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Drawing Faces in Proportion

1. Overview

- a. The lesson teaches students the power of observation and how to draw a face. They will be asked how people look different and how they look the same? Students will learn that most faces are in the same ratio and can be arranged in $3 \frac{1}{2}$ sections. Students will learn that using these sections will allow them to draw the parts of a face more accurate to life, including the placement of the mouth, nose, eyebrow, hairline, eyes, and ears. They will learn the general dimensions of the face.
- b. Grade level: Preschool-3rd Grade
- c. Vocabulary:
 - i. Circle
 - ii. Oval
 - iii. Eye socket
 - iv. Eyeball
 - v. Iris
 - vi. Eyelid
 - vii. Ruler
- d. Art Medium
 - i. Paper
 - ii. Pencil
 - iii. Ruler
 - iv. Eraser

2. Fun Facts

- a. The human face is the most recognizable part of any person, and the most unique part of the human body. Although we may look different, the human face typically functions the same for each person.
- b. The human face has 43 muscles involved in expressing facial emotions.
- c. Humans can make an estimated 10,000 facial expressions.
- d. Micro-expressions appear on the face for only $\frac{1}{25}$ th of a second.
- e. Only 12 muscles are active when smiling.
- f. A frown only uses 11 muscles.

- g. The face makes the human species the most expressive of any species on Earth.
- h. The muscles in the human jaw are the strongest in the whole body.
- i. The jawbone is the only movable bone in the face.
- j. The ears and the nose aren't made from bone but from cartilage.
- k. Red lips are thanks to a large number of blood vessels present and so close to the skin.
- l. The skin on your lips is thinner than anywhere else on your face.
- m. Your lip prints are like fingerprints, with each pattern of grooves and markings unique for everyone. However, there are cases of exact matches for identical twins.
- n. Your lips don't have sweat glands. That's why our lips get dry, while the rest of our skin normally doesn't. The lips are also a unique part of the human face in that it doesn't have hair, which provides oil that helps keep our skin moist.
- o. The head is approximately the same width to four to five eye-widths.
- p. Length of face is equal to length of hand.
- q. Eyes are separated by approximately one eye's width.
- r. Bottom of nose to outside corner of eye is equal to length of ear.

3. Lesson Plan

- a. Elements of Art
 - i. Line
 - ii. Shape
 - iii. Form
 - iv. Space
- b. Principle of Design
 - i. Balance
 - ii. Proportion
 - iii. Contrast
- c. Visualization:
 - i. What makes faces different from each other?
 - ii. How does the use of line express the differences?
- d. Goals and Objectives:
 - i. Students will observe proportions of their own faces.
 - ii. Students will observe proportions of people that surround them in daily life.
 - iii. Students will understand how similar and how unique each face is in their world.
 - iv. Students, depending on age, will draw an oval and break it into 3 ½ sections.
 - v. Students will measure the distance on their face with a ruler realizing various ratios of distances between different parts of their faces. Younger students will need to have assistance and have various elements of the ruler explained to them.

- e. Students Critique Questions:
 - i. What do you like about your work?
 - ii. What do you like about your classmates' work?
 - iii. What might you do differently next time?

4. Standards Met

- a. To meet standards, students should be encouraged to watch the following videos
 - i. Human Body Ratios
<http://www.bioedonline.org/BioEd/cache/file/7E2446DB-EDF2-E213-50FE881FE130862F.pdf>

COMPLIANCE WITH EDUCATIONAL STANDARDS (PER GRADE)

Pre K

Students will need assistance drawing an oval. They will need assistance using a ruler. It may be helpful to use their hands and fingers to measure the distances on their own faces.

VA.1.CR1PK 1., VA.2.CR2.PK 1, VA.3.CR3PK 1.&2., VA.11.CO2.PK 2., VA:Cr2.1.PKa, VA:Cr3.1PKa

Kindergarten

Students will need assistance drawing an oval. They will need assistance using a ruler. It may be helpful to use their hands and fingers to measure the distances on their own faces.

VA.2.CR2.K 1., VA.3.CR3.K 1. & 2., VA:Cr2.1.Ka
VA:Cr3:1Ka, M.K.G.1

1st Grade

VA.1.CR1.1 2. &3., VA.2.CR2.1 1. & 2., VA.3.CR3.1 1.
VA:Cr1.2.1a, VA:Cr2.1.1.1a, VA:Cr2.2.1a, VA:Cr2.1.1a

2nd Grade

VA.1.CR1.2 1., VA.3.CR3.1 1. & 2., VA.2.CR2.2 1. & 2., VA:Cr2.2.2a,
VA:Re9.1.2a

3rd Grade

VA.2.CR2.3 2., VA:Cr1.2.3a, VA:Cr2.2.3a,