

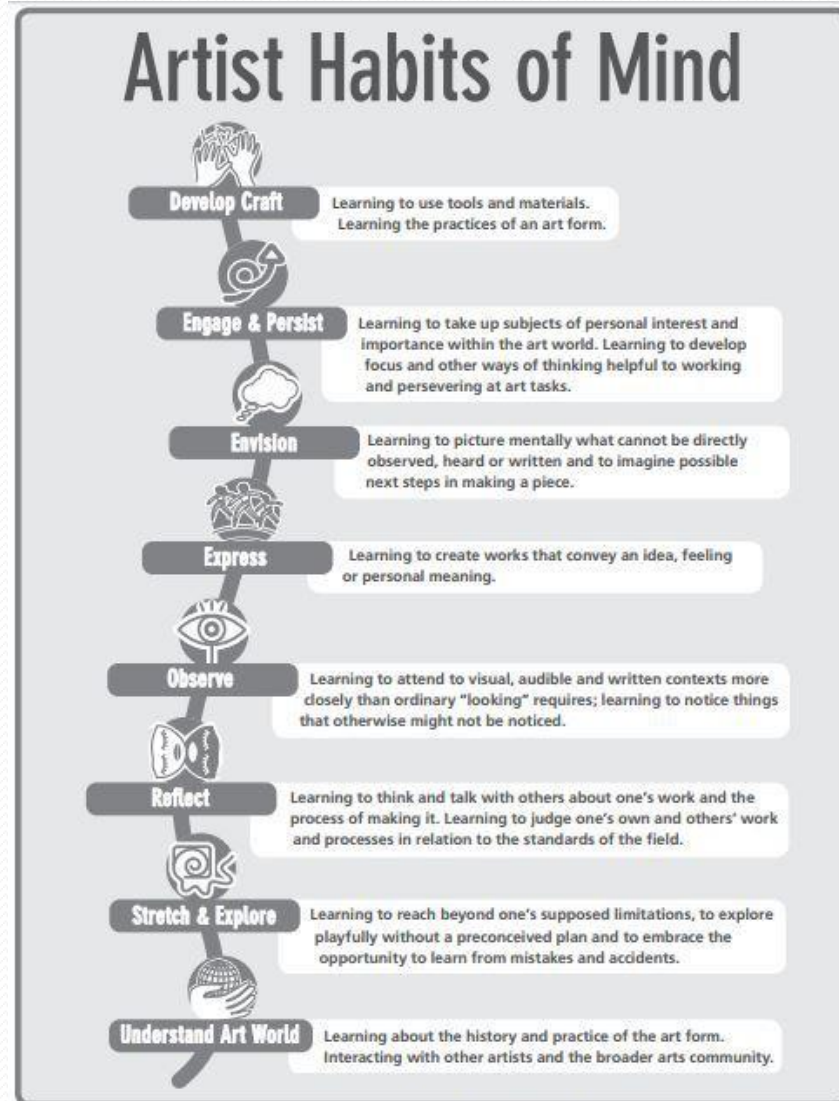
# 3<sup>rd</sup> Grade Action Portraits

In which we explore the 8 Studio Habits of Mind.....

# Third Grade Action Portraits

- Building upon the *observational* drawing skills developed during second grade art classes, the third grade students turned to observing the human figure. Particular attention was paid to the skeletal structure and how that influences our ability to move and function in daily life. Classes divided up into pairs and the partners took turns in being artist or model as they drew quick 'action poses'. This practice drawing set the stage for the students *developing* an 'action portrait' in a medium of their own choosing.
- Each student selected an activity and character for their individual portrait and then chose the tools, materials and technique they would use to create their portrait.
- With an emphasis on achieving realism, some students noticed that their backgrounds were not meeting their satisfaction. There was a noted abundance of 'lollipop', 'broccoli' or 'cookie-cutter' trees! We decide to venture outdoors and apply our awakening observation skills to drawing the nature which surrounds our school. Just like the people in our portraits are unique we realized trees have individual characters and gesture too.
- In this unit the 3<sup>rd</sup> Graders *observed, envisioned, reflected, stretched and explored, engaged and persisted, expresses AND developed craft* – Boy! Were they busy engaging the Studio Habits of Mind 😊

# Courtesy of Project Zero, Harvard University (Lois Hetland, Studio Thinking)



Action poses in the art room.....

clipboards, pencils and crayons at the ready for quick sketches. **Observing and drawing what we see**







In pursuit of *realism* we decide it is time to *observe* and draw the nature around us too

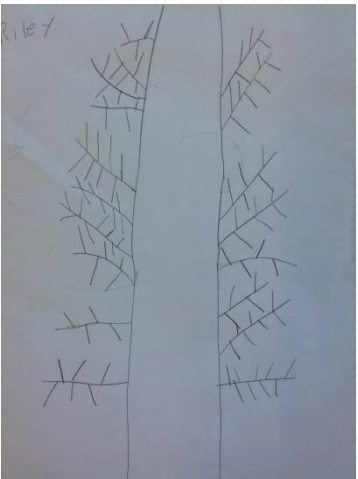
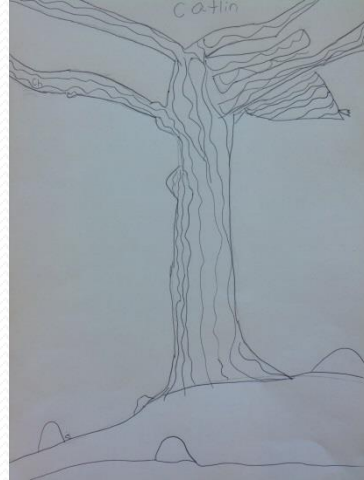




What a great way to spend a sunny Fall day ☺



# So many trees to choose from around HDES!





## Now it is time to.....

- *Envision* – What is my next step? What is my plan?
- *Stretch and Explore* – challenge myself and take risks
- *Engage and Persist* – tackle those problems and not give up
- *Express* – What am I trying to say in my artwork?
- *Develop Craft* – Which medium will I use? How will I develop my skills?
- *Reflect* – How will I share my ideas, my challenges, my success?
- *Understand Art Worlds* – could looking at other artists work help develop my own artwork?

Some 3<sup>rd</sup> Graders chose to work in clay....

‘He’s singing for joy! Tra La!’



‘ROOOAAAAR!!!! – is it okay I made a lion and not a person? It is kind of a mixture anyway ...like a mythical creature.’



Unfortunately the clay could not be fired but  
we did take photos 😊

**‘I am fast!’**



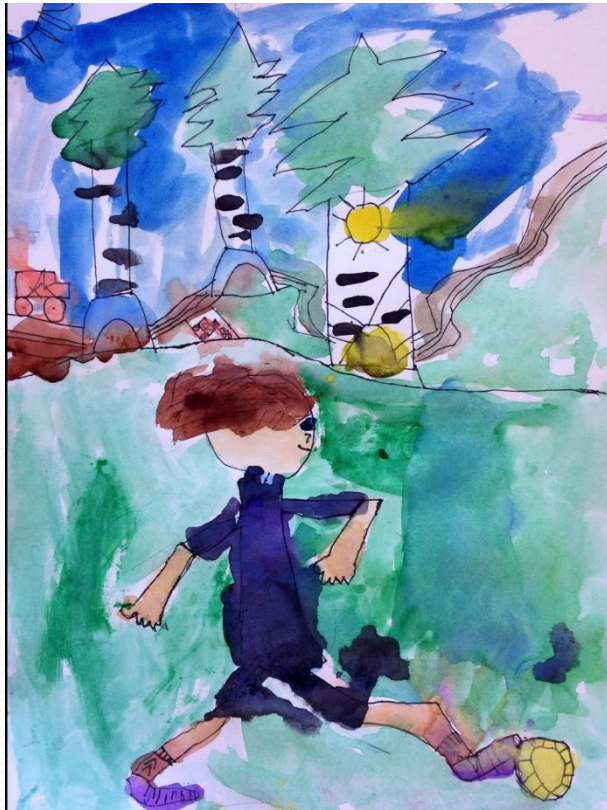
**‘They’re gonna see who can get  
most baskets....’ (collaborative)**



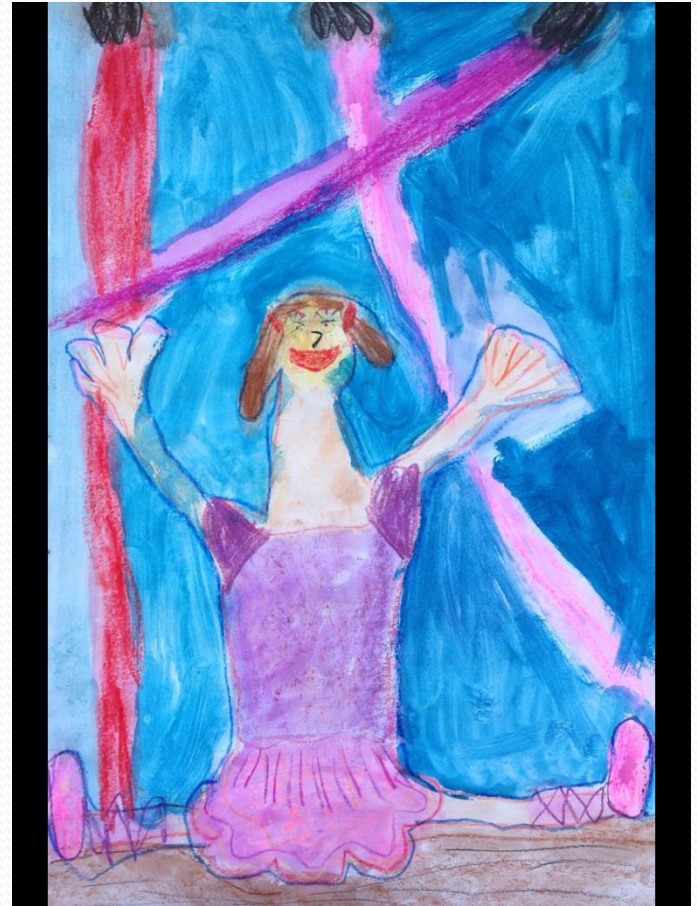


Some chose to paint in a medium of their choice.....

‘Dribbling Practice in Grimes Field’  
(Watercolor and Sharpie)



‘In the Spotlight’  
(Crayon and Tempera)



# On reflection....

‘Hula hooping kind of makes me feel like my tummy is going to fly off. That’s why I made those whirly lines.’



‘This is a kind of cool dude dancing in the street. You can tell by the colors.’





# Formulating 'Artist's Statements' ...

'If you want to be a powerlifter you have to train - hah - he looks like he is powerlifting those trees! I should probably fix that....'

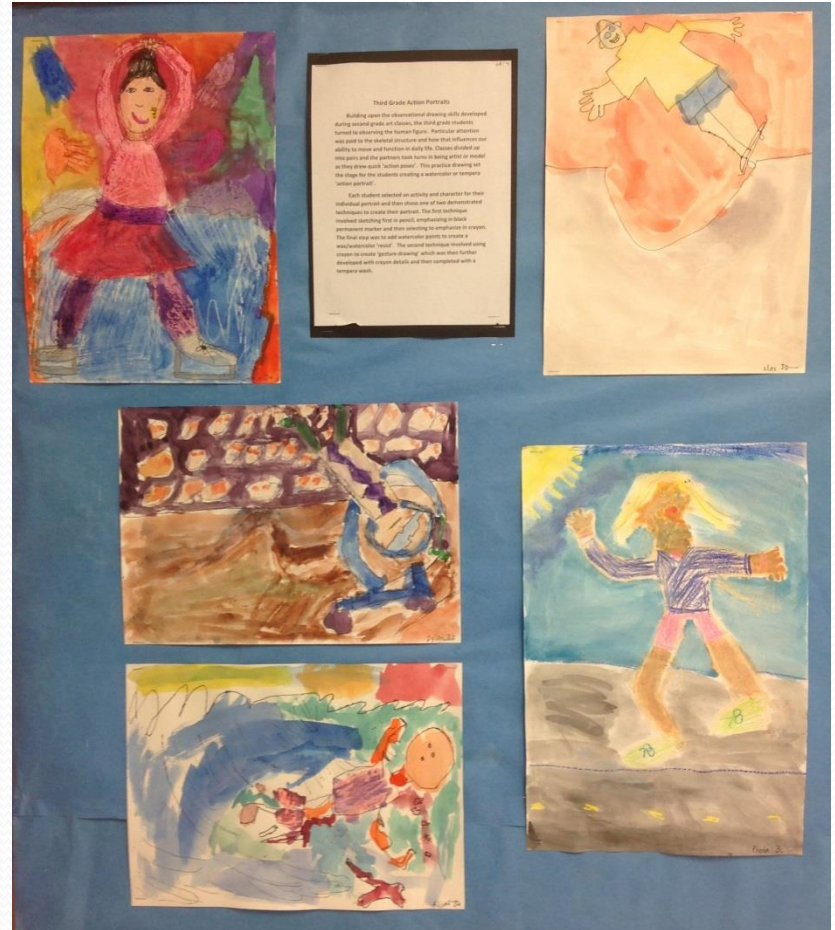


I didn't mean to make him look like he was up in the sky but I kind of like it now. It kind of makes it look like he can ollie really high.'





# Please come along and enjoy our Hallway Exhibit!



Third Grade Action Portraits

Building upon the observational drawing skills developed during second grade art classes, the third grade students learned to observe the human figure. Particular attention was paid to the student's use of line and how that influences our ability to move and function in daily life. Classes divided up into pairs and the partners took turns to being artist or model as they drew each "action pose". This practice drawing set the stage for the students making a watercolor or tempera action portrait.

Each student selected an action pose and observed for their individual posture and then chose one of two demonstrated techniques to create their portrait. The first technique involved standing "flat" in a pose, emphasizing to track movement markers and then working to emphasize a specific pose. The final step was to add watercolor paints to create a "watercolor portrait". The second technique involved using paper to create "action drawing", which was then further developed with watercolor details and then completed with a tempera wash.