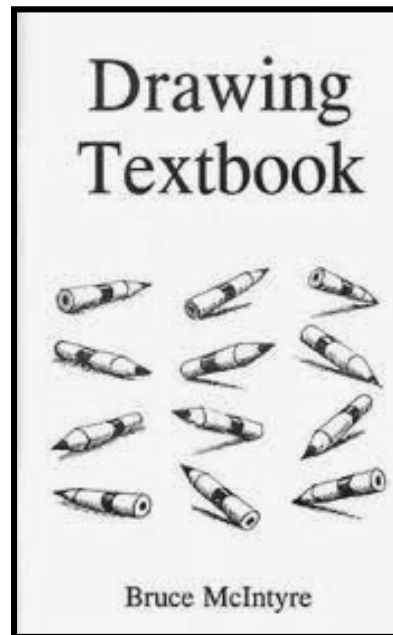


*Deluxe Edition...All 37 Lessons*

# *Learn to Draw Like a PRO*



*The Perfect Companion  
for The Drawing Textbook*

# Learn to Draw Like a Pro

## Introduction

This workbook is an aid to help you work through the simple yet effective principles and exercises found in Bruce McIntyre's classic, The Drawing Textbook. For years we have recommended Mr. McIntyre's work for those who have asked for a drawing program.

When there are so many "how to draw" books on the market, why this one?

- Ease of use.
- Inexpensive.
- Formatted to not distract from the goal.
- Simple evaluation of progress.
- IT WORKS! You will learn to draw better.

Bruce McIntyre was driven by the idea that almost anyone can learn to draw, and, by learning to draw, a student is given just one more way to be educated... educated visually. He believed that a person needed no more special talent to learn to draw than what was needed to learn to print and write neatly. In other words drawing, like printing and writing, was for everyone, and everyone should be given careful instruction for success.

How can this be? Doesn't it take talent to be an artist? Aren't some people just born to be artists and others are left to admire their talent? To be sure there are some folks who just seem to be good at drawing, just like there are some folks who seem to be able to tell a good story, or hit a baseball, or understand mathematics. But that doesn't mean that those of us who do not "seem" to have a natural talent to draw should stand on the sidelines. If you're not gifted at telling stories, it doesn't mean you shouldn't tell stories. If you're not particularly athletic, it doesn't mean you can't join in the local playground baseball game. And if you struggle a bit with mathematical concepts, it doesn't mean you should not learn to do calculations. And this is where McIntyre and his METHOD come into play.

The METHOD consists of the basics of all drawing.

- Seven Laws of Perspective.
- Four Basic Directions.
- Simple Alignment Concepts.

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Learn to master these principles and skills and you can draw virtually anything. Yes, it's really that simple. For McIntyre, Drawing was the basis for Art, NOT Art being the basis for Drawing. To see this another way, consider mathematics. Mathematics is not the basis for Arithmetic. Arithmetic is the basis for Mathematics. Or how about this? Penmanship is the basis for Composition. Or this? Phonics is the basis for Reading. See where this is going?

- Mastery of Arithmetic opens up the world of Mathematics.
- Mastery of Penmanship opens up the world of Composition.
- Mastery of Phonics opens up the world of Literature.
- Mastery of Drawing opens up the world of Art.

But we can't stop there. Not only does mastery of the previously mentioned foundational skills open up the ability to excel in the various disciplines, it provides each and everyone of us, on a daily basis, the ability to communicate more effectively: through mathematics, writing, reading, and visuals. Learning to draw makes you a more educated person. It's that simple.

Before you read further to find out what is in this workbook, please take time to read Bruce McIntyre's own words found on Pages 1 to 18 in The Drawing Textbook. He explains his philosophy in much more depth. Keep in mind he is also writing in a time when home education was virtually unknown to the general public, so he assumes that ART teachers would be using his book. However, his suggestions on how to instruct a student in each lesson are still valid in a home setting, even though some of the tools used in the classroom are unnecessary in the home. We have tried to adapt his suggestions in this workbook, but we are confident that you will think of even more ways to teach your child to draw....DRAW WELL!

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### What You Will Find in This Book

We have heard from parents who couldn't draw a straight line, as well as from those who have had professional art training, tell us, "*This little book is a gem! It really works!*" However, many have also bought The Drawing Textbook and later told us that they started, but didn't finish; or they started but couldn't seem to stay consistent with it. Therefore, while a workbook is not *necessary* to use The Drawing Textbook, the fact is many of us work much better with a little structure. This workbook is simply that...your structure. It will provide you with a way forward. Use this book consistently, provide as much outside practice time for your child as you can, and you and your child WILL learn to draw.

In this book you will find the following:

- An Introduction that provides a reason and motivation for learning to draw.
- A brief explanation of How to Use This Book.
- General Instructions for each lesson.
- An explanation of how to Evaluate progress.
- Many pages for Practice, Review, Free Drawing, and Evaluation.

### How to Use This Book

This book is provided simply to help you work through the lessons in The Drawing Textbook. However, it should not be the only drawing you do in conjunction with the text. Between lessons, students should be encouraged and given ample opportunity to practice what they have learned in previous lessons. It is unlikely that using this workbook solely will lead to most students mastering the ability to draw well. Therefore, provide your child with plenty of unlined three-hole punched paper and access to The Drawing Textbook so that they can work on exercises that they still find difficult, as well as practice exercises that they have learned most recently.

Obviously different students will progress at different rates through this program. Age, motivation, time, hand-eye coordination (readiness), frequency of scheduled lessons, and practice are just a few of the variables which will have a bearing on how quickly and well students master the exercises. Most students, with the exception of motivated teens, will likely take several years to complete

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all the lessons in The Drawing Textbook. Don't hurry through it! In fact, go back and do lessons over if you feel your child is not getting it. Learning to draw well is not a race to finish first. Like reading, writing, and arithmetic learning to draw is a mastery skill first and a speed drill second. On the other hand, just as speeding through the lessons is not helpful, neither is doing lessons sporadically. *While scheduling your drawing lessons will be influenced by many factors, it is recommended that a page be done in this workbook at least once a week with independent practice sessions scheduled daily...certainly three days a week.* And remember, practice makes perfect, but only if it is perfect practice! Don't accept a sloppy, lackadaisical effort from your child. And, above all TRY to enjoy the journey!

### Evaluation

Evaluation of your child's progress might seem to be very difficult when learning a skill like drawing. In this book we have provided a few aids to help you and your child see if progress is really being made. The pre-test, right before Lesson 1, is to establish a simple baseline of your child's drawing ability. Don't evaluate this or criticise it in anyway. We will return to these four simple drawings throughout the course using exercises we call "Checking In". It is almost a sure thing that the drawings will improve as mastery of the various skills taught in the lessons move ahead.

We have also included some days when your child will simply draw a scene...a picture. For each of these we will designate a few drawings that the child has learned already. For the child it is simply a way to use some of the skills being learned in a practical application. They can add as many other aspects to the drawing as they wish, including colour. But for you, it will provide an opportunity to see how the child is progressing and to see how he integrates the designated drawings with those of his own. You will notice how well he is understanding the Seven Laws of Perspective, Direction, and Alignment. Again there is no need here to be overly critical but feel free to discuss these things with your child as he plans and then draws his picture.

Another way of evaluating progress has also been provided in the workbook through the use of Review pages. For the child, it's a review of previously taught exercises. For you it's an opportunity to see how well he is grasping what has

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been taught. Obviously, if he can draw the sketch accurately from memory, he has mastered it. Certainly he will get better and better at it as time goes on; but, on that particular day, if he can produce a reasonable facsimile of the original model in the text, BRAVO! If he is struggling, don't be shy about allowing him to check back in the text to refresh his memory. You might even have to help younger children again by reviewing the steps to follow for a successful sketch. Regardless we think you can see how review can be used as an evaluation tool to determine whether you need to go back, slow down, or proceed with your lessons.

We have included occasional evaluations that must be done from memory and are also timed. Don't worry! The first one is not given until after Lesson 6, so there will be plenty of time for practice. In fact, for many of you doing this with elementary aged children, you may find that getting through six lessons in a year is all you can manage and still expect some level of mastery to be demonstrated. Anyway, the purpose of these evaluations is to use some of the suggestions provided by Mr. McIntyre himself as well as a few that we have come up with. Completing these evaluations successfully will provide both you and your child with a trustworthy measuring stick that will reveal whether your child understands "how" to do a specific drawing and can complete it from memory in a "reasonable time period". Both are essential for mastery and to use these skills in a real world application, much like doing speed and accuracy drills in arithmetic reveal how well your child has mastered math facts.

Perhaps you can think of other ways to evaluate your child's progress. If so, feel free to employ these methods. But what we have here should give you plenty of ways to evaluate your child in a simple and comprehensive manner.

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### General Instructions for Each Lesson

Before we explain how you can do each lesson with your child, it is prudent to recognize that The Drawing Textbook was written to be used by people of almost any age. If you are wondering how young a child can be before they begin, the answer of course is, "*It depends.*" If a child is ready for penmanship, they could probably move slowly through the lessons in this book. However, it can sometimes be hard to keep a young child motivated to do a good job on the sketches when they are too young, and we have seen young children develop bad habits that are hard to break if you later choose to start over with this book. Having said that, *when you begin* is up to you. Just be prepared to do much more instruction and supervision with younger children; to move through the lessons more slowly; and to provide more time between each new lesson to practice and master the drawings. Certainly, by the time most children are 8 or 9, their penmanship should be more highly developed and they will likely be mature enough to follow the instructions and work a bit more independently for practice sessions. Children in their teens should be able to work through the lessons faster and more independently although an initial instruction time is recommended for new sketches being introduced.

We have taken some time to discuss the various ages of children who might be using this program so that you can see that a *general* schedule only can be provided. There are simply too many variables to give you a "*one size fits all*" schedule for every child. Therefore, what follows must be constantly monitored and adjusted by you, the parent. Remember...we are aiming at mastery. Remember also that we are aiming at consistency of schedule for both lessons and practice. How many days a week...how many minutes a day...how many weeks a year you choose to work on The Drawing Textbook will impact understanding and mastery.

For Regular Lessons: We have included two new exercises on a page. There are a total of six exercises for each Lesson. We do not expect you to do more than one page (two exercises) in a sitting. For example, in the first session on Lesson 1, you will find two exercises (drawings). These are The Birthday Cake and the Old-Fashioned Television Set. For both of these you will need to read the explanation found beside each sketch on Page 19 of The Drawing Textbook. Then using a separate piece of paper for BOTH you and your child, explain how to do the

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sketch, drawing it step by step, while your child watches. If you feel it is necessary, draw it again while your child watches. Allow him to ask questions to make sure he understands. Then have him draw the sketch on the same piece of paper you used. Walk him through it step by step. **DO NOT USE THE PAGE PROVIDED IN THE WORKBOOK YET!** Once he has done one drawing, and seems to understand, have him draw the sketch twice in his workbook. We have provided two boxes for him to do this. Stop him after he has finished these two drawings. Have him look at his drawings and the model in the text. Ask him what he likes and also what he might change about his drawings for next time. Be careful not to be too critical here. It won't be the last time he practices this sketch. Now follow the same procedure for the next drawing. When both sketches have been completed in the workbook and you have discussed them, have your child draw each sketch once more in the boxes provided on the worksheet. This one should be done more independently, but he can use the model in the text if needed. That's it for the day.

For Practise: Between the first lesson and the next one, you should allow several days (how many is up to you) for practice. On a separate piece of three-hole punched paper your child will draw the two drawings he learned in the previous lesson. He may need to use the models in the text or he may already be able to do them from memory. This practice should not be of a slap dash nature just to get it done. Doing one sketch correctly is better than doing ten poorly. You know your child. Assign a reasonable number of repetitions of a sketch.

For each new Lesson session, two new sketches will be introduced. You will follow the same procedure of instruction and practice. Just a quick reminder....**AGAIN...** no matter the age, some children will need more or less instruction, more or less practice. Monitor and adjust!

For Review: Review lessons are just that. You should not have to provide instruction here. However, you know your child, so do what you need to. Students may be allowed to look at the models in the text for the review sections, but it would be great if they did not have to do this. This will be determined by how well they seem to be mastering the material.



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For Fun: The Fun Day pages have instructions written on them. You will have to go over this for younger students or for those who struggle with reading. Other than that, let them roam free for this activity. Once they have planned out what they will do on a separate piece of paper, have them draw their scene in the workbook. They can colour it if they want, as well as add any other details.

For Evaluation: The Evaluation and Checking In pages in this book are for evaluation purposes. You should provide no help other than to read the instructions for those who need help reading.

That's it! These basic instructions should help you get through the book with success and mastery at the end. Of course, your situation may be unique or you may have other methods and tools available to help you instruct and drill your child in the lessons. By all means do what you need to do to get the point across and promote confidence in your child.

One last comment. You may remember that Bruce McIntyre mentioned in his own introductory note in The Drawing Textbook, that students who demonstrated that they could draw accurately and masterfully their own "Secret City" (see pages 17 & 18 in the text) could be excused from any further lessons. They already have an understanding of drawing that would stand as a Final Exam for this text...if such a thing existed. Of course the goal here is not to have your child copy one of the secret cities in the text but to come up with their own marvellous creation drawn from the depths of their imagination and experience. We will leave it up to you to decide if you have an early graduate or not! All the best and happy drawing!

## Pre-Test

This is just a pre-test...something you will use later to see how much you have improved in your drawing. In the boxes below draw the following: airplane, boat, tree, house.

Just do the best you can. Have fun!

Airplane

Boat

Tree

House

# Lesson 1

Exercise 1 - The Birthday Cake

Exercise 2 - Old-Fashioned Television Set

The Birthday Cake	The Birthday Cake
Old-Fashioned Television Set	Old-Fashioned Television Set
The Birthday Cake	Old-Fashioned Television Set

Lesson 1

Exercise 3 - Simple Candle

Exercise 4 - The Simple Table

Simple Candle	Simple Candle
The Simple Table	The Simple Table
Simple Candle	The Simple Table

Lesson 1

Exercise 5 - The Pointed Hat

Exercise 6 - The Package

The Pointed Hat	The Pointed Hat
The Package	The Package
The Pointed Hat	The Package

# Lesson 1

## Review

The Birthday Cake	Old-Fashioned Television Set
Simple Candle	The Simple Table
The Pointed Hat	The Package