Lesson Plans for Fifth Grade by Carolyn

Activity 1  Blind Contour Line Drawing

Supplies needed:  white paper, pencil and a few manila folders.

Objective:  Students will be able to produce a blind contour line drawing without looking at the subject.

I chose to have my students draw a blind contour drawing of one of their classmates.

In preparation for this lesson:  I encourage teachers to do some experimenting and try doing their own blind contour lines. Try doing what you expect your students to do. This will help the teacher understands what difficulties they might encounter and how to advise their students.

Here is a strategy I discovered that might help students get started and to make it easier to complete this project.

1. Start close to the top of the paper. Place the pencil on the paper where the middle of the top of the head would be located. Then proceed to draw down to create the right ear, then around the chin, and up to the left ear and back to the top of the paper where they think they started. This will give the students a basic head shape.  Students should not pick up their pencil.

2. From that point students need to continue to draw down from the middle of the head a short distance trying to judge where the eyebrow might need to be located. Students need to draw to the right and create the right eyebrow shape and then cross over to the left side, without picking up the pencil from the paper to draw the left eyebrow shape where they need to return to the center of the face, or what is thought to be the center. It will be necessary to draw over lines previously drawn before, but that is ok to do.

3. Continue drawing down a short distance and repeating going to the right to draw the right eye shape and the then left to do the left eye shape always returning to the center.

4. Next drawing the nose. It can be a little tricky. Students can go down on an angle and around and back up on an angle to where they originally started. Another way would be to draw down one side on an angle and go across from one side to the other just to indicate the bottom of the nose, and then return to the center.

5. Finally going down from the nose to the mouth and proceeding right to make a shape like the top lip then down and around to complete the lower lip continuing on to the left side and...
completing the upper left portion of the lip. Hopefully this made a shape that would resemble a mouth. The students have just completed drawing a blind contour line drawing of a face.

I demonstrated this for my class and shared my strategy with them. Then I assigned them to choose a partner to take turns drawing with him/her. First one student would draw and the other one would hold still to be the model. Then they would switch places and repeat the process.

The model was supposed to make sure the student who was drawing kept his/her eyes on the artist all of the time he/she was drawing. The artist was not supposed to look down at the pencil or paper. Some students could do it, but others were tempted to look. If a student happened to look at the paper and pick up the pencil he/she would have to start over. The model would then hold an open manila folder over the hands of the person drawing. This solved the problem of peeking at their drawing. Some students may want to try drawing the face more than once.

The first few students who did this didn’t think they had done well. But as others finished their drawings they all started to laugh. There was no perfect drawing and everyone's blind contour line drawings were different.

I found that some drawings were a little large and some were small. I wanted them to be similar in size so I enlarged or shrunk them. I wanted to center them and make sure all drawings had some white border around them. This would enable my students to do the next art activity with their blind contour line design faces.
Lesson Plan 2

Activity 2

Creating Line designs using repetitive organic and geometric lines to make patterns

Supplies needed: Copy of picture centered with some white space around the face, and a pencil.

Objective: Students will be able to create patterns using organic and geometric line designs.

1. Give each student a piece of blank white paper and give instructions to fold it in fourths vertically and in fourths horizontally and to press the creases tightly and open it up, pressing it flat. Tell the students that they are going to use these 16 spaces to create some organic and geometric patterns.

2. Next explain to them what organic and geometric lines are. Demonstrate making a few patterns and show them some examples. Students will only be creating patterns with their pencil. These designs need to have a design that is dark on a white background or a white design on a dark background. The teacher can explain about negative and positive space. Students will need to have a light background next to a dark background. This will create contrast.

3. Let students start creating small thumb nail sketches of their designs. If a student can’t think of any more designs invite them to walk around and observe what other students have created to get more ideas.

4. Next, pass out to each student their copy of their blind contour line design picture to begin working on. Students may use a protractor or ruler to divide up the space around the outside line of the face. The inside of the face should be left alone. The spaces they have created around the face are to be filled in with the organic and geometric shapes they previously created. Instruct the students not to make the spaces too big or too small but vary the sizes of the shapes around the face. Students need to be reminded again, to remember to place light designs next to dark designs. The pencil they are using will smear so just take a good new pencil top eraser and erase over the white areas to clean it up.

5. When students have finished filling in the shapes with their organic and geometric patterns, point out how much interest they have created with their designs and how the face stands out as the focal point of the two art projects.
Original Drawing