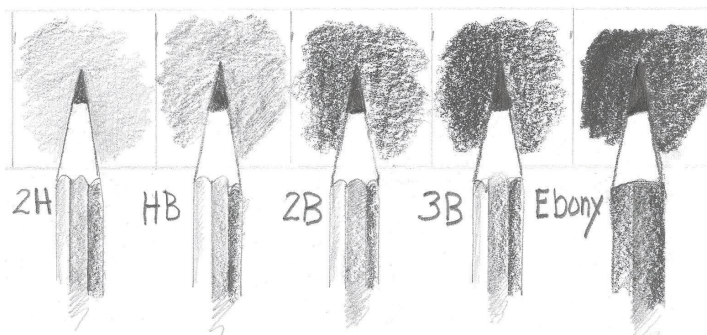


unit one Line

ART MATERIALS VIDEO LESSON 1: Lines and Edges

In the video lesson, you see how this picture is made with pencil and then make a drawing with different types of lines.

View the video, Unit One: Lesson 1. You will need a photograph of a real animal. Do not select any type of image that has been modified by the hand of someone else, as in a cartoon. You'll want a clear photo to view as many details as possible and get closest to what you would see in real-life. Your drawing will be unique as you apply the methods shown in the video to your own ideas.



Which pencil do I use? Your pencils have a few numbering systems that will help you make that decision. Pencils with an H are hard. They make light lines. Pencils with a B are soft. They make dark lines. HB falls in the middle range. Pencils also have numbers. H pencils are harder as the number increases. B pencils are softer as the number increases. After using your pencils for a while, you're sure to find the ones that work best for the job at hand.

CREATIVITY LESSON 2: Line is an Element of Art

In this creativity lesson, you explore your surroundings and draw lines that describe the objects most clearly.

We draw lines within the space to create an image. Lines show edges. They separate the subject from what is around the subject. Lines can vary from light to dark when using pencils. (a) Look at the girl's legs, arms, and the jump rope. The line varies from thick to thin. This slight variation suggests the roundness of the body and movement of the rope. Thick and thin lines make the girl appear less flat. (b) When the lines are of the same thickness throughout, the image appears flat. Wonderful works can be made with a pencil, paper, and line.



If you can write your name, you can draw! Drawing is coordinating the hand with what your eyes see. For handwriting, we make small strokes that fit neatly on lined paper. For art, we make larger strokes that fill up the whole sheet of paper. Try it. Write your signature in the upper right-hand corner of a white sheet of paper. Since you've done this on school papers for years, you'll find it very easy. Write your name again, this time stretching it across the page so that it begins on the left edge and ends on the right edge. The letters have to be written large enough to reach the end of the paper. Keep the proportions of the letters the same as the handwritten signature. If you did not succeed, try again until you do.

Congratulations! You've successfully used the skills it takes to draw a picture. You looked at an object (your written name), evaluated its shape, made visual judgments about space, and made large enough strokes to fill the page. You drew a picture of your name and it only took a short time to get it right.

Now use this same skill to draw an object. Choose an object that is sitting in your home. Draw it by looking at the outside edges and making lines that show those edges as you fill the space of the page.

ART APPRECIATION LESSON 3: World Artist and History

In the art appreciation lesson, you see how an artist uses lines and integrate the idea into your own work of art.

Herman Saftleven, *A Dog*; before 1685.



Artists draw what they see. This dog licks something from beneath. Perhaps it was a table or a cart that presented some tasty leftover food. Look at the lines that Herman Saftleven uses to outline the dog. It is not one continuous line. Instead, we see that the line is broken up. The artist focuses on short sections of the dog's outline. We see the outline of the dog's top ear. (1) Moving to the right, the long fur breaks up the outline of his neck. (2) We see the curve of the back drawn in a wiggly line to show fur. (3) Curved lines describe his bony hind, the curve of the tail, and front of the thigh. Look carefully at the thickness of the lines. This is called lined weight. (4) We see thick line on the shaded side of the body. (5) We see thin line where sunlight shines on the body.

THE ARTIST

Herman Saftleven the Younger
(1609-1685)

Dutch Artist of the Baroque Period

During his lifetime, Herman Saftleven was one of Holland's most popular artists. It was a huge accomplishment to be among the best in an age where so many artists sold and traded their art all around the world through the shipping services of the Dutch East India Company. Herman Saftleven painted mountain landscapes near the Rhine River. He was born into a family of painters. His father was a painter in Rotterdam. His brothers were also painters. He painted in the medieval city of Utrecht and became the dean of the Guild of St. Luke. Herman was known for his depictions of people traveling through the woods and wooded landscapes with rivers. These scenes represent the Dutch landscape as he saw it. In the 1670's a storm destroyed most of the town of Utrecht. Herman had previously made a series of drawings of Utrecht churches. After the storm, he sold the drawings to the city to be used for the practical purpose of reconstructing the buildings.

Most animals won't cooperate with you as you draw them. Standing still just isn't in their natures. For that reason, it is a common practice among artists to work from photographs of animals. Draw an animal from a photograph. Look at edges and draw lines that describe those edges as shown in *The Dog* by Saftleven.

WHERE IN THE WORLD?

Netherlands

When looking at art around the world, it is easy to imagine that countries were isolated and that citizens of each country developed a unique look in their art. This can be true for a few cultures, but surprisingly, countries that are vastly separate from each other developed connections by land and by sea. A land route connecting the far Eastern countries of China and India to Western countries surrounding the Mediterranean Sea was used for over 17 centuries with only occasional periods of isolation. It was called the Silk Road. The road connected many early Persian routes and eventually led all the way to China. Nations exchanged goods. Caravans of wool carpets, blankets, glass, gold, and silver traveled eastward. Silk, sugar, and spices traveled westward. This exchange of goods naturally resulted in an exchange of ideas between nations as well. Artistic ideas were shared among nations. In the 15th century the Turkish Empire stopped trade along this land route. European nations looked to the sea for new routes so that trade could resume. The search for better sea routes to India and China led to the discovery of the American continents. By the 17th century the Dutch East India Company opened trade again with the East using routes by sea. Two or three fleets traveled each year on an eight-month journey from the Netherlands to the East Indies. For two hundred and fifty years the Dutch were the only nation allowed to trade with the completely isolated Japanese culture. The success of this shipping company made the Dutch Republic world leaders in sales of products and goods.

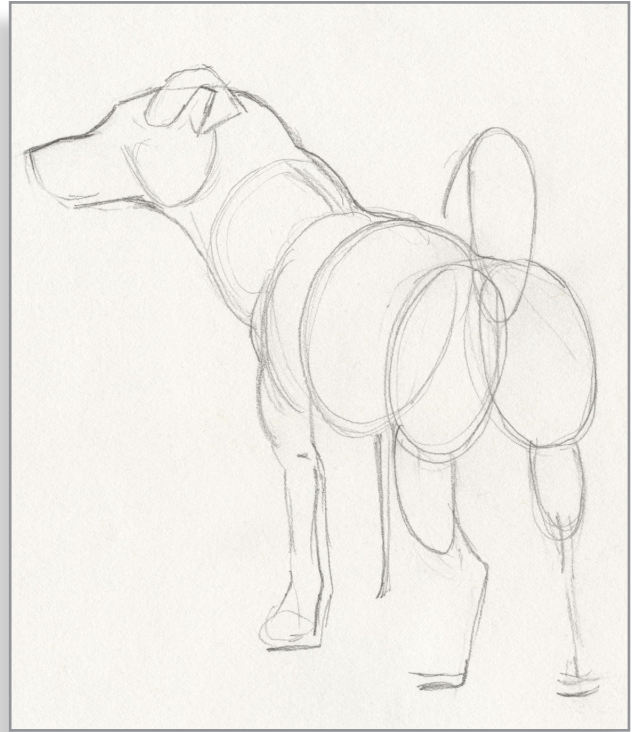


MASTER LESSON 4: Apply the Element of Line

In the master lesson, you show what you know about lines as you create an original work of art. Your drawing will be unique as you apply the methods shown below to your own ideas.



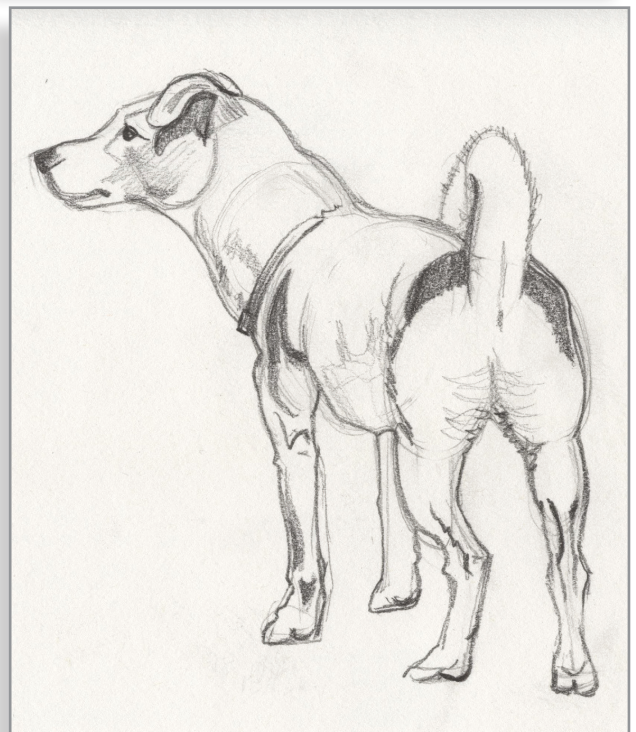
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2



3



On the previous page we show an approach that you might take when making your own drawing. Don't worry about mistakes as you draw. No one gets it perfect the first time. One way to reduce problems is to draw the first lines lightly, using the HB or H pencil. The lines can be drawn over until you are pleased with the placement and they can be erased easily. Once objects are placed on the page, the artist begins to use a darker mark with a 2B pencil. The darker lines show greater contrast with the white of the paper so that the drawing stands out. Very dark marks are made with pencils ranging from 4B-9B. Working from light pencils to dark pencils allows you to change the drawing easier in the earlier stages of the drawing.

Find a photograph of an animal, bird, or fish. Look in a nature magazine, a non-fiction book, or an internet image search. Look for a photograph that is clear and large enough so that you can see the details. We begin the drawing using light lines as we identify and place the major parts of the animal onto the paper (1). We might look for circular shapes that describe the parts and how they fit together. We use these circular shapes to guide in drawing a more descriptive outline (2). We add any special markings with the dark pencil (3).

Student Gallery

Michael Saragosa

