

Lesson Plan – DRAWING: Communicating with Line

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Grades: 2nd – 12th

Introduction: Using the fundamental nature of drawing as an adaptable visual language. This lesson introduces alternative techniques to the process and reading of drawing as an inclusive form of communication.

National Standards for Arts Education for Visual Arts (Grades 2 – 12)

Content Standards:

- Understanding and applying media, techniques, and processes
- Using knowledge of structures and functions
- Choosing and evaluating a range of subject matter, symbols and ideas
- Understanding the visual arts in relation to history and cultures
- Reflecting upon and assessing the characteristics and merits of their work and the work of others
- Making connections between visual arts and other disciplines

Rationale: They will learn to view drawing as a contextual, as well as a personal form of expression through the creation and discussion of artwork.

Students will explore the creative process and its inherent adaptability to problem solving techniques.

The lesson promotes the value of individual choice through adaptive and inclusive perspectives.

Objectives: Explore alternative methods of drawing production and assessment, using both familiar and unconventional tools.

Participants will learn different production techniques and methods of interpretation. Broadening their understanding of the creative process and its interdisciplinary application through the medium of drawing.

Develop critical skills in relation to their work and the work of others through classroom discussions.

Materials: small twigs or branches (approx. 1/4" – 1/2" thick, 6"-12" long)
table mirrors
black drawing pencils
two 16 oz. containers of black ink
small cups or containers for ink
14"x17" white bond paper
paper towels / wet-wipes

Part 1: Warm-up exercise

Using drawing pencils, ask students to experiment with their tool by drawing various types of lines on their paper, i.e. thick, straight, curly, dark, wavy, etc. If appropriate write the words next to the line. Start with the word and draw the line associated with the word, then switch to starting with the line. For younger students you may want to specify a particular number of lines. Encourage students to invent new types of lines.

Discuss how these individual lines were created and how they convey emotion. Ask the students how certain lines make them feel.

Use hand/wrist cuffs, mouth-sticks, or other adaptive tools for students with special needs in the inclusive classroom.

New Tools

Ask students pick a twig to use as a drawing tool. Twigs can be supplied to the classroom or a short supervised outdoor excursion to collect twigs can be arranged. It is important for students to be able to choose their own twig/drawing tool, supporting individual choice and responsibility.

Repeat the line drawing warm-up exercise with ink and the twigs as drawing implements. Discuss ways to adapt or change their tools as they work; by breaking the twig, using both or multiple ends, using more or less ink, etc.

Compare and contrast these drawings with the pencil drawings. Discuss how line can convey issues of movement, variety, energy, emotion, etc.

Part 2: Contour Line

Use the same twigs to draw and organic form like a hand, foot, or shoe. Stress the careful observation of detail in their subject. Draw larger than life size to enable the inclusion of detail. Use a diverse quality of lines for these drawings, referencing their previous drawings.

Discuss these images in their technical and emotive qualities.

The Self-Portrait and/or Portrait

Ask students to use table mirrors or pair up, facing each other. Using the same tools have them draw themselves and/or draw each other. Stress the same issues as the previous drawings.

Compare and contrast these drawings to the earlier ones.