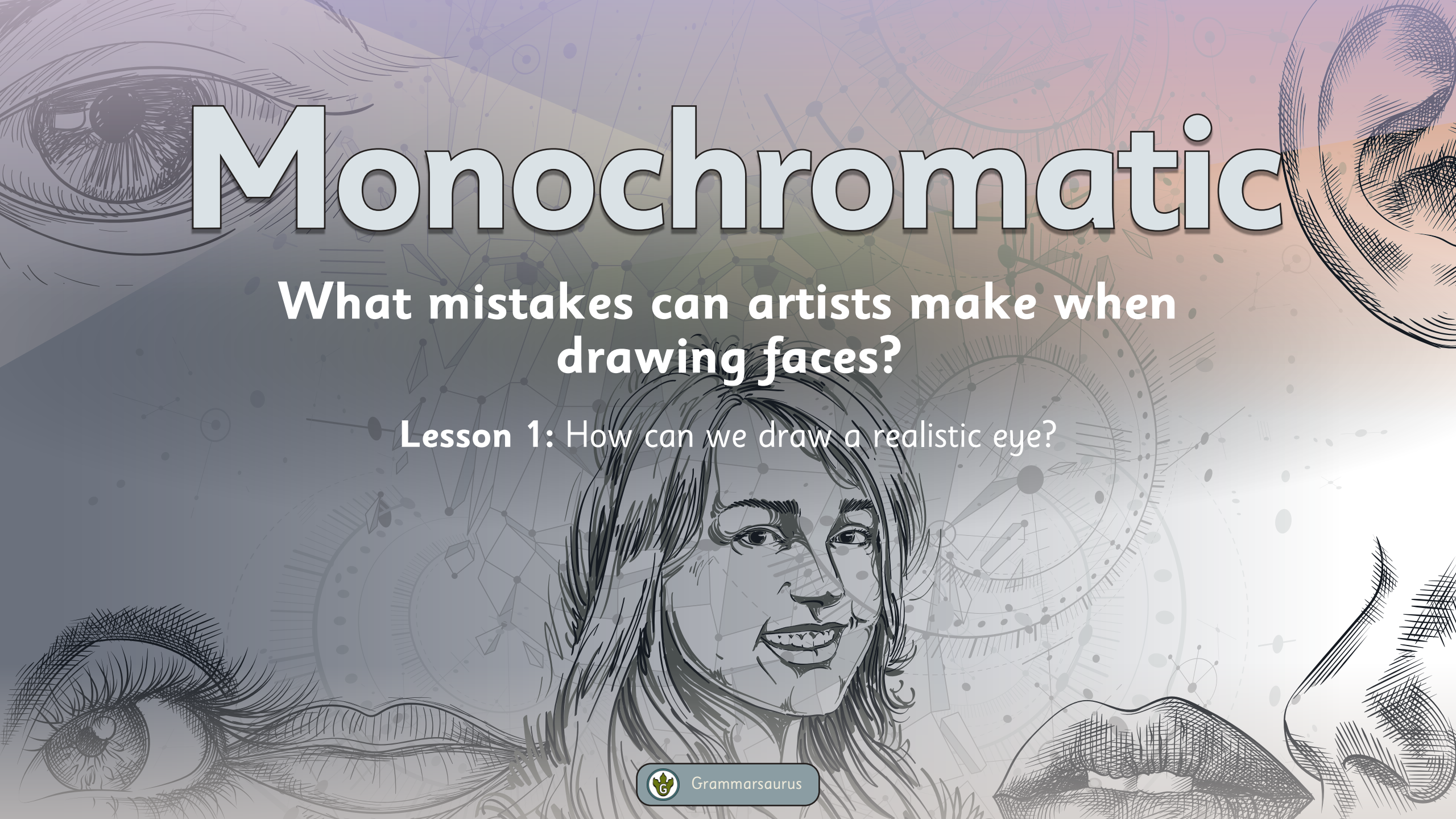
Monochromatic

What mistakes can artists make when drawing faces?

Lesson 1: How can we draw a realistic eye?



Grammarsaurus

Art core and supporting skills



Core skills

- Appreciating and reflecting
- Experimenting
- Creating
- Drawing
- Sculpting
- **Developing technique** ✓

Supporting skills

- **Exploring materials and techniques** ✓
- Refining lines, shading and expression
- Building balanced 3D artworks
- Recording inspirations and progress
- **Studying artists, movements and history** ✓
- Understanding art's impact and culture
- **Evaluating with art vocabulary** ✓

What mistakes can artists make when drawing faces?



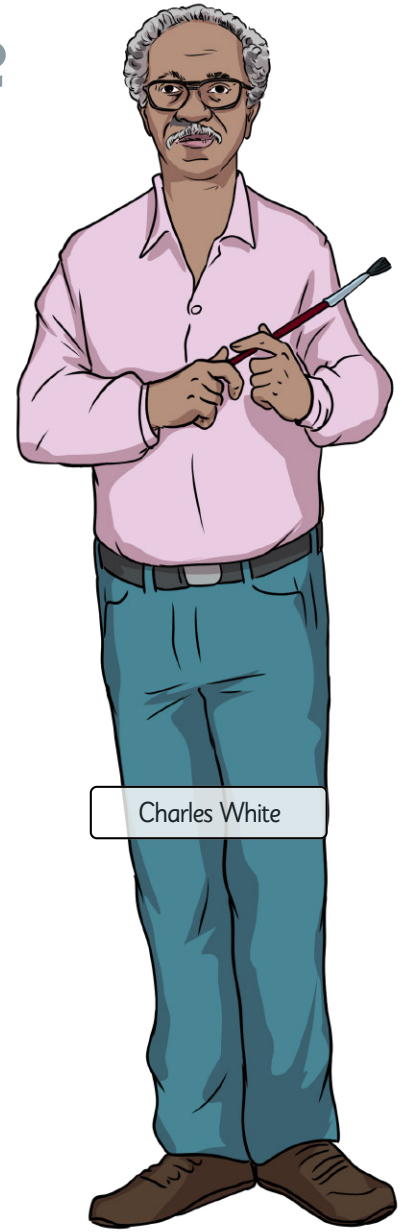
Lesson 1: How can we draw a realistic eye?

Lesson 2: How can we use proportion to draw a face?

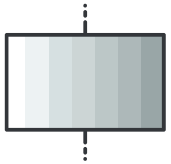
Lesson 3: How can we use tone and value to draw a realistic nose?

Lesson 4: How can we use light and shadow to draw a realistic mouth?

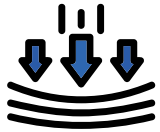
Lesson 5: How can I avoid common mistakes when drawing a self-portrait?



Key vocabulary for this lesson



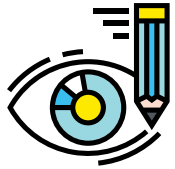
blend – mix or smooth different tones so there are no sharp edges



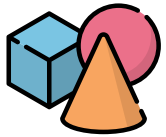
pressure – how hard or softly you press your pencil to make light or dark marks



portrait – a picture of a person



realistic – art that looks like real life, with correct details and proportions



shape – what happens when a line makes an enclosed space



smudge – softly blur pencil marks using a finger, tissue or tool

What is art?

Art is exciting because it helps us **share who we are and how we see the world.**

Artists use drawing, painting, sculpture and collage to share their thoughts, feelings and stories.

In this **monochromatic unit**, we will:

- learn how artists use proportion, tone and value to create realistic portraits
- experiment with shading, blending and different pencil techniques to show form and depth
- create a detailed self-portrait that reflects our individuality and drawing skill







New word alert!

monochromatic – artwork made using one colour or just black, white and grey

Word detective

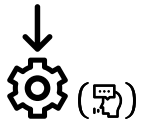


monochromatic – artwork made using one colour or just black, white and grey

The word '**monochromatic**' comes from Greek and means '**related to something made with one colour**'.

1







mono + o + chrom + at + ic = monochromatic

"one or single" *CVL "colour" "cause, make or describing" "related to or like"

This makes sense, because something that is **monochromatic shows only one colour** or **shades of a single colour.**

*connecting vowel letter

Developing technique

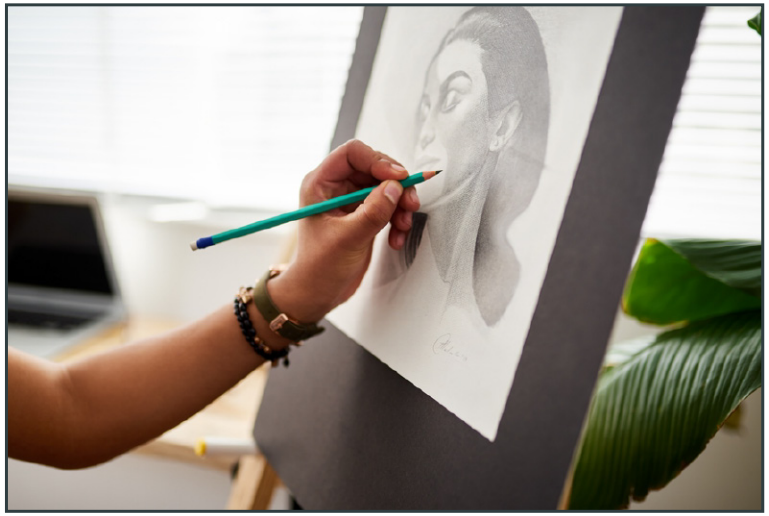


Hi! I'm **Thea**, a **portrait** **artist**.

Drawing helps us **observe** and notice details. When I draw a **portrait**, I use **shapes** to build the face and different pencil techniques to bring it to life.

This is all part of **developing technique**. Practising helps make drawings look solid and 3D. Every artist develops these skills in their own way, and that's what makes drawing so exciting!





Portraits

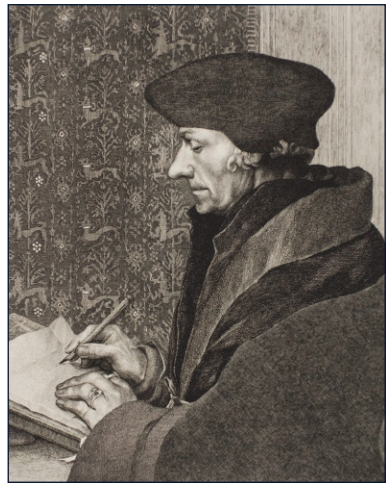
Studying artists, movements and history

A **portrait** is a picture of a person that shows what they look like and can reveal their personality, mood or story. A self-portrait is when an artist draws or paints themselves.

Artists create portraits to record appearance, explore identity and emotion and experiment with style and technique.

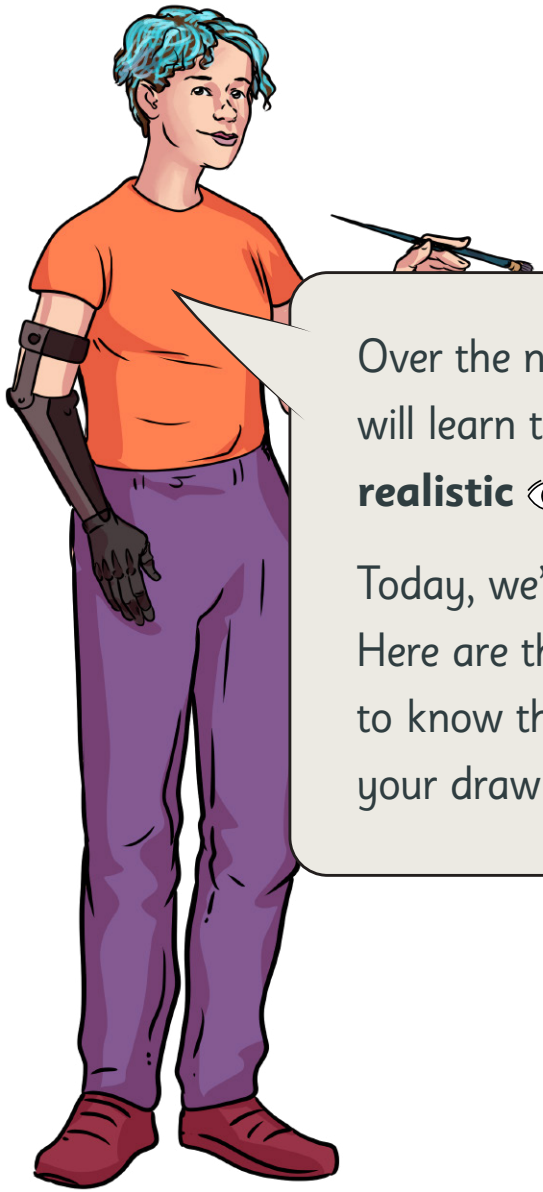
Some artists focus on making it look **realistic**, while others focus more on personality, using expressive lines or colour to show how the person feels. Some artists combine both!



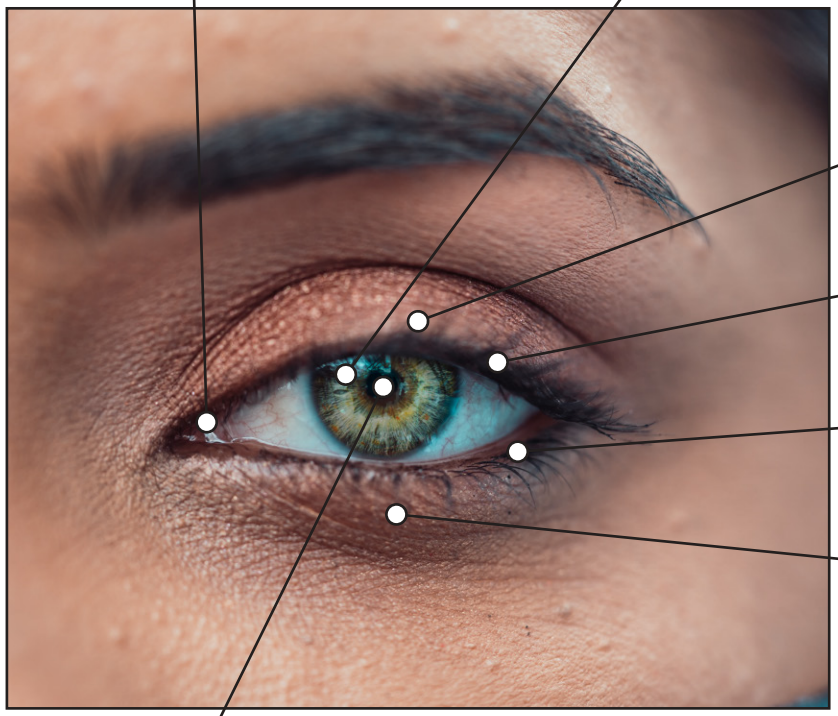


The eye



Over the next few lessons, we will learn techniques to create a **realistic** self-portrait.

Today, we're focusing on eyes. Here are the key parts of an eye to know that will help you make your drawings more realistic.



© Nirmal Rajendharkumar on Unsplash

Eyes in art

Studying artists, movements and history

Evaluating with art vocabulary

Have you noticed how much emotion you can show just in the eyes?

Many artists start with the eyes when drawing a **portrait** because they bring a face to life.





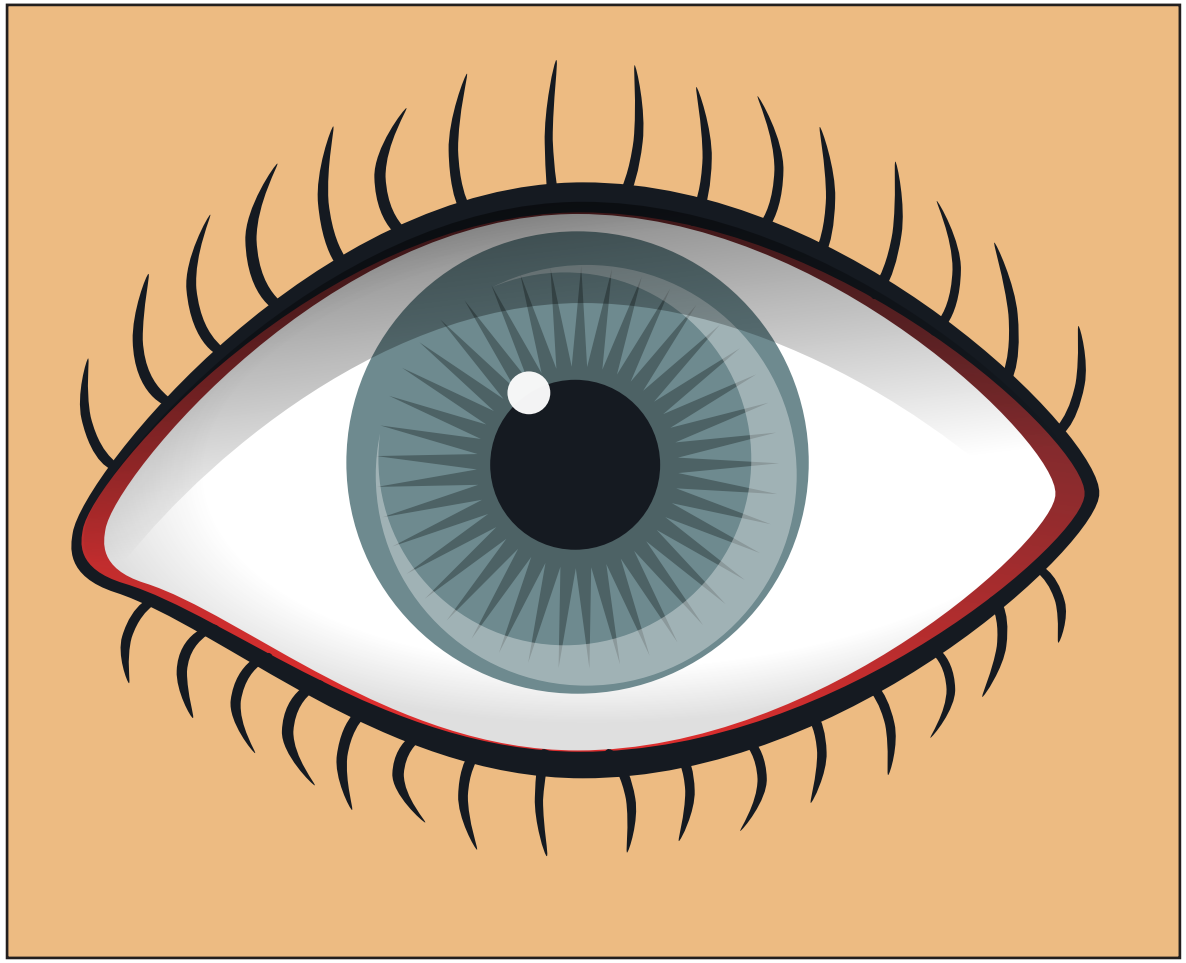



© Portrait of a woman by Julie de Graag (1877-1924).
Original from The Rijksmuseum. Digitally enhanced by rawpixel.

Let's discuss

Studying artists, movements and history

Evaluating with art vocabulary



Discuss the ***following questions*** with your learning partner.

What has this artist done well in drawing the eye realistically?

What mistakes or areas for improvement can you spot?

Can you and your partner explain how you would correct or improve those parts?

Be ready to **share your *feedback*** with the class.

Use the following sentence starters to help you.

"The artist has drawn the eye well because…"

"One thing that could be improved is…"

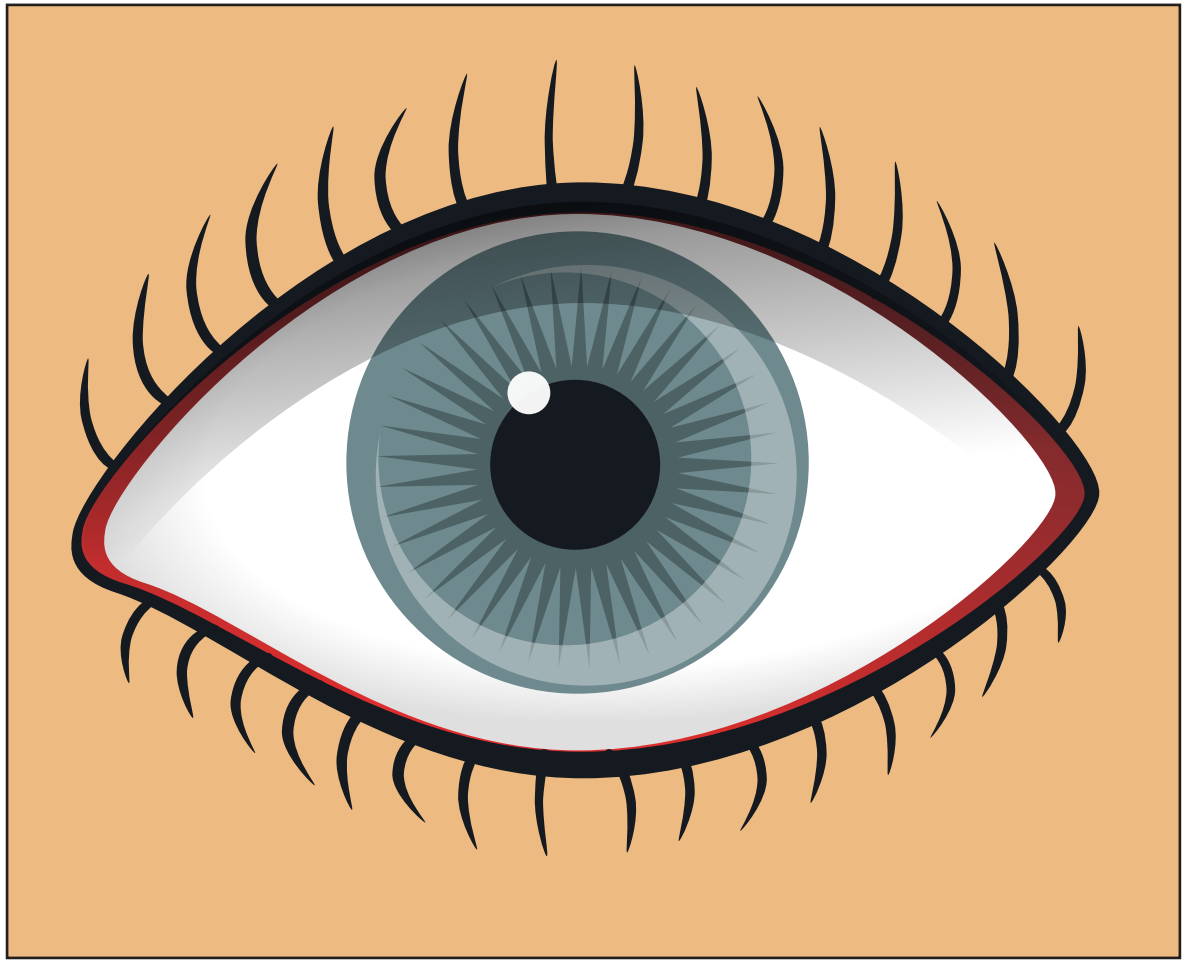
"I would make it more realistic by…"

Let's discuss

answers

Studying artists, movements and history

Evaluating with art vocabulary



Successful elements:

- **included most of the parts** of an eye
- observed **details in the iris**
- **light reflection** included
- observed **eyelashes** on both the top and bottom of the eye

Common mistakes:

- eyelashes are **too evenly spaced** and **equal in length**
- all of the **iris is visible**
- missing **tear duct**
- no upper or lower **eyelid**

Pencil grading scale

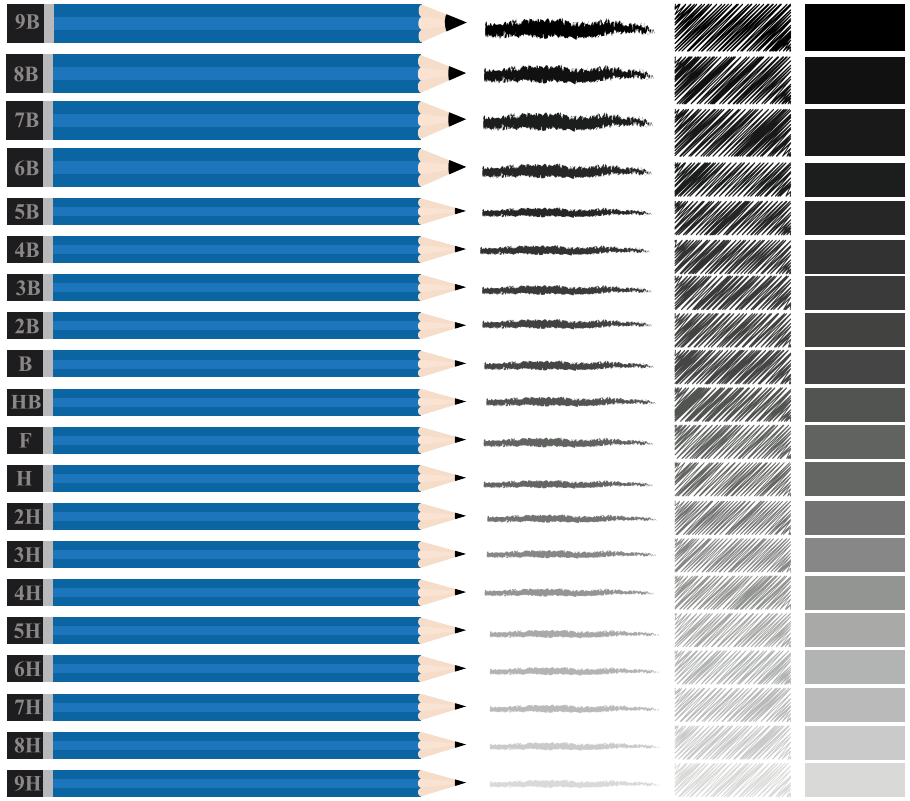
Developing technique

Exploring materials and techniques

How we use our pencil is crucial!

A pencil is made from **graphite** mixed with clay and shaped into thin leads. Pencils are graded by letters and numbers; **B pencils are softer and make darker marks**, while **H pencils are harder and draw lighter lines**.

By changing the **pressure** of your pencil, you can make lighter or darker lines and **blend** or **smudge** to create smooth shadows.



New word alert!

graphite – the soft grey material inside a pencil that makes a mark

Word detective



graphite – the soft grey material inside a pencil that makes a mark

The word '**graphite**' comes from Greek and means '**something written or drawn**'.



graph ⊕ ite = graphite

"write or draw" "rock or mineral"

This makes sense because **graphite** is the mineral used for writing or drawing, for example the part of a pencil that leaves a mark on paper.

Grading scale activity

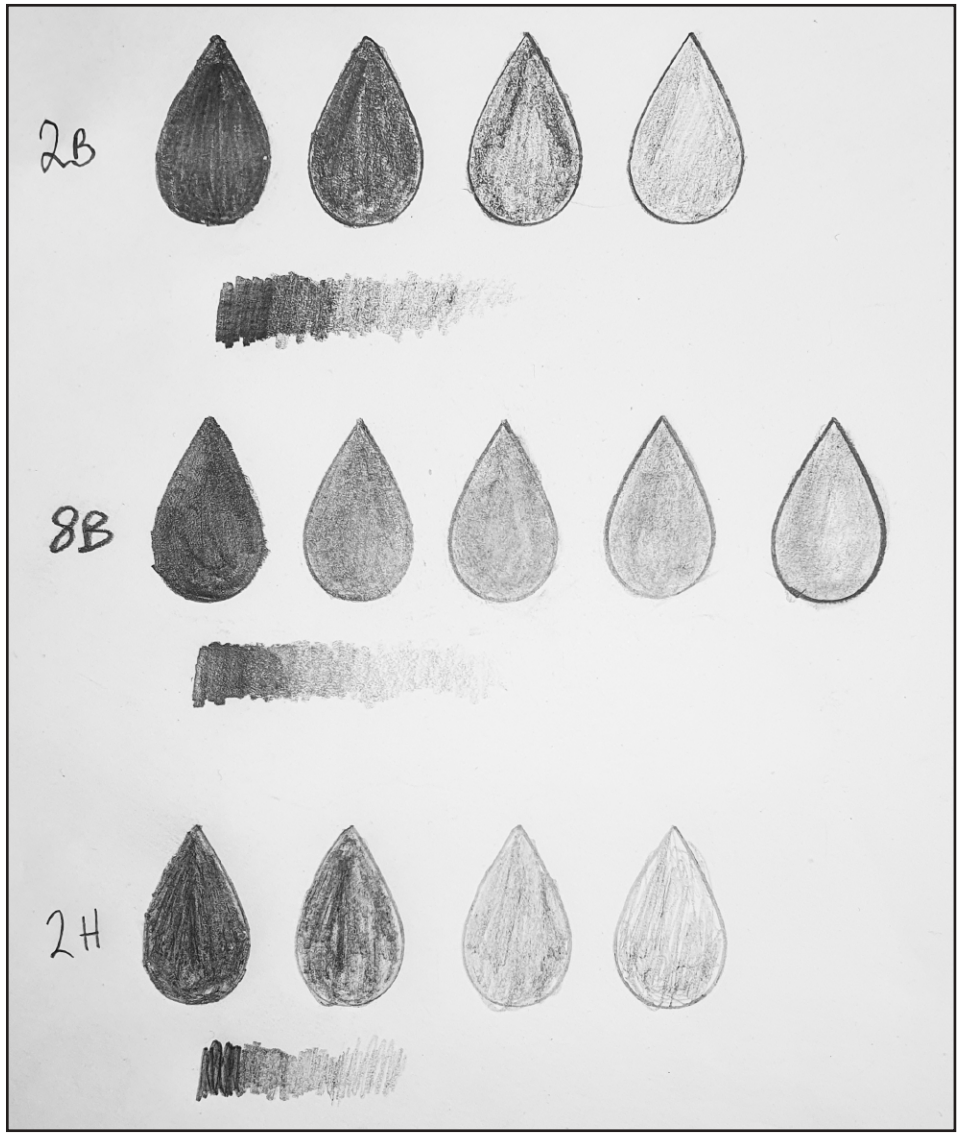
Developing technique

Exploring materials and techniques

Create a grading scale for various pencils on a page in your **art workbook**, like the one on this slide.

Experiment with your grip position. For example, holding the pencil's body **higher up, further away from the tip**, may help you apply **lighter pressure**.

When you're finished, **draw a rainbow** using only **one pencil**, going ***from dark to light***.



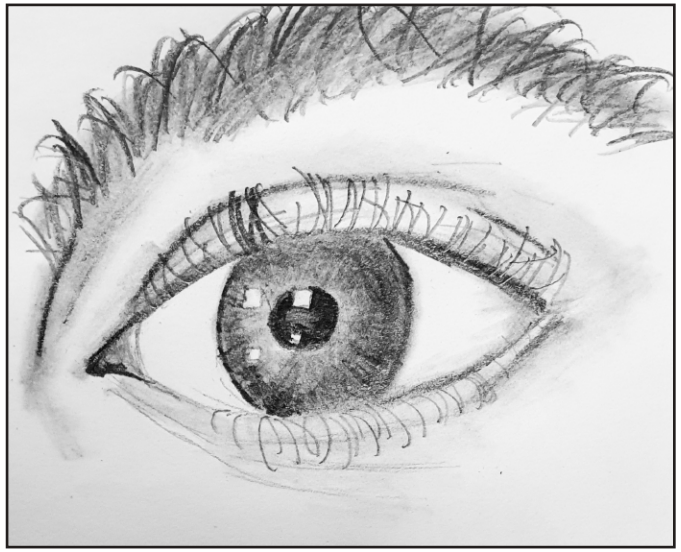
Let's watch

Developing technique

Exploring materials and techniques

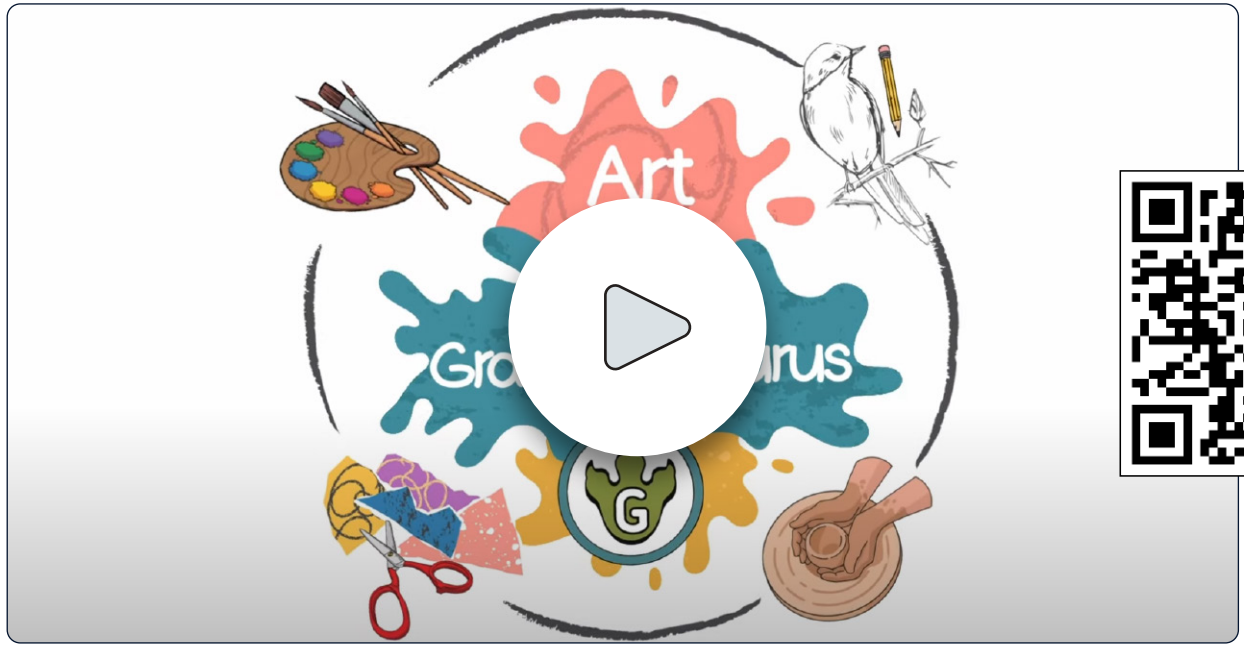


© Thuan Pham on Unsplash



Today you will create a **realistic** drawing of an eye.

First, **watch the video** below to see how the drawing is built up step by step. Then you'll try it yourself.



https://www.youtube.com/watch?v=clP7xwh4RmM

Activity

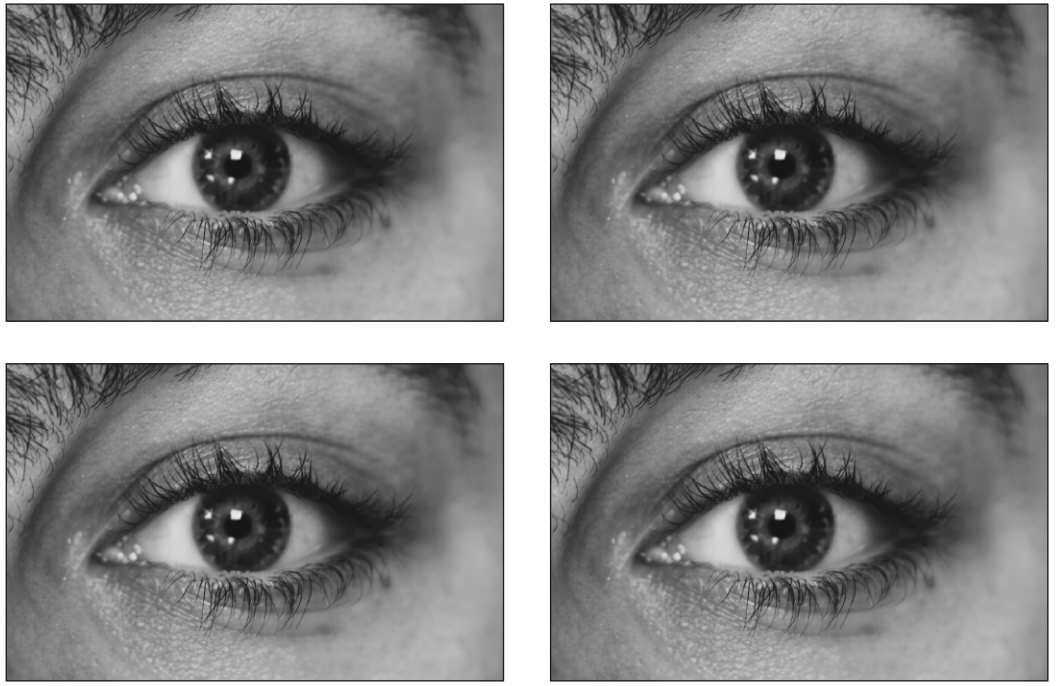
Developing technique

Exploring materials and techniques



Use the photo on your activity worksheet to follow the instructions on the following slides and create a realistic picture of an eye. The photos will **guide us**, but we don't need to create **an exact copy**.

Activity

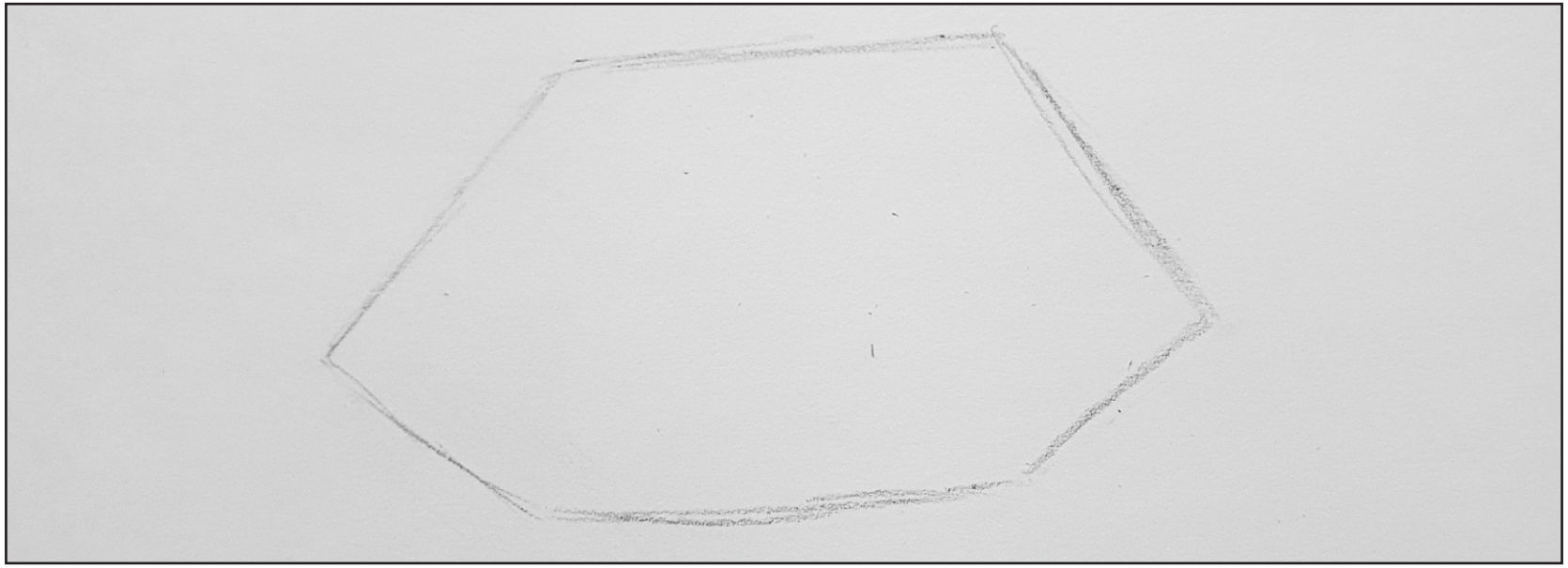


Grammarsaurus

Activity

Developing technique

Exploring materials and techniques



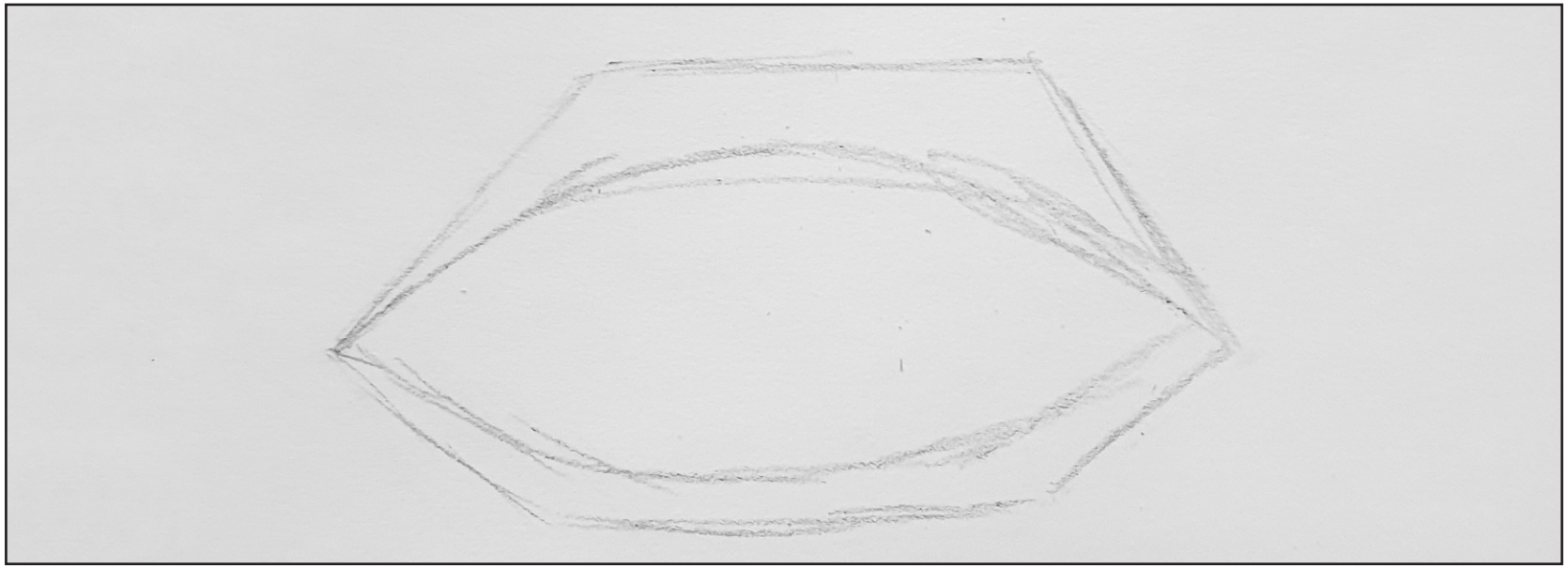
1. Start by drawing **a hexagon shape** in your art workbook. The top half of the hexagon is **a little taller** than the bottom half. It is an irregular hexagon, so it is more '**squashed**' than a regular hexagon.

These **lines should be soft,** as they may end up being **rubbed out.**

Activity

Developing technique

Exploring materials and techniques

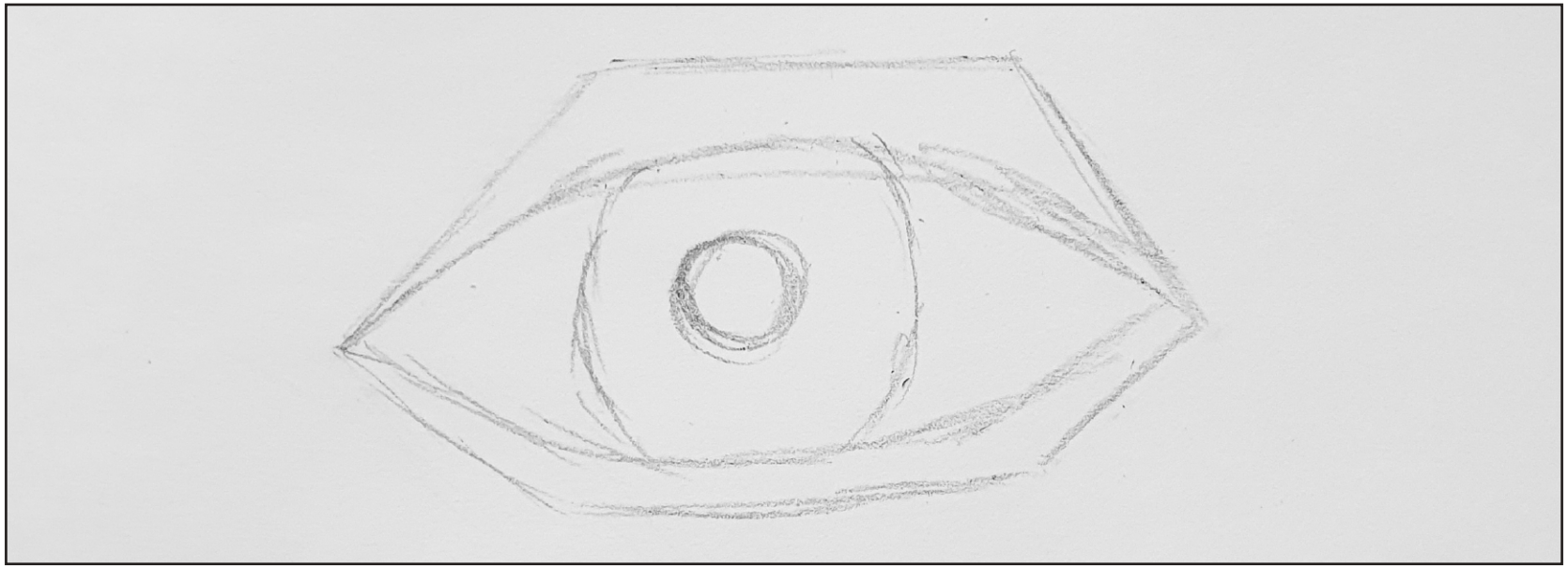


2. Add an **upper** and **lower eyelid** inside the hexagon. The **curved lines** should meet at the **side points** of the **irregular hexagon**.

Activity

Developing technique

Exploring materials and techniques

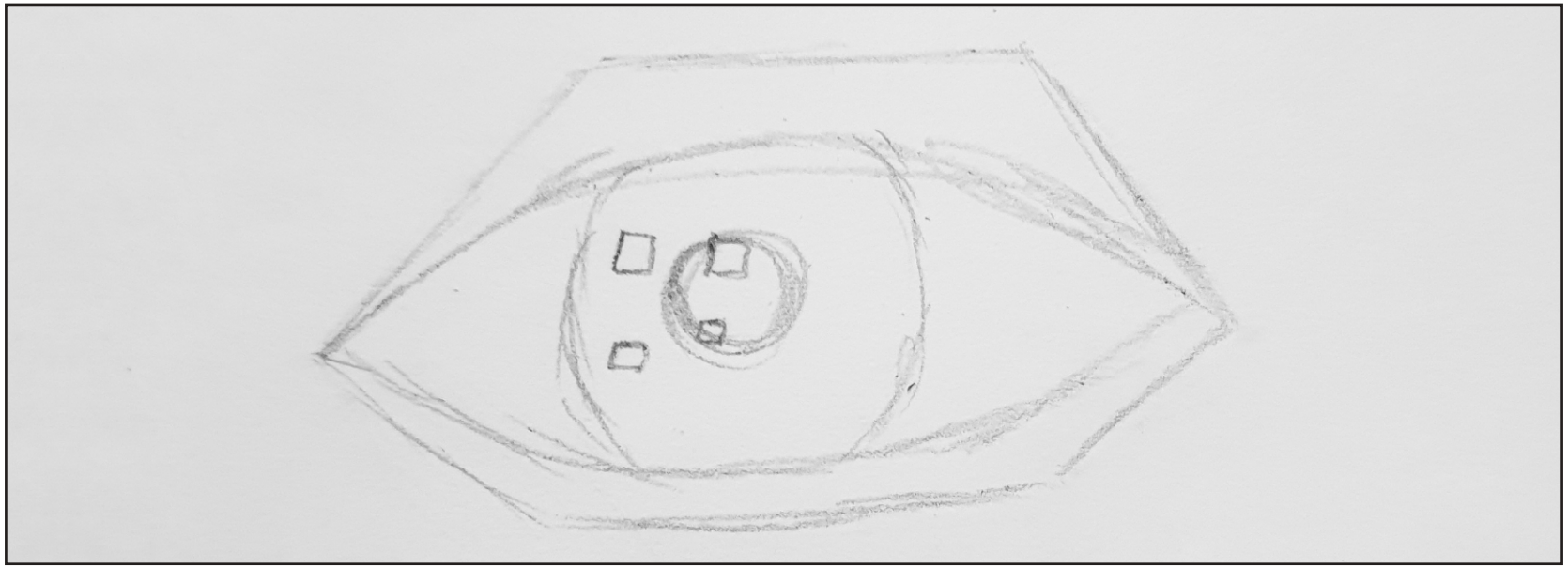


3. **Add the iris and the pupil**. Remember to ensure that **we don't see the whole iris**. The top and **bottom eyelid cover a small part of the iris** in this example.

Activity

Developing technique

Exploring materials and techniques

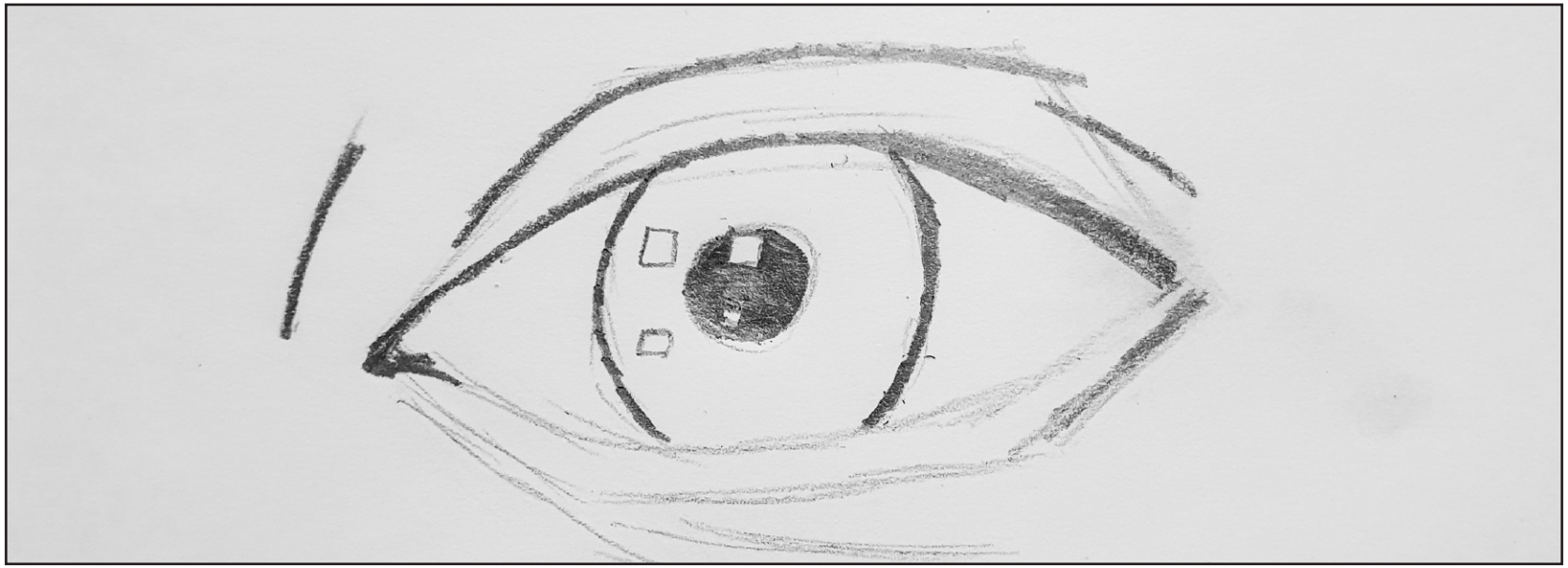


4. In this reference photo are **four areas of bright reflection**. This can be achieved by **drawing small squares** on the eye.

Activity

Developing technique

Exploring materials and techniques

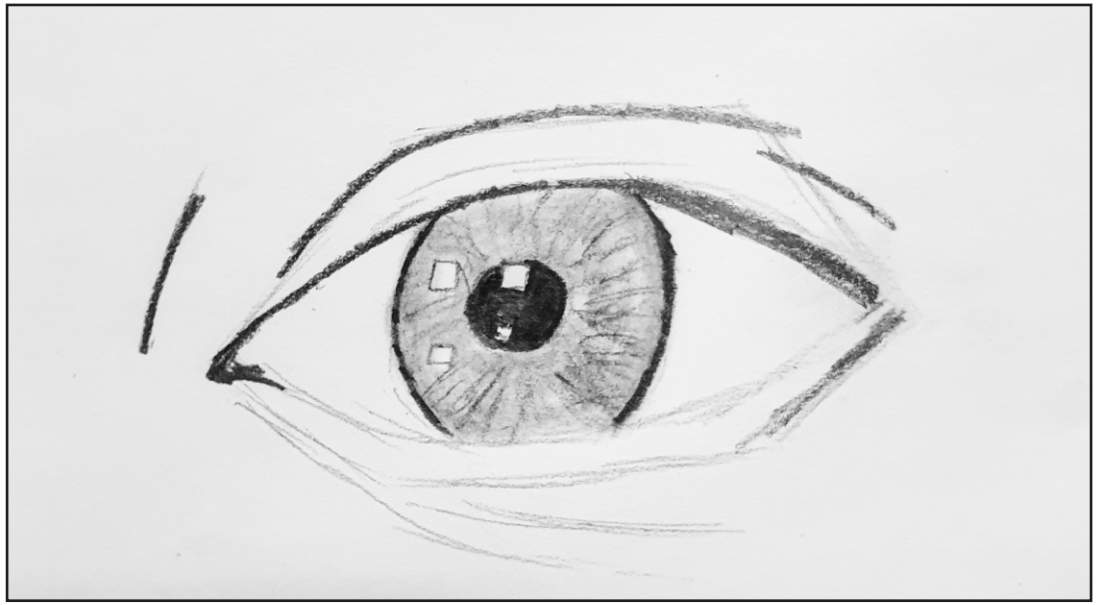


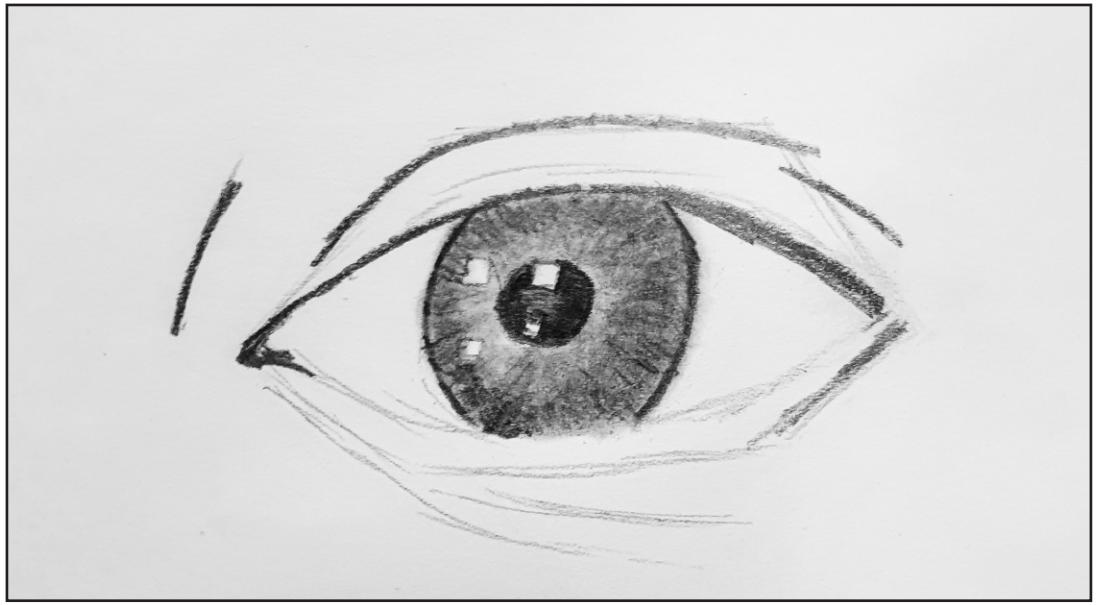
5. Now look for the **areas with the most value**. Remember to **use a soft pencil** for these so that they can be **blended**.

Activity

Developing technique

Exploring materials and techniques



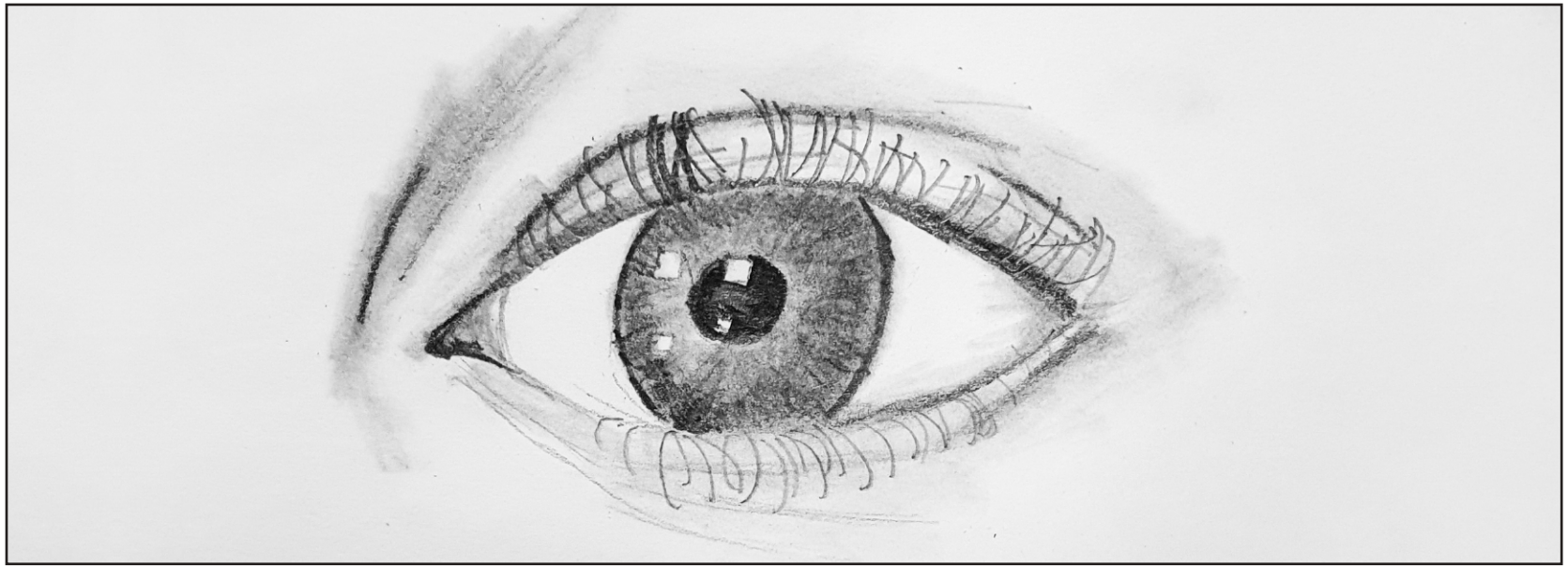


6. Begin to **increase the values and details of the iris**. Observe **where the lighter areas and darker areas are**.

Activity

Developing technique

Exploring materials and techniques

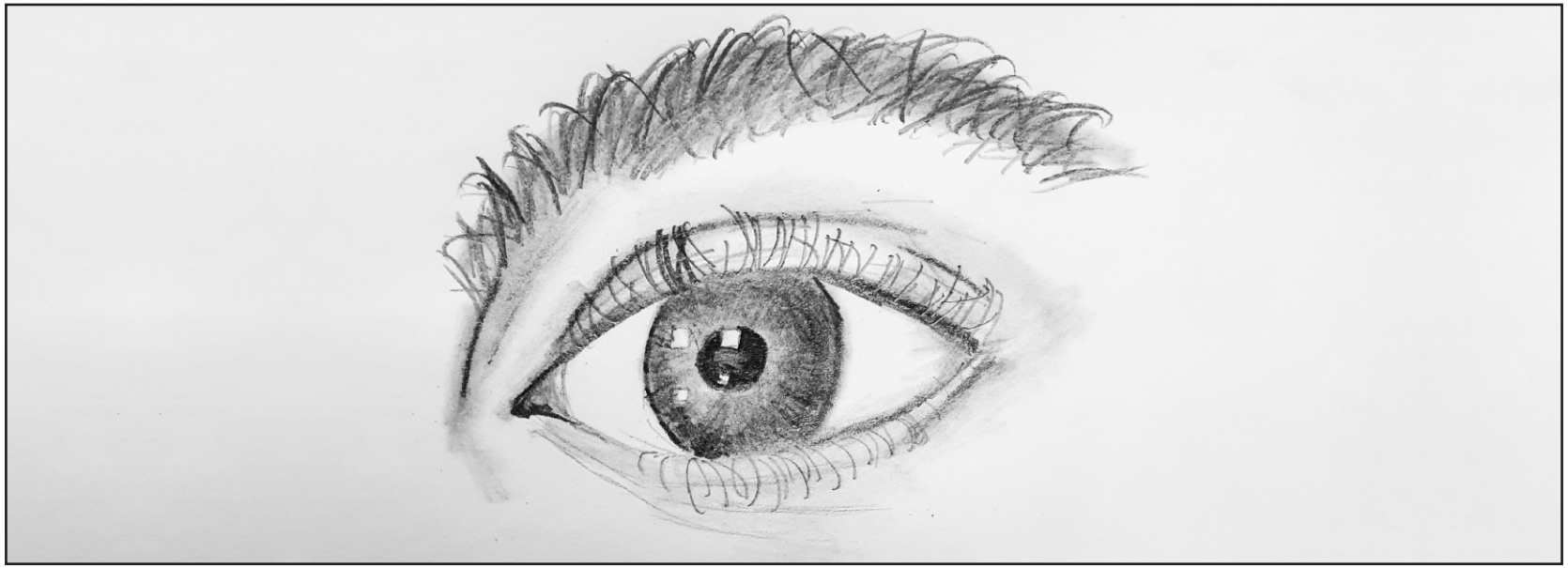


7. Notice the **direction and shape of the eyelashes** on your **activity worksheet** and **draw them on your eye**. If you don't look carefully, **your brain guesses** that you know how to draw eyelashes, and it **often makes mistakes**!

Activity

Developing technique

Exploring materials and techniques



8. **Add the eyebrows** by observing the **direction of the hairs** with a **harder pencil**. Consider whether you need any **more value and shading** to create the eyelids.

Let's share

Appreciating and reflecting

Evaluating with art vocabulary



Well done, everyone!

Discuss the **following questions** with your table group.

- **What did you learn about drawing realistic eyes today?**
- **Which techniques helped you?**
- **How did you make your drawing look realistic?**
- **What choices did you make and why?**
- **What did you find most fun or challenging?**

Be ready to **share your feedback** with the class.

Be a great listener!

Listen carefully to others. Ask kind questions, such as:

"How did you use blending and smudging in your drawing?"

"What choices helped make your eye look more realistic?"

Use the following sentence starters to help you.

"I learnt that realistic eyes need…"

"My favourite part of my drawing was… because…"

"I made my drawing more realistic by…"

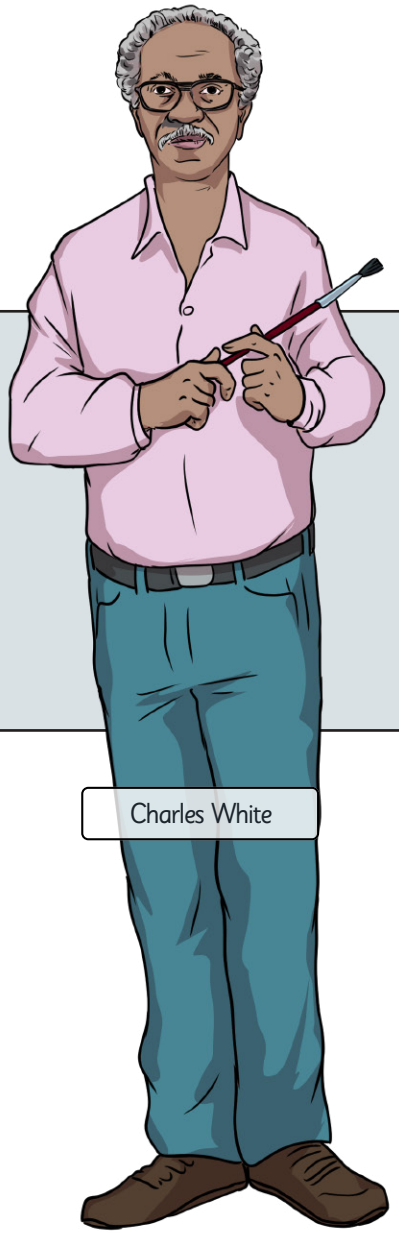
"One choice I made was… because…"

Challenge



Discuss the **following question** with your learning partner.

Why might an artist choose to **blend or smudge** their shading instead of leaving clear pencil lines?



Be ready to **share your answer** with the class.

Use the following sentence starter to help you.

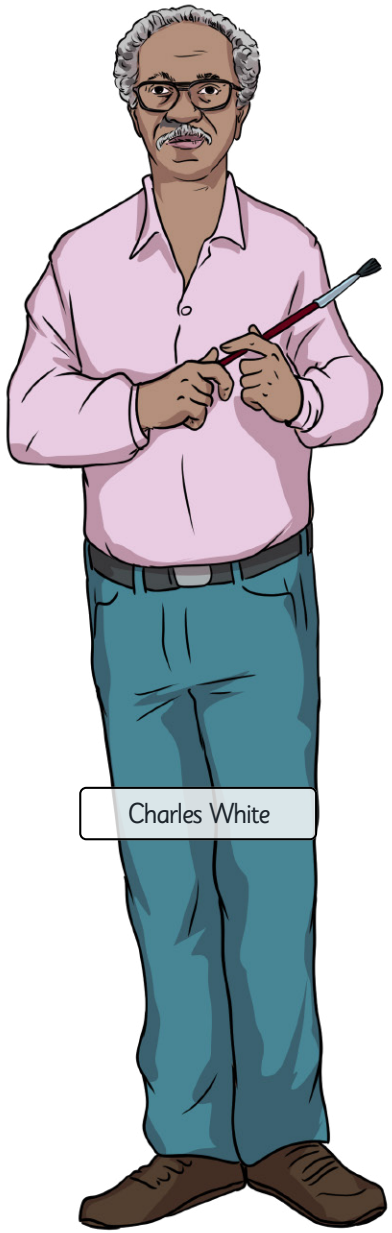
"Blending or smudging can help because..."

Challenge answers



Did you say any of the following answers?

"To make the shading look smoother and more realistic."
"To show soft changes between light and dark areas."
"To make skin or curved surfaces look more natural."
"To create shadows that blend gently instead of harsh lines."
"To create a calm or gentle mood in the artwork."
"Because they prefer a softer, blended drawing style."



Next time



In the next lesson, we will explore **proportion and facial structure** in portrait drawing.

We will think about the following questions.

- How can I use line and shape to measure and build a balanced face?
- Where should each facial feature be positioned to keep the proportions accurate?
- How do artists use observation and guidelines to help their portraits look realistic?