



# Masterclass

In the Classroom • Primary

*with Kylie Wickham*



Inspired by the art practice of contemporary Australian painter Dan Butterworth

This professional learning workshop has been designed as an extension to the education resource, *Masterclass: In the Studio with Dan Butterworth*.

# MIDDLE PRIMARY ACTIVITY: COLOUR & LINE PORTRAITS

YEAR LEVELS: 3 – 6

## OVERVIEW

In this lesson, students will learn to work in layers to create depth and complexity within their work.

Using playful and gestural mark making techniques, students will combine skill and chance with their portrait outcomes.

Use colour and line to explore different media application methods; combining detail and concentration with playfulness and ambiguity. Tight marks and loose marks, realism and abstraction.

## ART ELEMENTS & PRINCIPLES

Shape, Line, Colour

## LEARNING OBJECTIVES

Students will:

- **Explore** paint and the use of wet-on-wet materials. What happens when two different materials get mixed together?
- **Make** a portrait without any features!? A focus on very loose shapes, this unusual way of working will take students out of their comfort zone.
- **Consider** line: When we draw, we usually just draw - but let's really consider the value of line and how it effects our work.
- **Discuss** realism verses impressionism. Students are making an impression of themselves rather than a realistic likeness. What is the difference?

# MAKE

## Part One: Watercolour Exploration

**Step 1:** Begin by discussing where features sit on the face and look closely at where the light and shadows fall. You might ask students to look at their faces in a mirror, turning their head to see where the light catches and shadows fall at different angles. Students may touch and explore their own faces with their hands to feel the shapes and lines.

**Step 2:** Begin an exploration using watercolours and pearlescent paints. Use wet-on-wet techniques to apply light tones, mid tones, and dark tones to describe the contours of a face using a variety of colours.

**Step 3:** Gently add / drop pearlescent watercolour paints to add interest and highlights, allowing the paint to run and mix. Allow to dry.

\*You might do 1-2 of these, as practice or as a warm-up lesson, or an early finisher can have another go. Be sure to keep one painting to use later to complete the activity.

## Part Two: Semi-Blind Linear Portrait

**Step 4:** During the next lesson, students take mirror and study their face, looking at the contours and lines.

With one hand holding the mirror, use the other hand to do a scribbly linear drawing of their face without lifting their pen from the page. Try keeping your eyes focused mostly on the mirror, and only glancing at the page when you need to.

Encourage students to overlap lines, repeat lines where it's darker and create loose, scribbly lines.

**Step 5:** Next, we will add tone and contrast to the lines using ink.

Taking it slower now, give the students a dropper bottle with ink. Squeeze the dropper to fill the tube, give it a little shake to

get the drops off, and then draw back over their linear scribble portrait to add darker lines and tones.

This time, take dropper of paper (not using one continuous line) and ask them to focus on adding just a few descriptive lines, don't cover the whole face!

### **Part Three: Combining the Portraits**

**Step 6:** Once your students have had a practice/warm-up with their linear portraits, it's time to take the pen to the colour background!

Select the watercolour portrait base you did earlier and repeat the linear drawing activity to complete your portrait, adding pen and ink links over the top of the dried watercolour base.

\*It's best to try this activity FAST! Perhaps consider giving the students a timer of only 3-5 minutes to complete the drawing.

**Step 6:** Allow to dry, and display!

## **EXTENSION**

This lesson can be extended by doing each element separate first, so there are three works. Try:

- water colour
- pen drawing
- dropper drawing

See the three works separately before combining them into one work.

Students could draw each other or use a model/sitter.

Students should play and explore what they can do with the materials. See if they can create a different effect with same materials and topic.

## **DISCUSSION / REFLECTION**

- View your work from a distance.  
Now describe what you see, and which parts stand out?

- View your work up close. What differences do you see?
- Why do we view our work from different perspectives, and what happens when we do?

## MATERIALS & EQUIPMENT

PA107	Cartridge 130gsm A3 297 x 420mm
PT765	Primecolours Watercolours Pearlescent 12's
PT864-SP	Koh-I-Noor Watercolour 6's Spring Collection
BR321	Zart Taklon Brush Dynamic Round # 6 (7.5mm)
PK015	Water Pot #5 Set 5's White
PN108-BK	Uni-Ball Eye Pen 12's Black
IN051	EC Drawing (Indian) Ink 2L Black
TQ795	Bottle with Dropper 20mL 2's
MI110	Mirror Acrylic Small 170x240mm

## INSPIRATION

RELATED ARTWORK,  
LINKS & SOURCES

Research and explore artist Mike Parr's portraits and use of line. Compare and contrast with the linear portraits of Matisse.