

Featured Images



Untitled, 2012-2015 By Narsiso Martinez



Lines and Contour Drawing| 4th-6th

Objectives: Students will explore various methods and materials for making expressive drawings using “LINE”. Students will develop their ability to draw from both their imagination and observation. Students will discuss symbols of identity in the work of Narsiso Martinez, and identify symbols that express their own identity.

Theme: Representation, Emotion and attention to detail

Artwork:

Untitled, 2012-20158.5 x 5.5 Inches each

Mechanical Pencil on Paper.

54 x 43 Inches

Courtesy of the Artist and

Charlie James Gallery, Los Angeles

Materials: Drawing paper, pencils, charcoal, paper bags with a few items that are different textures, mirrors (individual or a long mirror to set up a mirror drawing station)

Suggested support material [Introducing Lines Worksheet \(getty.edu\)](#), [Elements of Art \(getty.edu\)](#)

Discussion Questions/Inquiry questions:

What is the definition of “Line” in visual art?

What kinds of ideas or emotions can I express with something as simple as “Line”?

How many different kinds of lines can I create using different drawing tools and materials?

What kinds of symbols express my identity?

Image Analysis:

Use the featured artwork to answer the following questions. This can be done with the whole class or small groups.

What kind of lines do you see in the images? Are they thick or thin? Hard or soft? Long or short? Straight or curved? Jagged or smooth? Smudged or clean/sharp? Does the artist use lines to create abstract or realistic images? How does the artist use lines to provide details about the subject? (thinking of curls, wrinkles, etc.) How does the artist use lines to evoke emotion?



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Activity 1: Drawing Warm Ups

The following drawing activities can be completed over a number of sessions, or as part of a longer afternoon of drawing. Educators are encouraged to choose the activities which best suit students' abilities/needs.

Part 1 : Drawing with Energy and Emotion

Students will draw a minimum of 8 different kinds of lines on a sheet of white paper.

Use a large piece of paper to create 8 rectangular sections. On each rectangle the students will create a quick drawing in response to the following words: Happy, Sad, Powerful, Champion, Friendship, Nature, Human Energy, Peace. Encourage students to use lines and shapes to create original drawings and not use familiar symbols or imagery.

Part 2: Texture and Touch

Students will draw textures that they perceive using their sense of touch. Students will be presented with a variety of objects in paper bags. They will be asked to use their hand to "see" the object and draw the textures they feel.

Part 3: Drawing Music

Drawing Music: Students will listen to a selection of musical compositions and draw their interpretation of the music.

Activity 2: Contour Drawing

Part 1: Blind Contour Drawing in pairs

Students will draw each other from observation simultaneously using a continuous, unbroken line and without looking at their drawing while making it.

Part 2: Self-Portrait Contour Drawing



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Students will draw themselves from observation (looking in a mirror) using a continuous, unbroken line and without looking at their drawing while making it. The goal is to find as much detail as possible by drawing freely in response to what is observed.

Reflection: Students will review their drawings for interesting or descriptive details captured in their contour drawings and share their insights into the creative process.