

ARTS • BASED SKILLS & STRATEGIES

• middle school •
• elementary • • high school •

title **Grid Drawing**

skill



visual art

about the strategy

Grid drawing is a technique for creating an enlarged image from an existing picture. This strategy develops the eye through observation and rewards the student with the end product of a beautiful portrait or picture.

visual

Observing details of contour, texture, and value; positive and negative space; and ratio.

auditory

Following spoken directions.

kinesthetic

Manipulation of rulers and pencil pressure.

instructional steps

objective Students will create an enlarged replication of an image by working with a grid.

materials

Rulers

Pencils and erasers

18" x 24" drawing paper, trimmed to 15" x 21"

Class set of black and white photocopies or grayscale copies of people (approximately 7.5" x 10.5"), with the 1.5" grid copied onto the image. (Images other than people are possible but need to be clearly identifiable, with a main object or person, simple or contrasting background, and have high contrast.)

Transparency and marker

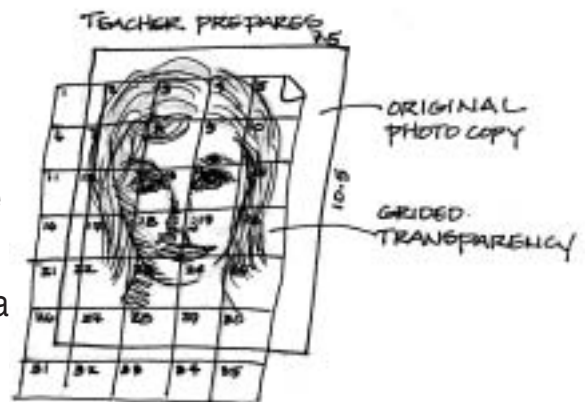
Meter sticks or yard sticks

procedure

1. Preparing

(Note: The following preparation steps are completed by the teacher.)

- Create a grid transparency by drawing a 1.5" grid on a 7.5" x 10.5" transparency with black overhead pen, using a ruler.
- Number the squares from 1 – 35 from left to right, and top to bottom, in the top left hand corner of each box.

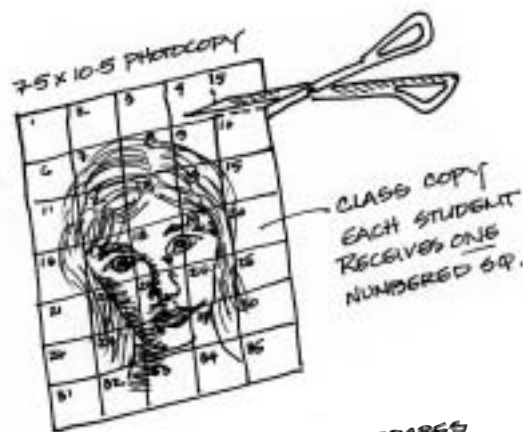


Grid Drawing

instructional steps

procedure

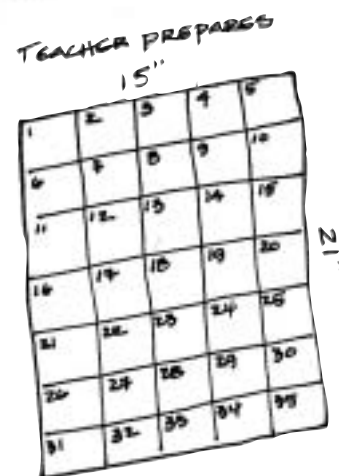
- Photocopy the portrait or picture with the grid transparency overlaid.
- Place an arrow on the back of each square of the photocopy indicating its direction. Cut the resulting image into the numbered squares.
- Prepare a 15" x 21" paper with a 3" grid and numbered spaces.



2. Reproducing

(Note: The following steps are modeled first by the teacher and then completed by each student. You may wish to use a 5" square for easier viewing when modeling for the class.)

CLASS, NUMBERED GRID (3" SQUARE)



- Trace a 3" square on a small piece of white paper.
- Choose one 1.5" original square from the photocopy, and transfer the number and arrow on the original to the back of a 3" square.
- Reproduce the original image in the 3" space, taking into consideration:
 - Contour line
 - Texture
 - Shape
 - Value (shading)
 - Positive and negative space
- Post the above criteria.

3. Assembling and Identifying

- As students complete their 3" squares, mount them on the prepared 15" x 21" grid, aligning them with the matching numbered squares.
- Look at the completed image and identify the subject.

Grid Drawing

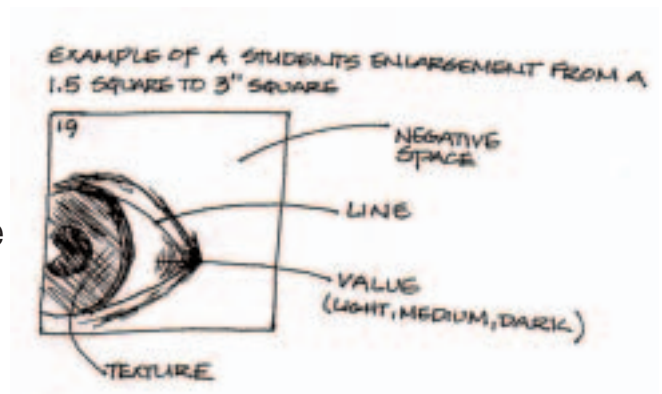
instructional steps

procedure

- Compare it to the original, and ask students to describe the process through which the enlargement was created.
- Self or peer assess how well the outcome reflects the skills of working with contour, texture, shape, value, and positive/negative space.
- Encourage students with the thought that if they have been successful with one square, an entire picture can be replicated this way, one square at a time.

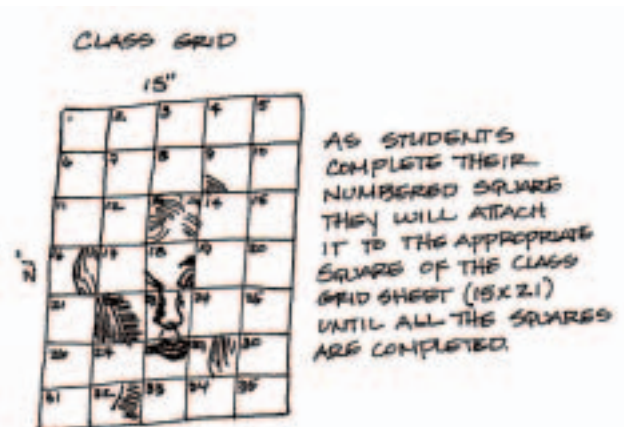
4. Viewing

- Lead a walk-around at different intervals during the creation process so that students can view the works in progress.
- Encourage the students to notice the individual styles in recreating line, texture, value, positive/negative space.



5. Critiquing

- Do a final walk around to view completed drawings.
- Choose a drawing that best demonstrates use of line. Critique.
- Repeat for each criterion. The critique can be written or done orally.



Grid Drawing

strategy for curricular connections



social studies

- Students can apply their grid drawing skills to mapping by scaling up small textbook maps. Create a wall-sized map at the start of a new unit and have students add information to the map as the unit unfolds.



science

- Create bulletin-board sized diagrams by enlarging textbook originals. When complete, add increased detail (perhaps over several classes) drawn from students' reading, observations, and experiments in class. The large diagram can become an important record of student learning.



mathematics

- The experience of grid enlargement can be directly applied to the understanding of geometric scale. Students can identify coordinates on the original and enlarged drawings, and then generate geometry challenges for each other modeled on those in their textbooks.



music

- Draw a music grid, creating a sound or short musical motif for each of the squares, then play them in sequence as they appear on the completed grid. Motives can be rhythmical or melodic, instrumental or vocal. Refine by making transitions from one to the next to create a seamless composition.
- Value in music can be represented by dynamics (loud and soft).



visual arts

- Build drawing technique to use many value levels. Take time to practice this skill on a separate piece of paper, drawing many swatches from light to dark.



dance

- Draw a dance grid, create a movement or short choreography for each of the squares, then dance them in sequence as they appear on the completed grid. Refine by establishing transitions from one to the next to create a dance combination.
- Explore the concept of enlargement in dance. Choose four everyday actions (e.g., walking, stretching, brushing teeth, and pulling on a jacket) and mime them in sequence. Enlarge and exaggerate each motion. Move fluidly from one motion to the next. Perform with music.
- Value in movement can be represented by the amount of space and effort used for each gesture.

ARTS • BASED SKILLS & STRATEGIES

Grid Drawing

multiple intelligences target



visual • spatial



logical • mathematical



interpersonal



musical



bodily • kinesthetic



intrapersonal

adaptations

to simplify

- Use a simple cartoon image and work on line and shape only.

to challenge

- Choose a more complicated original.
- Have students create a mural size reproduction of the original.

special needs

- Use a simple cartoon image. Increase the size of the squares and reduce in number.