



Strand:	Visual
Grades:	7 & 8
Content:	45 minute broadcast + hands-on activity

Drawn to the Beat with Allan Dotson

Overview

Get On Beat for Culture Days by learning to draw a detailed scene of a dancing humanoid character. Through guided demonstrations and audio samples, fantasy illustrator and comics artist, Allan Dotson will share tips and techniques. Register your classroom and prepare to capture the gesture and energy of music, in drawing.

* Please see pages 4-5 for a **Teacher Guided Post-Broadcast Activity**. This activity will give students the opportunity to apply what they have learned during the broadcast.

Artist Bio

Allan Dotson is a comic artist, illustrator, game designer, and educator. He loves monsters, robots, action heroes, and using drawing to tell stories. Allan's comics have been published by Regina's Valuable Comics collective, the Saskatchewan Council for International Cooperation (*Millennium Development Goal series*), and Regina Public Library (*Four Tall Tales: A Graphic History of the Regina Public Library*). His online *Monster a Day* project features over a thousand drawings, and his artwork is on permanent display in the Saskatchewan Legislative Building and Regina downtown. Allan ongoing *Critters* webcomic is a humorous fantasy adventure story about a group of child monsters struggling to survive and learning about friendship.

Allan has taught comics creation, creative writing, and game design at the Neil Balkwill Civic Arts Center, and in Regina schools through the [CREATE](#) program. When Allan isn't drawing, reading, or teaching comics, he enjoys climbing trees, and playing Dungeons & Dragons.

Curriculum Aims & Goals

Creative/Productive:

Students will learn illustrative techniques to capture a figure in motion.

Critical/Responsive:

Allan Dotson will demonstrate techniques and students will emulate the gestures.

Cultural/Historical:

Allan will discuss drawing styles and why he chooses to work in this style.

Pre-Broadcast Preparation

Students can work from their desks. Teacher will need a chalkboard or white board with a lot of demonstration space.

Materials:

- Pencils (2H for clear light lines that are easy to erase)
- Erasers (big, soft, white erasers if possible)
- Sharpeners (not necessarily one per student, but students should have easy access to sharpeners)
- 8.5"x11" printer paper (at least 2 sheets per student)
- Optional: fine-tipped black pens (not Sharpies), pencil crayons

Post-Broadcast Resources

Follow the digital hyperlinks provided in this guide to activate music and video examples for activities

Broadcast Program (45 min)

Timeline of Broadcast

0:00-4:00: Artist Intro/ Bio

4:00-7:00 On-air Activity

- Draw a simple shape (choose any musical instrument) as quickly and lightly as possible.
- Add a few details.
- Darken up your "keeper lines"
- Erase your sketch lines

7:00-15:00 Artist Performance

- Drawing a humanoid character in a dance gesture

15:00-20:00 On-air Activity (video 1)

- Draw a tall blob for a body.
- Add a head and legs.
- Add arms and hands.
- Erase your sketch lines

20:00-28:00 Artist Performance

- Detailing a character

28:00-35:00 On-Air Activity (video 2)

- Add character detail (face, hair, costume, hands)
- Erase your sketch lines

35:00-44:30 Demonstration

- Add text and word balloons / caption boxes
- Add background detail (Inside? Outside nature or street scene?)
- Make objects 3D (show 2-3 sides, overlaps, shadows, textures)
- Ink all keeper lines and erase all pencil lines.

44:30-45:00 Wrap up

- Artist Conclusion: Q & A (5min)
- Thank-you. Great job.
- Coming up next you will have a special session drawing a character with your teacher! Make sure you take all the great skills you learned here into the classroom with you.

Artist Conclusion: Q & A (5min)

- Thank-you. Great job.
- Coming up next you will have a special session doing dance activities with your teacher! Make sure you take all the great skills you learned here into the classroom with you.

Saskatchewan Curriculum Outcomes:

Grade 7

CP7.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about place.

CP7.12 Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media.

CR7.1 Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.

CR7.2 Investigate and identify ways that the arts can communicate a sense of place.

Grade 8

CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.

CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

CR8.3 Investigate and identify how arts expressions can reflect diverse worldviews.

Teacher Guided Post-Broadcast Activity (30min-1 Hour)

NOTE: The teacher should model these steps on the board. Give lots of time for each step. I suggest sketching two separate characters on the board, so that at each step, you can model the step quickly, so students see the result, and then again slowly, so they can follow along.

- Connect the character to your **curriculum content** or **theme** right away.
 - **Identity?** Make it a self-portrait.
 - **Novel Study?** Draw a character from the novel.
 - **Social Studies?** Draw a historical figure / average person from the time period.
 - **Anything goes?** For this activity, stick with a human-shaped character. We can always make them a robot or werewolf later, when we are adding details.

Drawing to the Beat (5 minutes)

- 1) Students divide one page into 4 sections.
- 2) Students will be listening to 4 music samples, and drawing **very quick stick figures** in action in response to each piece of music. Then they will redraw one of those poses as a detailed character in action.
- 3) Encourage students to move their drawing hand to the beat of the music. What kind of lines does his music produce? Long, short, curly, jagged? Use those to make a stick figure. Will the figure be tight and closed, or open and spread out? Stick figures should have **knees** and **elbows!**
- 4) Play “**Drawn to the Beat music**” clip. Each clip is about 25 seconds long, and students should draw at least one stick figure for each clip.
- 5) Students choose one of their stick figure poses to detail as a finished character in action on a new piece of paper. They will use the stick figure pose as a guide and inspiration for their final artwork

Character Sketch (10 minutes)

- 1) Remind students to draw as **lightly** as possible! As long as you press lightly with your pencil, any other mistakes are easy to fix. Hint: It’s easier to draw lightly with a very **sharp pencil**, so keep your pencil sharp as you go.
- 2) Start with a **tall oval** for the body (about $\frac{1}{3}$ as tall as your page). Use your stick figure as a guide. Is the body straight, bent, curved?
- 3) Add a **head**, about $\frac{1}{2}$ or $\frac{1}{3}$ as big as the body.
 - The head should not be quite a circle, but shaped like a balloon or an egg.
 - Leave a little space for the neck (about $\frac{1}{3}$ as tall as the head)
- 4) Add **legs**, as long as the body + head together (measure with your fingers on the page).
 - Legs bend **forward** at the knee, and **feet** point forward. (knees and feet point the same direction)
 - One leg crosses in front of the other one at the top. Either leg can cross in front of the other.

- 5) Add **shoulders** at the top of the body.
 - One shoulder is **close** to us, behind the character's head, and crossing in front of their body.
 - The other shoulder is **far away** from us, in front of the character's head, and disappearing behind their body.
- 6) Add **arms**, coming from the shoulders, and reaching to the pockets (top of the thigh).
 - Arms bend **backwards** or **down** at the elbow.
- 7) Optional: You may want to change the shape of your original oval body, if you want a character that is rounder, skinnier, muscular, or curvy. Clean up any sketchy lines with your eraser.

Hands (10 minutes)

- 1) Ask students to look at their own **hands** and observe that:
 - The **fingers** come from the front of the hand, and the **thumb** comes from the back of the hand. The thumb is not beside the fingers; it is beside the hand, and stops where the fingers start.
 - There is a **space** between the thumb and fingers. This is how we can hold things!
 - Thumbs are on the **top** or **front** of the hand (thumb and elbow point in opposite directions)
- 2) Optional: Draw a large practice hand on a separate piece of paper.
- 3) Add **hands** to your character. The thumb is on the **top** or **front** of the hand.

Face (10 minutes)

A lot of students will already have a method of drawing faces they are comfortable with. That is just fine, encourage them to draw faces however they want. This is just one method, for those who want to try it.

1. Add eyes:
 - Eyes are in the **middle** of the head (not too high or too low).
 - Eyes are in **front** of the face, facing forward.
 - Eyes are shaped like a **leaf**, or a **piece of pie**. Round in the front, pointed in the back.
- 2) Once you've got eyes, it should be easy to see where the **nose**, **mouth**, **ear** (only one ear!) and **eyebrows** go. Remember that the nose points forwards.
- 3) Add hair by drawing a **shape**.
 - Hair should be a little bit **bigger** than the head, and cross **in front** of the forehead.
 - Feel free to **cover up** parts of the ear, neck, or shoulder.
 - **Erase** anything covered up by hair.

Clothes / Costume (10 minutes)

1. Encourage students to think of clothes as a **costume**. What do these clothes tell us about who the character is? Even if they are wearing "normal" clothes that tell us that they are a modern day, normal person.

2. Connect the costume to your **curriculum content** or **theme**.
 - **Identity?** How does this costume look like you?
 - **Novel Study?** What costume details does the text give you? What is left open to your imagination?
 - **Social Studies?** Research appropriate costumes from the time period. Use reference photos.
 - **Anything goes?** How about a robot, werewolf, or zombie costume?
- 3) Start the costume by drawing **smile curves** at the **neck, waist, and ankles**, and **frown curves** at the **sleeves** (long or short sleeves).
- 4) To make a **dress or skirt**, draw a new shape bigger than the legs.
Note: Make the bottom of the dress a **smile curve**.
- 5) Add **details** to the clothes. Note: Anything on the **front** of a shirt (like a logo, design, buttons, zipper, necktie), should be on the **front** of the body, not the middle.
- 6) **Clean up** with your eraser. Erase your sketch lines.

Finish / Repeat / Extend (15 minutes)

Detailing a character will take most students an hour. You may need to go back and repeat some of these steps, or review parts of the video. If anyone is finished early, or you have extra time as a class, do one of these extension activities.

Optional Extension Activities

Background / Environment

1. Draw the place your character is in. Are they inside or outside?
2. Start with a **ground line** that goes **behind** your character's legs (Not under their **feet!**)
3. What details tell us what kind of place this is? Add something **close up**, something **far away**, and something **in between**.

Words

1. Words could include something the character is **saying** or **thinking**, a **title, labels, sound effects, narration**, or text elements of the **background** (like a signpost or graffiti behind the character).
2. Write **words first**, and then draw **speech balloons, thought clouds** or **caption boxes**. You don't know how big to make the balloon unless you write the words first.
3. Titles, sound effects, or text elements in the background should be turned into **block letters** or **bubble letters**, and possibly given some kind of outline.

Inking (requires fine-tipped black pens, **not** Sharpies)

1. **Trace** over any line you want to keep with the pen.
2. Wait 1 minute for the ink to dry.
3. Carefully **erase** all pencil lines.
4. If you forgot to ink anything before, redraw it with ink now.

Color (requires pencil crayons, **not** markers)

1. Ideally you should **ink first**, and erase all pencil lines, but it is okay to color with pencil crayons without inking.
2. **Clean up** all unnecessary pencil lines and smudges with your eraser.
3. Darken up all keeper lines.
4. Color **lightly** at first. Light color will let your pencil details show through, and you can always make it darker later.
5. Add darker color in **shadow areas**, or at the **edges of shapes**. Try to **fade** between light and dark colors for a more rounded, 3D look.

Draw a Comic Page

- 1) Split your page into 3 or 4 panels.
- 2) Draw **borders** between your panels. Panels should be separated by a space, not just a line.
- 3) Quickly sketch simple shapes for the characters into all your panels.
- 4) Use a variety of types of panels:
 - a. Close-ups show mostly the **face**.
 - b. Long-shots show mostly the **place**. Make the characters small.
 - c. Action shots show the **whole body** and arms (it's okay to cut off the legs or feet).
- 5) Write any words, and draw word balloons or caption boxes, **before** detailing the drawings!