

Course: Portray Yourself

Lesson Two: Proportions of the Face

Learning Area: The Arts

Strands: Visual Arts

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111).
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112).

Learning Focus:

- The aim of this activity is for students to learn about and understand the proportions of the face in order to draw a portrait.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
15 minutes	Getting started Explain to students that faces are generally the same size as hands and demonstrate this for them. Students can test the theory by putting their hands directly over their faces. Ask students to place a hand on the middle of their paper, putting a faint dot at the top of the middle finger and another at the wrist. Connect the dots by drawing an oval or egg shape. The dot at the top will be at the crown of the head and the dot at the bottom will be the point under the chin. Explain that people have different shaped faces: oval, round, heart-shaped or square. Talk about symmetry of the face and the midline. Students divide the oval shape into even thirds. Rule a faint line vertically down the middle, then one horizontally to divide the oval into quarters. Then rule a faint line above and below the horizontal line to divide it into thirds.	Relevant ARTS:LIVE resources • Proportions of the Face template (optional). Additional resources required • A4 or A3 paper • acrylic mirrors (one per student) • pencils • erasers • rulers.

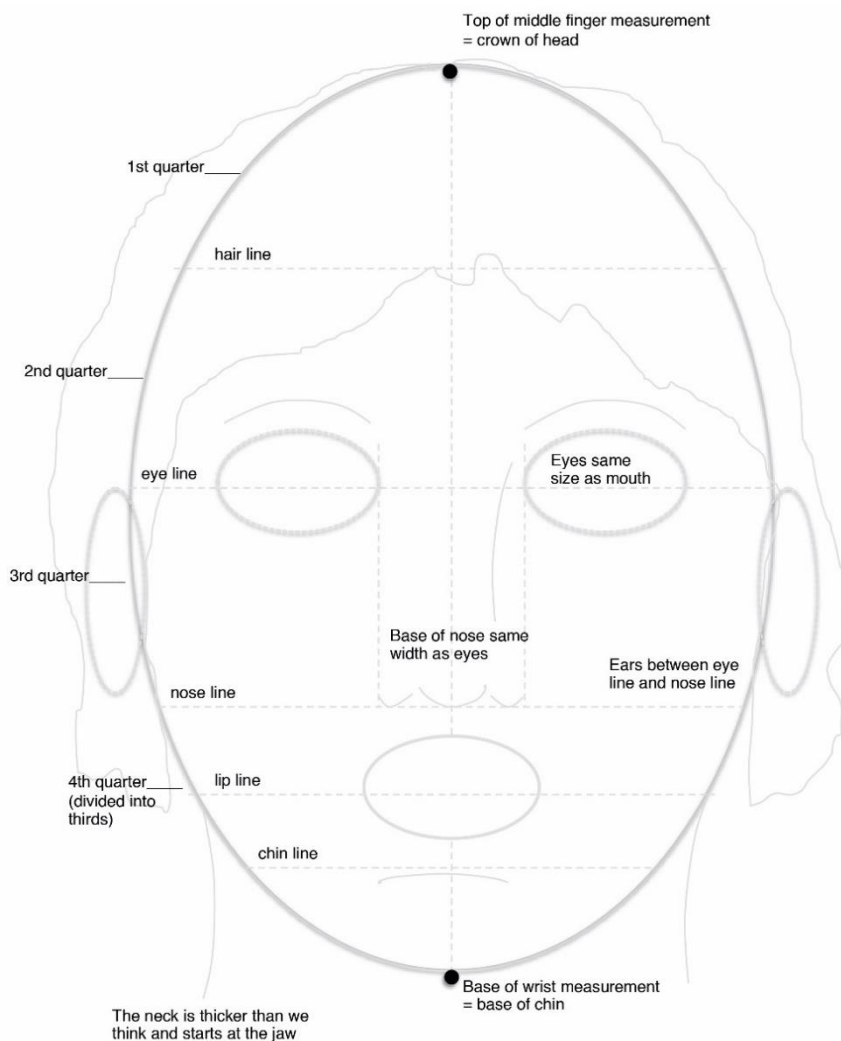


Figure 1: Proportions of the face template (teacher)

Safety

Use only acrylic safety mirrors. These can be purchased from an educational supplier.

20 minutes

Facial features

Ask students to identify all of the features of the face, including the chin and the ears. The image above can be used as a guide.

Explain that:

- the eyes and mouth are about the same size
- the nose and the eyes are usually the same width.

Students look in the mirror and study their facial features to identify proportions.

They identify:

- eye line – don't forget eyebrows, pupils, eyelids and lashes
- nose line
- lip line: students draw their lips
- chin line: students draw their chin
- ears (between the eye line and nose line)
- hair.

Have students draw each of these features on the oval.

10 minutes

Reflection

Students now evaluate their drawings and present them to the class. As a class, discuss the following:

- Drawing has a lot to do with getting the proportions right. Why is it important to understand the proportions of the face?
- Can students see a likeness in their drawing?
- Do students view faces differently now? What can they see?
- How can this knowledge be used to support students' drawing ability?
- How do students feel about their drawing? With a bit of practice, would they be confident to draw portraits?