

Faces of Alabama – Drawing Proportions

Target grade: 6th (adaptable to other grades)

Length: 2 to 3 - 30 minute sessions

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures?



Objective: Students will use correct facial proportions, line, shape, color and patterns to create miniature portraits of historical figures and people of personal interest.

Arts discipline: Visual Arts

Visual Arts: Alabama Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Creating 2 – formulate an artistic investigation & discovery of relevant content for creating art.

Creating 3 – use elements of art (line, shape, color, value) & principles of design (patterns, proportion, variety) & various materials, methods, & approaches to create works of art.

Non-arts discipline: Social studies, math, language arts

Social Studies- 4. a, b, c, & d. –identify notable people (writers, musicians, artists, inventors, etc.) during the Harlem Renaissance, the Jazz Age, and the early 1900s (Zora Neal Hurston, F. Scott & Zelda Fitzgerald, W.C. Handy, Erskine Hawkins, George W. Carver, Wilbur & Orville Wright, Helen Keller, Margaret Washington, Tuskegee Airmen)

Social Studies- 9. a, & b. – key figures in the modern Civil Rights Movement (Martin Luther King, Rosa Parks, Fred Shuttlesworth, John Lewis); important artists since WWII (Hank Williams)

Math - Ratios & Proportional Relationships – understand ratio concepts & use ratio reasoning

Math – Number Systems – divide by fractions

English Language Arts – 22 – write informative or explanatory texts to convey ideas, concepts & information

English Language Arts – 35 – include multimedia components & visual displays to clarify information

Materials and supplies:

- Images of well-known Alabama historical figures
- Images of friends and relatives (alternative approach)
- Proportions of the face template
- Proportions of the face instructions
- Pre-cut laminated face ovals
- Pre-cut colored paper strips for measuring
- Unlined index cards (4" x 6") - 2 cards/student
- Rulers
- Pencils – HB & 6B (1 of each/student)



- Erasers
- Colored pencils
- Colored and patterned paper
- Glue Sticks
- Scissors

Prerequisite knowledge arts:

- Understand that a portrait is a picture of a person
- Understand vertical and horizontal orientations
- Discuss the various shapes of faces: round, oval, square, heart
- Understand that faces are NOT symmetrical: one eye is larger, one side of the nose larger, etc.
- Practice making heavy & light lines with different grades of pencils

Prerequisite knowledge – non-arts:

- introduce historical people in Alabama from the early 1900s (writers, artists, musicians, inventors, etc.) & notable people associated with the modern Civil Rights Movement
- choose a person of interest or historical figure from Alabama to depict in a portrait (if possible, print off a photograph of the person)
- practice dividing a space into one half and one third

Arts vocabulary addressed:

line, value, color, shape; proportion, pattern, variety; portrait, symbol, collage

Non-arts vocabulary addressed:

Alabama Bicentennial (**on Dec. 14, 1819, Alabama became the 22nd state in the U.S.**), notable people & events of the early 1930s, Civil Rights Movement; fractions, ratios

Introduction:

Discuss the Faces of Alabama project in relation to the 2018 Alabama Bicentennial theme of “People”, sharing knowledge about historical & important people in Alabama. Tell the students that 10 portraits from your class will be selected (by you) to be exhibited at the Alabama State Capitol in Montgomery in November, 2018.

Sequence of activities:

1. **Look at images of notable Alabama people** from the early 1930s & important figures in the Civil Rights Movement.
2. **Choose a person of interest** to draw for a miniature portrait.
3. Look at the **proportions of a face template**.
4. Use an HB pencil to **trace the oval laminated face shape** in the center of an unlined index card.
5. **Draw a light vertical line down the middle of the drawn face shape**, to divide it in half.
6. **Fold the strip of colored paper in half** and **place the bottom edge of the folded paper on the bottom edge of the drawn face shape**. **Draw a light line across the top edge** of the colored paper & **extend the line to the edges of the face**, to mark the position of the center of the eyes.
7. **Center the folded strip on the eye line, and make dots on either side of the strip** to mark the space between the eyes.
8. Move the strip along the eye line to **place dots for the left & right eye width**.
9. **Draw curved lines for bottom eyelids** just below the eye line and between the dot marks showing the eye width. **Draw a circular iris** resting in the center of the bottom lid and touching the line drawn for the lid. **Add a dark pupil in the center of the iris** and shade it in with a 6B pencil.
10. **Draw curved top eyelids touching the top of each iris**. Add eyelashes, if desired, to the top and bottom lids.
11. **Add eyebrows**, using short sketchy lines, and leaving enough space above the eyes.
12. **Fold the colored strip of paper in half again & place the bottom edge of the strip in line with the bottom of the drawn face shape**. Make another light mark just above the top of the folded

strip for the nose line, where the bottom of the nose ends. Note: Noses are different sizes, so this is only an estimate.

13. To sketch the bottom of the nose, **draw a semicircle above the nose line** marked on the face. **Add 2 curved parts of the nose on each side of the semicircle**, for the outside edges of the nose. The width of the bottom of the nose should approximate the space between the eyes. Add indentations for nostrils and shade them in with the 6B pencil.
14. For marking the position of the mouth, in the area between the bottom of the nose and the bottom of the face, **make another light mark one third of the space down from the nose**. This is the **center line of the mouth**. **Make a curved top lip above the midline of the mouth and a curved bottom lip**. The width of the mouth usually lines up with the pupils of the eyes. Note: Mouths are different sizes, so this is only an estimate.
15. **Add curved lines for the ears**, starting the top of the ears in line with the eyebrows, and curving back up at the bottom to end in line with the bottom of the nose.
16. **Add a chin mark** in the space between the bottom of the mouth and the bottom of the face.
17. The **curved lines for the neck** begin under the ears and extend outward to create join the shoulder lines.
18. **Light shading** can be added along the sides of the nose, between the top eyelid and the eyebrows, and on the sides of the neck, if desired, using a 6B pencil.
19. **Lightly color the face** using colored pencils, watercolor pencils or crayons.
20. **Cut out and glue down the patterned paper to create hair** for the face and shirt collars, clothing, etc.
21. **Draw symbols and/or words** in the negative (blank) spaces around the portrait, to represent historical associations and characteristics of the person portrayed.
22. On a second index card, **write a paragraph describing the person** portrayed in the portrait, and why they have inspired you.
23. Put both cards (the portrait and the writing) together back to back in a plastic sleeve or by gluing them together.