Draw a Standing Man: Balance Line and Limb Construction

Original tasks 1, 2, 3 / complete keys

Task 1

A figure has an x-height unit of 5 cm. The hip joint is marked 11 cm above baseline. Is this consistent with the lesson's hypothetical ratio of about two units? Show the arithmetic.

Answer: Two units would be 10 cm. The mark at 11 cm is 1 cm higher, about 10 percent over the example ratio. It is acceptable if the reference shows a longer torso, but label the chosen value.

Reason: Multiply the unit by the ratio: 5 cm times 2 equals 10 cm. Compare with the marked 11 cm and state the difference.

Check: Recompute 5 times 2 and confirm the difference is 1 cm; verify the label states the chosen ratio.

Task 2

Describe where to place the balance line for a man standing with weight evenly on both feet, and state one check for correct placement.

Answer: Place the line midway between the feet, passing through neck base and pelvis center. Check that the midpoint between the two heels lies on the line and that both feet contact the ground line.

Reason: Even weight distribution means the center of gravity falls between the support points, so the line sits midway.

Check: Measure the distance from the line to each heel; they should be equal within your drawing tolerance.

Task 3

An arm is drawn with shoulder at 0 cm, elbow at 12 cm, and wrist at 24 cm along a vertical axis. The upper arm is 3 cm wide and the forearm is 3 cm wide. Identify the construction error and fix it.

Answer: The limb lacks taper. Make the upper arm slightly wider than the forearm, for example 3 cm and 2.5 cm, and keep the elbow joint circle small.

Reason: The lesson specifies tapered segments from proximal to distal; equal widths read as tubes.

Check: Compare the two widths and confirm the upper segment is wider; check the elbow circle is smaller than both segments.

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Original tasks 4 / complete keys

Task 4

A standing figure's supporting foot is drawn 2 cm above the ground line, and the balance line passes through the center of both feet. State two corrections using the lesson method.

Answer: Lower the supporting foot so heel and ball sit on the ground line, and shift the balance line toward the supporting foot if weight is on one leg. If weight is even, keep the line midway but ensure both feet touch the ground.

Reason: Ground contact and balance-line placement are the two foundational checks; hovering feet and a misplaced line both break the planted look.

Check: Verify the foot touches the ground line and that the line lands over the supporting foot or midway between evenly weighted feet.

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Source rubric / reflection

- [ ] Balance line passes through neck base, pelvis center, and supporting foot or between evenly weighted feet.
- [ ] Ground contact is flat and the supporting foot sits on the ground line.
- [ ] Limbs attach at marked joint landmarks and taper from proximal to distal segments.
- [ ] Proportion checks use a labeled x-height unit and consistent arithmetic.
- [ ] Valid alternative poses are accepted if balance logic and joint placement remain coherent.

Reflection: What did you check, what did you change, and what will you try next?