Pear Contour Drawing: Blind and Slow Line Practice

Original task 1 / answer and diagram

Task 1 / complete key

Blind contour a pear for 4 minutes without looking at the paper. Start at the stem, travel down one side, around the base, and up the other side. Afterward, check whether the stem, body, and base are each recorded.

Answer: A single continuous line that records a narrow stem, a wider body, and a flatter base, with visible drifts where the gaze moved quickly.

Reason: Blind contour prioritizes observation over accuracy; the recorded line shows where attention followed the edge and where it jumped.

Check: Place the drawing beside the pear and mark each of the three features with a check. Count how many are present.

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Original task 2 / answer and diagram

Task 2 / complete key

Slow contour a pear in a 10 cm by 14 cm frame. Glance at the paper only to stay in frame. Include the stem and one internal edge where the stem meets the body. Do not shade.

Answer: A line drawing that stays inside the 10 cm by 14 cm frame, with a visible stem, a body wider than the stem, a flatter base, and one internal edge at the stem-body junction.

Reason: Slow contour allows brief glances to keep the line in frame while most attention stays on the pear; the internal edge tests whether you can record a clear junction without shading.

Check: Visually confirm the line stays inside the drawn frame; check the stem is narrower than the body, the base is flatter than the top, and the single internal edge is present.

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Original task 3 / answer and diagram

Task 3 / complete key

Draw a pear in blind contour, then draw the same pear in slow contour. Compare the two lines and list one place where the blind line changed speed or direction.

Answer: Two drawings side by side; the blind line shows at least one loop, stop, or sharp turn that the slow line does not, and the student names that location.

Reason: Comparison makes the effect of looking versus glancing visible; naming a location turns a vague impression into a checkable observation.

Check: Point to the named location on the blind drawing and confirm it differs from the slow drawing at the same feature.

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Original task 4 / answer and diagram

Task 4 / complete key

Score a peer's slow contour pear with the four-point rubric: stem visible, body wider than stem, base flatter than top, continuous main line. Write one improvement using your own handwriting convention for labels.

Answer: A score from 0 to 4 with one specific improvement, such as slowing at the base or keeping the line continuous through the stem-body junction.

Reason: Scoring with fixed features separates observation from taste; the improvement should name a feature and an action.

Check: Verify each rubric point against the drawing and confirm the improvement names a feature and a concrete action.

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Source rubric / reflection

- [ ] Stem is visible and narrower than the body.
- [ ] Body is wider than the stem.
- [ ] Base is flatter than the top curve.
- [ ] Main silhouette line is continuous or nearly continuous.
- [ ] Written labels, if any, are legible under the student's own x-height convention.

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