

DEEP SPACE SPARKLE



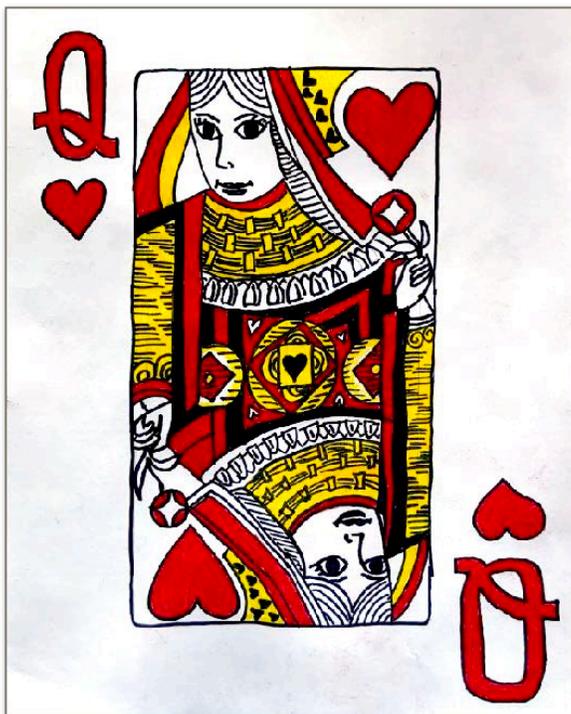
TIME REQUIRED: Three sessions @ 40 minutes



Royal Grid Drawing

PROPORTION & MATH CONNECTION

Royal Grid Drawing

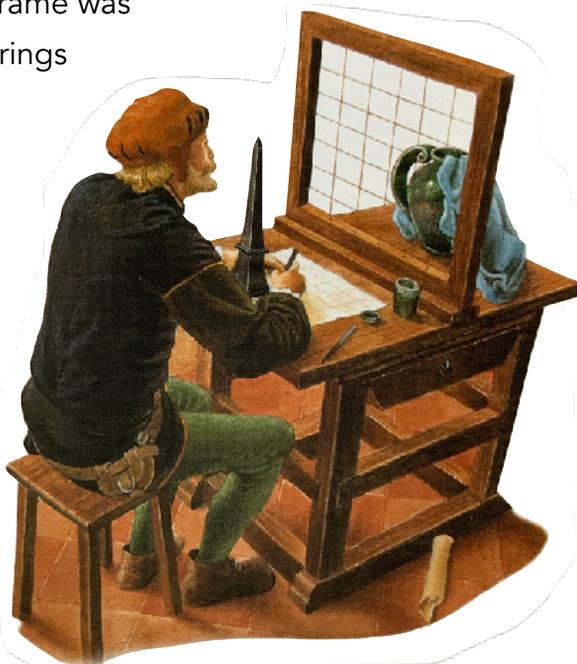


Playing cards were first invented in China during the 9th century. It was in Europe in the 14th century, during the Renaissance, that the face cards were changed to represent European royalty and attendants (Jack, Queen and King). This lesson features those Renaissance-developed royal J, Q & K cards.

Students will draw the cards in an enlarged format using grid drawing, which was developed during the Renaissance. Creating the grid on the playing card and paper is a wonderful math connection in the art room.

ABOUT RENAISSANCE GRID DRAWING

Grid drawing was devised by artists during the Renaissance as a way to draw objects, people or landscapes with accurate proportions and perspective. A frame was stretched with strings to create a grid that would sit between the artists and their subject. The same grid was lightly drawn on their paper so that they could draw their object square by square.

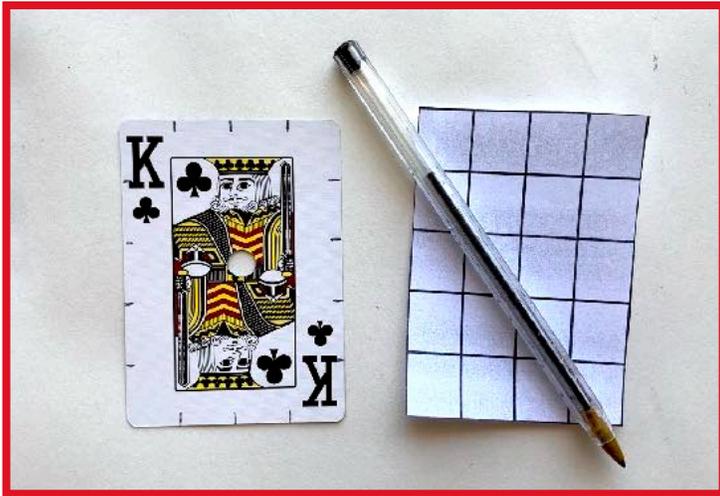


Artist sketching using a grid. Image from: *Renaissance Europe* by Neil Grant, McRae Books, 2009.

WHAT YOU'LL NEED:

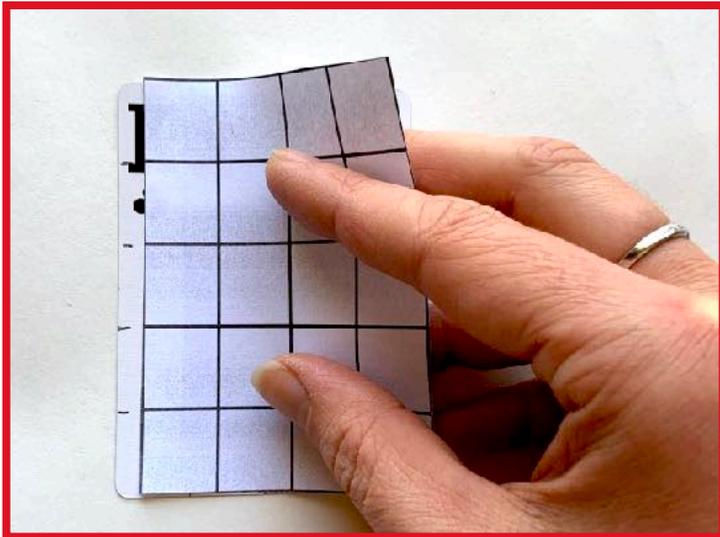
- ✦ 8" x 10" white sulphite paper
- ✦ Ruler
- ✦ Pencil and eraser
- ✦ Black permanent marker, fine tip
- ✦ Colored pencils or markers
- ✦ Playing cards

Making the Card Grid



Hand out playing cards to your students. Only hand out the face cards (J, Q and K). A standard deck of cards contains 12 face cards, so you may need multiple decks.

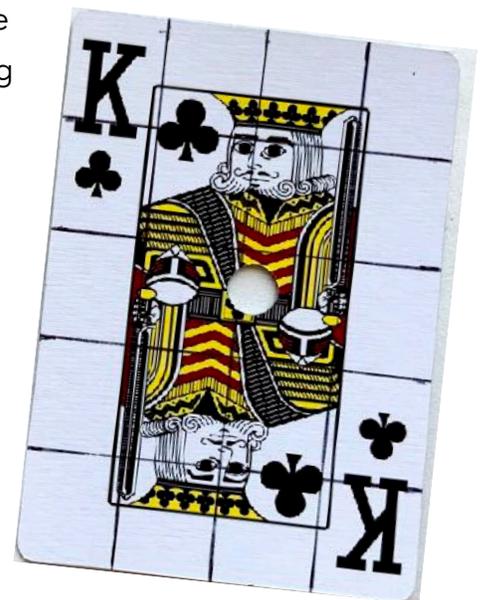
I have included a standard size playing card measuring guide for you on page 8. Cut out one blank grid per student. Lay the grid on top of a playing card and move it slightly in order to mark all four sides of the card with the appropriate grid spacing. Remove the grid guide and connect the lines with a ruler to create a grid on the playing card.



Though this part can take time, it is a valuable endeavor because students practice their measuring skills and work on drawing straight lines. Both are great skills that they will use throughout their lives.



If you don't have access to playing cards, I've included a printable sheet of playing cards (page 9) with the grid already printed on top.



Making the Paper Grid

Next, draw a grid on a piece of white sulphite paper. The grid will be enlarged but have the same number of squares as the card.

I decided to cut down my standard 9" x 12" drawing paper to be 8" x 10". This means that the squares will be a standard 2".

Place your ruler along the long edge of your paper. Draw a light pencil mark at 2", 4", 6" and 8".

Repeat on the other long edge of your paper.

Place your ruler along the short edge of your paper. Draw a light pencil mark at 2", 4" and 6".

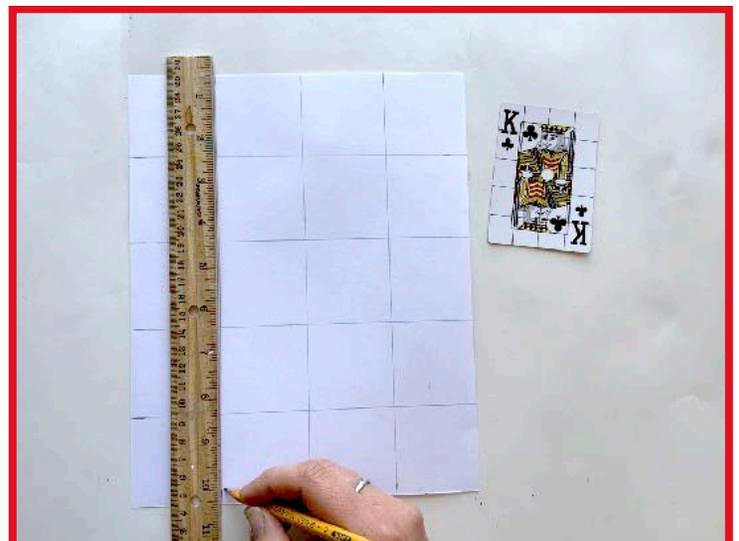
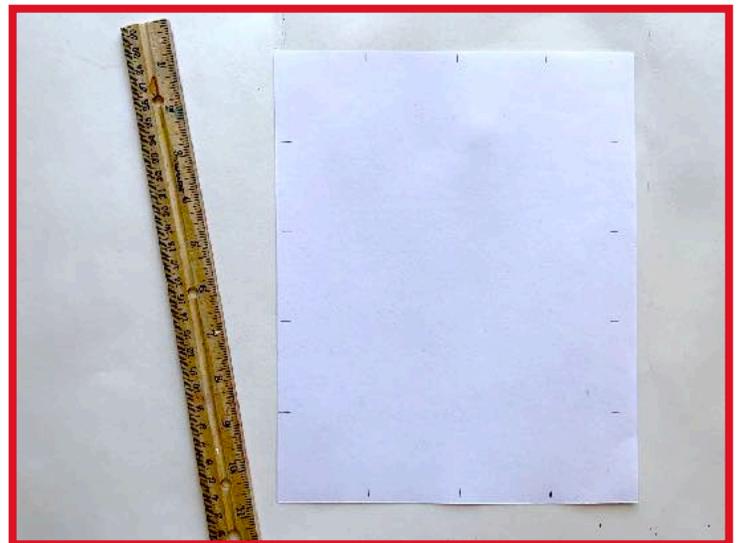
Repeat on the other short edge of your paper.

Carefully line up each mark and draw straight lines across your paper to create the grid.

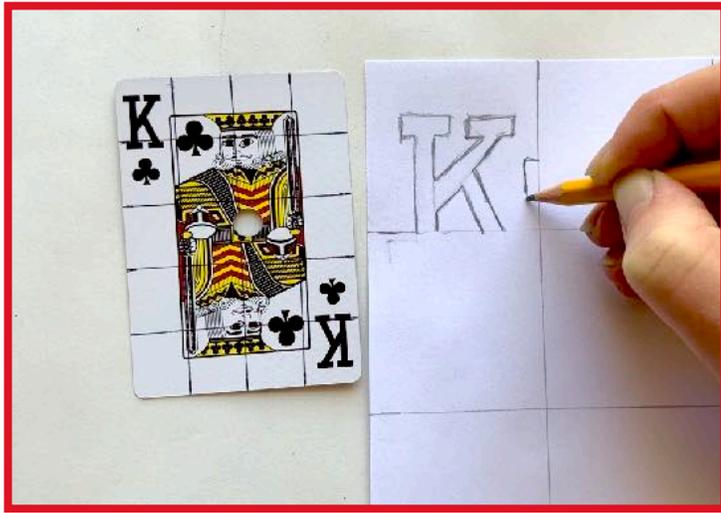
TIP: Keep one hand on the middle of the ruler at all times so that it doesn't wiggle around as you draw your line.

Lesson Adaptation:

Instead of using 8" x 10" drawing paper and creating 2" squares for your grid, try making your drawing even larger by using 12" x 15" drawing paper and creating 3" squares!



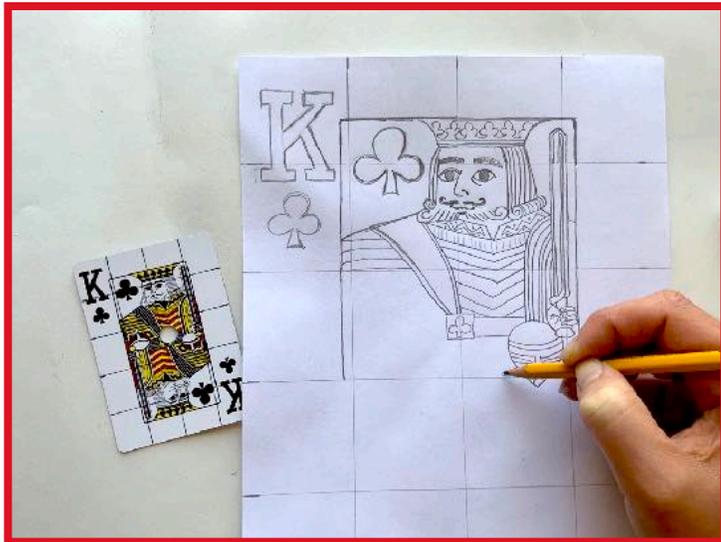
Drawing the Card



It's important to emphasize that grid drawing is all about getting accurate proportions. In order to get accurate proportions, use the grid to help you. This is what the Renaissance artists did!

Draw the card square by square. No cheating and drawing multiple squares at once!

Start in the top left corner. Draw what you see only in that square. Notice where lines enter and exit the square and draw accordingly. Notice how much of the square certain shapes take up and draw accordingly.

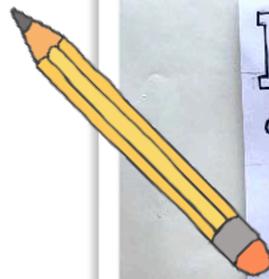


TIP: If a student becomes frustrated with this step, encourage them to keep going. Their drawing may not look exactly like their playing card, but that's OK! The point is practicing using grid drawing the best that they can. It doesn't have to be perfect!

After completing the drawing, trace over all pencil lines with a fine tip black permanent marker. Take your time and carefully trace every line.

Do NOT trace the grid lines!

Carefully erase all of the grid lines and pencil lines within an eraser.



Adding Color



Use either colored pencil or marker to add color to your drawing.

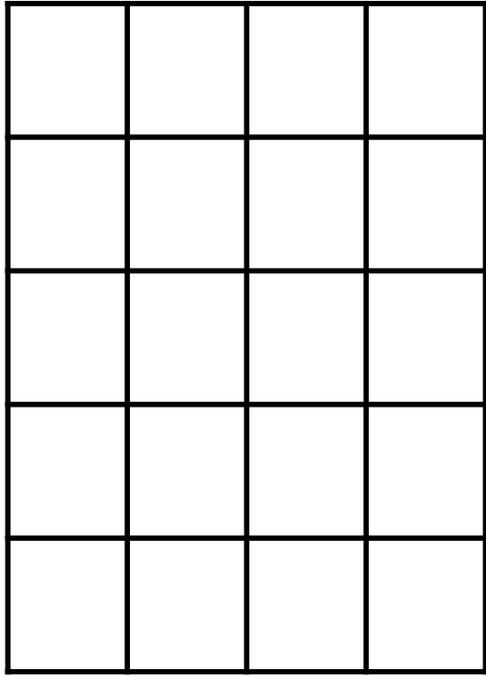
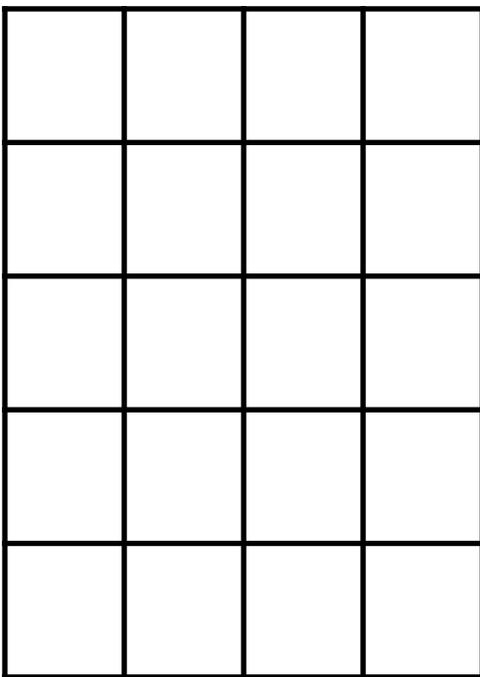
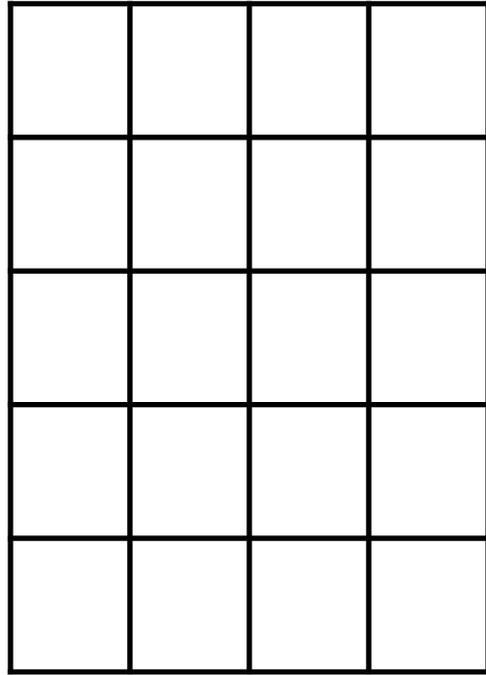
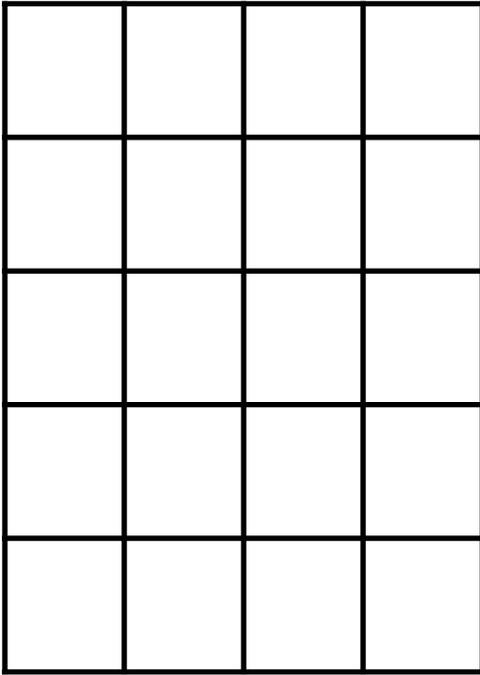
Continue looking at your actual playing card in order to color your drawing with the appropriate colors.



Display Idea:

Use a large piece of colored sulphite paper to mount your drawing on. The large paper will allow space to also mount your actual playing card. This will help the viewers see the process of grid drawing.





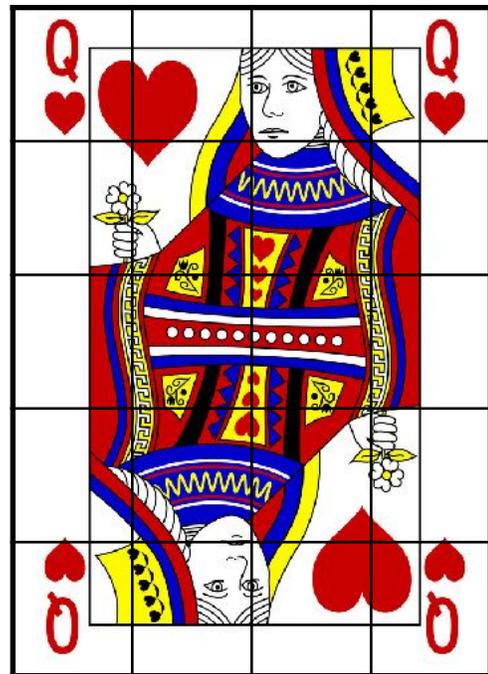
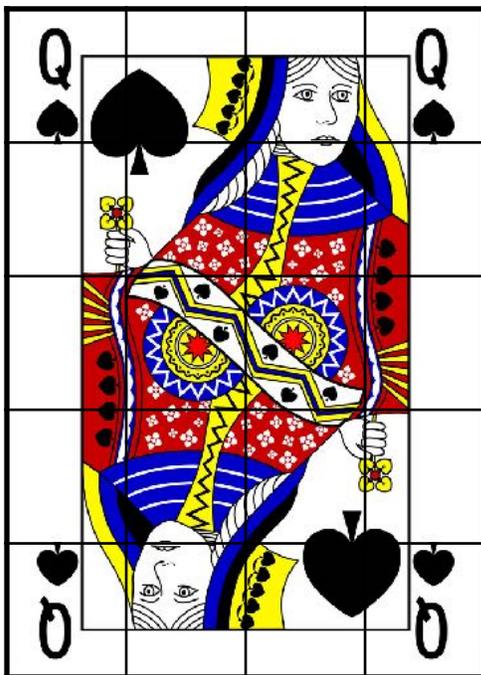
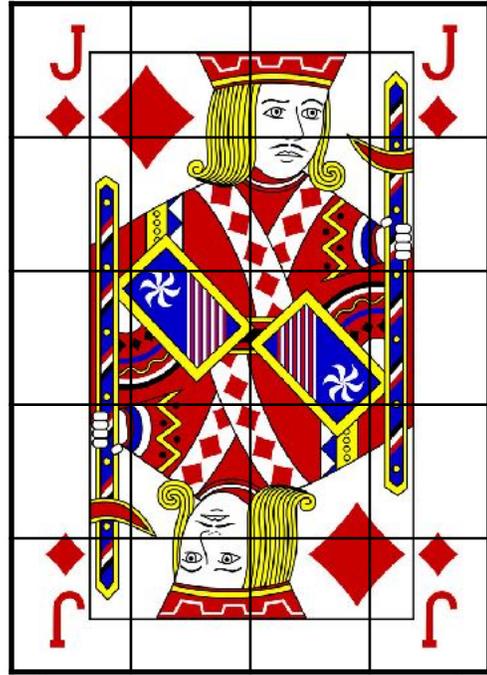
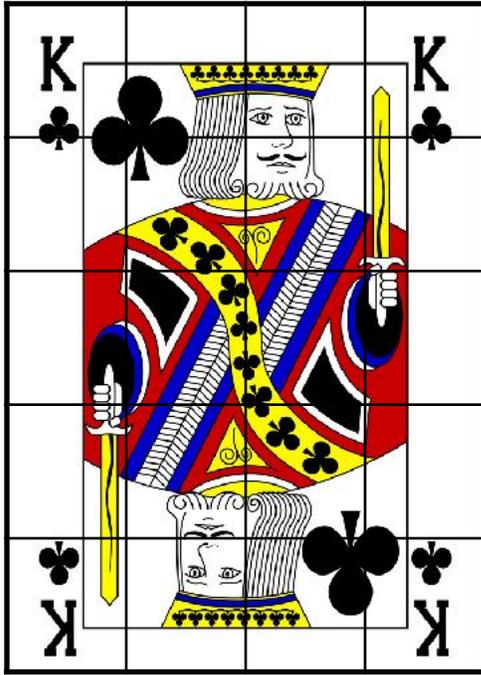
How to Use:

Cut out one grid. Lay on top of a playing card* and move slightly in order to mark all four sides of the card with the appropriate grid spacing. Remove grid guide and connect lines to create a grid on the playing card.

*Grid fits a standard playing card: 2.5" x 3.5"

Royal Grids





How to Use:

These are optional cards to use with the grid already printed on them.

Print in color and cut one card per student.

Royal Grid Drawing Cards



NATIONAL CORE ARTS STANDARDS - FIFTH GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making
- Organize and develop artistic ideas and work** — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance
- Refine and complete artistic work**—create artists statements using art vocabulary to describe personal choices in art-making

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— define roles and responsibilities of a curator—explaining the skills/knowledge needed to preform curation
- Develop and refine artistic work for presentation** — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- Convey meaning through the presentation of artistic work** —cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

RESPONDING

- Perceive and analyze artistic work-** compare interpretation of art to another's interpretation —analyze cultural associations suggested by visual imagery
- Interpret intent and meaning in artistic work** — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed
- Apply criteria to evaluate artistic work**— recognize differences in criteria used to evaluate works of art depending on styles

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

I CAN STATEMENTS FOR ROYAL GRID DRAWING

- Today I will learn about the history of GRID DRAWING, so that I CAN understand its roots during the RENAISSANCE.
- Today I will learn about LINE & PROPORTION, so that I CAN use a GRID to draw PLAYING CARD royalty.
- Today I will learn about BALANCE, so that I CAN make a drawing that is ASYMMETRICAL.

COMMON CORE STANDARDS FOR ROYAL GRID DRAWING

CCSS.Math.Content.5.G.B.3

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Students can review the attributes of rectangles in this project. Since the card itself is a rectangle made of many small squares for the grid, students can see that both shapes are made up of right angles.

CCSS.ELA-Literacy.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

As students complete an artist statement (located in Teacher Aids), they are supporting claims about what their artwork means. This requires them to build their answer based on how they created the work as evidence pointing toward the composition's meaning.

CCSS.ELA-Literacy.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

You can communicate to students that using conventions of standard English grammar when writing their answers to the artist statement worksheet should be emphasized. This is a wonderful way to help students see cross curricular connections between subjects!

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

ROYAL GRID DRAWING

STUDENT NAME: _____

Did the student use a grid to draw their playing card?

Did these student achieve accurate proportion through the use of a grid?

Did the student achieve asymmetry?