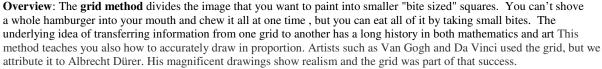
## GHADHAW Taking it one square at a time

Sols:

- 6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.
- 6.6 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.
- 6.11 The student will identify the components of an artist's style, including materials, design, technique, and subject matter.
- 6.16 The student will explain how the elements of art, the principles of design, art techniques, and art media influence meaning in works of two-dimensional and three-dimensional art.
- 6.17 The student will demonstrate inquiry skills and appropriate art vocabulary for 1. describing; 2. responding; 3. interpreting; and 4. evaluating works of art.
- 6.18 The student will interpret the ideas and emotions expressed in works of art, using appropriate art vocabulary.
- The student will identify the relationship between art processes and final solutions.
- 7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.
- 7.3 The student will apply in two-dimensional and three-dimensional works of art the elements of art and the principles of design, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.
- 7.6 The student will create the illusion of depth in two-dimensional works of art, using a variety of the following devices: 1.
  Overlapping; 2. Atmospheric perspective; 3. Diminishing size and detail; and 4. Object placement in the picture plane.
- 7.7 The student will create contour line drawings that demonstrate perceptual skill..



**Procedure:** steps 2-6 must be shown in a demo while answering questions

- 1. Find a picture to grid. Animals are a good choice. The picture must be at least a ¼ of a page or the details are hard to see. The reference pics MUST be kept until the whole project is completed, including adding color.
- 2. There are two different sizes of clear grid sheets. ½ inch grid and 1 inch grid. The smaller the picture then the smaller the grid, larger the picture, larger the grid. Tape the grid over the picture.
- 3. Decide what squares are needed in the drawing. Some squares are only background. Count how many squares down and across the subject. Example would be 5 down and 7 across. Find a pre-gridded drawing paper that closely matches the number of squares needed.
- 4. Place your drawing and the original picture close together, so you can look directly from one to the other. Start at the upper left corner square. The drawing exactly what is in the square. All shapes, color changes, and details. This drawing will be completed one square at a time. Not outlining and then trying to come back to feel in the squares. One square at a time.
- 5. The easiest way to draw square by square is to keep a finger on the square you are drawing while drawing on the corresponding square. Since your drawing paper square is larger than your picture square, notice where the lines meet the edges or the grid. If it meets halfway down on the square, then it will also be halfway down on the larger square. It is a ratio. It will be the exact same place on the square. Just larger.
- 6. Draw each square while double checking to make sure the drawing is in the correct square. The squares must be complete. If you have ½ the squares completed then the drawing will be halfway completed.
- 7. Once the drawing is completed, color the back of the paper with your pencil. The colored side of the paper will be placed onto a good sheet of paper and taped to the center. Then trace back over the lines of your drawing. The graphite on the back of the page will transfer to the good sheet of paper only on the lines that were traced.
- 8. Finish the drawing by adding a coloring medium of choice.











