Drawing with the Grid
Proportions in Drawing and Drawing Exhibits

BIG IDEA:
- Grid exercises: Proportions in drawing
- Collaborative grid: Exhibiting artwork

ESSENTIAL QUESTIONS:
- How does using the grid help the drawing process?
- How does using the grid help enlarge an image when drawing it?
- How can you affect a space by displaying a work of art in it?

GOALS: For students to…
- Practice the grid technique by redrawing an image the same size.
- Practice using the grid to enlarge an image.
- Discuss and choose a specific location and display a work of art.

OBJECTIVES: Students will…
- Learn the process of gridding an image and a blank sheet of paper to redraw an image in proportion.
- Practice the grid process using basic worksheets.
- Learn the process of enlarging an image using the grid method.
- Practice the enlarging process by participating in a group drawing.
- Learn how a work of art can impact a space and how to choose the best space to display a work of art.

STANDARDS: http://www.nationalartsstandards.org/
High School:
- ART:
  - Visual Arts/Creating: VA:CR2.1.HSI: Engage in making a work of art or design without having a preconceived plan.
  - Visual Arts/Creating: VA:Cr2.3HSI: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular space.
  - Visual Arts/Presenting: VA:Pr5.1.HSI: Analyze and evaluate the reasons and ways an exhibition is presented.

SUPPLIES:
- Dragon grid worksheet
- Girl grid worksheet
- 8.5”x11” white paper
- Printed image, divided into 1”x1” squares
The Grid Method

- The Renaissance era marked a substantial growth in art, creativity, and a move to more accurate drawings and paintings. Perspective was being correctly utilized and other techniques were being invented to help artists draw more accurately.

https://en.wikipedia.org/wiki/Renaissance_art

Why use the grid?

- By drawing a grid over an image, it helps break the image down into smaller sections.
- Focus on each individual box, and where lines intersect the box, rather than the image as a whole.

Using the Grid:

- You will practice using the grid to help you redraw some images.
- You will draw a 1"x1" grid over a printed picture.

How to draw the grid...

- Line your ruler up with the edge of your paper.
- Draw a tick mark at each 1" mark on the ruler.
- Make sure you are drawing a mark right on the 1" mark, the purpose is to create an accurate grid to help you accurately redraw your image.
- SLIDE your ruler down your paper and draw tick marks at each 1" mark at the bottom of your paper.
- If you have an 8.5" x 11" image you are adding a grid to, you want to make sure your 1" x 0.5" boxes are on the same side. By sliding the ruler down you are ensuring you don’t pick the ruler up and accidentally flip it.
- Repeat on the other two sides of the image.
- Line up the tick marks with the ruler and draw a line.

Using the grid...

- Work from box to box to redraw the image.
- Do not focus on the image as a whole, focus on where the lines intersect the box and what shapes are made in the box.
- If you continue to focus on each individual box, your lines will connect and create the larger image.

Using a viewfinder to help:

- Redraw the image of the girl on an 8.5" x 11" sheet of paper.
- Once you finish the girl drawing, try redrawing the dragon image.

Your Assignment

- If you have trouble focusing on each individual box, try blocking out the rest of the image by using a viewfinder.
Collaborative Grid Method
PowerPoint Lesson Plan & Resources

WHAT IS INSTALLATION ART?

Installation art is a site-specific artwork that is created for a particular space. It is a form of art that is often interactive and involves the viewer in some way. Installation art can be temporary or permanent, and it can be created in a variety of locations, such as galleries, museums, and public spaces.

Claes Oldenburg

Claes Oldenburg was born in Stockholm, Sweden, in 1929. He moved to the United States in 1946 and began his career as an artist. Oldenburg is known for his large-scale sculptures and installations, which often incorporate everyday objects and are designed to interact with the viewer. His work typically features soft, inflatable objects that are playful and whimsical. Oldenburg's sculptures often use everyday objects to create a sense of familiarity and recognition, and his installations are designed to be interactive and engaging. Oldenburg's work has been exhibited in galleries and museums around the world, and he is considered a pioneer of the installation art movement.

Displaying Artwork

Although too many observations on display can detract from the overall experience, it is important to strike the right balance. The size, shape, and color of the artwork, as well as the placement of the pieces, can all impact the viewer's experience with the artwork.

Your Assignment

As you view the artwork, you will be asked to put the artwork into context. What's the story behind the work? What are the elements that make the artwork unique? What is the message that the artist wants to convey? How does the artwork relate to other works of art that you have seen?

BRIAN BRUSH AND YONG JU LEE

RICHARD SERRA

Claes Oldenburg: The purpose of his work is to bring attention to the everyday objects that we encounter in our daily lives. His sculptures are often large and are designed to interact with the viewer. Oldenburg's work is often created in nature, and he uses natural elements to create his sculptures. His work is known for its playful and whimsical nature, and it is designed to engage the viewer and make them think about their surroundings.

Andy Goldsworthy

Andy Goldsworthy was born in England in 1943 and has been creating installations and sculptures since the 1960s. His work often incorporates natural elements, such as rocks, branches, and leaves, and is designed to be ephemeral and transient. Goldsworthy's sculptures are often created in natural settings, such as forests and rivers, and are designed to be in harmony with the surrounding environment. His work is known for its beauty and its ability to create a sense of connection between the viewer and the natural world.

Installation Art and Displaying Art Notes

• The installation art display should be simple and clear. The installation should be easily accessible, and the viewer should be able to see the artwork from all angles.

• The purpose of the installation is to create an interactive experience for the viewer. The artwork should be designed to encourage the viewer to touch and feel the sculpture.

• The installation should be designed to be in harmony with the surrounding environment. The artwork should be placed in a way that enhances the natural beauty of the area.

• The installation should be designed to be visually appealing. The artwork should be placed in a way that draws the viewer's eye to the sculpture.

• The installation should be designed to be easy to maintain. The artwork should be placed in a way that minimizes the need for maintenance and repair.

• The installation should be designed to be safe for the viewer. The artwork should be placed in a way that minimizes the risk of injury to the viewer.

• The installation should be designed to be sustainable. The artwork should be placed in a way that minimizes the impact on the environment.

• The installation should be designed to be easily removed. The artwork should be placed in a way that allows for easy removal and replacement.
1. What is your first impression of the artwork now that you see it on display? What are the first words that pop into your head?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How does the artwork change the space it is hanging in?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How does the ability to see the artwork up close or far away affect the viewer’s perception of the piece?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Do you think this was the best way and place to exhibit this work of art?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Why do we put artwork on display?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Why use the grid?

- By drawing a grid over an image, it helps break the image down into smaller sections.
- Focus on each individual box, and where lines intersect the box, rather than the image as a whole.
**Hero Project & Grid Method PowerPoint Lesson Plan & Resources**

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**About Chuck Close**

- Most of his early work is photorealistic
  - Photorealism: type of artwork created by basing an image off a photograph, typically, gridded or projected onto the canvas. The end result is typically a very precise, exact copy of the photograph, but larger.
- Chuck Close always uses a grid and works cell by cell to achieve a very realistic and precise image
- His early images were typically portraits of family and friends
- His later works differ from his early work, but he continues to use the grid method

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**Protopagnosia**

- **a.k.a. face blindness:** the ability to recognize people’s faces is impaired
- Close believes he was born with this condition, because of this condition it is ironic that he paints portraits of people
- He claims he recognizes famous people more easily that family and friends because many of the images of them are 2D

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**“The Event”**

- On December 1988, before giving a speech for an art award, Chuck Close felt a strange pain in his chest
- He quickly gave his speech, and immediately after went to the hospital where he was diagnosed with a rare form of spinal artery collapse
- He was paralyzed from the neck down

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**Why use the grid?**

- Helps you with the proportions of your image
- Helps your break down the image
- Pay attention to the grid, use it as a tool
- Look at where the lines of the image intersect the grid lines, imitate that in your own drawing

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**Your Assignment**

- Consider who is in your life that you look up to
  - It could be a family member, friend, mentor, celebrity, musician, philanthropist, politician, etc.
  - You can bring in an original picture to scan in and print out
- Print a picture of your “hero”
  - Grid it using “1x1” boxes
  - Enlarge the image at least 1.5x the original
- Grid your enlarged (in proportion) blank sheet of paper
- Redraw the image of your hero
- Once you have the basic drawing complete, erase the grid lines before you start shading
- Shade your drawing, make it realistic

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**Hero Portrait Critique**

Take a quick look at the drawings. Do not read the artist statements yet.

1. Which work of art jumps out at you first? Why did it grab your attention?

2. Which drawing is the most realistic?

3. Which drawing is the best shaded? Choose a different piece than the previous two.

4. Which artist statement was the most interesting? Why?

5. Did reading any of the artist statements change your impression of the drawings?

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**Grid Method with Portraits**

**Portraits of Heroes**

**BIG IDEA:**

- Visual Arts/Crafting
  - VA:CR2.1.HSII: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a pattern, rhythm, unity and variety.

**ESSENTIAL QUESTIONS:**

- How do you use the grid to help the drawing process?
- How does using the grid help enlarge an image when drawing?
- Why do you think the person is the person they are?

**GOALS:**

- Use the grid method to enlarge and accurately redraw a portrait
- Become familiar with the process of drawing and shading a portrait
- Discuss role models in our lives
- Participate in a review of the drawings

**OBJECTIVES:**

- Share their knowledge of the grid method and use it to create a portrait
- Use their knowledge to accurately enlarge the image from the original
- Participate in a discussion about role models
- Complete an artist statement explaining why they chose their hero

**STANDARDS:**

- Visual Arts/Creating:
  - VA:CR2.1.HSII: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a pattern, rhythm, unity and variety.
- Visual Arts/Reflecting:
  - VA:RS9.1.HSII: Establish relevant criteria in order to evaluate a work of art.
- Visual Arts/Evaluating:
  - VA:RS9.1.HSII: Use relevant criteria to respond to a work of art.
- Visual Arts/Evaluating:
  - VA:RS9.1.HSII: Use relevant criteria to respond to a work of art.
- Visual Arts/Analyzing:
  - VA:RS9.1.HSII: Use relevant criteria to respond to a work of art.

**PRINTABLES:**

- Critique sheet (attached below)
- Rubric (attached below)

**VOCABULARY:**

- Elements of art: The building blocks of a work of art. The visual components of color, line, shape, space, texture and value.
- Principles of design: describe the ideas that artists use to create a work of art. Includes balance, emphasis, movement, proportion, repetition, rhythm, unity, and variety.
- Grid method: A pattern of parallel lines at right angles drawn on top of an image to create a guide to redraw or enlarge the image.
- Value: The lightness or darkness of tones or colors. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle gray.
- Highlight: the lightest spot or area; any of several spots in a modeled drawing or painting that receive the greatest amount of illumination
- Contrast: the difference in brightness of adjacent areas; the lighter area is called the highlight and the darker area is called the shadow. Light and dark areas of the subject must be rendered in the drawing.

**IMPLEMENTATION:**

- For a 50 minute class:
  - Introduction: 10 minutes
  - Direct instruction: 25 minutes
  - Break time: 5 minutes
  - Student work: 10 minutes

- Student used class time
  - Looks realistic, a range of value, the shading looks realistic and like the original image

- Overall it looks neat, well cared for, and thought out

**Student created a drawing on their own paper
- Looks realistic, a range of value, the shading looks realistic and like the original image

- Overall it looks neat, well cared for, and thought out

**Remind them that they will need to complete an artist statement explaining why they chose the person as their hero.

**Supplies:**

- Printed image of each student’s hero
- Larger white drawing paper
- Pens
- Pencils
- Erasers
- Shading tool (optional)

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**Homework:**

- Review the artist statements.
- Complete the project.

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**Hero Portrait Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Expectations</th>
<th>Possible Points</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contour drawing</td>
<td>The drawing is accurate, helps identify the subject realistic and like the original image</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shading</td>
<td>There is a wide range of color, the shading looks realistic, a range of shading techniques are used.</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of grid</td>
<td>The grid was successfully used to accurately draw and enlarge the original image</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craftsmanship</td>
<td>Overall it looks neat, well cared for, and thought out.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Interesting, makes thought outside the box.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td>Student used class time and put thought into their works of art.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade:**