

Carly Friesen

ED3501

Lesson Plan Assignment #2

LESSON PLAN

Date: **11/08/13**

Grade/Subject: **4/ Art**

Unit: **Drawing**

Lesson Duration: **30 min**

OUTCOMES FROM POS	LEARNING OBJECTIVES
<p>Depiction Component 4: Main Forms and Proportions: Students will perfect forms and develop more realistic treatments. Component 6: Qualities and Details: Students will refine surface qualities of objects and forms.</p> <p>Expression Component 10 (iii): Media and Techniques: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.</p> <p>Drawing</p> <ul style="list-style-type: none"> • Continue to explore ways of using drawing materials. • Use drawing tools to make a variety of lines extending beyond Level One into character and direction—passive, vertical, horizontal, diagonal, parallel. • Use drawing tools to make a variety of shapes and structures beyond Level One into symmetrical and asymmetrical, skeletal, spiral, and into mass drawing (blocking in the main parts of a composition). • Use drawing to add details, texture or to create pattern including drawing for high detail. • Use drawing media to achieve gradations of tone or value in drawings. • Use simple methods to indicate depth or perspective; e.g., increase details in the foreground, use lighter tones or values in the background, large objects in foreground. 	<p>Students will:</p> <ul style="list-style-type: none"> • Complete pencil sketches that progress from shaping and blocking to defining, and incorporate foreshortening, placement, size, shading, shadow, and contour
LEARNING RESOURCES CONSULTED	
<ul style="list-style-type: none"> • Alberta Education. Art (Elementary) Program of Studies. 1985. • Kistler, M. (2013). <i>Draw3D</i>. http://www.draw3d.com/ 	
MATERIALS AND EQUIPMENT	
<ul style="list-style-type: none"> • For demonstration: large newsprint or manila paper + flat-edged pencil or charcoal + tape • 11 copies of 12 Renaissance Words http://www.draw3d.com/printables/ (to be passed out and collected afterward) • 11 copies of the drawing compass http://www.draw3d.com/printables/ (to be passed out and collected afterward) • 22 pieces of drawing paper + pencils (HB are fine) • Ball • Can 	
ADVANCED ORGANIZER	
<p>12 Renaissance Words will guide 4 lessons (put up on SMARTboard).</p>	
PROCEDURE	
Introduction (5 min.)	
<p><i>Hook/Attention Grabber:</i> Put ball and can on desk.</p> <p><i>Expectations for Learning and Behaviour:</i> We try our best. Don't worry if you make a mistake. You can erase it later. Draw lightly at first by holding the pencil loosely and just brushing the paper with it.</p> <p><i>Assessment of Prior Knowledge:</i> Designate students to hand out paper. Draw a circle. Now make the circle pop out into a sphere. Use whatever techniques you know to make the circle become 3-dimensional so that it looks like a ball. (Give students a few minutes)</p> <p>Q: Can anyone tell me what you did to make your circle into a sphere?</p> <p><i>Transition to Body:</i> Today we are going to begin learning how to draw in three dimensions. There are some important techniques that we will use in these drawings (point to 12 Renaissance Words) and we'll discuss them as we draw, but here they are for</p>	

reference. I'm giving you each a copy of the Drawing Compass to reference, as this will be important in drawing. You'll hand them back in afterward. Pass out copies of the Drawing Compass.

Body (23 min.)

Learning Activity #1: Sphere (8 min)

Refer to ball as needed.

Directions: In another spot on your paper, draw another circle of medium size. This is going to be your sphere. It can be a bubble, an eyeball, a gumball, whatever. In 3D land, there has to be a light source located somewhere. Let's put it in the northwest corner (draw dot in NE corner, discuss how to use compass). That means we need to shade the SW part of the circle (reference 12 Ren words for shade; discuss gradation of tone; discuss blending with finger and how blending used only for round surfaces). In 3D land, our sphere also rests on the ground somewhere, so we'll need a shadow opposite to our light source (SW opposite of NE).

Assessments/Differentiation:

Observe student work and assess shading, blending, and shadow done properly. Students can use or refer to compass.

Learning Activity #2: Cylinder (15 min)

We're going to try a cylinder now. This can be a can of beans, a pipe from SuperMario, or a birthday cake. (Refer to can as needed)

Q: What 2D shapes make up a cylinder? (circle and rectangle)

Directions: In another spot on your paper, you're going to make a circle, but you're going to flatten it. Imagine that you're looking at a cylinder from the top, and then turn it to the side. The circle becomes an oval. (Explain foreshortening and refer to 12 Ren words) Then draw 2 vertical lines coming down from the 2 ends of the oval. Draw a contour line at the bottom (explain contour lines and refer to 12 Ren words). Reinforce contour by drawing contour lines all the way down the cylinder.

Now we're going to make another cylinder and make it look like it's farther away from us. Draw another foreshortened circle to the NW of the first one making sure that this one is a little smaller than the first (talk about size related to 12 Ren words)

Assessments/Differentiation:

Observe student work and assess foreshortening, contouring, placement, size, and overlapping done properly. Students can use or refer to compass.

Sponge:

Complete shading, blending, and shadow if time available.

Closure (2 min.)

Feedback To Students:

Comment on students' attempts.

Feedback From Students:

Did you find that was hard, easy, or about right?

Consolidation/Assessment of Learning:

Spheres and cylinders form the basis for a lot of 3D drawing, so it's important to get used to drawing them. Practice as many of these as you can. Take a paper and pencil with you and practice drawing tennis balls, eyeballs, bubbles, cans, cakes, and pipes.

Transition To Next Lesson:

Next week we'll start a new sketch. Gather copies of Drawing Compasses, 12 Ren Words, and sketches (ensure your name is on it!).

SELF-REFLECTION

Lesson-as-Taught Description

I had set up the paper and charcoal for demonstration and tried it out before the lesson, but then realized that it was going to be too small, so I experimented with options on the SMARTboard and used the SMARTboard for my demonstrations instead. I also did not use a ball/can, but instead had students imagine the shapes. Rather than assess prior knowledge by having students experiment on their own paper, I elected to draw a circle on the SMARTboard, asked students for ideas of how to make it look 3D, and tried out their suggestions as we went. Then I had them work on their own papers and we went step-by-step. After each step I demonstrated, I would circulate to assess student performance. I also frequently asked questions (randomly picked students) about the key concepts we were applying, and allowed them to refer to the handouts but had them explain in their own words. Students were able to complete both sketches and even do several cylinders overlapping.

Lesson Plan Analysis

Strengths: It helped to list all of the resources required and to have available multiple tools in case there was a setback or I needed to use something else. For example, I did end up using the paper and charcoal at one point to demonstrate blending, which was next to impossible with the SMARTboard. While I used only one learning resource beyond the Art Program of Studies, I knew from experience that it was useful (especially since, as a nine-year-old, I had used the equivalent print resources and related TV shows to learn to draw) and would enable me to meet the learning outcomes. Additionally, the template prompted me to assess prior knowledge, and this initial exercise made an effective entry point and enabled smooth transition into the body.

Weaknesses: While the plan included using a ball and can as props, I made no attempt to acquire or use these. Also, while I asked questions throughout the lesson, none of them are recorded in the plan, which would make it more difficult for another person to use. I also failed to include reference notes for introducing my goal and expectations, and had no attention-getter.

Lesson-as-Taught Analysis

Strengths: My pacing was appropriate, and the classroom setup (not in the plan, but previously set up in a kind of horseshoe) was perfect for quickly circulating to observe. The task was challenging but manageable, and I'm confident that it was in the ZPD. I spent time outlining my goal (we learn lots and have fun) and expectations, which I also posted on the wall for reference. The students were fairly engaged throughout, so I had no major classroom management issues. I also succeeded at integrating technology (SMARTboard).

Weaknesses: Students eagerly requested immediate feedback at each step, which made for a noisier class and was a bit preoccupying for me as I was trying to direct students who were struggling with some skills. However, it was still manageable and my tolerance for chatter (as long as it's related to the task and not clearly disrupting other students) is high. I didn't introduce any kind of attention-getter because I failed plan exactly how I wanted to introduce it.

Implications for Professional Growth

This was my first lesson in PSI. I realized that I needed to address specific items, such as when are appropriate times to sharpen a pencil and to socialize. My goal for the next lesson I would teach was to include specifics in my lesson plan (speaking details and allotted time) to go through each of my five expectations in more depth with students, and to rehearse an attention-getter, which I did. This lesson highlighted for me the importance of introducing expectations for conduct, and engaging students in thinking critically about what makes for an environment conducive to cooperative learning. I have taken time in other classes to teach and practice active listening and large-group discussion skills.

LESSON PLAN

Date: **11/15/13**

Grade/Subject: **4/ Art**

Unit: **Drawing**

Lesson Duration: **30 min**

OUTCOMES FROM POS	LEARNING OBJECTIVES
<p>Depiction Component 4: Main Forms and Proportions: Students will perfect forms and develop more realistic treatments. Component 6: Qualities and Details: Students will refine surface qualities of objects and forms.</p> <p>Expression Component 10 (iii): Media and Techniques: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.</p> <p>Drawing</p> <ul style="list-style-type: none"> • Continue to explore ways of using drawing materials. • Use drawing tools to make a variety of lines extending beyond Level One into character and direction—passive, vertical, horizontal, diagonal, parallel. • Use drawing tools to make a variety of shapes and structures beyond Level One into symmetrical and asymmetrical, skeletal, spiral, and into mass drawing (blocking in the main parts of a composition). • Use drawing to add details, texture or to create pattern including drawing for high detail. • Use drawing media to achieve gradations of tone or value in drawings. • Use simple methods to indicate depth or perspective; e.g., increase details in the foreground, use lighter tones or values in the background, large objects in foreground. 	<p>Students will:</p> <ul style="list-style-type: none"> • Complete pencil sketches that progress from shaping and blocking to defining, and incorporate foreshortening, placement, size, shading, shadow, and contour
LEARNING RESOURCES CONSULTED	
<ul style="list-style-type: none"> • Alberta Education. Art (Elementary) Program of Studies. 1985. • Kistler, M. (2013). <i>Draw3D</i>. http://www.draw3d.com/ 	
MATERIALS AND EQUIPMENT	
<ul style="list-style-type: none"> • For demonstration: SMARTboard (have all 3 drawings cued)/ large newsprint + charcoal + tape • 11 copies of 12 Renaissance Words http://www.draw3d.com/printables/ (to be passed out and collected afterward) • 11 copies of the drawing compass http://www.draw3d.com/printables/ (to be passed out and collected afterward) • 22 pieces of drawing paper + pencils (HB are fine) 	
ADVANCED ORGANIZER	
<p>Refer to 12 Renaissance Words and 3 images.</p> <p>REVIEW/FOCUS:</p> <ul style="list-style-type: none"> • Gradation of shading • Shade strokes in the direction of figure • Drawing lightly at first 	
PROCEDURE	
Introduction (2 min.)	
<p><i>Hook/Attention Grabber:</i> Put up images of mummy, marshmallow mobile, and moon rover.</p> <p><i>Assessment of Prior Knowledge:</i> Q: Who remembers what we did to make our circles and cylinders 3D?</p> <p><i>Transition to Body:</i> Today we are going to continue learning how to draw in three dimensions. Select helpers to pass out copies of the Drawing Compass and Renaissance Words.</p> <p><i>Expectations for Learning and Behaviour:</i> We try our best. Don't worry if you make a mistake. You can erase it later. Draw lightly at first by holding the pencil loosely and just brushing the paper with it.</p>	
Body (25 min.)	

Learning Activity #1: Marching Mummy

Directions: Follow step-by-step on SMARTboard: <http://www.draw3d.com/lesson/ancient-egypt-marching-mummy/>

Assessments/Differentiation:

Observe student work and assess foreshortening, contouring, placement, size, overlapping, shading, blending, shadow, and horizon done properly. Students can use or refer to compass.

Learning Activity #2: Marshmallow Mobile

Directions: Follow step-by-step on SMARTboard: <http://www.draw3d.com/lesson/marshmallow-metropolis-marshmallow-mobile/>

Assessments/Differentiation:

Circulate as you instruct. Observe student work and assess foreshortening, contouring, placement, size, overlapping, shading, blending, and shadow done properly. Students can use or refer to compass.

Sponge:

Ideas for enhancing mummy: action lines, a tie and top hat, sunglasses, teeth, leash and dog, unraveling cloth, baby mummy, walking on cylindrical stepping stones, juggling balls, etc.

Ideas for enhancing marshmallow mobile: action lines, road and scenery, marshmallow girlfriend, design on box or wheels, hat flying off, ant running out of the way, etc.

If all students are done, work on moon rover: <http://www.draw3d.com/lesson/space-moon-rover-iii/>

Closure (3 min.)

Consolidation/Assessment of Learning:

Q: What were some of the important techniques we learned today?

Feedback To Students:

Comment on students' attempts.

Feedback From Students:

How are you feeling about using the 3D techniques and using the compass for perspective? (thumbs up, sideways, down)

Transition To Next Lesson:

Next week we'll continue working on this sketch or start a new sketch. Gather copies of Drawing Compasses, 12 Ren Words, and sketches (ensure your name is on it!).

SELF-REFLECTION

Lesson-as-Taught Description

I started with a review of my expectations (rules). I ensured that I reviewed (through demonstration and verbal explanation) gradation of shading, shading strokes in the direction of the figure, and drawing lightly at first, as these were three things that students seemed to struggle with or overlook last class (part of my formative assessment). We were able to complete only the first activity. I gave verbal instructions and demonstrated where necessary, while using the online resource as the primary example and instructional tool. Again, after each step, I circulated and assessed student work, and gave pointers to individuals or to the whole class, as required. We ended class with students adding fun details to their drawings based on my prompts/suggestions.

Lesson Plan Analysis

Strengths: The source material I chose was effective, as it built upon the previous skills/images and was appropriately scaffolded. The online resource would walk students through the sketch step-by-step using an exemplar drawing and written words. I would be able to elaborate on the notes and provide oral instruction, as well as circulate freely among students rather than being up at the board sketching.

Weaknesses: Based on how quickly the students progressed through the sketches in the last lesson, I planned for two sketches and included a third as a sponge activity. However, this sketch was more complex than the sketches in the last lesson (for scaffolding), so it took longer to complete. Additionally, I've found that the template's prompts of "Feedback to/from students" in the closure is not terribly useful for me, as I'm really doing this throughout the lesson as part of my formative assessment and instruction/re-instruction in response to the assessment.

Lesson-as-Taught Analysis

Strengths: Having the online resource walk students through step-by-step with notes was excellent, as it provided me with prompts upon which I could elaborate, and freed me up to spend more time circulating rather than sketching. Additionally, the students then had the exemplar drawing, written words, and my oral instruction with which to work.

Weaknesses: As my UC noted, I could have had students brainstorm ideas for details rather than providing prompts, as this would have engaged more of their imaginations than mine. I also didn't ask as many questions (or perception checks, as my UC described them) as I did in the first lesson, and realized that I probably should have done this as a way of reviewing the key concepts that the students were applying on paper.

Implications for Professional Growth

This lesson highlighted for me the importance of regularly reviewing expectations for conduct and having students think critically about what makes for an environment conducive to cooperative learning. I was reminded that I need to take time to put myself in my student's shoes by doing regular perception checks (asking questions). It's perhaps not so obvious with art, since it is very skill-based, but I think that developing their schema for art would better enable students to transfer their skills to other media and drawings that they do for tasks outside "art class". My TA and I ended up using the students' products for a component of their report card for art, so I had practice assessing according to a 4-point rubric that used descriptors. Discussions with my TA about this revealed that, even with this school-wide rubric, the task of assigning the grade is still very subjective and its usefulness (especially in elementary) is questionable. I certainly felt that the descriptive feedback I gave during the lesson was of more value to them for skill development: it was more immediate, specific, and relevant than the general rubric.

LESSON PLAN

Date: **11/29/13**

Grade/Subject: **4/ Art**

Unit: **Drawing**

Lesson Duration: **30 min**

OUTCOMES FROM POS	LEARNING OBJECTIVES
<p>Depiction Component 4: Main Forms and Proportions: Students will perfect forms and develop more realistic treatments. Component 6: Qualities and Details: Students will refine surface qualities of objects and forms.</p> <p>Composition Component 7: Emphasis: Students will create emphasis by the treatment of forms and qualities.</p> <p>Expression Component 10 (iii): Media and Techniques: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.</p> <p>Drawing</p> <ul style="list-style-type: none"> • Continue to explore ways of using drawing materials. • Use drawing tools to make a variety of lines extending beyond Level One into character and direction—passive, vertical, horizontal, diagonal, parallel. • Use drawing tools to make a variety of shapes and structures beyond Level One into symmetrical and asymmetrical, skeletal, spiral, and into mass drawing (blocking in the main parts of a composition). • Use drawing to add details, texture or to create pattern including drawing for high detail. • Use drawing media to achieve gradations of tone or value in drawings. • Use simple methods to indicate depth or perspective; e.g., increase details in the foreground, use lighter tones or values in the background, large objects in foreground. 	<p>Students will:</p> <ul style="list-style-type: none"> • Complete a pencil sketch that progresses from shaping and blocking to defining, and incorporates foreshortening, placement, size, shading, shadow, contour, horizon, and density
LEARNING RESOURCES CONSULTED	
<ul style="list-style-type: none"> • Alberta Education. Art (Elementary) Program of Studies. 1985. • Kistler, M. (2013). <i>Draw3D</i>. http://www.draw3d.com/ 	
MATERIALS AND EQUIPMENT	
<ul style="list-style-type: none"> • For demonstration: SMARTboard + image from <i>Spirited Away</i> • 11 copies of 12 Renaissance Words http://www.draw3d.com/printables/ (to be passed out and collected afterward) • 11 copies of the drawing compass http://www.draw3d.com/printables/ (to be passed out and collected afterward) • 22 pieces of drawing paper + pencils (HB are fine) 	
ADVANCED ORGANIZER	
<p>Refer to 12 Renaissance Words and Marshmallow Mobile step-by-step lesson.</p>	
PROCEDURE	
Introduction (5 min.)	
<p><i>Hook/Attention Grabber:</i> Bring up image from <i>Spirited Away</i> on SMARTboard. Have students (popsicle stick randomizer) identify features that make the image 3D using key terminology. Use this activity to assess prior knowledge, asking key questions, such as: Q: What do we need to remember about shading curved surfaces? (gradation, strokes to shape object) Q: What do we need to remember about shadow? (opposite to light source, takes shape of figure) Q: What do we need to remember about our lines when we're sketching? (draw lightly at first, then darker for detail) DRAWING LIGHTLY IS VERY IMPORTANT TODAY</p> <p><i>Transition to Body:</i> We're going to try a new 3D shape today—a cube—and a new technique where we hollow out a shape.</p> <p><i>Expectations for Learning and Behaviour:</i> We try our best. Don't worry if you make a mistake. You can erase it later.</p>	
Body (20 min.)	

Learning Activity #1: Marshmallow Mobile

Directions: Follow step-by-step on SMARTboard: <http://www.draw3d.com/lesson/marshmallow-metropolis-marshmallow-mobile/>

Q: What does foreshortening mean?

Q: How is shading a flat surface different than shading a round surface?

Assessments/Differentiation:

Circulate as you instruct. Observe student work and assess foreshortening, contouring, placement, size, overlapping, shading, blending, and shadow done properly.

Sponge:

Have students brainstorm ideas for fun details to add to their drawing.

Q: What kinds of things might the Marshmallow be thinking or saying? What's going on around him? Where is he going?

If ALL students are done, work on moon rover: <http://www.draw3d.com/lesson/space-moon-rover-iii/>

Closure (5 min.)

Consolidation/Assessment of Learning:

Q: What were 3 important techniques we used today? (use popsicle stick randomizer)

Feedback To Students:

Comment on students' attempts.

Feedback From Students:

How are you feeling about using the 3D techniques and using the compass for perspective? (thumbs up, sideways, down)

Transition To Next Lesson:

Next week we'll continue working on this sketch or start a new sketch. Please put your name on your drawing (front or back). **Have hand-out helpers gather copies of Drawing Compasses, 12 Ren Words, and sketches.**

SELF-REFLECTION

Lesson-as-Taught Description

Because the students came in a bit late from lunch, we had to take some time to do attendance, and I wanted to maximize student sketch time, I decided to forego the analysis of the *Spirited Away* image (which would have connected what we're doing in art with the subject for the LA film study I was doing with them). I discussed the connection between drawing cubes for base-ten blocks in math and the subject for our sketch to activate prior knowledge. Like the previous two lessons, I led the students through each step, circulating and assessing as we went, and they were able to get about half-way through the lesson, and thus met about half of the objectives.

Lesson Plan Analysis

Strengths: Based on the feedback from my UC, I made sure to write some of the specific questions I would ask during the lesson to assess understanding of key concepts, as well as provided questions for brainstorming details (rather than handing students ideas). Additionally, I was able to pick up where I left off with the previous lesson, moving the subsequent sketch to this lesson plan.

Weaknesses: While I added horizon and density to the characteristics of the sketch the students would complete (the product to be assessed) in order to meet the Program of Studies outcome dealing with “emphasis” in “composition,” this addition was too subtle, nor did I explain in the body what specifically the students would be doing regarding horizon and density. These two elements were more of an afterthought, and I planned to cover them once the core sketch (per the online step-by-step lesson) was completed, but that was in my head rather than on paper. I also realize that, while I have used student sketches for more “formal” assessment, I haven't made this explicit in my plans.

Lesson-as-Taught Analysis

Strengths: While students found the material more challenging, they responded to my feedback/corrections positively, and many of them succeeded in all of the steps we went through. Frequent circulation between steps again enabled me to identify common errors and address them through sketching exemplars and non-exemplars on the SMARTboard up front, as well as working one-on-one with students to quickly provide pointers and ensuring that they saw what I saw.

Weaknesses: Interestingly, I think the student experience/habit with drawing cubes using poor-but-quick methods for math may have hindered their ability to follow the new techniques I was introducing. I thought I was safe by focusing on only one sketch this lesson, but failed to consider that I had introduced a new shape (cube) that was also made more complex by combining it with other shapes.

Implications for Professional Growth

My formative assessments and reflection showed me that I should address horizon, density, and two-point perspective, and assessment more explicitly in my next lesson plan. Also, I would like to empower students to peer-assess, not only to free me up a bit to spend more time with students who are struggling the most, but also because I love the idea of assessment as learning, and this is very relevant in art. Looking more at professional growth generally, I've realized how much the students themselves really influence not only the planned lesson, but also any future planning—and not just the students' personalities, skills, and understandings, but also whatever energy and focus they have at that time of day, that day of the week. I've learned to hold my lessons with an open hand, and try to harness whatever my students bring to the class rather than attempt to fight it or make it conform to the lesson I envisioned while planning. That experience was terrifying for the first week, but I'm beginning to enjoy the thrill that comes with having to think on my toes.

TWELVE RENAISSANCE WORDS OF DRAWING IN 3-D



Squishing a shape to make one part look closer.



Placing an object lower on the surface of the paper will make it appear closer.



Draw objects larger to make them appear closer. Draw objects smaller to make them appear farther away.



Draw an object behind another object to make it look deeper in your picture.



Add darkness to the side of an object that faces away from your imaginary light source.



Add darkness to the ground next to the shaded side of an object, opposite the imaginary light source.



On round surfaces, draw lines curving around the object to give it shape, volume, and depth.



Draw a line behind the objects in your picture to create a reference background edge.



Draw objects very light and less distinct to make them look far away in the background of your picture.



Add billions of cool, nifty "extra ideas" to each of your drawings! Bonus ideas are brilliant!



Draw at least one 3-D drawing adventure each day! Nineteen hours a day is all I ask!

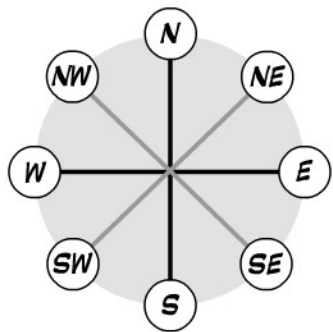


Your brilliant super-positive mental attitude is very important when you are learning a new skill in life - especially drawing in 3-D!

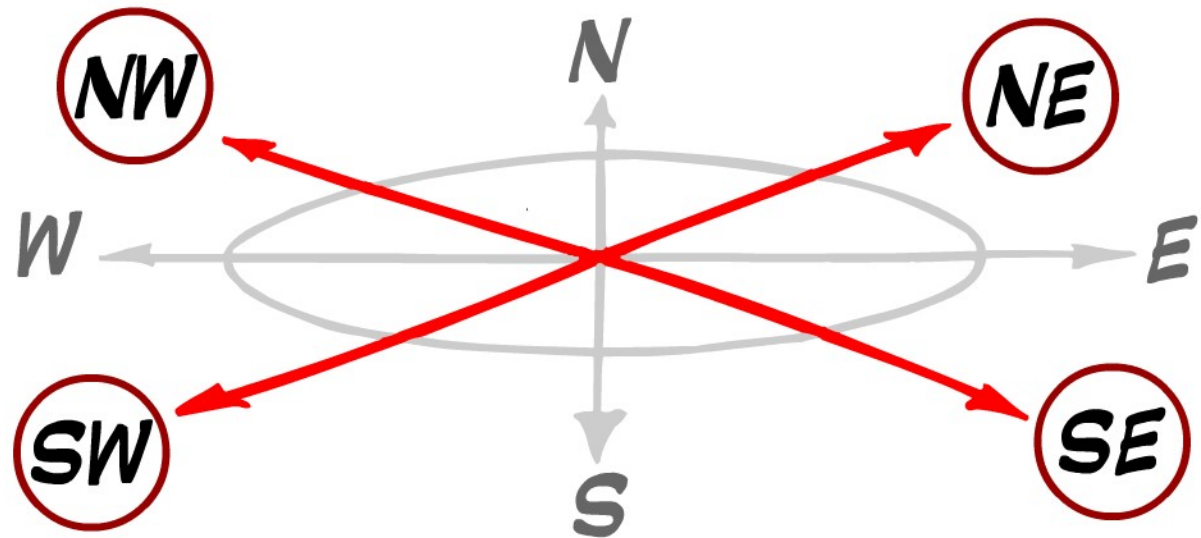


THE DRAWING COMPASS

THIS DRAWING COMPASS WILL HELP YOU TO POSITION THE OBJECTS IN YOUR DRAWING TO ACHIEVE THE 3-D EFFECT. ALWAYS USE THIS DRAWING COMPASS WHEN DRAWING THE INITIAL GUIDE-LINES IN A PICTURE. REMEMBER, ALL OF THE FOLLOWING LINES YOU DRAW IN ANY PICTURE DEPEND ON THE POSITIONING OF YOUR FIRST FEW GUIDE-LINES.



NORTH
NORTHEAST
EAST
SOUTHEAST
SOUTH
SOUTHWEST
WEST
NORTHWEST



THE FOUR MOST COMMON DIRECTIONS IN WHICH WE WILL BE POSITIONING OUR DRAWINGS ARE **NE**, **SE**, **SW**, AND **NW**. LOOK AT THESE DIRECTIONS ON THE DRAWING COMPASS ABOVE. NOW LOOK AT THE 3-D PENCILS DRAWN IN THESE SPECIFIC DIRECTIONS BELOW. AS YOU PROGRESS THROUGH THE MANY UPCOMING LESSONS YOU WILL BE REFERRING TO THIS DRAWING COMPASS TO POSITION YOUR DRAWINGS IN 3-D! LEARN THIS DRAWING COMPASS; IT'S A VERY COOL TOOL!

