

# **Blind Contour with Flare!**

## **Creating Masterworks out of the Mundane**



# UNIT INFORMATION

**Objective:** Students will learn the blind contour technique using a fun and innovative approach to portraits. Each student will have the opportunity to adorn their faces with unique materials and create multiple blind contour self portraits. Color and pattern will be explored and abstract artists discussed.

**Level:** This is adaptable for any level. These examples are high school art 1. At the end of the unit I have provided upper level examples and extensions.

**Time frame:** 2-4 hours. This took our class 2 block periods.

I chose this marker because it allows for a variety of line weight and provides many shades/intensities of color. Any water based marker will work.



## Color Grouping:

You can chose to group randomly or if you are in a color scheme unit group by a particular scheme. Grouping markers with a rubber band helps students retrieve their colors if they do not complete it the first period.



## Organization of Material:

I pre-bundle markers by 4, 1 light, 1 dark, and 2 middles.  
I bag materials for adorning the face. Two students share one bag. I replenish consumables like the stickers. Other materials were purchased at a local dollar store or you could make a faculty and student request for old glasses, etc.

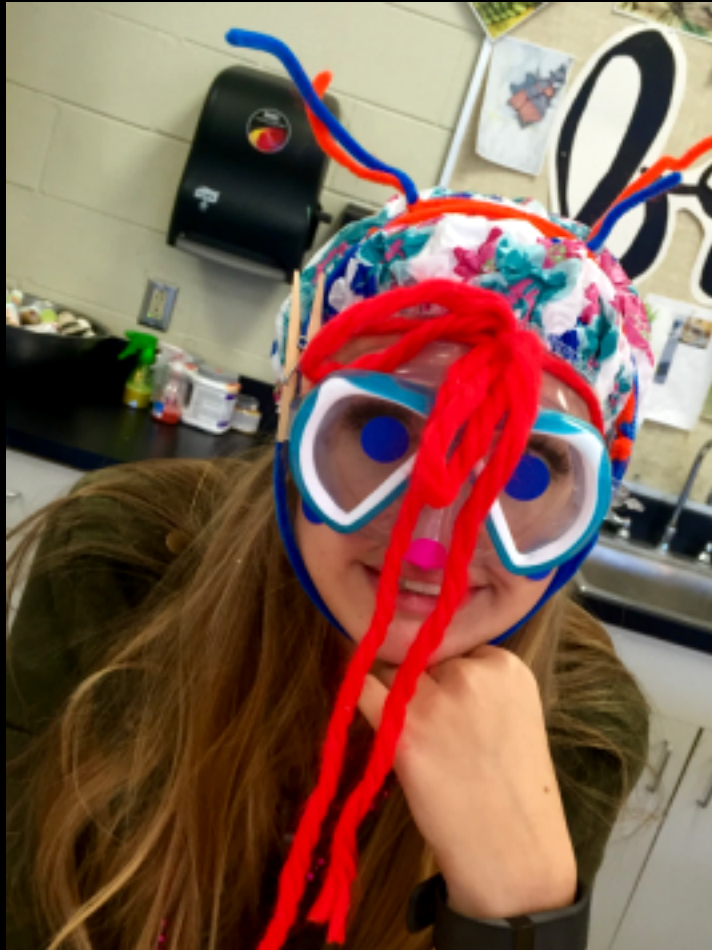


Students used standing mirrors. I have also seen inexpensive mirrors at local dollar stores. Cell phones or photographs could also work. I prefer life drawing to encourage observational drawing.



## Wacky examples:

Encourage students with a competition. We referred to these as living sculptures. Best interpretation, most creative, most unique are just a few.



## Process:

I recommend covering students hands with a piece of paper or plate. Students can also turn their body away from the paper to help with “peeking”



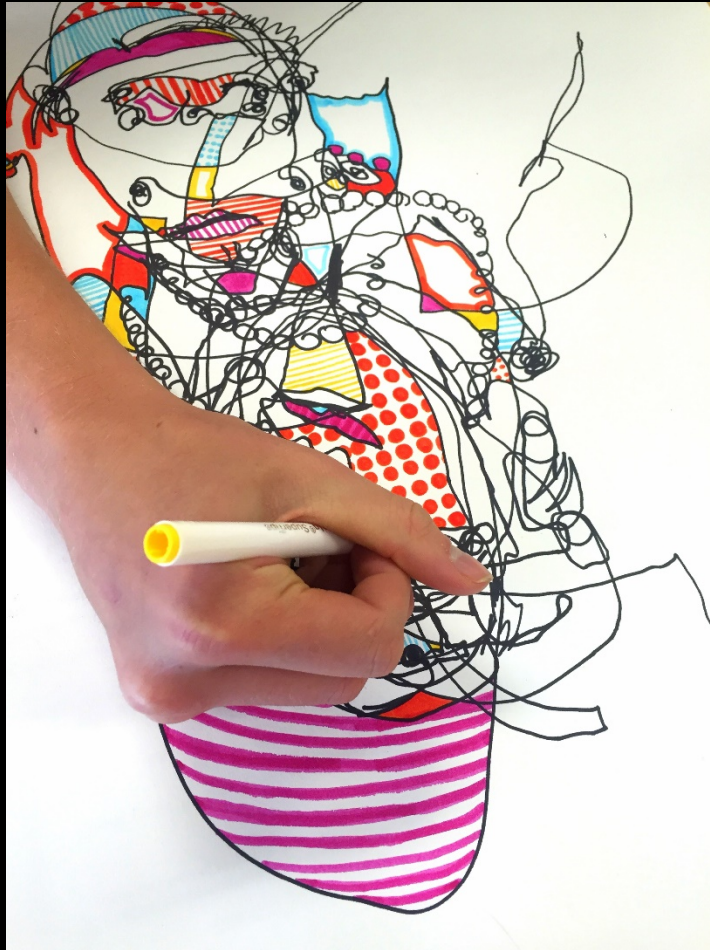
## Laughing Out Loud!!!

Students will become quite creative, remind them that they must be able to see the mirror. Allow students to look around and get their laughs out before the blind contour begins. Complete one drawing and flip the paper to begin the next. Overlapping is encouraged.

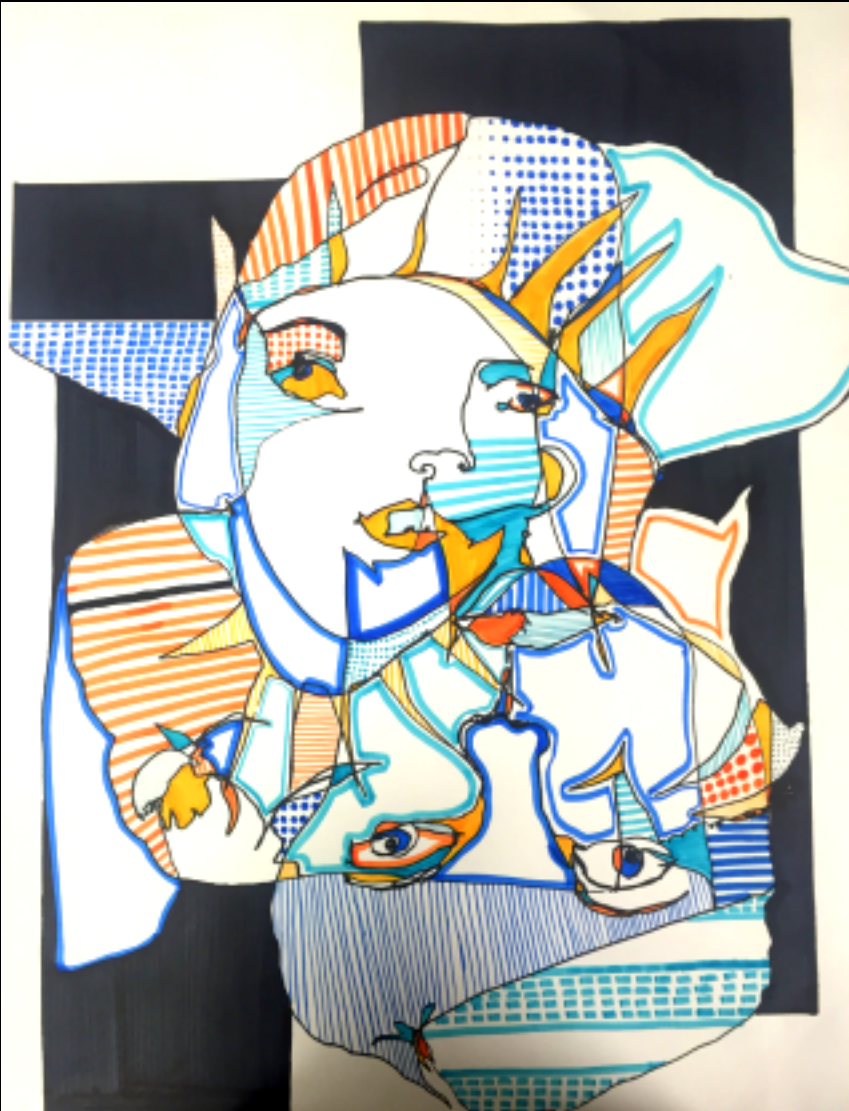


## Representational or Non-Objective

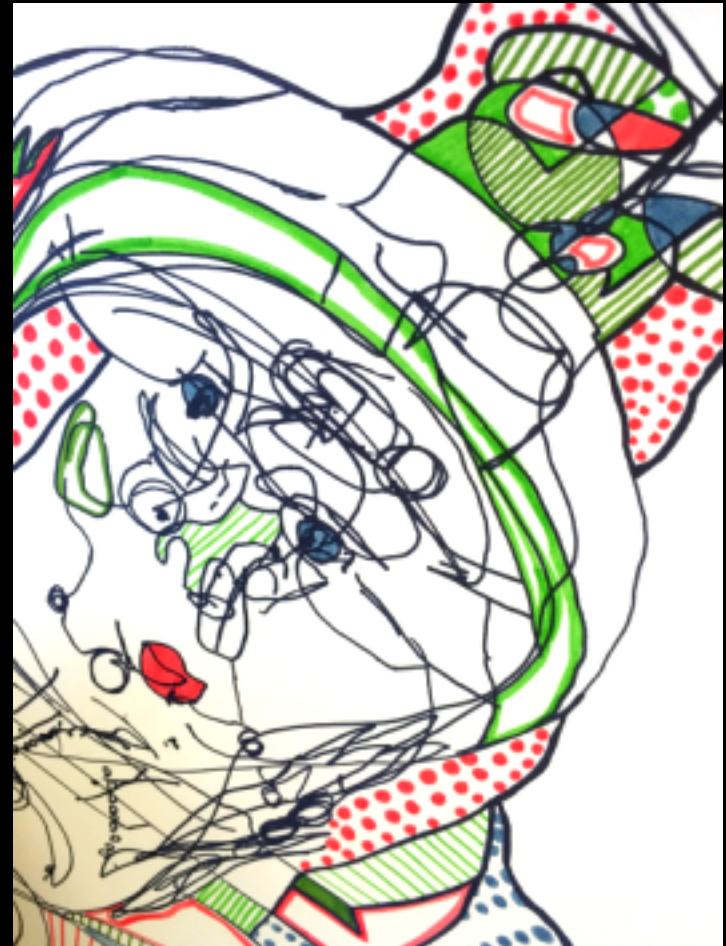
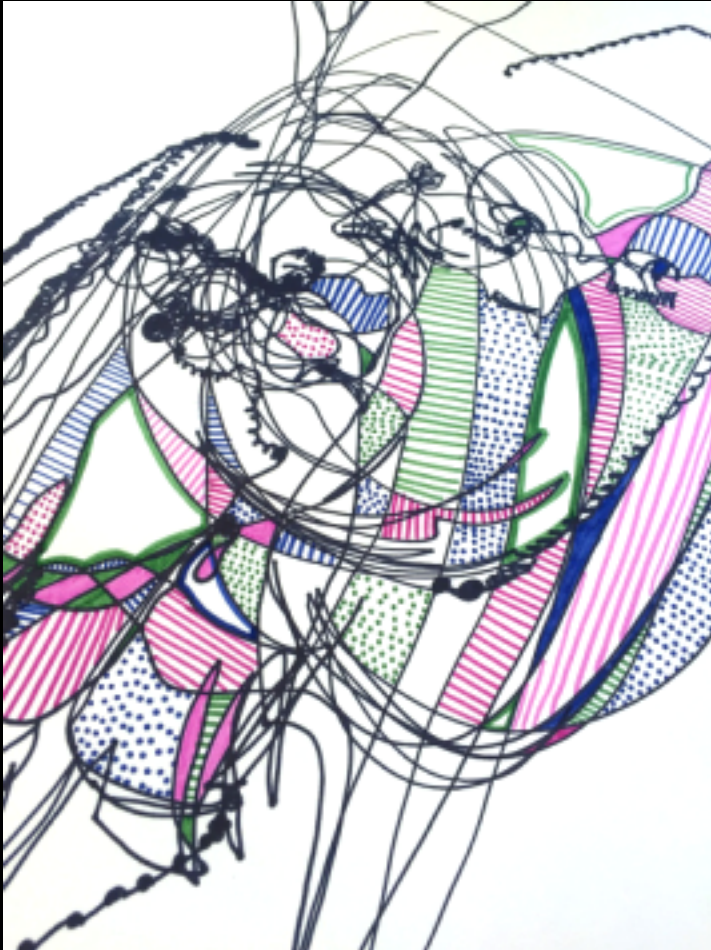
Students were immediately concerned that their drawing did not look like a “person”. The end products looked good regardless. This is a good time to discuss Picasso or artists that began drawing in realism and found success in abstraction.



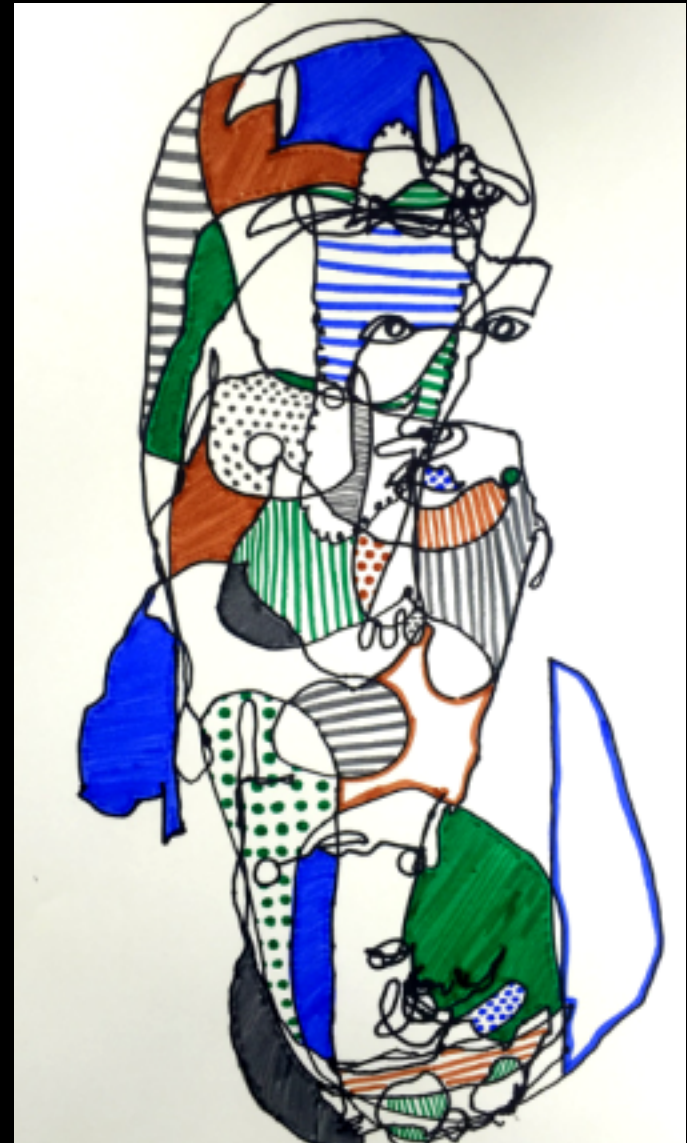
# In Progress



Many of these could be used in a drawing or design portfolio.



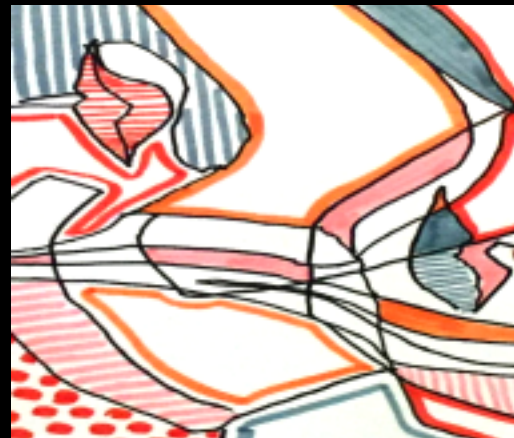
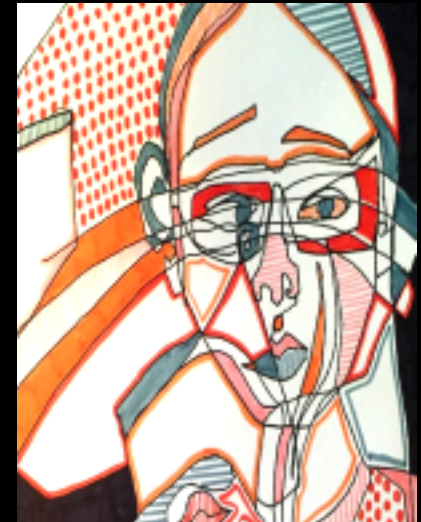
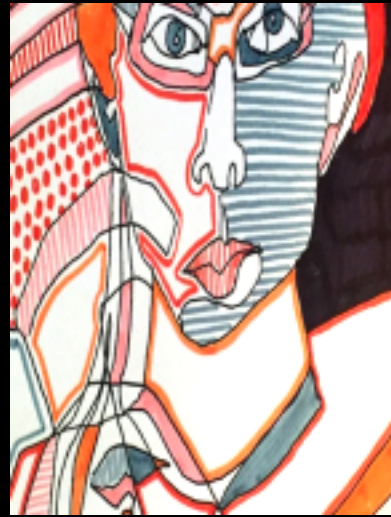
Although the criteria is the same, you will receive a variety of results. Diverse result could also include colored paper or adding media.



Many will take on strong design components. You could easily translate this in to a principles of design project.



We chose to add an inset box in the background. This helped to stabilize the busyness of the line and push the drawing forward. Students could also cut the final product out and glue it onto a darker background or crop the piece into an abstract piece or diptych.



Extension: Work on colored paper and additional media or allow for open media for advanced students.

