

FREE DOWNLOAD: How to Use the Pages of a Monart Lesson

In response to customer requests this outline will give you some general information on how to use the various pages in a Monart Drawing Project.

1. THE FACT SHEET: Page 1 in most Monart projects is a Fact Sheet about the main subject being drawn. Before guiding students through the drawing I take 4-5 minutes to discuss the subject, its description, the geographic information as to where it originated from, where it can now be found, and some information about its habitat or construction. I give each student a copy of the fact sheet to read along with me and take time to discuss certain words in the text in order to increase the student's vocabulary. Even though it is expensive to give each student a color copy to take home, feedback through the years has told me that this academic side of the program is one of the main reasons parents hold the program in high esteem and continue their child in classes. If I am in a school district where I cannot distribute color copies I enlarge a copy and laminate it so I can post it in the classroom each time I give the lesson.

2. THE WARM UP SHEET: This practice exercise goes hand in hand with teaching the students how to recognize the Elements of Shape (EofS) in an image and how they fit together to draw an object. So it is critical to teach the EofS before Warm ups (Wups) are introduced. Each time I use a new lesson I take out the EofS Chart and review the 5 Elements. I make it clear each time I use a Wup that the students are not to mindlessly copy the images or they will never train their eyes correctly. I remind them to silently say each EofS in their heads as they use them one by one to construct the object. I get them to understand that if they want to learn how to draw on their own it is important to do this. Students who are allowed to mindless copy the images in Wups continue to be dependent on the teacher to do guided lessons way past the age when they could be drawing on their own and from 3 dimensional objects.

3. THE BLACK LINE DRAWING: The Black Line Drawing (Bline) of the main subject is for the teacher to refer to in a step by step (SxS) guided lesson or for a more advanced student to use when drawing on their own. In the art world it is called a Contour Line Drawing. If you use an image that is colored in the average person cannot isolate the contour edges of the image and is lost to draw its shape. If I am in a classroom setting I need to enlarge it so everyone in the room can see it as I go SxS through the guided lesson. If a student is ready to draw the main subject on their own I give them a small copy of it at their desk. I remind the students that there is nothing in any line drawing that is not a combination of the 5 EofS.

Once their eyes are trained to recognize the EofS they can see how they endlessly fit together to make the whole object. The power of understanding that there are no other lines than the 5 EofS is literally the basic Elements of any contour lined shape. Once a student realizes that no other choice can show up it becomes easy enough for even a 4-5 year old student to learn the magic of realistic drawing in 2 dimensional images.

There is an exception to using the 5 EofS in this way. When drawing a realistic rendition of the human body I had to design another system. When older students begin to desire to render the human form in its 3 dimensionality, the 5 EofS are not adequate. No straight lines, angle lines, or dots are apparent. There are 2 lessons available in the Intermediate Monart Lessons entitled “Head and Features of the Face” and “Human Form-Circle/Tube”. These two lessons guide the teacher in many pages of instructions on how to teach the human form. These lessons are rarely appropriate for students under 9-10 years old. Human form projects for younger students are rendered in a 2 dimensional format and the 5 EofS can be used.

4. THE MAP: Until a teacher trains their own eyes to isolate the 5 EofS in an image I have found that they need to have the BLine drawing broken up into a sequence of steps done for them. I have included this map in the lesson for the teacher to use when conducting a SxS guided lessons. There is a continual pattern that I have worked out over the years. Some of the patterns that you will get used to are:

- Drawing the outside perimeter of an object rarely works and results in very inaccurate proportions and misshapen images.
- I start with the center of an object and work out, which makes for better control of proportion.
- “Draw what is in front first” if things overlap.
- If you proceed to draw a part of an object behind another, “begin the line to start the edge, if you run into something stop, jump over and keep going”.
- You can control a line better when drawing downward instead of upward or sideways. Keep turning your paper to draw lines downward.
- If the object is a being, start with the head. Start in the middle of the head, which may be one eye, or a nose between 2 eyes, then add eyes, ears, beaks, mouths, chins, and edges of the face. After you get the basic structure of the head, go through the middle of the body, such as neck, torso, and hips. Then add the arms, legs, or tail.
- If it is a transportation vehicle, start with the base of the objects, such as the hull of a ship, or the running board and wheels of a car and work up.
- If it is a still life object like vases and bowls, start with the circular opening, the neck, the base of the object, then the foot or bottom of the object.

Teachers report that if they follow the Map in the lessons it only takes them around 10 lessons and they understand how to sequence SxS instructions on their own.

5. MONA’S DRAWING OR PHOTO OF THE MAIN SUBJECT: This finished drawing or photograph is simply a sample of what the main subject might be shaped like. Of course the younger the child the less choices will be available for the SXS demonstration and the student’s drawings of the main subject will be similar. As the students begin to add details and color in the drawings they will take on more variety. If the project is used for older students the more choices and ideas you can add to the project the more creative varieties will begin to emerge.

There is a whole chapter in the “**How To Use Monart**” **Parent/ Teacher DVD Training Video** that shows you how to use 2 different demonstration papers in your guided lesson to encourage more creative variety in your student work. This is very important. It encourages parents to continue enrolling older students into the class. I have continually had parents enroll in Monart who stated they were very dissatisfied with lessons elsewhere because all the children’s drawings were alike and just copies of the teacher’s “Directed Drawing” methods.

6. EXTRA PAGES DEPICTING THE SUBJECT IN OTHER POSITIONS AND RELATED SPECIES:

I include as many as 5-10 other pages that are useful for older students to get some variety into detail choices and especially color variation in related species. The more independent students can try other position of the subject on their own if they no longer need the SXS guided lesson.

7. EXTRA PAGES FOR BACKGROUND IDEAS: I include many other extra pages for resource information. The teacher can choose a couple background ideas for SxS guided instruction for the younger students. The older students can take several resource ideas to their seat and add various background ideas to their work.

8. EXTRA INSTRUCTIONS TO THE TEACHER: Some of the more complex lessons have detailed instructions to the teacher. They might include:

- Supply Lists, with recommended manufacturers and names of product.
- A couple of Mona’s drawings in different media choices.
- Steps 1-4, with samples of what each of those steps might look like.
- Actual instruction on how to use a particular media.

I have started a **new series of lessons on Landscape** for older students. They include several **Information Pages** on how to teach foreground, midground and background in order to create a scene, such as a desert scene, a seascape scene, a country scene, a jungle scene, etc. They have several pages to guide the teacher on how to teach the lesson.

Look for these new projects within the next couple of weeks. I hope to have them available before the Holiday 20% Discount Offer is over on January 15th.

I hope this helps you all enjoy using the lessons more. It is in response to customers who asked for more general instructions on how to use the pages of a project.

Best to you,
Mona