



FORM DRAWING



DRAWING: GENERAL PG 82 CURRICULUM GUIDE

- 🌿 Drawing has a different quality from painting lessons.
- 🌿 The lines of the form are a representation of form come to rest or are at the end of the process.
- 🌿 Drawing on the other hand is about the process of drawing and the experience of color, the skill involved, and the feelings that arise while the activity is going on.

FORM DRAWING

1. The children are shown how to draw a simple form using images and story and initially the purpose is to awaken the children's sense of the form.
2. They are shown how to transform the lines in order to experience the different qualities of the line.
3. Working with the forms helps children to develop the inward ability to comprehend and work with the form.
4. From this experience the children begin to notice the gestures of the form that can be perceived in nature and objects create by human beings as well.
5. This is need when the children learn to write and read.
6. Form drawing is a preparation communication through reading and writing.
7. Working with the forms can have therapeutic effect and help the children who have trouble with spatial orientation.
8. The form drawing supports the children in writing and also is the precursor to free-hand geometry and geometry.
9. In the 6th grade then they have entered the age of "real causality" and accuracy becomes important.

FIRST GRADE

Points of View and General Themes

- 🌿 Straight lines and curves
- 🌿 Form drawing as the preparation for the introduction of reading and writing
- 🌿 First they need to experience the difference between the straight line and the curve through movements in space
- 🌿 The direction of the straight line requires concentration and engages the will which is guided by the thinking
- 🌿 The dynamic meandering curved line with no specific direction leaves room for individual variation and is guided more by the feeling

Content suggestions

- 🎨 Straight and curved lines
- 🎨 Looking for and discovering straight and curved lines in nature and in our environment
- 🎨 Exercises with vertical, horizontal, and diagonal lines
- 🎨 Exercises with convex and concave curves, waves, circles, ellipses, spirals, lemniscates
- 🎨 Continuous or running forms and sequences as a preparation for cursive writing

SECOND GRADE

Points of View and General Themes

- 🎨 From drawing as a way of developing the thinking without slipping into purely intellectual activity
- 🎨 Form drawing as a way to cultivate inner picturing
- 🎨 Symmetry exercises
- 🎨 The children have to complete the other half of a drawing, which requires them to be inwardly active.
 - ✓ They must feel that pattern is something unfinished
 - ✓ The aim is to complete in their imagination something
 - ✓ Similar to hearing the leading tone (7th) of a Major Scale and wanting to complete the scale with the tonic.

Content suggestions

1. Symmetry exercises around a vertical central axis
(This axis can be left out and only exist in their imagination)
2. Mirroring straight and curved forms with or without the horizontal line drawn
3. Transformations of straight or curved forms
4. Exercises around a diagonal axis
5. Exercises around two perpendicular axes (either vertical/horizontal, or diagonals)
6. Borders around pages of written work or illustrations
7. More complicated running or rhythmical forms

THIRD GRADE

Points of view and general themes

- 🎨 The children can now work on free 'asymmetrical' symmetries.
- 🎨 These exercises help the children to cultivate the capacity to imagine spaces inwardly
- 🎨 This serves as a preparation for geometric drawing
- 🎨 These elements are fundamental to design, balance and coherence of shapes and to a sense of contrasting form
- 🎨 The patterns learned can be applied to borders, title pages, illustrations, and handwork

Content suggestions

1. More complex running forms and rhythmic patterns
2. Spirals and forms that overlap, coil and intertwine
3. Mirrored forms and reflections in vertical and horizontal formats
4. Forms based on triangles, squares, pentagons etc.
5. Four-fold symmetries—combining horizontal, vertical and diametrical symmetries
6. Situations where a corresponding outer form must be sought for an inner form, and vice versa
7. Practicing differentiations in this way inside a circle, whereby the shape of the circle must be included as a part of the exercise
8. Practicing balanced forms

FOURTH GRADE

Points of View and General Themes

- ✚ Spatial imagination continues to be practiced and taken further, leading to a summary at a higher level of what has been practiced so far
- ✚ Focus, concentration is needed when lines cross each other at different angles.

Content suggestions

1. The story material in 4th grade provides material in the shape of intertwining ornamental motifs: engravings on brooches and bracelets
2. Celtic decoration
3. A new feature of the crossover points is to make them look braided by showing where the strands go under and over
4. Nautical knots can also be practiced at this time