

## GRID TECHNIQUE TRANSFER

3<sup>rd</sup> – 6<sup>th</sup> grades

Visual Art – 3 sessions of 50 min. each

### Visual Art Objectives

1. TSW measure and draw a grid on a reference photo and on watercolor paper using a 1:1 ratio
2. TSW use observational skills and the grid technique to enlarge a still life from a photograph.
3. TSW create a watercolor painting from the drawing created using the grid.

**Vocabulary:** grid, reference photo, ratio, transfer

### Preparations:

The teacher may pre-select photographs or allow students to bring in their own works. Optionally, the teacher may set up objects in the classroom and allow students to take their own photographs in advance of the drawing session.

### PROCEDURES:

(15 min)

TTW review the method for working with a grid.

1. Select an image that you want to recreate in watercolor.
2. Decide how big you want the final painting to be and select watercolor paper. – *For younger students the teacher may pre-select the size and have materials ready.* –
3. Using a ruler and a pencil, draw a grid (pattern of squares) onto the reference photo. Stress that it is important to work from squares.
4. Using a ruler and a pencil, lightly draw a grid onto the watercolor paper. The grid for the final painting must be of equal ratio. If the squares on the reference photo are 1" x 1", then the squares on the painting must be 1"x 1" 2" x 2" or 3" x 3" etc. depending on how large the final painting will be.
5. Make sure that you have the same number of rows and columns on the watercolor paper as you do on the reference photo.
6. Using a pencil, very lightly write sequenced numbers in each square of both the reference photo and the watercolor paper. This will make it easier to keep up with each square.
7. Once the grid is ready you will begin to draw with pencil by transferring exactly what you see in the square on the reference photo into the corresponding square on the watercolor paper.
8. When the drawing is complete, erase the grid marks and square numbers from the watercolor paper.
9. Complete the watercolor painting using watercolor paints.

## DAY 1: Creating the Grid

(50 min)

### ANTICIPATORY SET:

(5 min)

TTW introduce the works of Photorealist painters Chuck Close and Charles Bell and discuss the method of beginning a painting using the grid technique. TTW ask questions such as

- Does this painting look like a photograph?
- What elements of the painting look like they may have come from a photo?
- How do you think the artist got all the proportions right?

TTW tell students that some artists use a technique called the grid method to make sure that their works are in exact proportions. Chuck Close calls this “working in bite size pieces.”

### GUIDED PRACTICE:

(30 min)

TTW give students time to grid the reference photo. Move around the room and help student use the ruler to measure and mark one inch increments across each side of the photo and then connect the marks. –*You may prepare the photos in advance and skip this stage if time is a concern.*--

TSW measure the watercolor paper and make sure that the ratio is the same or doubled or tripled. Once the size of the paper is established, TSW draw a grid on the watercolor paper in a similar manner as above. Then TSW identify each square with a number.

TSW write their names on the backs of each piece of paper and put their supplies away.

## Day 2: Transfer the Image

(50 min)

### ANTICIPATORY SET:

(5 min)

TTW show the video: Chuck Close Explains the Grid System

<https://www.youtube.com/watch?v=e-p5MovhZI>

or similar and ask the class: Do you think using the grid will make it easier or more difficult to reproduce the image? TSW discuss.

### GUIDED PRACTICE:

(10 min)

TTW demonstrate the process of transferring the image from the reference photo to the watercolor paper modeling matching up the squares and drawing in details of one square before progressing to the next.

### INDEPENDENT PRACTICE:

(30 min)

TSW begin the process of transferring the image from each square on the reference photo to the squares on the watercolor paper. TTW move around the room and remind students to make sure their square numbers match and that they work in a methodical manner.

**CLOSURE:****(5 min)**

TTW ask students if anyone would like to comment on their progress. What difficulties are they finding? How has their work changed during this process?

TSW put away supplies and drawings.

**DAY 3: Complete the Painting****ANTICIPATORY SET:****(5 min)**

TTW show watercolor works by Chuck Close and other examples of Photorealism (Richard Estes, Charles Bell). TTW ask: What do you think is the next step that we will take to make our drawings look more realistic? TTW tell TS that they are going to add color using watercolors.

*--At this point some students may need to keep working to complete their drawings, but ask everyone to stop and pay attention while you review watercolor procedures if necessary.--*

**GUIDED PRACTICE:****(10 min)**

TSW demonstrate using watercolor paints including wet and dry methods, and rinsing brushes. If students have not painted with watercolor, let them practice wet and dry methods on a separate piece of paper.

TTW demonstrate painting their drawing using watercolors. Encourage students to continue to use the grid method, but demonstrate a case when it is advantageous to paint more than one square at a time such as a large expanse of one color.

**INDEPENDENT PRACTICE:****(30 min)**

TSW begin to add color to their drawings. TSW work from one side of the painting to the other and follow the grid when possible (see above). TTW will circulate in the room assisting students with painting and drawing.

**CLOSURE:****(10 min)**

TSW set their paintings flat to dry and walk around the room to look at each other's work. TTW ask: Would anyone like to discuss a favorite part of the process? What was your least favorite part of the process? Do you think you will use the grid process again to create a work of art? Why or why not?

When all works are completed and dry (in a subsequent class meeting), the teacher may encourage students to discuss their works: Why did you choose this subject matter? What would you do to change this work? What part of this process would you like more practice doing?

## **MATERIALS**

Images of works by Chuck Close, Charles Bell, or other Photorealists  
Reference photographs of common objects (toys, dishes, flowers, food)  
Rulers  
Pencils  
Watercolor paper  
Watercolors

## **ASSESSMENT**

Following directions  
Working during work time  
Completion of grid  
Completion of drawing  
Completion of painting

## **ACCOMODATIONS**

Repeat directions as necessary  
Students may move around the room  
Students may work in pairs  
Students may take photographs to use as reference photos  
Teacher may complete the grid process and allow students to draw and paint