

# WELLBEING ACTIVITY



CONTOUR LINE DRAWING

<b>Lesson name</b>	Contour Line Drawing
<b>Duration</b>	1 x 1 hour lessons
<b>Suggested year levels</b>	All
<b>Overview</b>	In this lesson students explore line, shape, colour and movement to create a blind contour drawing. Students will draw inspiration from flowers, leaves, trees or other objects from their environment to create their drawing using a black fine liner. Students will explore the shapes of their chosen object in detail as they draw on to cartridge paper. They will then add colour to the shapes created in their drawing using coloured pencils.
<b>Curriculum links to wellbeing</b>	<p>This lesson links to the Australian Curriculum’s Personal and Social Capability through assisting students in becoming creative and confident individuals who have a sense of self-worth in their art making. Students develop an understanding of themselves as learners as they assess their abilities and what it means to be an artist. Through working with blind and single line drawing skills students work through challenged and recognise different ways art can be appreciated.</p> <p><a href="#">Personal and Social Capability (Version 8.4)   The Australian Curriculum (Version 8.4)</a></p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Black fine liner</li> <li>• Coloured pencils</li> <li>• Cartridge paper</li> </ul>
<b>Activity</b>	<b>Step 1</b>

Explore the shapes found in nature as a class. Look closely at a natural object and follow the line of the shapes with your eyes or with a finger tracing in the air. Explain what a blind contour drawing is and the process in creating one.

### **Step 2**

Students choose an object from nature such as a flower or choose a photo to work from.

### **Step 3**

Students use a fine liner to explore the contours of their chosen object. Draw the object slowly without looking at the page in a single line with pen on cartridge.

### **Step 4**

Students complete their drawing and add colour to their work using coloured pencils. Students explore the smaller shapes which they have drawn and add colour to their work.

### **Reflection**

- How would you describe the line in your work?
- How would you describe how shape is created in your work?
- What kinds of colours have you used in your work?
- How would you describe how movement is created in your work?
- What is a blind contour drawing?
- How did you feel when creating your drawing?

### **Extension and differentiation**

- Students can create a still life set up to draw from.
- Students can use different materials to add colour to their work such as watercolour paints or pastels.
- Students can create multiple drawings exploring the same object working to different time frames to complete the outline of their work.