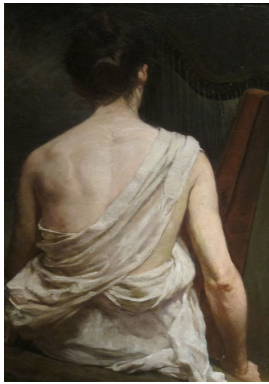


# FIGURE DRAWING

ARTISTS OF THE CAM COLLECTION  
ART AND ART HISTORY

GRADES: 9-12

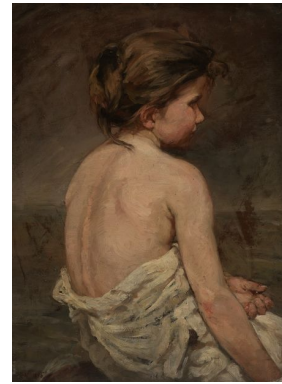
## BASED ON



Elizabeth Nourse 1859-1938,  
USA, Cincinnati, Ohio  
*Woman with Harp*, 1887  
Oil on canvas  
Cincinnati Art Museum



Elizabeth Nourse 1859-1938  
USA, Cincinnati, Ohio  
*Self Portrait*, 1891  
Oil on canvas  
Cincinnati Art Museum



Caroline Lord 1860-1927  
USA, Cincinnati, Ohio  
*Nude Back of a Girl*, Sketch, 1885  
Oil on Canvas  
Cincinnati Art Museum

## OBJECTIVES

- Students will explain how individual artists impact cultural developments.
- Students will demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
- Students will explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.

## CONCEPT

Advanced art students are taught the principles of drawing through line, form and value. There is no better way to dive into these concepts than through figure drawing. We are first inspired by the examples and inspiration of Nourse and Lord. Students will discuss the work of these female pioneers and then practice their own figure drawings before launching into an extended study of the figure for their final work.

## MATERIALS

- Vine charcoal
- Color chalk pastel
- Newsprint
- Drawing paper
- Eraser
- Rubbing alcohol
- Paint brush
- X-acto knife
- Wax paper

## VOCABULARY

**Gesture drawing-** a gesture drawing is a laying in of the action, form, and pose of a model/figure. Typical situations involve an artist drawing a series of poses taken by a model, often as little as 10 seconds, or as long as 5 minutes.

**Form-** artists use light and shadow effects to create the illusion of three-dimensional form. A strong sense of form can also be created by increasing contrast between highlights and shadow areas.

**Expressive line-** expressive lines are curved, adding an organic, more dynamic character to a work of art. These lines provide emotion and movement to a drawing.

**Value-** how light or dark something is. The value of different areas will help to develop the form.

## PROCEDURE

### Introduction

- Introduce the work and stories of female artists, Nourse and Lord from the CAM collection.
- Specifically looking and discussing their figure drawings.
- How would you describe the color choices? How would you describe the posture of these figures? How would you describe the approach to the application of media (realistic, abstract, expressive)?

### Pre-Project Practice

- Students will practice figure drawing by first modeling for each other in class. Students will use vine charcoal on newsprint paper for these quick, timed gesture drawings. (3-4 min. poses throughout the 50 min. period)
- Students will begin extended studies of the figure. First working with the gesture in vine charcoal and then adding in colored chalk pastel for value and form. These will be observations from slides. One image/one class period (50min)

### Project/Assignment

- Students will draw from a live model. Students will participate in the posture and set up of our figure. They will add fabric and lighting for their ideal set up. They will draw from life, but also use reference photos to complete the work in the upcoming days.
- Students will develop these drawings from the live model for the next 3-4 class periods.
- One day will be spent on chalk pastel techniques and the choice of making this realistic and traditional or making this expressive and design oriented. (per their AP portfolio: Drawing or Design)

### Assessment:

- Students will fill out their own assessment of the project and their reflection of the work.
- Students will participate in a class critique looking at all of the work and the pros and cons of the assignment.
- We use the conversational critique format: pro-con, con-pro.

## ASSESSMENT

1. Students are required to "show their work." They will submit initial sketches in gesture, extended study with chalk pastel techniques and the final figure drawing for a grade.
2. Students will fill out a self evaluation - to reflect on the process and discuss the final work.
3. Students will participate in a class discussion and evaluation/feedback exercise with their peers. This will include the discussion and the post-it note game. (post it notes are passed out and students will travel from desk to desk to write notes to classmates choosing one area of the project that stands out to them.

## NATIONAL STANDARDS

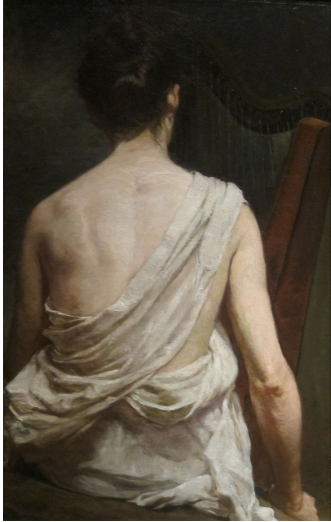
VA:Pr6.1.IIa: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

## RESOURCES

YOUTUBE: introduction to oil pastels. <https://www.youtube.com/watch?v=FVob4ORcwo&t=201s>



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EXAMPLES OF STUDENT WORK

