

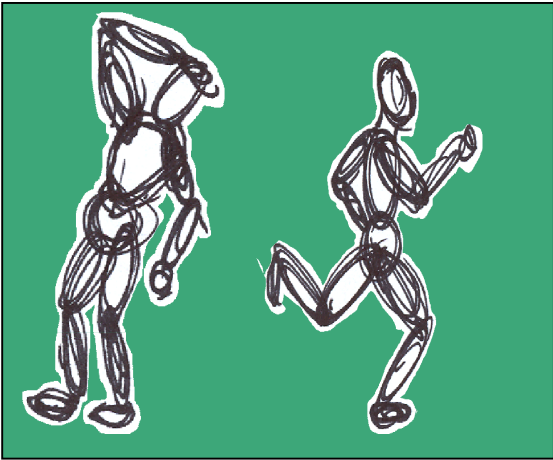


# Gesture Figure Drawing

**GRADE: 6 and up**

**TIME: 1-2 sessions**

Developed by Linda Pfisterer, Art Specialist



<p><b>KIT INCLUDES:</b></p> <ul style="list-style-type: none"> <li>• lesson plan</li> <li>• book: <u>Drawings of Daumier</u></li> <li>• vocabulary board</li> <li>• Daumier reproductions (3)             <ul style="list-style-type: none"> <li>--The Clown</li> <li>--A Page Playing the Mandolin</li> <li>--A Boy Running</li> </ul> </li> <li>• mannequins— 12 front &amp; 12 side views</li> <li>• figure proportions board</li> <li>• student drawing examples</li> <li>• painted gesture drawing collage</li> </ul>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• wide crayons, anti-roll</li> <li>• 18” x 24” paper (sulfite or manila (or 2--9” x 12”)</li> <li>• watercolor paints</li> <li>• brushes #8 or #10, round</li> <li>• water cups</li> <li>• paper towels</li> <li>• scissors</li> <li>• glue stick</li> <li>• 12” x 18” dark const. paper</li> <li>• large scrap paper</li> </ul>
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**LESSON DESCRIPTION:**

Students look at the gesture drawings of Daumier and practice drawing the human figure in action with ovals and triangles. The drawings are painted and collaged.

<p><b>VOCABULARY:</b></p> <p>gesture drawing scribble lines proportion mannequin torso</p>	<p><b>ART ELEMENTS:</b></p> <p><input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/Perspective</p>	<p><b>ART PRINCIPLES:</b></p> <p><input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/movement <input checked="" type="checkbox"/> Proportion/Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis</p>	<p><b>CONTENT CONNECTIONS:</b></p> <p>Writing - stories can be illustrated Math – proportion, measurement</p> <p><b>THEMES:</b></p> <p>People in action</p>
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**OBJECTIVES AND ASSESSMENT CRITERIA:** Students will:

1. Find simple shapes such as the triangle and oval that are used to draw the human figure.
2. Observe how the artist Daumier used gesture drawing or scribble lines for the human figure.
3. Understand that the proportion of the adult human figure is measured by “heads high” (7 1/2 heads).
4. Practice drawing people in action with scribble/gesture lines.
5. Paint the gesture figure drawings to give them form, cut them out and make a collage of the figures.

**PREPARE:**

Gather materials:

- 18” x 24” drawing paper is ideal, but two 12” x 18” manila or white paper will work.
- large anti-roll crayons or durablocks (flat rectangular crayons) and glue sticks
- paints, brushes, water cups, paper towels, scissors, glue, 12” x 18” dark construction paper

## ENGAGE AND EXPLORE:

Today we will be drawing people in action using gesture drawing (a loose scribble line) to capture an action or moment in time without concern for detail.

### Artist Information

Honore Daumier (1808-1879) was a French artist who is known for his political cartoons. He was born into a poor, lower class French family and had contempt for the lavish lifestyle of the aristocracy and the way they taxed the poor. In 1832, his criticism of King Louis-Philippe in a political cartoon put him in jail for six months. Many of Daumier's drawings were of the common people. The following drawings are studies of people in every day life. These action drawings might have been found in Daumier's sketchbook. Artists often use these kinds of sketches to develop an idea.

Show Daumier drawings: In *"The Clown,"* Daumier has captured a moment at the circus where two clowns are performing. Do you see a lot of detail? Do you see scribble lines showing action? What is the clown doing? Notice how there is very little detail in the face or clothing. These are often found in artists' sketchbooks. The artist will use these sketches to plan his or her paintings. *A Boy Running* captures a moment when the boy is in mid-air. Notice the angles of the legs and arms. *A Page Playing the Mandolin* is a good work to view the light sketchy lines used first, followed by dark contour lines for emphasis. You can also use this example to measure the 7 1/2 heads proportion of an adult as shown on the enclosed board.

Display the human proportion board to discuss how large to make the head of an adult person (7 1/2 heads high) to fit the whole body on the paper. To plan if the figure will fit on the paper, estimate a logical head size and then measure 7 1/2 heads down the paper. If the person will not fit, make the head smaller.

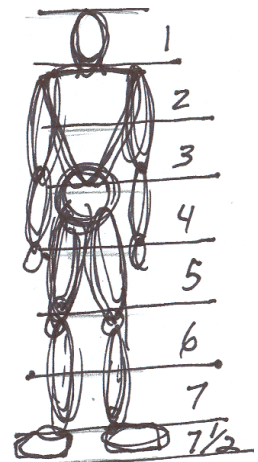
## CREATE:

1. Give students the following materials: large drawing paper, large scrap paper, and crayons. On the scrap paper have students "loosen up" by practicing large movement lines such as straight, curved, wavy, and lots of long narrow oval shapes (the shape most used in the body).



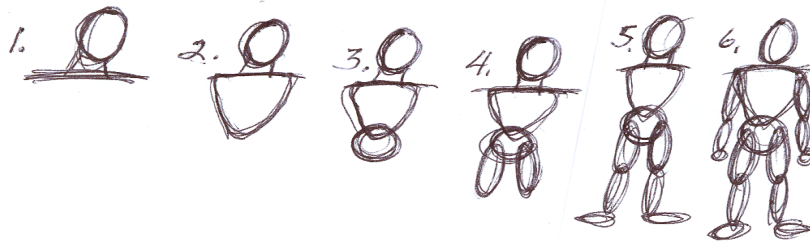
2. Place the red mannequin (front view) on the board and place the arms and legs in an action position. The magnets on the back will hold the position. If the board is not magnetic, just use tape to hold it in place.

3. Proportion Board: Point out that the size of a person's head determines how much space you need to draw the entire length of the body. For example, draw a very large head, measure it with the crayon and then count down 7 1/2 heads to see if the adult can fit on the paper. Since it will not fit, draw a realistic size head and count down again, marking the lines for the head measurement. (It might be important to note that an infant is only three heads long.)



4. Once you have established that you have room to draw the entire person 7 1/2 heads high, begin drawing the body by sections, following these steps:

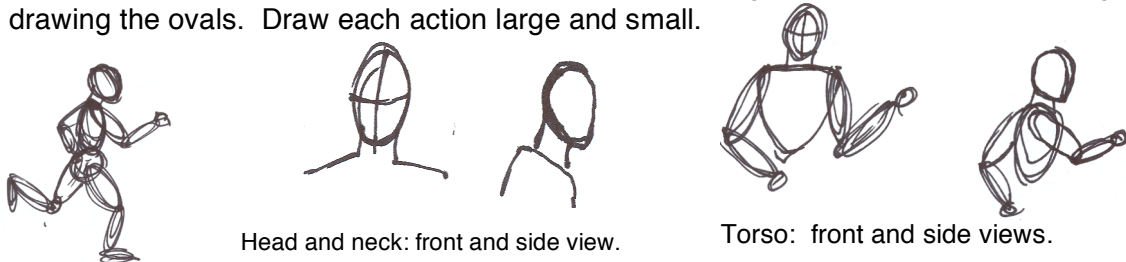
- Head and neck--draw a head, neck and the shoulder line. (1)
- What shape is the torso (trunk of the human body)? Draw the torso triangle about 2 heads high. (2)
- Next comes the hip oval overlapping the torso. (3)
- Then draw the leg ovals, making the thigh much wider than the lower calf oval. Draw the oval angles to make them show the action. (4,5)
- Draw the straight action lines for the arms and then fill the top and lower arm with ovals. The top arm oval begins at the top of the torso and almost comes to the waist. The second oval and the hand hang as low as the thigh area. If you demonstrate and explain as you go along, students have more confidence in their drawings. (6)



\*\* After making each large sketch, have the students also make a smaller sketch of the same action, working both large and small (about 2 inches tall). Do this with each action position.

Set the red mannequin (front view) in another position and quickly make a large and small action drawing.

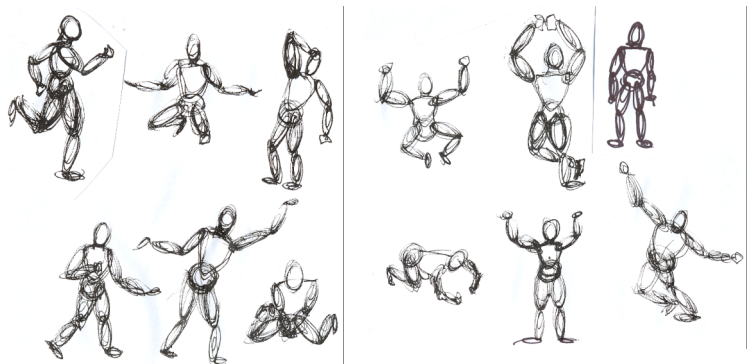
5. Place the blue mannequin (side view) in a running position. Point out the differences in the head and torso shapes of the front and side views. Draw the angle lines of the arms and legs before drawing the ovals. Draw each action large and small.



6. When you have done enough mannequin positions, allow the students to take turns standing on a table modeling interesting positions for the class to draw. These poses should only be about 2 minutes. Let students plan their poses. Vary the actions by reaching, bending over, placing a leg on a chair, and even holding an object.

Give interested students watercolors so they can paint action or shadow lines down one side of the body, plus arms and legs. The painted examples are often more active. See example board.

7. Collage your favorite figures by cutting them out (two to five) with a contour line trying to capture the action. Spend time arranging them before gluing down to a dark contrasting 12" x 18" paper.



**CLOSE:**

Follow-up ideas: Illustrate a story using gesture figure drawing. Students could take turns modeling the actions for the story so the students can draw from real life.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)																				
			1. Did you use ovals and triangles to draw the human figure? (S,E)																				
			2. Do you know why Daumier and other artists use gesture drawings? (K)																				
			3. Did you use proportion to make the adult figure 7 1/2 heads high? (K,S,E)																				
			4. Did you practice drawing people in action using gesture/scribble lines? (E)																				
			5. Did you paint the figure drawings and then arrange them in a collage? (C,E)																				
			6. Did you add your own imaginative touch to your art? (C)																				
			7. Did you do your best at listening and following directions? (A,E)																				
<u>Teacher self-critique</u>																							
8. My teaching of this lesson:																							
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9. What would I do differently next time?																							

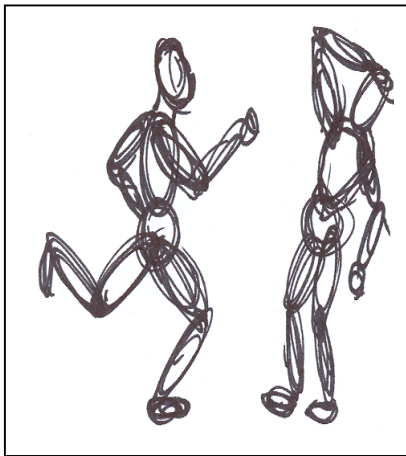
**ALIGNMENT:**

<p><b>Alignment of Standards:</b>          Art: A1-6; B5; C4,5          English: C; R2.6          Math: M2.2          Science: SF1,3</p>	<p><b>Alignment of GLE's:</b>          Reading: R2.6          Math: M2.2          Science: SF1,3</p>
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**CREDITS:**

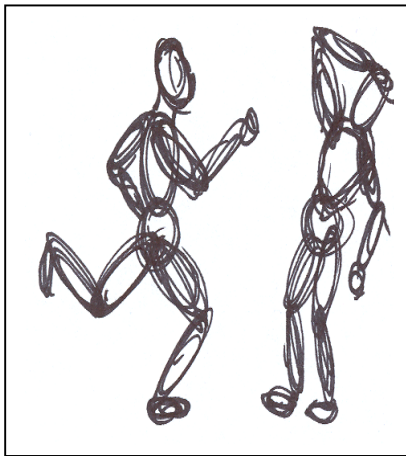
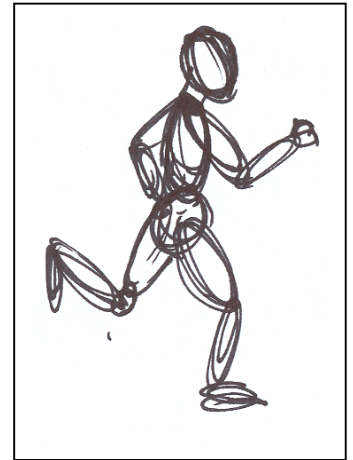
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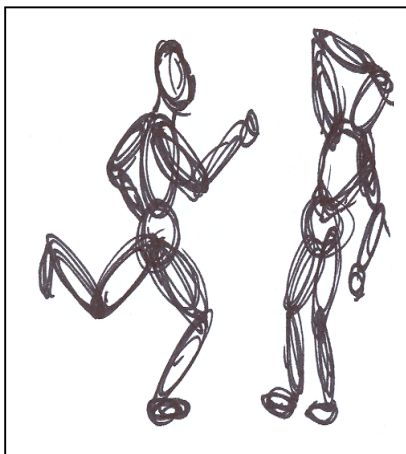
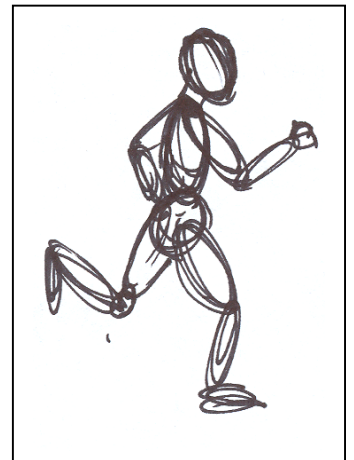
## **Gesture Figure Drawing**

Students used gesture drawing to capture the figure in action with quick sketches. They worked first from a paper model and then became the model themselves. Body proportions and basic shapes were discussed. They finished by adding a little watercolor and contour cutting around their action figures.



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