

Title: Mannequin Project

Sequence Theme/Big Idea: Figure drawing and shading

Grade Level: 9

Time Frame: 10 classes

[Link to presentation](#)

Lesson Narrative: This lesson introduces students to proportional figure drawing and shading value with wooden mannequins. The students will learn to draw figures with correct proportions and will draw from life, as well as from photographs. Students will create a composition encompassing white figures on black paper.

Standards:

1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

3PR Explore multiple solutions to visual art problems through preparatory work.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

Objectives:

Students will...

- Practice gesture drawing and basic figure drawing
- Practice shading with strokes and value through a shading worksheet
- Practice drawing accurate proportions and forms within the mannequins
- Examine black and white photos of mannequins to understand value and replicate shading
- Create an effective composition utilizing at least one full body mannequin, one cropped mannequin, and mannequins at different scales that activate the negative space to create an interesting layout
- Critique their work and the works of their peers

Materials:

- 8.5x11 white paper
- 8.5x8.5 white paper
- Large white paper
- 2 wooden mannequins per table
- Sharpie
- Crayons
- Shading and value "Pencil Techniques" [worksheet](#)
- Camera phone with editing capabilities
- White pencils
- Black 12"x12" paper
- Document camera

Vocabulary:

Circular-oval stroke- a type of stroke that is loose, and captures the contour of the shape

Hatching- very close, repetitive linear strokes to show shade

Cross-Hatching- close, repetitive linear strokes that are crossed to show shade and texture

Linear stroke- singular lines to show shade

Value scale- a scale, either segmented or graduated, that goes from light to dark or dark to light

Gesture drawing- loose interpretive figure drawing

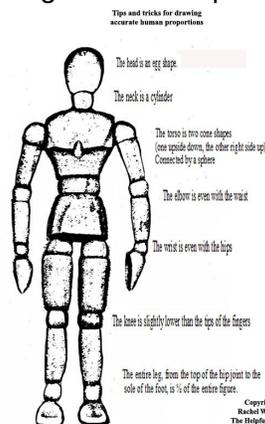
Highlight- the where light reflects on an object

Composition- the layout of a drawing

Procedure:

Day 1:

- Hook: Give students a piece of 8.5"x11" white paper and tell them to draw a person head to toe. Give little direction to see what the students come up with, and what is their natural tendencies toward figure drawing.
- Hang up figures on the wall and talk about similarities and differences, and how they lack proportion.
- On a large white piece of paper, draw a figure using basic ovals and circles to get students to understand joints and proportion. Go through each form to discuss:
 - There are 6-7 heads in the body
 - The waist is halfway between the head and the feet
 - The arms reach the middle of the thighs
 - There are 3 heads between the shoulders
- Have students practicing drawing the mannequins with ovals and circles using pencil



Day 2:

- Give students the large white paper and crayons to continue the practice of drawing mannequins. Explain how to fix proportions with different colors, rather than erase.
- Explain what gesture drawing is. Have a student stand on the center table (if possible) and pose so that students can gesture draw this person. These are 5 minute sketches. Talk about action lines to plan gestures, and having a loose hand. Have students "popcorn" other students to pose.

Day 3:

- Talk through slideshow about strokes, including hatching, cross-hatching, linear stroke and circular oval stroke. Talk about value and how to create a value scale (both segmented and gradated). Then, talk about how light affects the shading of objects.
- Have students complete the shading [worksheet](#) with a regular pencil.
- When finished, have students practice the same techniques with white pencil on black paper.

Day 4:

- Talk about composition with slideshow. Explain the requirements of at least one full body mannequin, one cropped and mannequins at different sizes. Show an example of the

finished 12"x12" product. Explain how to activate negative space with mannequin limbs and even creating a story if possible.

- Have students take pictures of mannequins on smart phones. Once they choose their poses they want to draw, have them change the pictures to a "noir" filter and lower the "lightness" all the way down.

Day 5:

- Give students 8.5"x8.5" pieces of white paper so students can plan their composition and make a practice drawing before the final. Have them use pencil and encourage they start to draw the actual forms as seen on the mannequins, not just ovals and circles.

Day 6:

- Show a demo with the document camera on shading with white pencil on black paper. Talk about starting with either the darkest or lightest section and going from there. Talk about highlight, and how the background is the darkest value. All other values on the mannequin should be brighter in comparison. Ask students for a specific mannequin form they are struggling with and demo.

Day 7-9:

- Students will start final 12"x12" black paper drawing with white pencil. The students will draw their figures with the white pencil as well as shade them. Stress the importance of value and how to avoid white outlines of mannequins. Talk about how to vary stroke and shade gradually, utilizing the entire value scale.

Day 10:

- Closure: Hang works on a wall and have students critique strengths and weaknesses of artworks. Discover overall themes.

Assessment:

CRITERIA	POSSIBLE POINTS	STUDENT SCORE	TEACHER SCORE	COMMENTS/REFLECTIONS
The composition of the project includes at least one full body mannequin, one cropped mannequin, and mannequins at different scales.	15			You must have at least two mannequins to fulfill these criteria! (5 points each)
The student has an effective composition: mannequins are placed in a way that activates the negative space and creates an interesting layout.	10			How did/didn't you create an effective composition?
The figures are drawn accurately: each <u>form</u> is drawn specifically how it is seen on the posed wooden figure.	15			Are the forms connected as seen or did you only use ovals and circles?

The shading is accurate: student looked at a black and white photo to shade. No outlines or prominent pencil lines are apparent.	40			Is the shading the same for the entire figure or did you focus on specific lighting details for each form?
The figures are proportional.	20			The head is about 1/7 of the figure; hips are halfway; arms and legs are wide/long enough?

TOTAL: _____/100

I liked/disliked the project because:
