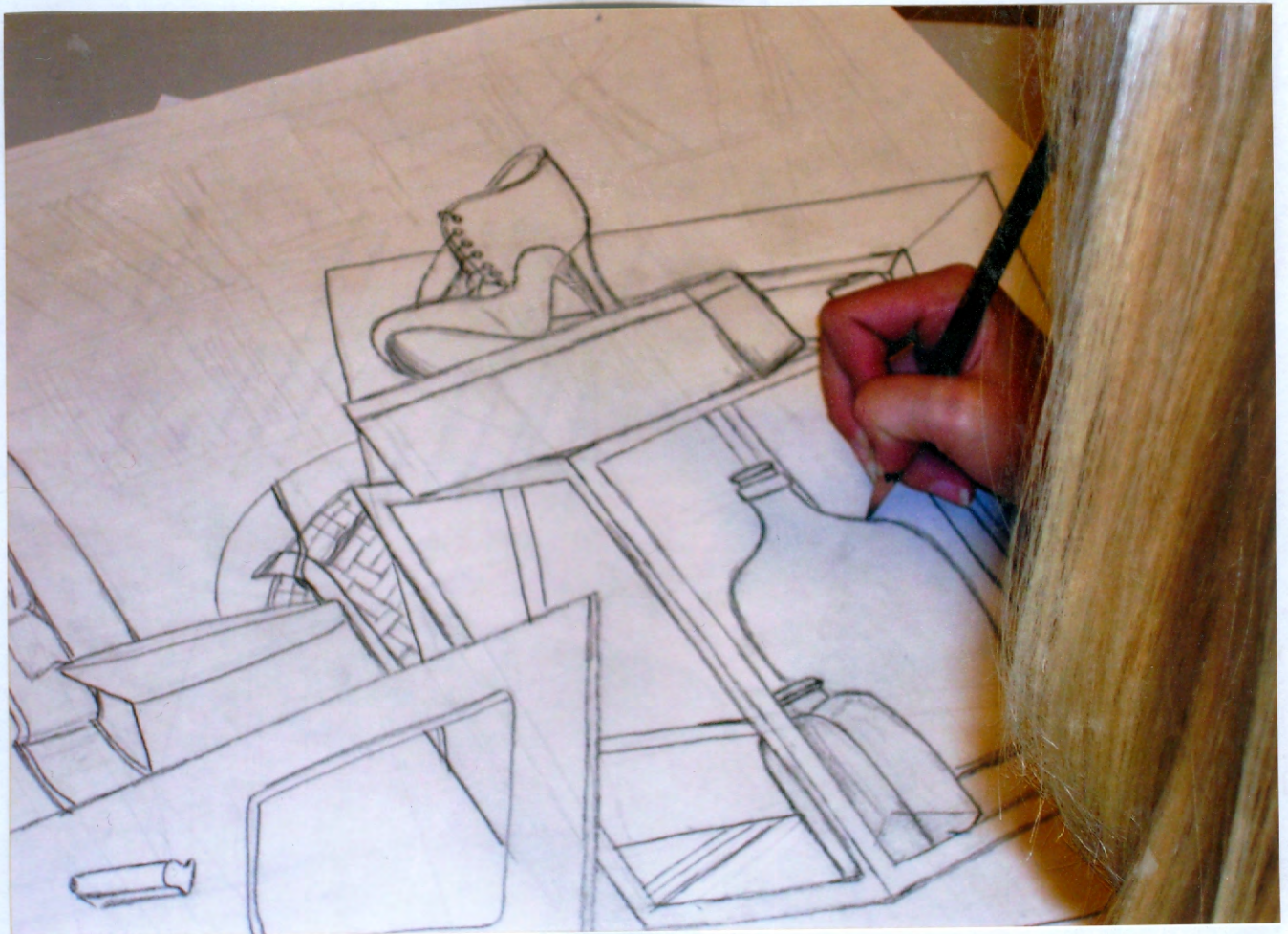


Sighting: Tools for Accurate Drawing



Goal: Students will create nine drawings using three different sighting techniques; midpoint, comparative measurement, and plumb and level.

Teacher: Kathryn Moran

Grade Level: 9-11

Title: Sighting: Tools for Accurate Drawing

Standards:

9.1C Vocabulary within each art form

9.2C Styles and Genres in art

Goal: Students will create nine drawings using three different types of sighting techniques.

Objectives:

- Students will be able to define the terms midpoint, plumb, level, and comparative measurement.
- Students will create three drawings using sighting to find the midpoint.
- Students will create three drawings using plumb and level lines.
- Students will create three drawings using the comparative measurement technique.
- Students will create one final drawing combining midpoint, plumb, level, and comparative measurement.

Requirements:

- Nine drawings including three midpoint drawings, three plumb and level line drawings, and three comparative measurement drawings.
- One completed final drawing that includes all three sighting techniques.
- Participation in critique of final drawings, each sighting technique must be identified in each individual piece.

Resources/Visual Aids:

- Three drawings that clearly show the different sighting techniques
 - One drawing with a visible midpoint drawn down the center of the object.
 - One drawing with plumb and level lines drawn clearly.
 - One drawing with comparative lines drawn clearly to illustrate the relationship between two objects.

Supplies/Materials:

- Several pencils (HB, B, H, 2B)
- Erasers
- 8 1/2 x 11 paper
- 18 x 24 drawing paper
- Several still lives set up on paper (one per table).

Teacher Preparation:

1. Obtain visual aids and materials
2. Create three examples of the three sighting techniques.

3. Develop a line of questions/ prompts that will be used in the group critique. •

Teaching:

Introduction:

- Discuss the reading the students already completed in the “Keys to Drawing” book.
- Ask the students to identify which example uses midpoint...plumb and level...comparative measuring.
- Ask the students how they would define each sighting technique, write their answers on the board and make sure the correct definition is given (either by the instructor or the students).
- Demonstrate the three techniques using one or two objects.
- Demonstrate the “pencil technique”: holding the pencil out to measure.
- Explain that sighting is another tool used in creating an accurate drawing; review other “tools” they have acquired.

Directions:

1. Students will gather drawing materials from their cubbies, and a central table.
2. Students will sit at their tables and the instructor will come around with each still life.
3. Students will create one drawing beginning with the midpoint from the still life and then will move to a different spot at their table and create another drawing using midpoint.
4. When the student has completed three drawings using midpoint, the student will repeat this process using plumb line and level.
5. When the student has completed three plumb line and level drawings, the student will repeat the process using comparative measurement.
6. Once the student has finished the nine drawings, they will create a final self-portrait drawing using midpoint, plumb line and comparative measurement.
7. When the drawings are complete, the students will participate in a group critique. The following questions will be raised.
 - Do you feel that these sighting techniques will help you with future drawings; will you approach drawing differently with the knowledge and skills you have acquired through these drawings?
 - Which sighting technique did you feel was the most helpful?
 - How did these techniques relate to the drawing styles?
 - Do you feel that certain sighting techniques would be more useful with certain subject matter?

Closure:

The critique will be followed up by a self-evaluation and the drawings will be displayed and matted on black paper.

Critique/Evaluation/Assessment:

The critique will be an opportunity for students to earn points towards their final grade. The students will be graded with a rubric (see attached sheet).

Extensions:

Students may assist in matting the drawings from the previous assignment, or they may create another self -portrait from a different angle.

Vocabulary:

Sighting: a tool for measuring, sighting requires a fully extended arm and a pencil.

Midpoint: the middle of an object or group of objects.

Plumb Line: a vertical alignment line

Level: a horizontal alignment line

Comparative Measurement: using the length of one part of your subject to compare it to another; for example; the height versus the width.

Time Budget:

The lesson and the critique will take between two and three 80-minute blocks.

Safety Concerns:

There are no safety concerns.

Bibliography:

Dodson, Robert. Keys to Drawing. North Light Books, Cincinnati: 1985

ART MAJOR 1
Final Sighting Drawing

Name:

Criteria:

- Balanced Composition
- Accurate location and proportion of objects in the picture plane
- Clear relationship between the objects and the background

Reminders:

- Start by finding the midpoint
- Extend your arm fully to find alignment, plumb, and level lines
- Make sure your alignment lines are not too dark and draw them all the way through the picture plane
- Use the tip of your pencil and your thumb to find the width and height of the objects.

Rubric: Sighting Final Drawing Art Major 1

Name:

Drawing uses the entire page. (5 points)	
Drawing shows a clear relationship between the objects and the background. (20 points)	
Accurate location and Proportion of object in the picture plane. (50 points)	
Composition is balanced. (15 points)	
Craftsmanship. (10 points)	



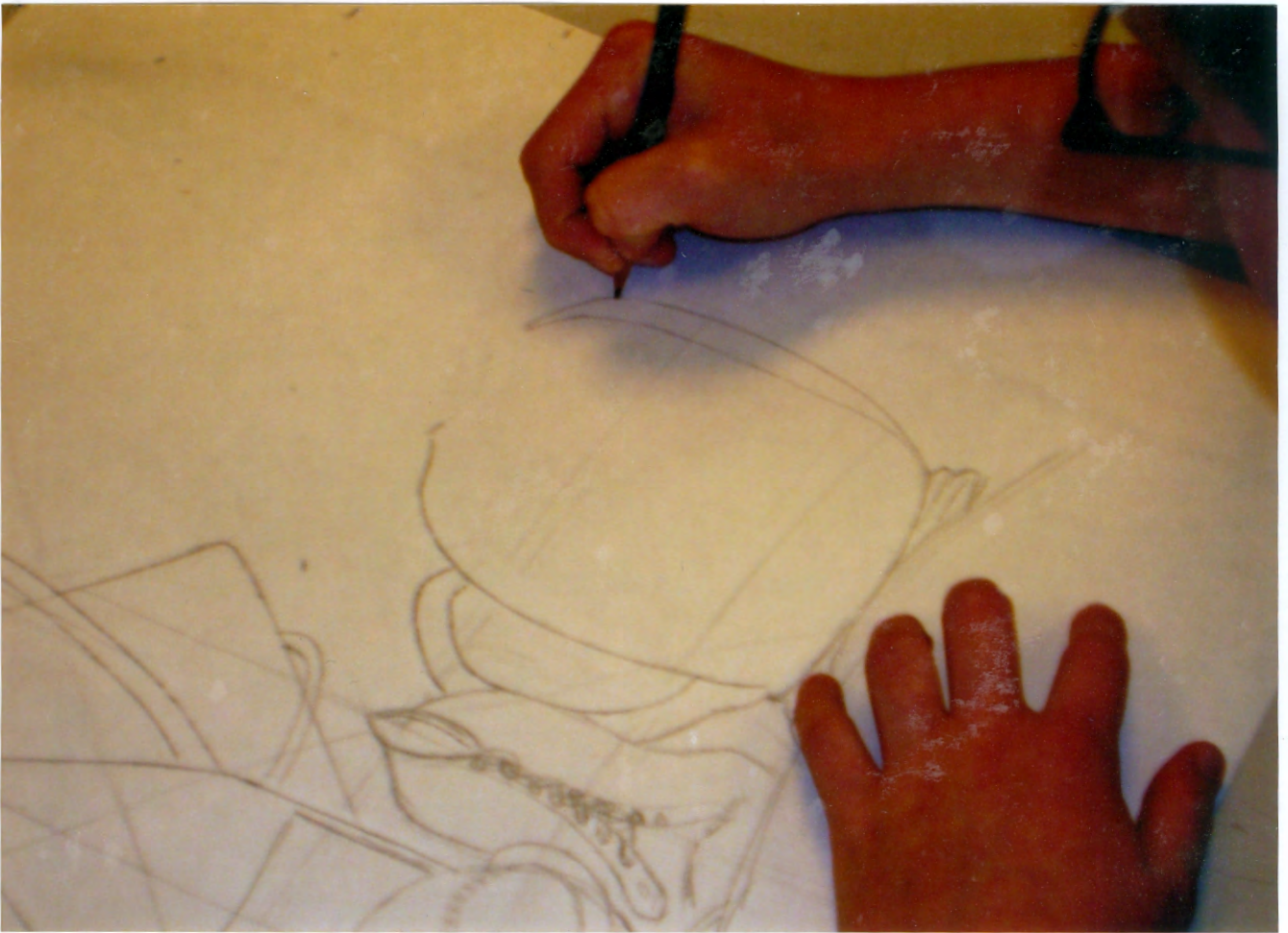
Student Work



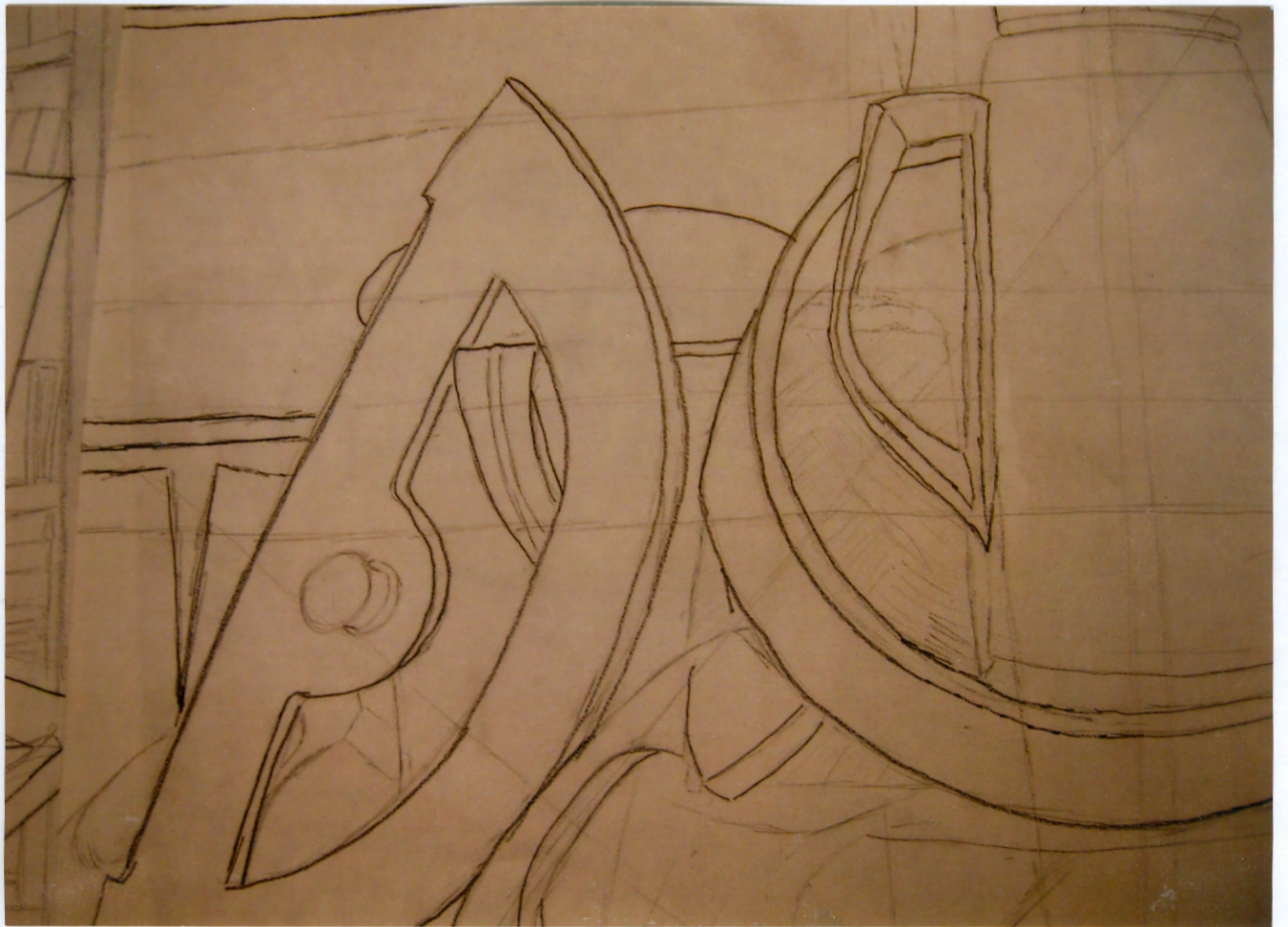
Students Working



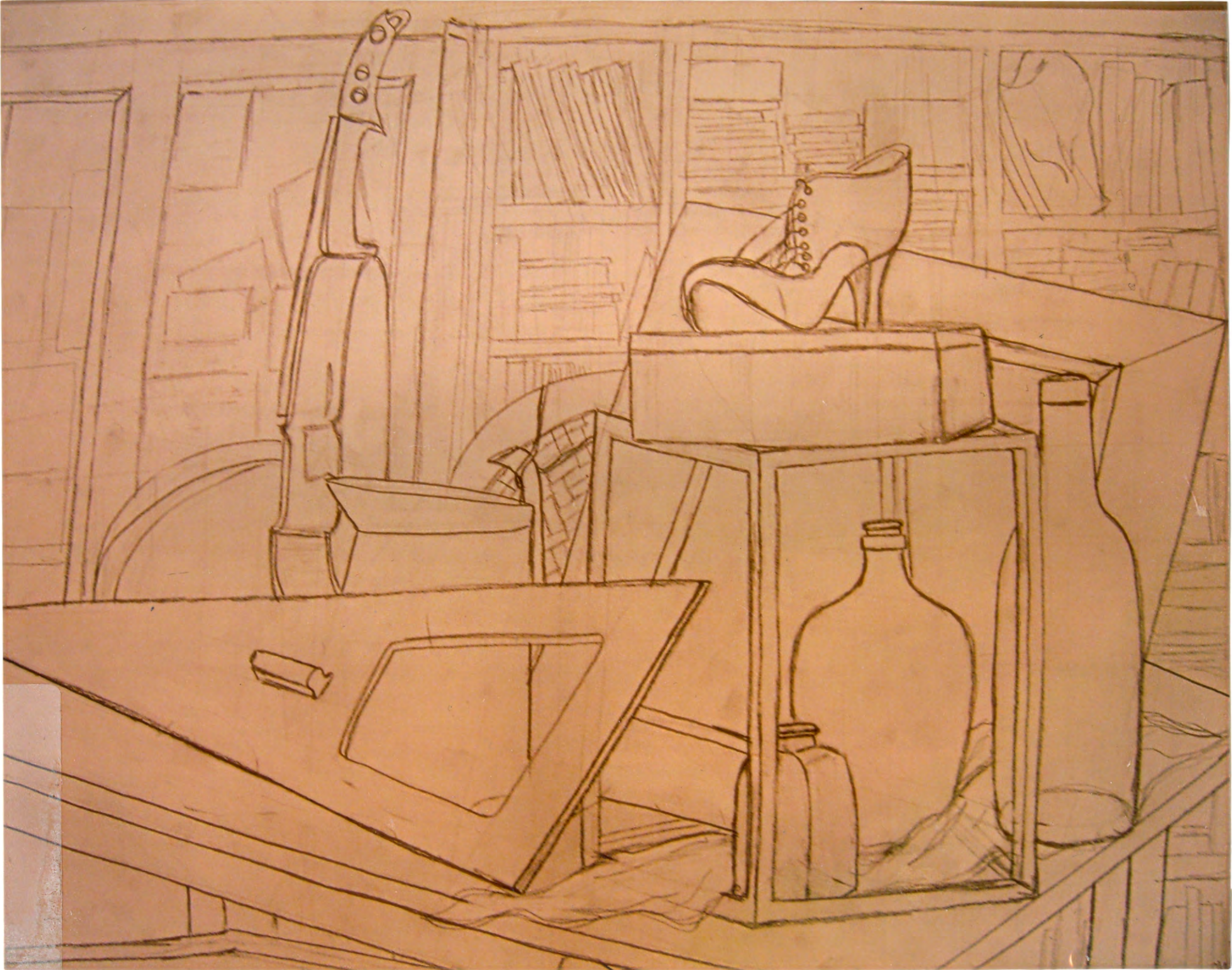
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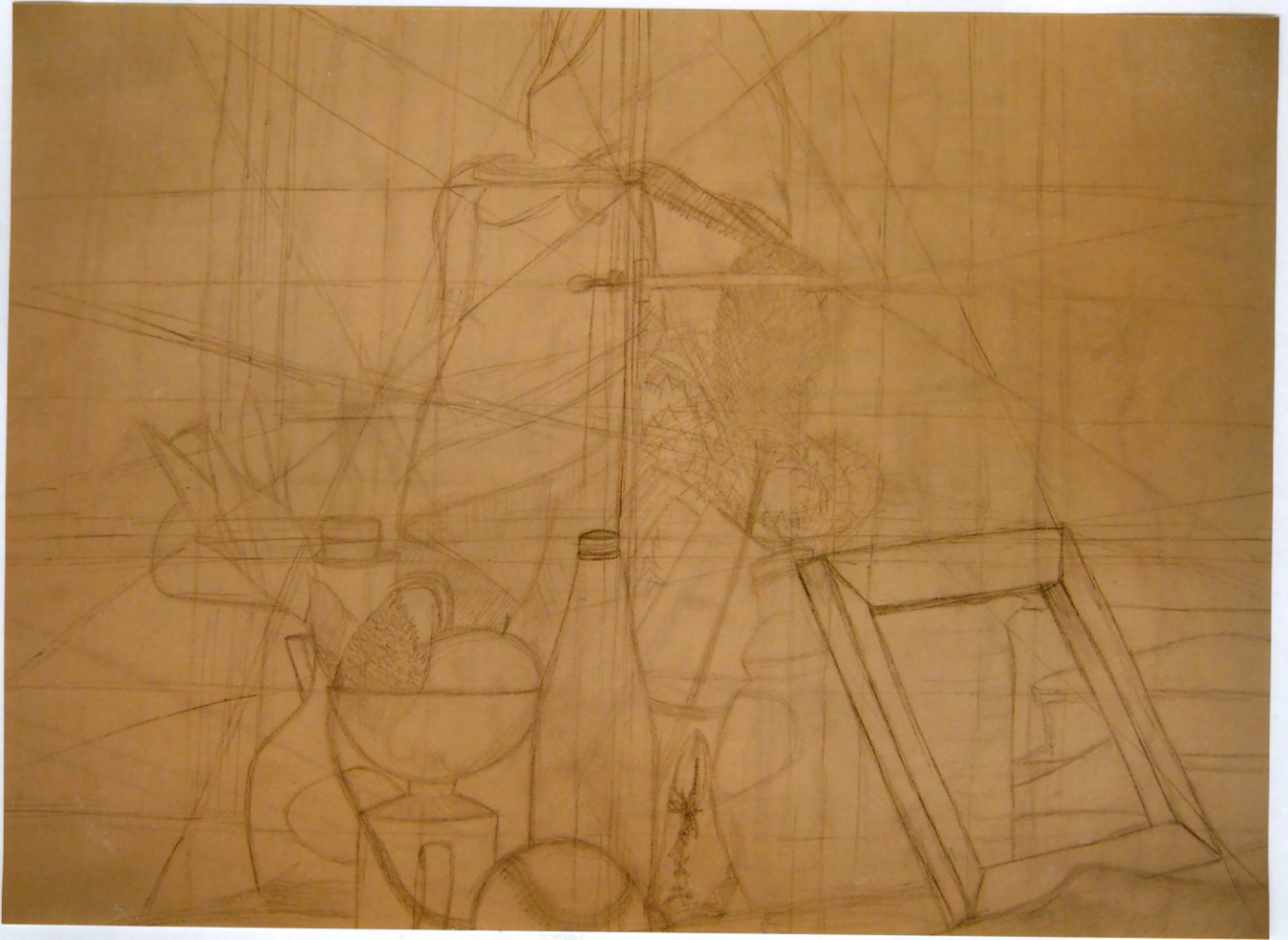
Students Working



Student Work



Student Work



Student Work