Figure Drawing Unit
Valerie Louzonis
Visual Rubric

Level 1

Level 2

Level 3

Level 4
Drawing from the Figure
Figure Drawing
Advantages of full class peer review and self-reflection:

1. Each student’s work get critiqued
2. Each has a chance to make suggestions
3. Art vocabulary is practiced
4. Protocol establishes an acceptable way of commenting on colleague’s work
5. Students reflect upon their own process and decide whether they will make revisions
6. When revisions are successful students gain confidence in their skills and build understandings about the creative problem solving process
Revisions after Peer Review

• After the students’ work is critiqued in a full-class peer review the students concentrate on areas in need of improvement.

• Invariably the results of the second series of figure drawings shows evidence of improvement.
Revision

Before

After
Revision

Before

After
Revision

Before

After
Revision

Before

After
## Figure Drawing Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition</strong></td>
<td>Large, centralized, well-balanced composition, with Minimal empty space</td>
<td>Centralized and balanced composition, with some empty space</td>
<td>Figure too small or too big, unbalanced composition with some empty space</td>
<td>Figure too small or too big, off-center composition, with excessive empty space</td>
</tr>
<tr>
<td><strong>Value</strong></td>
<td>Wide range of values depicting convincing volume</td>
<td>Range of values that approximates the illusion of volume</td>
<td>Limited range of values attempting to depict volume</td>
<td>None or very little use of values, contour drawing</td>
</tr>
<tr>
<td><strong>Observation of Detail</strong></td>
<td>Varied use of details demonstrate close observation</td>
<td>Details demonstrate observation, more variety in depicting details is needed</td>
<td>Some details are shown, but they lack variety</td>
<td>Few or no details demonstrate a lack of observation</td>
</tr>
<tr>
<td><strong>Proportion</strong></td>
<td>Body parts are consistently in correct proportion to one another</td>
<td>Majority of body parts are in correct proportion to one another, just a few are too small or too big in relation to other body parts</td>
<td>Most body parts are out of proportion to others</td>
<td>No consistency in the proportions of the body parts</td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td>Foreshortening looks natural, the relative size of the figure is accurate in relation to the other objects</td>
<td>Foreshortening looks fairly natural, but the relative size of the figure is too small or too big in relation to the other objects</td>
<td>Figure foreshortening is present, but looks too unnatural</td>
<td>No foreshortening is present</td>
</tr>
</tbody>
</table>
STUDENT REFLECTION: FIGURE DRAWING

The peer conversation over our classes’ figure drawings was a very useful discussion. By using some tips that my peers gave me, I was able to make my figure drawings better. I learned that legs were a big part of the drawing and that you had to have the right proportion for them or else the figure would look too short. I also learned how to use the head as a measurement and this technique helped me keep the body parts in proportion to one another. The peer conversation was very useful and it helped make my figure drawings better.

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