses 30 minutes and 1 hour on a cartridge paper</li> </ul> |

### POST-VISIT ACTIVITIES

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| <b>Post-Visit Activity</b>   | Artist reflection questions |
| <b>Materials</b>   | Pencil, eraser, paper       |
| <p><b>Artist Reflection</b></p> <p>Students describe how they use basic shapes, action lines and three major components of the figure to create their figure drawings. What did they learn from gesture drawing? Did they find it easier/difficult to work with short poses/long poses? Why?</p> <p>Contour Line Drawing</p> <ul style="list-style-type: none"> <li>- Blind contour drawing: draw without looking at the paper at all</li> <li>- Continuous line contour: draw without picking your pencil off of the paper</li> </ul> |                             |

- Cross-contour: cross contour lines are drawn lines which travel across the form. Cross contour follow the form of the surface area

**Resources**

[https://www.moma.org/explore/inside\\_out/2015/02/03/sketching-from-life-drawing-sessions-inspired-by-the-paris-of-toulouse-lautrec/](https://www.moma.org/explore/inside_out/2015/02/03/sketching-from-life-drawing-sessions-inspired-by-the-paris-of-toulouse-lautrec/)

<http://mrs-cook.weebly.com/contour-line.html>

*Old Master Life Drawings: 44 Plates*, James Spero, Dover Publications, 1987

*Leonardo: Drawings*, Leonardo Da Vinci, Dover Publications, 1980

*Michelangelo: Life Drawings*, Michelangelo, Dover Publications, 1980

## CURRICULUM CONNECTIONS

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| <b>Cross Curricular and Integrated Learning</b> | Language / Science |
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*Language Arts (Media literacy)*

**Visit a Gallery**

Go to an art gallery that has contemporary or post-modern work on display. Write 500 words about the work you see. Include information on the artist as well as the ideas behind his/her work.

**Curriculum Expectations**

**The Arts** (Visual Art)

*Fundamental Concepts:*

**Elements of Design** (line, shape and form, space, colour, texture, value)

**Principles of Design**

Grade 9-12: Elements and Principals of Design

**Visual Arts** (Creating and Presenting)

Topic Grade 9 - 10: The Creative Process