

California State University, San Bernardino

**CSUSB ScholarWorks**

---

[Course Outlines](#)

[Curriculum Archive](#)

---

6-2017

## **Beginning Drawing: Portrait Drawing**

Margarita Esparza

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/art-course-outlines>

---

### **Recommended Citation**

Esparza, Margarita, "Beginning Drawing: Portrait Drawing" (2017). *Course Outlines*. 10.  
<https://scholarworks.lib.csusb.edu/art-course-outlines/10>

This Article is brought to you for free and open access by the Curriculum Archive at CSUSB ScholarWorks. It has been accepted for inclusion in Course Outlines by an authorized administrator of CSUSB ScholarWorks. For more information, please contact [scholarworks@csusb.edu](mailto:scholarworks@csusb.edu).



## BEGINNING DRAWING:

DATE: SPRING 2017

SITE: CIM: A-YARD

TEACHING ARTIST: Margarita Esparza [Magy]

Revision to Current Class

---

### OVERVIEW OF CLASS

This 10-week course will provide participants with the fundamentals of drawing. The first 5 lessons will explore drawing materials, as well as foundational art practices such as color, line, and shape/form. The next 4 lessons will then transition to tools for drawing portraits such as grid drawing, shading, and different ways to draw facial features. This course is **introductory**, so the goal is to facilitate the practice of portrait drawing, not perfect it. Participants will apply the techniques they studied to create their final artwork and present it in the last class.

### ESSENTIAL QUESTION OR THEME

Basic Drawing Tools for Creating Portraits

### STUDENT LEARNING OUTCOMES

- **Study** the tools that are used in creating a basic sketch.
  - For example: sketch pencils are a combination of clay, water, and graphite- a form of carbon, and the combination of such is what makes variation in sketch pencils.
  - Apply tools to learn manipulation of graphite and an introduction to value.
- **Practice** foundational techniques such as line, value, and patterns in order to encourage an increase in design creativity.
  - Design patterns and lines by studying surroundings and taking shapes and forms to create them.
  - Artist: Karl Krull, Leonardo Da Vinci's line drawings/portraits
  - Apply the lines and patterns to a drawing.
  - Learn about color theory through the creation of a color wheel.

- Practice value through several exercises to become familiar with the various ways in which an artist can create value on shapes and forms.
- **Investigate** the history of drawing as it rose to a fine art like painting and sculpting.
  - Study Japanese Motifs as inspiration for participants to create a design.
    - learn about balance and associating words with lines, patterns, colors.
  - Investigate how grids are used to copy images, and practice creating several sizes.
- **Analyze** methods of creating facial features that each individual can practice in order to find the one that is most comfortable to create.
  - Practice creating the nose, eyes, mouth, and basic shape of the human head through worksheets that provide several methods of drawing them.
- **Create** a final drawing that applies the techniques and tools studied in this course.
  - Participants will create a drawing of their choice using any of the techniques studied in the lessons. They must provide which techniques or lesson they used to create their final project; therefore, the participant may reflect on how much they studied in class.
- **Present** the drawing and positively evaluate the skills of the artist and methods used to create the art piece.
  - Final drawing critique: participants will show their final project and provide positive feedback and critical analysis of techniques used in the artwork shown.

## STUDENT LEARNING GOALS

At the end of this course the participant will be very familiar with the tools used in drawing, the history of how drawing grew into the fine art world, and have a basic understanding of creating portraits. As stated before, this course is **introductory** and the goal is to facilitate the practice of portrait drawing, not perfect it.

## MATERIALS

Drawing paper	Colored pencils	Black Ink Pen	Sketchbooks	Rulers
Sketch pencils: 4H, HB, 2B, 6B	Erasers: Gum, Vinyl, Kneaded	Course Handouts	(Optional) watercolors, brushes, crayons, blending stumps/tortillion, sharpener*	

\*sharpeners must be approved by the site and site lead, and cannot be left unattended while in the facility.

## SOURCES

www.studentartguide.com, www.incredibleart.org, *Figure It Out!: The Beginner's Guide to Drawing People* by Christ Hart, *People* by William F. Powell, images found on google search engine.

## Course Outline

---

The following is an outline and summary of details from each lesson. This 10-week course will challenge participants to practice and experiment with lines, shape/form, color and pattern to create drawings. These are all compositional techniques and therefore have no historical context. Participants will learn about a few artists, and historical references in drawing after the technical lessons. The course will follow with the study of basic techniques to drawing portraits. By the end, participants will use the lessons to create a drawing that challenges the use of any techniques or the creation of a portrait.  
(image samples are provided within the handouts).

### **Study the tools that are used in creating a drawing, as well as how the tools are made.**

#### Week 1: Beginning Drawing intro

- Technique (9:00am-9:45am): Sketch pencil weight, eraser grade, and brief study of value.
  - Handout- Beginning Drawing: Tools for the Drawing Artist
- Project (9:45am-11:45am): Complete handout as a class, with the exception of the last section in the worksheet Participants should complete the last exercise as an experimentation with the tools studied in the lesson.
  - Handout- Beginning Drawing: Tools for the Drawing Artist Worksheet
- Clean up (11:45am-12:00pm)
- Reflection Homework: Respond to the Write About It questions
  - Handout- Write About It: Lesson 1 (Use for discussion prior to next lesson.)

### **Practice foundational techniques such as line, value, and patterns in order to encourage an increase in design creativity.**

#### Week 2: Line Drawing Techniques

- Icebreaker (9:00am-9:20am): Discuss Write About It: Lesson 1 select volunteers to discuss responses.
- Project (9:20am-11:45am): Complete worksheet and use Types of lines handout for reference to help create lines and patterns. If participants finish early, provide scratch sheets of paper so that they may continue to create designs/ patterns using different lines.
  - Handout- Line Drawing Techniques worksheet
  - Handout- Types of Lines
- Clean up (11:45am-12:00pm)
- Reflection Homework: Respond to the Write About It questions
  - Handout- Write About It: Lesson 2 (Use for discussion prior to next lesson.)

#### Week 3: What is Color?

- Icebreaker (9:00am-9:20am): Discuss Write About It: Lesson 2 select volunteers to discuss responses.
- Project (9:20am-11:45am): Complete worksheets as a class. Provide crayons, colored pencils, and watercolors for participants to experiment with in color wheel handout.
  - Handout- What is Color?
  - Handout- Color Wheel
- Clean up (11:45am-12:00pm)
- Reflection Homework: Respond to the Write About It questions

- Handout- Write About It: Lesson 3 (Use for discussion prior to next lesson.)

#### Week 4: Value and Shading

- Icebreaker (9:00am-9:20am): Discuss Write About It: Lesson 3 select volunteers to discuss responses.
- Project (9:20am-11:45am): Complete worksheets.
  - Handout- What is Value? (complete this one as a class)
  - Handouts- Value Scale worksheets (2)
- Clean up (11:45am-12:00pm)
- Reflection Homework: Respond to the Write About It questions
  - Handout- Write About It: Lesson 4 (Use for discussion prior to next lesson.)

### **Investigate the history of drawing as it rose to a fine art like painting and sculpting.**

#### Week 5: Balance

- Icebreaker (9:00am-9:20am): Discuss Write About It: Lesson 4 select volunteers to discuss responses.
- Project: Lecture on Balance, and Japanese motif designs.
  - Handout (9:20am-10:00am)- Balance
  - Handouts (10:00am-11:45am)-Japanese Motifs
    - Participants will create a motif with the object and word randomly given from the list provided in the teacher's lesson handout.
- Clean up (11:45am-12:00pm)
- Reflection Homework: Respond to the Write About It questions
  - Handout- Write About It: Lesson 5 (Use for discussion prior to next lesson.)

#### Week 6: Grids

- Icebreaker (9:00am-9:20am): Discuss Write About It: Lesson 5 select volunteers to discuss responses.
- Project (9:20am-11:45am): Complete grid worksheets.
  - Handouts- Grid Making
    - small to large grid, create your own grid small to large, create your own grid large to small.
- Clean up (11:45am-12:00pm)
- Reflection Homework: Respond to the Write About It questions
  - Handout- Write About It: Lesson 6 (Use for discussion prior to next lesson.)

### **Analyze methods of creating facial features that each individual can practice in order to find the one that is most comfortable to create.**

#### Week 7: Lips, head shapes and proportion.

- Icebreaker (9:00am-9:20am): Discuss Write About It: Lesson 6 select volunteers to discuss responses.
- Project (9:20am-11:45am): Discuss the Proportion handout
  - Handout- Proportion (\*back of worksheet can be used for final project or as practice for homework)
  - Handouts- Head shapes
  - Handout- Drawing lips
- Clean up (11:45am-12:00pm)
- Reflection Homework: Respond to the Write About It questions (\*optional homework)

- Handout- Write About It: Lesson 7 (Use for discussion prior to next lesson.)

#### Week 8: Eyes and Nose

- Icebreaker (9:00am-9:20am): Discuss Write About It: Lesson 7 select volunteers to discuss responses.
- Project (9:20am-11:45am): Discuss/Briefly go over instructions for handouts
  - Handout- Drawing an Eye
  - Handouts- Drawing a nose (\*back of worksheet can be practice homework)
- Clean up (11:45am-12:00pm)
- Reflection Homework: Respond to the Write About It questions (\*optional homework)
  - Handout- Write About It: Lesson 8 (Use for discussion prior to next lesson.)

#### **Create a final drawing that applies the techniques and tools studied in this course.**

#### Week 9: Final Drawing

- Icebreaker (9:00am-9:20am): Discuss Write About It: Lesson 8 select volunteers to discuss responses.
- Project (9:20am-11:45am): Discuss instructions for final project and answer an questions regarding the stipulations of the project. Students may begin project.
  - Handout- Final Project for Beginning Drawing
- Clean up (11:45am-12:00pm)
- Reflection Homework: Respond to the Write About It questions
  - Students must prepare to present their final drawing, and reflect on their method for creating the final piece. Participants will get 45 minutes of next class to finish their project if certain materials are only available for them in class.

#### **Present the drawing and positively evaluate the skills of the artist and methods used to create the art piece.**

#### Week 10: Final Drawing/Critique

- Project (9:00am-9:45am): continue working on and completing final project.
- Clean up (9:45am-10am)
- Reflection (10:00am-11:50am)
  - Presentation of final project for beginning drawing, and critique from peers.