

Seeing Lesson 3: Drawing a hand, blind contour style

Main Objective: To develop the students skills in seeing objects and interpreting them onto paper.

What you will need: Paper, pencils, blind cards and a hand!

Exercise: This is a repeat of exercise 2, using their hand as the subject matter. A right handed person would hold their left hand in a position where they draw it. They tape their paper to the desk to stop it moving, and then they put the blind card in place over their drawing hand.

The difference with this exercise is that the students are not allowed to draw the outline edges of their fingers/hand. They must only draw the insides of the shapes, the creases, folds and wrinkles in the skin. They should draw the shadows and even the finger print shapes.

They will eventually and naturally come to the edge of the fingers/palms where they should stop.

After 15 minutes doing this exercise, they should end up with a complex 'scribble' of marks that resemble a hand in some way. They should then be instructed to remove the blind card and look at the drawing.

Now give them a further 5 or 10 minutes at least to adjust and improve this drawing WITHOUT a blind card and by adding edges of shapes and correcting where they can.

This exercise develops the blind drawing into more skilled and controlled methods.

Practice makes perfect, so you shouldn't just do these as isolated exercises, repeat them regularly in short warm up exercises before you begin a major piece of observational work.

Seeing Lesson 3 cont'd

Look For's: Some of the drawings might be completely misshapen to the extent where they can't 'correct' the drawing. This is unfortunate and they will just have to do their best and learn from it for the next time. What you are hoping for is that they learn how the inside of shapes are just as important as the outside edges.

Assessment: Again, a nice thing to do after the students have finished this and whilst it is still fresh in their minds is to display the work in a place where the class could see them all and have a class discussion about what they feel they have learned from this exercise. Hopefully they will be able to see how the combination of blind drawing, seeing and controlling the outcomes will improve their work.