

LESSON PLAN - Gesture Drawing

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THEME: This lesson will teach students how to draw the gesture of figures through observation.

GRADE LEVEL: High School

GOAL/ACTIVITY : Students will create a variety of gesture drawings over a period of classes



Teacher Exemplar

DEVELOPMENTAL RATIONALE/PRIOR LEARNING: In Grade 10, students will be in the Decision Stage and will likely have chosen to be in an art class rather than being required to. Gesture drawing teaches students how to observe and break down forms using line, steps which are required in developing a wide artistic knowledge. This process gives students the fundamentals to draw things they enjoy (cartoons, anime, portraits) and also builds a portfolio of things colleges will be looking for in the application process.

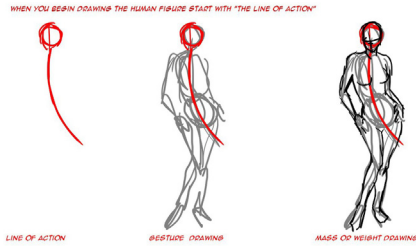
HISTORY/BACKGROUND:

The practice of figure drawing has been in place since prehistoric times; the human figure is the most recognizable symbol to us, as humans, to the point where we personify objects that have human traits. Using humans as models is consistent across vast time periods, from Ancient Greece to modern day art schools, and across all cultures. For young artists both today and in antiquity, nude models are brought into schools and pose in a variety of manners in order for students to experience drawing the figure from different angles.

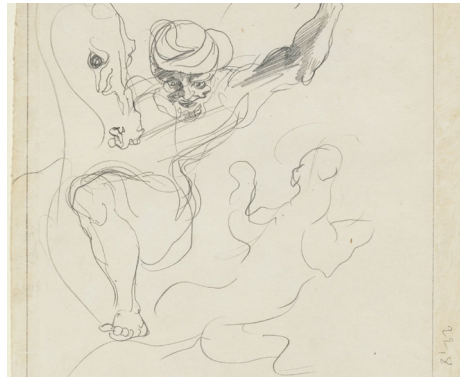
Gesture drawing, as a practice, is a simplified version of figure drawing in which the figure is broken down into simple and fundamental parts. While those parts vary from artist to artist and across time periods, the most important parts are the Line of Action (one line depicting how the body bends), the hips and shoulders, and the arms and legs. Records of gesture drawing from even 100 years ago are scarce due to the nature of them; gesture drawings are done on cheap paper and discarded. But today, artists like Proko create videos and articles documenting the gesture drawing progress to teach a new generation of artists, and thousands of hours of videos of models are available.

STANDARDS: **Cr1.2.1a:** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. **Cr2.1.1a:** Engage in making a work of art or design without having a preconceived plan. **Re9.1.1a:** Establish relevant criteria in order to evaluate a work of art or collection of works. **Pr4.1.1a:** Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

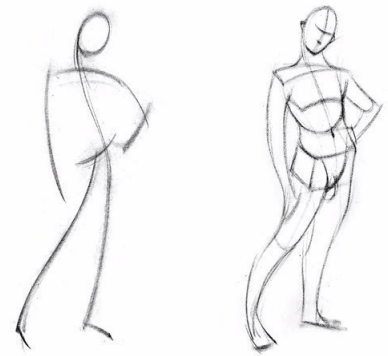
OBJECTIVES: Cognitive-Head: SWBAT identify and relay the important parts of a gesture drawing in order to understand the fundamental parts of a human form. **Psychomotor-Hands:** SWBAT create a portfolio of gesture drawings in order to lay a groundwork for more intense figure drawing. **Affective-Heart:** SWBAT work quickly in order to let go of the idea of art being “precious”.



Schuller, Orfenn.



Delacroix, Eugene. *Arab Attacking a Panther*. 19th century.



Proko.

SUPPLIES

- Paper
- Crayons
- That's it!

TIME BUDGET

10m - Introduction to figure drawing powerpoint
 10m - 4 gesture drawings at 2 minutes each
 5m - 4 gesture drawings at 1 minute each
 5m - student walk-around

TEACHER PREPARATION:

Create PPT
 Print out visual directions
 Bring Crayons!

RESOURCES

- Created PPT
- Visual Worksheet
- Personal Examples

PRIOR KNOWLEDGE: Students will have been introduced to figure drawing. Students will have previously worked in contour line.

TEACHING | *Motivation/Spark*

Has anyone done Figure Drawing before? Would anyone want to tell me what the difference between Gesture and Figure Drawing is?

“A Gesture Drawing is simpler”/ “A Figure Drawing is a finished piece, a Gesture Drawing is a sketch”

TEACHING | *Step-by-Step*

Very good! A gesture drawing is a lot quicker than a figure drawing and serves to get the idea of the body down, rather than all the details and complexities. I like to think of them as fancy stick figures. Or, really, sloppy stick figures, because sometimes I spend more time drawing a perfect stick man than I do a gesture! There are two important things you want to remember before you even start drawing your gestures. The first is to hold your pencil like an artist- if you do this, you can't make sketchy little lines that take a lot of time – you have to get them down fast and quick. The second is to draw using your whole arm, not just your wrist. Again, this stops you from making those sketchy little lines and also stops your hand from cramping up.

So, if we're making simple drawings, we need to know how to make the body simple, right? The thing we need to start with is line. Instead of using contour lines- can anyone tell me what contour line is?

“The outline of something!” / “The line you use to draw something”

Yes, instead of using that, you want to draw the inside of the figure. The most important line is the Line of Action. This is the line from the top of the head all the way down to the weight-bearing foot that shows the general movement of the figure. Let's look at some pictures and have you guys tell me where the line of action should go.

[Students will be presented with images]

Okay, good! Next is the lines for the hips and shoulders. If you're looking a figure straight on, they might be longer and you'll be able to see the full tilt, but if you're viewing from an angle, you might not be able to see all that and can just mark where on the body they lie. The most important part of marking these is knowing where the torso ends and the legs and arms begin so that they stay in proportion with the rest of the body.

Next, you want to add in the arms and the legs. Don't worry about making them perfectly bend at where the elbows and knees are- if you have the time, you can go back in and define these, but one quick swoosh from the joint to the hand or foot is all you need at first. After that, you can add more beef – a circle for the ribcage and the pelvis, the head, the contour lines around the arms and legs... but that's only if you have the time! The things from before are what you need to get down, everything else is just flavor.

We'll be doing these in a very short time frame, from 2 minutes down to 15 seconds. I want you all to get in the most important parts as quick as you can- remember, the line of action, the hips and shoulders, and then the arms and legs.

TEACHING | *Closure*

Have students pick their favorite gesture drawing(s) to put out and have them circle around the class to see the rest of the students' work!

VOCABULARY: Gesture (n.) *A drawing of the action, form, and pose of a model/figure.* Figure (n.) *A person's bodily shape.* Line of Action (n.) *A line simplifying the general motion of a figure down to one stroke.* Form (n.) *Objects that are three-dimensional, or have length, width, and height.* Perspective (n.) *the representation of three-dimensional objects or spaces in two dimensional artworks.*

ASSESSMENT: N/A

ACCOMMODATIONS/MODIFICATIONS/ADAPTATIONS: ELA students will be given (along with the rest of the class) visual instructions. Students with visual processing issues will be given the option to work with pipe cleaners to create a more tactile piece.

EXTENSIONS: Two poses are given during the time frame so students who finish early can choose to work further on their first figure or draw a second one.

CORRELATED ACTIVITY: Students will create a finished figure drawing using charcoal or graphite on toned paper which starts with a gesture drawing before building up mass.

BIBLIOGRAPHY:

<https://line-of-action.com/>

https://personal.utdallas.edu/~melacy/pages/Drawing/Gesture_CreativeDrawing-Smagula/Gesture_CD_Smagula.html

<https://www.tate.org.uk/art/art-terms/g/gestural>