Directed Drawing Apple Worksheet: Step-by-Step Guide

Original tasks 1, 2, 3 / complete keys

Task 1

In box 1, draw only the top curve of an apple about 4 cm wide. In box 2, add the two side curves. Describe where the side curves start and which direction they slope.

Answer: The side curves start at the two ends of the top curve and slope outward and downward, making the upper body wider than the lower body.

Reason: The top curve sets the width; the side curves must begin at its ends so the body stays connected and wider at the top.

Check: Measure the distance between the side curve ends at the top and near the bottom; the top distance should be greater.

Task 2

Draw steps 1 through 3 in one box. Then draw a stem in step 4 that is 1 cm long and centered in the dip. Explain how you found the center.

Answer: The stem starts at the lowest point of the top curve's center dip and rises about 1 cm. The center is the midpoint between the two ends of the top curve.

Reason: The dip is the natural entry point for the stem, and the midpoint keeps the apple balanced.

Check: Fold the box lightly in half vertically or measure equal distances from each top curve end to confirm the stem is centered.

Task 3

Complete steps 5 and 6: attach one leaf to the stem pointing right, then erase the guide dot and add a highlight curve on the upper left. State one way to check the leaf is attached.

Answer: The leaf base touches the stem line, and the highlight curve is short and on the upper left. Check attachment by tracing the leaf base to the stem without lifting the pencil.

Reason: A leaf that touches the stem reads as attached; a floating leaf breaks the sequence.

Check: Look for a continuous line from stem to leaf base, and confirm the highlight is opposite the leaf side.

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Original tasks 4 / complete keys

Task 4

Repeat the full six-step apple in a blank practice box from memory. Then compare it to the rubric and name one step you would redraw.

Answer: A complete six-step apple with a wider top, narrower bottom, centered stem, attached leaf, erased dot, and short highlight. The redrawn step is whichever rubric item is weakest, such as a leaf that floats or a bottom curve that is too wide.

Reason: Memory practice tests whether the sequence is learned, and the rubric identifies one specific step to improve.

Check: Score the practice apple against each rubric line and redraw only the step that fails a line.

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Source rubric / reflection

- [ ] All six steps appear in order in labeled boxes.
- [ ] The apple body is wider at the top than at the bottom.
- [ ] The stem sits in a small center dip.
- [ ] The leaf attaches to the stem and points outward.
- [ ] The guide dot is erased and the outline is clear.
- [ ] Valid alternatives: different curve shapes, leaf angles, or a single flat color layer are accepted.

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