Drawing Old and Young Woman Faces: Proportion and Feature Contrast

Original tasks 1, 2 / complete keys

Task 1

Draw two axes 8 cm apart. Mark chin at 0, nose base at 2.5, brow at 5, hairline at 7.5 (hypothetical cm). Mark the eye line separately at 3.75 cm. Sketch an old woman on the left and a young woman on the right. Add two broken creases to the old face only. Fold-check symmetry.

Answer: A drawing with four zone marks per axis, eye line at 3.75 cm, two broken creases on the old face, and a fold check note.

Reason: The zone heights are equal (2.5 cm each), so the chin-to-hairline convention is applied consistently. The eye line is marked separately at the midpoint of the total height (3.75 cm), which is a valid choice. Creases are limited to the old face to create contrast.

Check: Measure each zone with a ruler; confirm each is 2.5 cm within 0.25 cm. Fold the paper through each axis and confirm halves are within 0.5 cm. Count creases: exactly two on the old face, zero on the young face.

Task 2

Using the same axes and zone marks as Exercise 1, draw the young woman with the eye line at 4.0 cm and the old woman with the eye line at 3.5 cm. Explain in one sentence why this creates proportion contrast. Add no creases to either face.

Answer: A drawing with eye lines at 4.0 cm (young) and 3.5 cm (old), plus a sentence noting that the eye line position relative to the zones differs.

Reason: Moving the separately marked eye line changes the apparent forehead and lower-face proportions. The young face has a slightly higher eye line, the old face slightly lower, which is a valid contrast choice. No creases means contrast comes from proportion alone.

Check: Measure the eye line height on each axis; confirm 4.0 cm and 3.5 cm within 0.2 cm. Read the sentence and confirm it mentions eye line position or zone proportion. Confirm no crease marks are present.

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Original tasks 3, 4 / complete keys

Task 3

Draw two axes 12 cm apart. Use hypothetical zone heights of 4 cm each (chin 0, nose base 4, brow 8, hairline 12). Mark the eye line separately at 6 cm on both. Draw the old woman with a jaw width of 6 cm and the young woman with a jaw width of 5 cm. Add one nasolabial crease to the old face. Fold-check symmetry.

Answer: A drawing with equal zones, eye lines at 6 cm, jaw widths 6 cm and 5 cm, one nasolabial crease on the old face, and a fold check note.

Reason: Equal zones satisfy the chin-to-hairline convention. The jaw width difference creates proportion contrast without relying on many creases. The single crease is a valid minimal contrast choice.

Check: Measure zones (each 4 cm within 0.4 cm), eye lines (6 cm within 0.3 cm), and jaw widths (6 cm and 5 cm within 0.5 cm). Confirm exactly one nasolabial crease on the old face. Fold-check each axis.

Task 4

Draw two axes 10 cm apart. Mark chin 0, nose base 3, brow 6, hairline 9 (hypothetical cm). Mark the eye line separately at 4.5 cm on both. Draw the old woman with three broken creases (outer eye, nasolabial, neck) and the young woman with smooth shading and no creases. Write one sentence explaining how contrast is shown. Fold-check symmetry.

Answer: A drawing with the specified marks, three broken creases on the old face, smooth shading on the young face, a contrast sentence, and a fold check note.

Reason: The zones are equal and the eye line is marked separately at the midpoint. Contrast is shown through crease count and shading style, which is a valid alternative to proportion changes. The sentence explains the choice.

Check: Measure zones (3 cm each within 0.3 cm) and eye line (4.5 cm within 0.3 cm). Count creases: three on old, zero on young. Read the sentence and confirm it mentions creases or shading. Fold-check each axis.

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Source rubric / reflection

- [ ] Zones are equal within 10 percent or differences are explained.
- [ ] Features sit on or near the marked zone boundaries.
- [ ] Old and young faces show visible proportion or contrast differences.
- [ ] Symmetry fold check is performed and noted.
- [ ] Valid alternatives (hair, face shape, crease pattern) are accepted if reasoning is given.
- [ ] Units are consistent and numerical values are labeled hypothetical.

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