



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

5

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WASHINGTON STATE ARTS COMMISSION





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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FIFTH GRADE LESSON EIGHT

RATIO AND PROPORTION IN THE HUMAN FIGURE

Description Of Project:

Teach in multiple sessions

Students represent the human figure proportionally using two different art media (drawing and assemblage).

Problem To Solve:

How can an artist represent the human figure in proportion?

Student Understanding:

Using specific ratio (7:1; 6:1) of body to head can show the human figure in representational scale in 2-dimensional or 3-dimensional art forms.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Makes a gesture drawing.

AC: Loosely draws figure pose in approximate proportion (7:1) or for child (6:1).

LT: Represents the human figure proportionately for adult or child.

AC: Shows the human figure in approximate proportion (7:1) or for child (6:1) in an assemblage.

LT: Presents the similar/identical ratio in different art forms.

AC: Shows the human figure in same approximate proportion for 2D drawing and 3D assemblage.

LT: Uses craftsmanship 3-dimensional construction assemblage).

AC: Adheres securely with little glue residue.

EVIDENCE OF LEARNING

Art: Drawing and Assemblage

Make a gesture drawing of figure in approximate proportion

Represents the human figure in approximate proportion (adults: 7:1; children: 6:1) in an assemblage

Presents the same proportion in different materials: 2D and 3D

Adheres securely to board

EXAMPLE



VOCABULARY

- 3-Dimensional
- Assemblage
- Figural
- Fraction
- Gesture Drawing
- Proportion
- Ratio

RESOURCES

Mark Tobey, *Folk Dance on Independence Day*, MAC;

Elizabeth Dwight, *Untitled*, MAC;

George Hayes, *Bare Knuckles*

ART MATERIALS

- 9x12" 60# white sulphite paper
- 2B graphite drawing pencils
- small caps, lids, tiny boxes, etc
- white glue
- 9x12" heavy cardboard or poster board

FIFTH GRADE LESSON EIGHT // RATIO AND PROPORTION IN THE HUMAN FIGURE

INSTRUCTIONAL STRATEGIES

TEACHER

Introduce *Folk Dance on Independence Day II* by Mark Tobey and *Untitled* by Mary Elizabeth Dwight and/or *Bare Knuckles* by George Hayes and leads discussion about human proportion. (Students can use a ruler interpret human proportion.)

Demonstrate making a gesture drawing of a standing human.

Prompts: What is the size relationship of head to body? I am estimating sizes of parts of the body relative to one another. The proportion or ratio of body to head for adults is 7:1. Seven units of measurement for the body and one unit of measurement for the head (a whole figure=approximately 8 heads tall). For kids your age it would be closer to 6:1.

If my head is one inch tall, how tall should the body be? I would like for one of you to model for me while I draw. You will just need to stand with your hands on your hips in the center of the room.

Now it's your turn to draw while I model. (Use 9x12" white paper.)

Demonstrate making a figure (composed of found materials) for an assemblage (a dimensional work of art composed of found materials) using the same mathematical proportions.

Prompts: I just drew the figure in approximate proportion.

Now I want to represent the human figure in another material: found objects. First I need to find a head shape about the same size as the one in my gesture drawing. Now I'm going to create a body in the same proportion as my figure drawing. How will searching, comparing, and measuring help me find the combinations of objects that will best represent my figure proportionally? Now that I have a head shape, what could I add to show the rest of the body in proportion? Lay all of your objects out on 9x12" mat board or poster board and arrange. Check with a partner and a ruler to confirm proportions.

To glue using craftsmanship, carefully remove each object that you have arranged one by one and add one or two dime-sized glue dabs, then push object into glue securely. Add and securely glue other details for face, arms, etc.

Lead class discussion on the different ways that artists use mathematical information to create art.

Prompts: How can understanding ratios help us be better artists? When you measure/compare head size to body size in your drawing and assemblage, where were you able to be most accurate? What strategies helped you create accurate proportion?

STUDENT

Responds to art by guessing at the ratio of the heads of the men vs. their bodies.

Observes teacher doing gesture drawing; makes gesture drawing of standing classmates approximating (6:1) or another adult for 7:1 ratio.

Makes a 3-D assemblage (by selecting, arranging, comparing, and gluing found objects to mat/poster board) representing the proportion of a standing human figure.

Shares and compares drawing and assemblage. Reflects on ratios in math and art.

FIFTH GRADE LESSON EIGHT // RATIO AND PROPORTION IN THE HUMAN FIGURE

SKILLS AND TECHNIQUES



Gesture drawing: students use 2D gesture drawing as a guide to make 3D figures keeping the same proportions. Students use materials to construct 3D figure. Scary clown face optional.

LEARNING STANDARDS

Visual Art

- 1.1.a Combine ideas to generate an innovative idea for art-making.
- 1.2.a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- 2.1.a Experiment and develop artistic ideas and work.
- 3.a Create artist statements using art vocabulary to describe personal choices in art-making.
- 7.1.a Compare one's own interpretation of a work of art with the interpretation of others.
- 8.a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- 10.a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Common Core Math

- 6.RP.3.d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

ART STUDIO TIP

Gesture Drawing

Guiding students as they draw can be helpful.

Start at the top of the head and just work your way down.

Draw a continuous line in loops, like winding string around the figure.

Your drawing will show how much space the figure takes up and its approximate proportions.

Try not to look down at your paper while you work; trust your eyes to tell you what you see.

Try it more than once.

Draw in less than one minute.

LESSON EXPANSION

Students study and apply ratio/fractions to accurately draw the proportions of the face.

EVERYDAY CONNECTIONS

varied proportions of people

