

# Art Production - Skill Building 1

**Title:** Proportions of the head and facial features

**Grade/Age Level:** High School

**Time Frame:** 1 class period (80 minutes)

**Description of lesson:** Teacher will start the class with a quick head drawing exercise with minimal instruction. Teacher will then demonstrate to the general guidelines for creating accurate proportions of the head and face using a standard set of measurements. It is important to emphasize to the class that this is very generalized and our varying proportions are unique and make us, us. Students will practice these guidelines on a worksheet that scaffolds creating a head with these measurements. Students will complete a second head drawing, and then compare the first drawing with the second as a class.

## **CA Art Standards:**

Prof.VA:Cr1.1 - Use multiple approaches to begin creative endeavors.

Acc.VA:Cr2.1 - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

## **Objectives/Student Learning Outcomes:**

I will be able to:

- Follow the map of creating a head
- Practice drawing the head and placing facial features according to the map demonstrated by the teacher
- Demonstrate my knowledge of the proportions of the head and face by completing the worksheet with features in the correct place
- Break down the steps to ensure I am placing the head and facial features in the correct place
- Assess if I placed the features correctly by observing if the face looks balanced correctly, or if something seems “off”, and then determine what shift in placement needs to happen.

**Materials and Resources:****Art Materials**

- Two pieces of 8x10 drawing paper
- Drawing pencil (or thick black marker for students with visual impairment)
- Worksheet

**Instructional Resources**

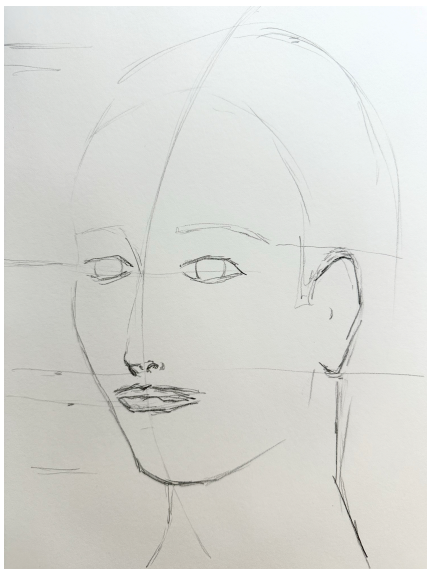
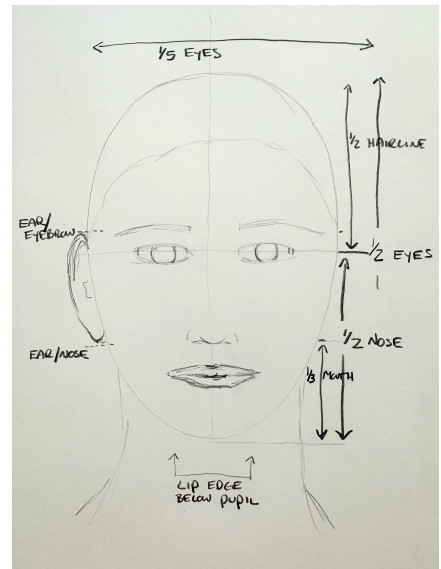
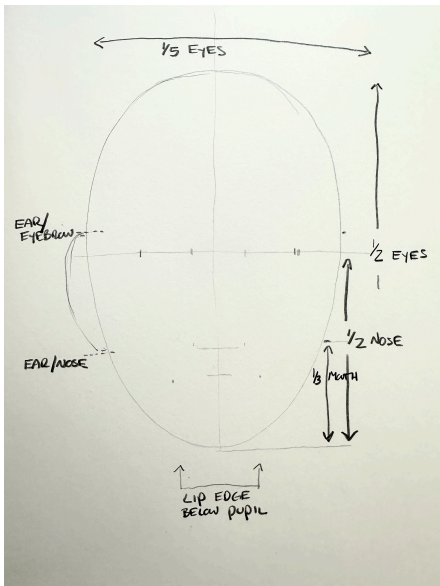
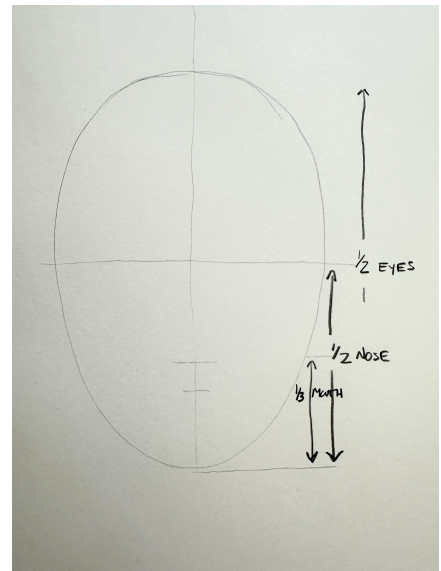
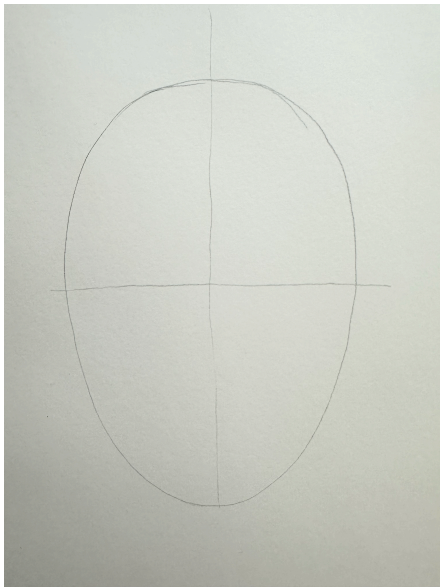
- Walter Foster Publishing, 2012. *100 Things Every Artist Should Know: tips, tricks, & essential concepts*
- Whiteboard

**Procedures:****Anticipatory Set**

- Once the class has transferred into the classroom and is seated, the teacher directs the students to take two pieces of drawing paper and a pencil from the supply table, and return to their seats without talking. Set one of the pieces of drawing paper aside for later.
- The teacher directs the students to take 2 minutes to draw a simple outline of a head and face. The teacher emphasizes that with only two minutes, that students should move around the face to include as many major features as possible. A timer is set and the teacher gives a 1 minute warning, a 30 second warning, and a ten second warning. Students are then directed to put down their pencils, flip over their drawings so that they are face down on the desk.

**Direct Instruction**

- The students are then invited to gather around the front of the classroom for a closeup tutorial on facial proportions.
- The teacher will draw and talk through the steps in how to create the head shape, divide it into sections, and place head and facial features in their proportional place. Teacher will follow the steps from the resource material. Head should be drawn large enough so that it can be students can refer back to the face map at any time during the skill building and art making process.
- The teacher must emphasize that this is a guideline. All faces are unique, and asymmetrical. This is a starting point and a building skill to help establish some basic ideas on developing faces.



### **Guided Practice**

- Teacher will introduce a worksheet that the students will use to practice this method of creating a face. Students will be directed to return to their desks and complete the worksheet. They will have approximately 10 minutes to do so.
- Teacher will move around the room assessing for understanding by visually observing if students are placing features in the correct places. Teacher will assist where needed. If there are more than a few students who are not able to recall and apply the steps from the tutorial, create a peer support system. Students that are successfully completing the worksheet can be grouped with students who need the steps explained in peer-language.

### **Independent Practice**

- Students are directed to take the second piece of drawing paper and draw a face utilizing the new information they have on how to create a properly proportioned head and face. They will have five minutes to complete this drawing. They are reminded to move around the head and face to ensure they are including all the major features. A timer will be set, and the teacher will announce a half way point warning, a 1 minute warning, and a 15 second warning. Students are then instructed to put their pencils down.
- Teacher instructs students to take both of their drawings, and hang them on the critique board (or table depending on room set up). The first drawing will be to the left of the second drawing.
- Students gather around the board to observe the their, and their classmates before and afters. Teacher leads a discussion with the following questions:
  - What are the major differences you are seeing between the first and second drawings?
  - What challenges did you have with the first drawing vs the second drawing?
  - What are the positives and possible negatives for *you* of learning to build a head and face with these proportion guidelines?

### **Accommodations and/or Modifications:**

- **ELL** - Students will receive a handout that includes mathematical fractions for dividing up the face, as well as lines to indicate where features line up in relation to each other.
- **Visual impairment** - Students who are visually impaired will receive a printed document of what the teacher drew on the whiteboard, so that they may refer to it at their desks at any time. These students may use a thick black marker instead of a pencil for their drawings and worksheet.

- **Advanced Students** - Print out page 115 “Foreshortening Head Measurements” from the resource book. They can read this and use their sketchbooks to practice creating heads in varying positions. This will provide a deeper investigation into the proportion guidelines.

**Vocabulary:**

**Proportion** - The measurement of a thing or group in relation to something else

**Horizontal Line** - A straight line that goes from left to right. Think “horizon”

**Vertical Line** - A straight line that goes from down to up, like it is standing

**Methods of Assessment:**

*Did I*

- Draw the lines on the worksheet in the correct places?
- Include and place all the facial features in the correct places?

### **Drawing a face using basic measurements**

1. Draw an oval
2. Draw a vertical line down the center of the oval
3. Draw a horizontal line at the  $\frac{1}{2}$  point on the vertical axis for the eyes
4. Find the  $\frac{1}{4}$  mark on the oval by dividing the bottom of the oval and the mid horizontal line in half. This is for the bottom of the nose.
5. Divide the bottom  $\frac{1}{4}$  of the face into  $\frac{1}{3}$ 's. The top  $\frac{1}{3}$  line marks the top of the lips.
6. Divide the mid horizontal line (eye line) into  $\frac{1}{5}$ 's. The center  $\frac{1}{5}$  marks the gap between the eyes over the bridge of the nose.
7. Find the center of the eye and draw a line down to find the width of the mouth
8. To mark the top of the ear, make a line slightly higher than the eye line. For the bottom of the ear, make a mark in line with the base of the nose.
9. Fill in the facial features. Include eyes, nose, mouth, and ears.

