

Arts Assessment For Learning

VISUAL ARTS — 7TH GRADE

HOW TO & TIPS: FIGURE DRAWING

(SEE RESOURCES)

Setting the tone for the figure drawing process

- Students are very intimidated by figure drawing so it is essential to stress to them that they should not judge their work by comparing it to their peers' work. It must also be stressed that figure drawing is very challenging and different students develop capacity at different paces.
- Students should be taught to use the head as a measurement for the other parts of the body.
- Adolescents are usually 6 to 6 1/2 heads tall. It is essential to inform the students that they must draw "what they see" not "what they know." For instance, we know that both arms are the same length but depending on one's viewpoint the arms can appear to be very different in size and shape.
- Gesture drawing is a good preliminary lesson since it will help you assess what figure drawing experience, if any, your students have had.
- Have the students volunteer for modeling, students should be allowed to model only once otherwise they will miss out on instruction.
- Pencils, charcoal, or pastels can be used.
- The students should make a series of drawing so they will be able to see their progress by comparing the earlier drawings to their last.
- Seeing progress is always an incentive. During the full class peer review the students should refer to the written and visual rubrics.
- Remind students of the protocol in reviewing the work of a peer. The teacher should explain the protocol process and model appropriate feedback.

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- At the end of the unit have students write a self-reflection of the assessment process indicating what insight they gained from the peer assessment experience and what changes they will be making to their figure drawings in the future.