**BPS Elementary Art Curriculum**

Contour Lines Drawing



Content Connections:

Art

Art Standards: 4.1.5

Alignment Standards:

Materials: Drawing paper, pencils with no erasers, crayons, felt-tip markers, small objects (stapler, seashell, pen, can, fork)

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| --- | --- |
| **Art Elements** | **Art Principles** |
| \_x\_Line | \_\_Pattern |
| \_x\_Shape/Form | \_\_Rhythm/movement |
| \_\_Color | \_\_Proportion/Scale |
| \_\_Value | \_\_Balance |
| \_x\_Texture | \_\_Unity |
| \_\_Space/Perspective | \_\_Emphasis |

Grade: 5th

Time: 1 session

I Can create a contour drawing.

Vocabulary: contour

Preparation

Create crab bags with random items.

Discuss texture and what it feels like. What are different ways you cold show texture in a drawing (zigzags could indicate rough, wavy could indicate smooth, short lines could indicate hairy).

Lesson description:

Lines show where the edges of objects are. Some lines show the outside edges of objects. Other lines show edges that are inside the main shape. Both kinds of lines are called contours.

To draw in contour lines is to create a picture with one continuous line. Think of an ant that has crawled through a puddle of ink. The ant leaves a think trail of ink wherever it goes. When you draw in contour lines, think of that ant crawling over your object…in…out…over and around.

Teacher Background Knowledge

**Contour drawing**, is an artistic technique used in the field of [art](http://en.wikipedia.org/wiki/Art) in which the [artist](http://en.wikipedia.org/wiki/Artist) sketches the [contour](http://en.wikipedia.org/wiki/Contour) of a subject by drawing lines that result in a drawing that is essentially an outline; the [French](http://en.wikipedia.org/wiki/French_language) word contour meaning, “outline.” The purpose of contour drawing is to emphasize the [mass](http://en.wikipedia.org/wiki/Mass) and [volume](http://en.wikipedia.org/wiki/Volume) of the subject rather than the [detail](http://en.wikipedia.org/wiki/Complexity); the focus is on the outlined shape of the subject and not the minor details. However, because contour can convey a three-dimensional [perspective](http://en.wikipedia.org/wiki/Perspective_(visual)), length and width as well as thickness and depth are important; not all contours exist along the outlines of a subject. This technique is manifested in different styles and practiced in the honor of drawing development.

In a continuous-line drawing, the artist looks both at the subject and the paper, moving the [medium](http://en.wikipedia.org/wiki/Medium) over the paper, and creating a [silhouette](http://en.wikipedia.org/wiki/Silhouette) of the object. Like [blind contour drawing](http://en.wikipedia.org/wiki/Blind_contour_drawing), contour drawing is an artful experience that relies more on sensation than perception; it’s important to be guided by instinct.[[2]](http://en.wikipedia.org/wiki/Contour_drawing#cite_note-sutherland-1) To make a blind contour drawing, an artist does not look at the paper or [canvas](http://en.wikipedia.org/wiki/Canvas) on which he/she is working.[[2]](http://en.wikipedia.org/wiki/Contour_drawing#cite_note-sutherland-1) Another technique similar to contour drawing is outline drawing; a division between form and the space a subject occupies.[[4]](http://en.wikipedia.org/wiki/Contour_drawing#cite_note-sheenan-3) All three types of drawing are considered to be [gesture](http://en.wikipedia.org/wiki/Gesture) drawings;[[4]](http://en.wikipedia.org/wiki/Contour_drawing#cite_note-sheenan-3) the practice of drawing a series of bodies in still form. An outline drawing does not include the visual amusement of human sight, while a contour drawing contains form, weight, mass, space, and distance.

Lesson

1. Feel the contours of an object. Close your eyes and feel the object. Does it feel the same? Did you discover any new contours of the object?
2. Take an object out of the bag provided by your teacher as it is being passed under your desk or table. Don’t look at the object. Encourage students not to erase.
3. Draw this object in a contour line on your paper, feeling the object as you draw. Be sure not to look at the object.

Additional Ideas

-Using a contour line, draw a student model, concentrating on the main lines of the person. Remember that ant crawling over and around. Keep it simple!

-Create a “ghost picture.” Contour line objects may be left plain while the background is colored in to create a scene (positive-negative space).

-Write a description of the ant’s journey from the ant’s perspective.

-create a ‘blind drawing’

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessment*

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| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?) |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed? |
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|  |  |  |  |

Source

Making Connections: Interdisciplinary Art Activities