



Student booklet

Beyond observation

Year 7	The Arts — Visual Art
Name	

**Create and display a series of observational drawings,
including an abstract drawing and complete a reflection.**

Section 1. Observational drawings

Observational drawing is drawing what you see.

We're going to look at things very closely and represent in our drawing exactly what we see in as much detail as we can.

Select an object from the stimulus provided by your teacher.

In your Visual Art journal, complete the following checklist for your selected object.

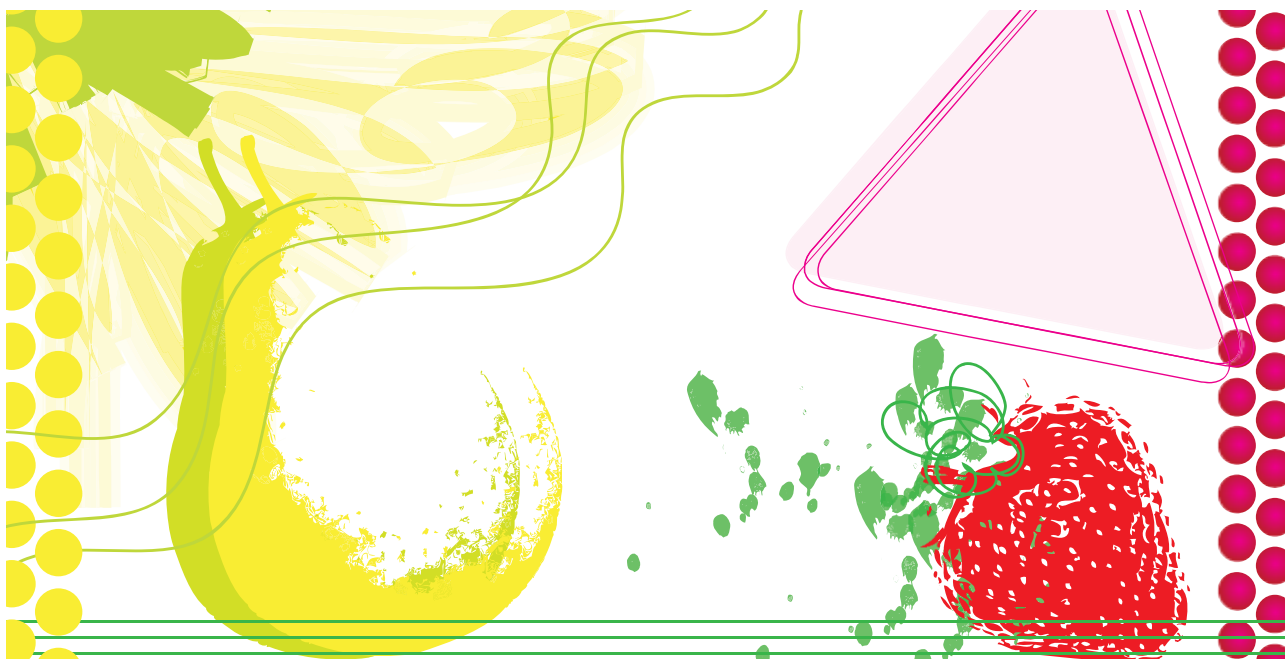
Name your object:

Write a list of descriptive words under the following areas:

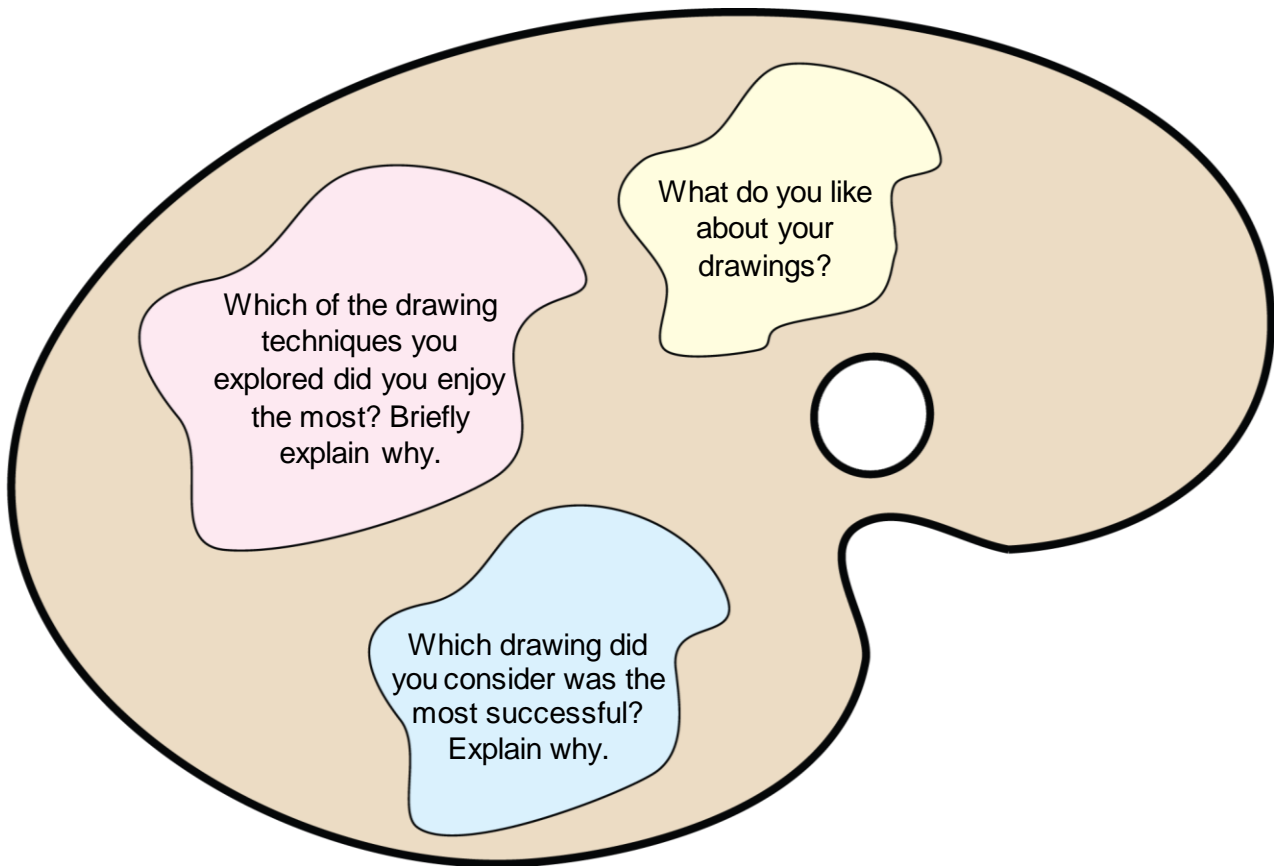
- ☐ **Colour** (Is there a dominant colour? Is there a secondary colour?)
- ☐ **Line** (How is line used? What sort of quality does the line have, e.g. jagged, smooth, lazy, energetic)
- ☐ **Shape** (What shapes can you see? Are there shapes that remind you of something else?)
- ☐ **Texture** (Are there a range of textures?)

Create three observational drawings of your object.

- ☐ **Drawing one:** Create a **contour** drawing of your object, focusing on all the edges and linear details.
- ☐ **Drawing two:** Create a full **tonal** drawing of the object (or part of it), including the direct lighting area, half tone or colour of the object, shaded area, shadow and reflected light.
- ☐ **Drawing three:** Create a drawing using **colour** of the object (or part of it). Focus on a complementary or monochromatic colour scheme.



Complete answers to the following questions in your Visual Art journal.



Self and peer feedback

Ask another person in the class or your teacher to look at your drawings and discuss the following questions.

- Which drawings do you like and why?
- Are there areas in the drawings that work better than others? Discuss why in terms of the elements of colour, line, shape, texture and materials used.
- Are they finished or complete? What else can be done to the drawings?



Section 2. Abstract drawing

Abstraction means to alter something away from a realistic image by simplifying, stylising or distorting.

Your teacher will give you a photocopy of one of your observational drawings. From this, you will create **Drawing four**: an **abstract** drawing of your object.

Follow the guidelines below and use the illustrations on page six as a guide.

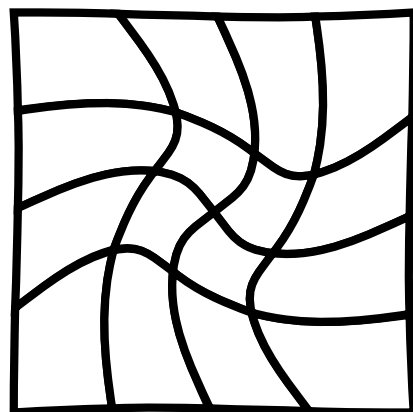
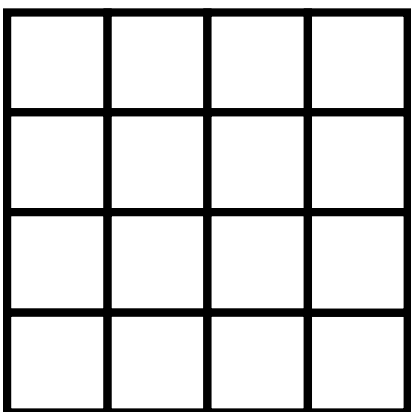
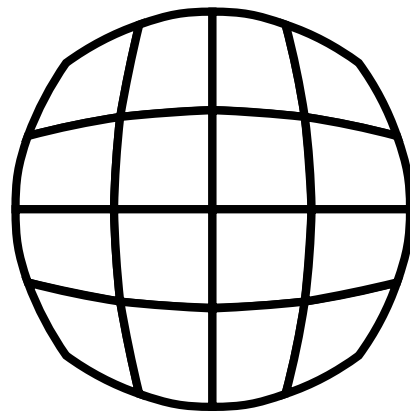
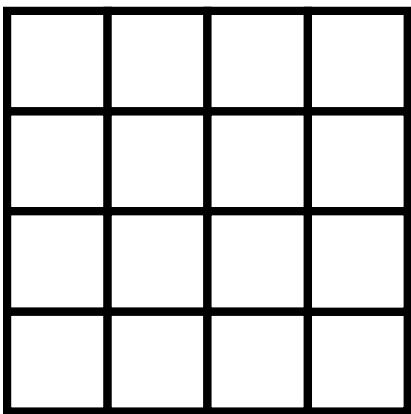
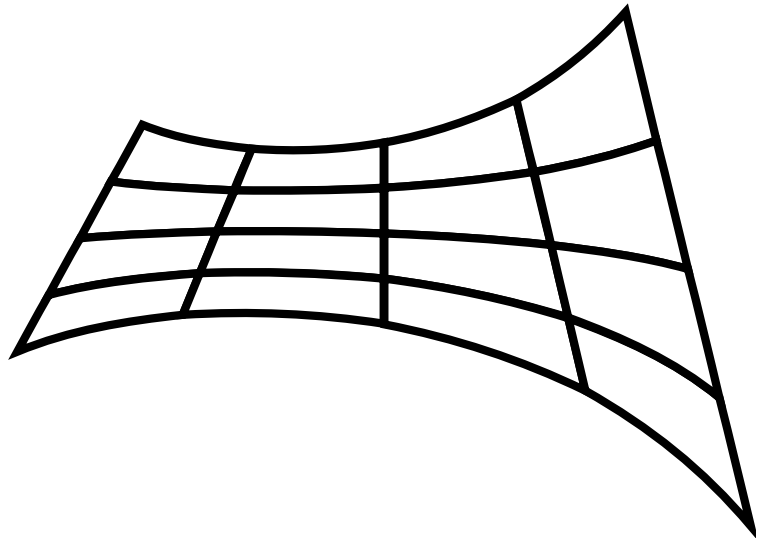
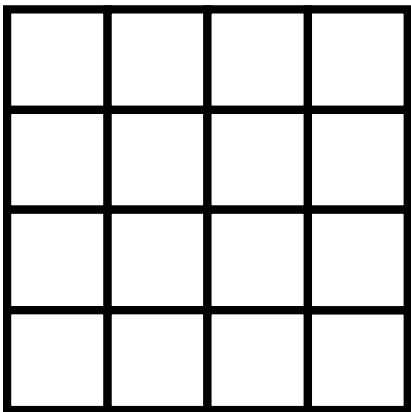
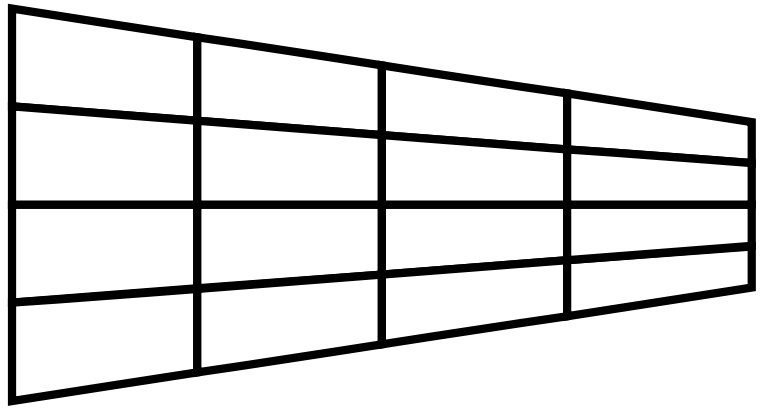
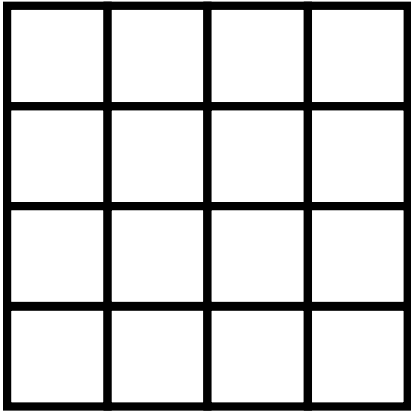
How to abstract or distort your drawing	
1. Measure and mark a grid onto the surface of the drawing, using a ruler. Each grid must be an equally sized square.	<input type="checkbox"/>
2. Mark each line along the top with a number or a letter and each line along the right hand side with a number or a letter. Like the game of Battleship, this makes locating intersecting lines much easier and more accurate.	<input type="checkbox"/>
3. Choose one of the distortion options on the following page, or one of your own.	<input type="checkbox"/>
4. On a piece of cartridge paper, mark off an equal number of measurement marks along the top and left hand edge. Be sure that you make the same number of marks on the top and left as you did on the grid print – just larger. <ul style="list-style-type: none"> Make the measurement marks but DO NOT create the grid yet! 	<input type="checkbox"/>
5. In a very loose manner, lightly draw in the grid lines of your chosen shape. Do not make perfect horizontal and vertical grid lines but lines as close or as far apart as you wish. <ul style="list-style-type: none"> You must not allow any horizontal lines to cross over another horizontal line. You must not allow any vertical lines to cross over another vertical line. 	<input type="checkbox"/>
6. Draw your picture to fit into the grid using the correct proportions. <ul style="list-style-type: none"> Observe and compare each grid section of the original print. Translate your drawing onto the enlarged grid drawing paper by making a contour drawing using a light pencil stroke at first. 	<input type="checkbox"/>
7. Complete the work in a complementary colour scheme or a single, bright monochromatic colour scheme (i.e. all hues — tints and shades — of a single colour).	<input type="checkbox"/>

Peer feedback

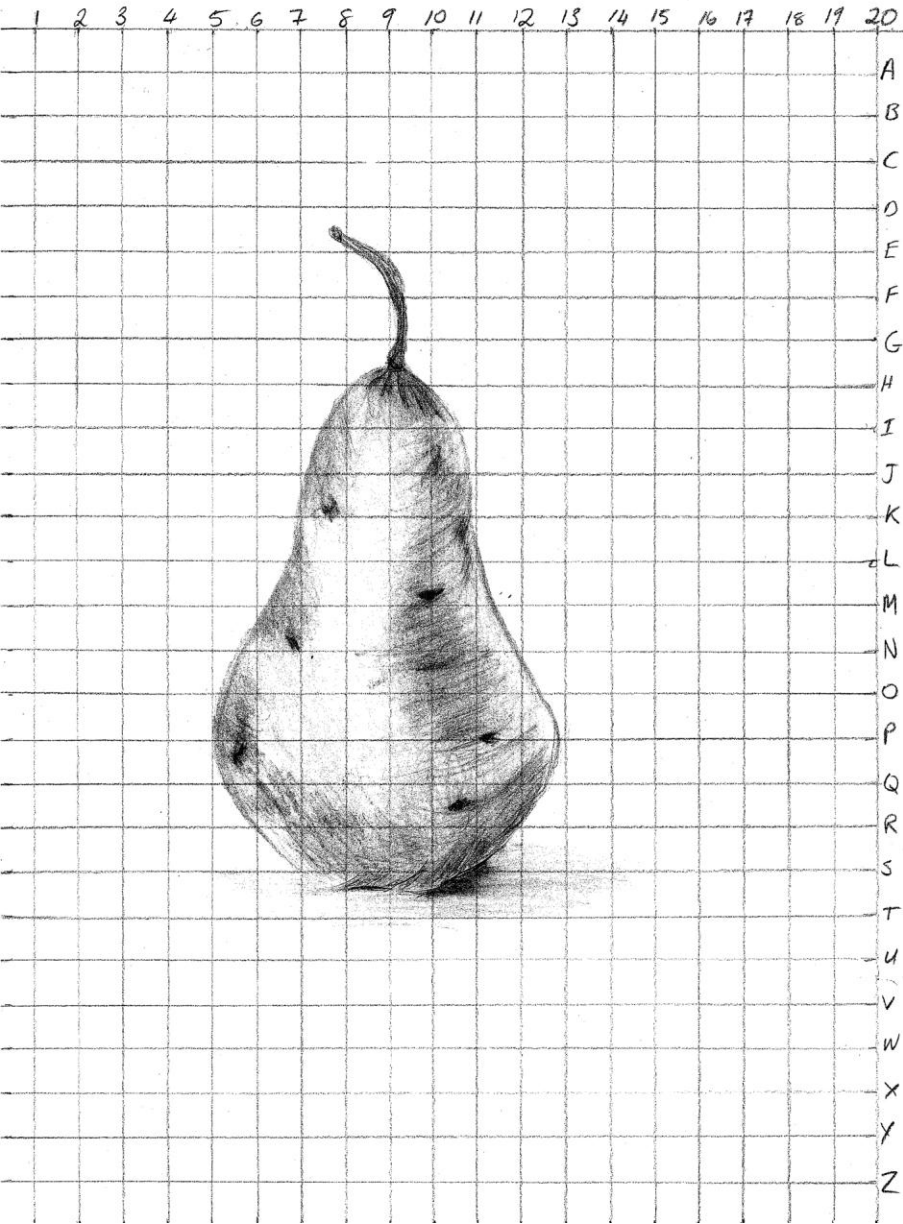
Ask another person in the class or your teacher to look at your drawings and discuss:

- what happened when you changed the proportions?
- does it change the meaning?

Distortion options



Example of distortion using the grid method



Display:

Present or display your drawings in the classroom, considering the audience (your peers) and the display environment (your classroom).

Discuss with your teacher how your work is displayed in the class exhibition:

- how and why you arranged the drawings (space and positions)
- how and why you used different levels for specific purposes
- how your display enhances the ideas of your drawings.

Section 3. Respond and reflect on drawings

Reflect on your own drawings by responding to the questions below.

<p>What title would you give your artwork and why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Which drawing was your favourite and why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>What did you do really well in the drawing process?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>What would you do differently next time to make it more successful?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

What did you find most challenging about this drawing assessment? Why?

What new skills have you learnt?

Reflect on the drawings of others by responding to the questions below.

Choose an abstract drawing of another person in the class.

Describe their abstract drawing. (Refer to the word bank developed in class as needed).

Why did you select this artwork? What stands out the most when you first see it?

What choices in colour, line, shape and texture has this person made in their drawing that makes it appealing?
