

The Figure and Environment

Students have just finished multiple figure drawing sessions where they were asked to practice using value, proportion, and gesture to establish accurate representation of figures drawn from life. Students were also asked to consider the background of the figure (which was a plain backdrop) and the surrounding area to help capture the shadows, space and form of the subject. This next assignment will ask them to take these ideas a step further in considering how to depict figures interacting within an environment or space.

Steps to completing the assignment:

1. Photograph yourself or your friend in a space. This photograph should show most (if not all of the figure) as well as some indication of the space that it occupies. This means that there should be a clear background/foreground with some identifiable shapes or objects. This photograph can be taken on a phone; it doesn't have to be fancy, but students will be reminded that the more values that are captured in the image, the more dynamic a drawing or painting will be.
2. Students will draw a light sketch from the photograph on to a 8.5x11 size paper or larger. In the sketch, students should primarily be focusing on the proportions of the figure as well as the shapes and indications of the background and environment.
3. After sketches are complete, students will begin painting. They will be using tempera cake paints, so they should consider the possibility of layering colors for opacity or transparency qualities that could enhance the values as well as depiction of space. Students will continue to paint in following classes until complete.

This lesson is intended as a quick project before spring break.

Artist Examples:

Mamma Andersson

Kerry James Marshall

Zeng Fanzhi

Standards:

1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

3PR Generate a variety of solutions to visual arts problems through preparatory work

4PR Establish and apply appropriate levels of craftsmanship to complete artworks.