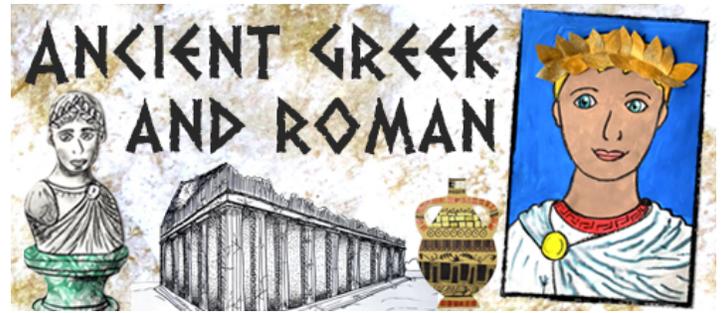


DEEP SPACE SPARKLE



TIME REQUIRED: Two sessions @ 60 minutes



GLADIATORS

PROPORTION & COLORED PENCIL

GLADIATORS



If you want an engaging drawing lesson, especially for boys, this is a good one. After talking about the historical context of a Roman gladiator, students will be ready to draw a figure with accurate proportions (made simple with a folding technique) so that they can dress them in gladiator garb and add armor. Girls can even create a female gladiator if they wish!

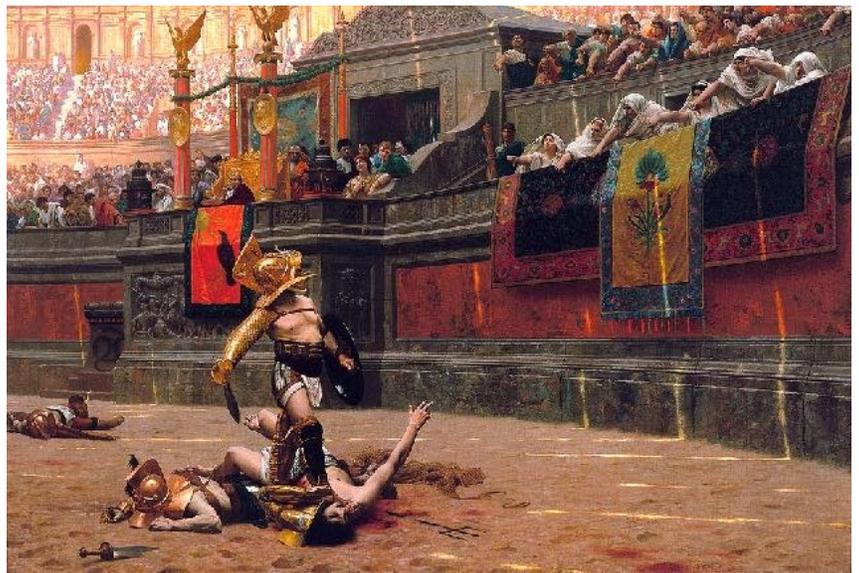
ABOUT THE GLADIATORS IN ANCIENT ROME

The Ancient Romans built the Colosseum in order to provide a place for entertainment for the citizens of Rome. Sadly, their favorite entertainment was gladiator fights, which involved slaves, trained to be gladiators, who were forced to fight each other, often to death. If a gladiator won enough fights, he might win his freedom, though very few gladiators ever did.

▶ Use this [video about gladiators](#) to introduce your students to this interesting topic.

WHAT YOU'LL NEED:

- 🌀 9" x 12" white sulphite paper
- 🌀 Pencil and eraser
- 🌀 Black permanent marker
- 🌀 Colored pencils
- 🌀 Metallic colored pencils (optional)
- 🌀 Watercolor or tempera cakes and a medium round paintbrush (optional)



Gérôme, Jean-Léon. *Pollice Verso*. 1872, oil on canvas, Phoenix Art Museum.

PROPORTION GUIDE

1

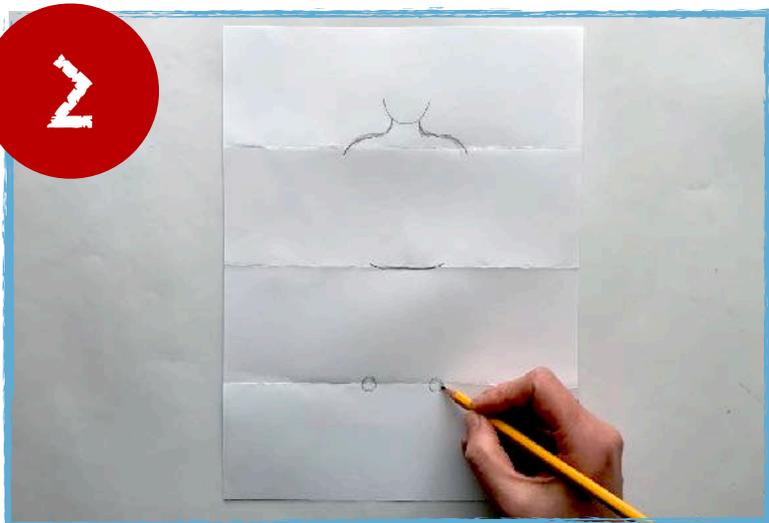


Start by folding the white sulphite paper in half. Open, then fold the top and bottom edges to the center. Open the paper up and you will have four equal sections.

Each fold line will help guide the proportions of the figure. Don't worry about adding clothing or weapons yet. First, just get the basic outline of a figure drawn with pencil.

Above the top fold: One finger-width above the top fold line, draw a "U" shape for the head of the figure. Add a neck and shoulders coming down and touching the fold. Stop there. You will go back to the head and torso later.

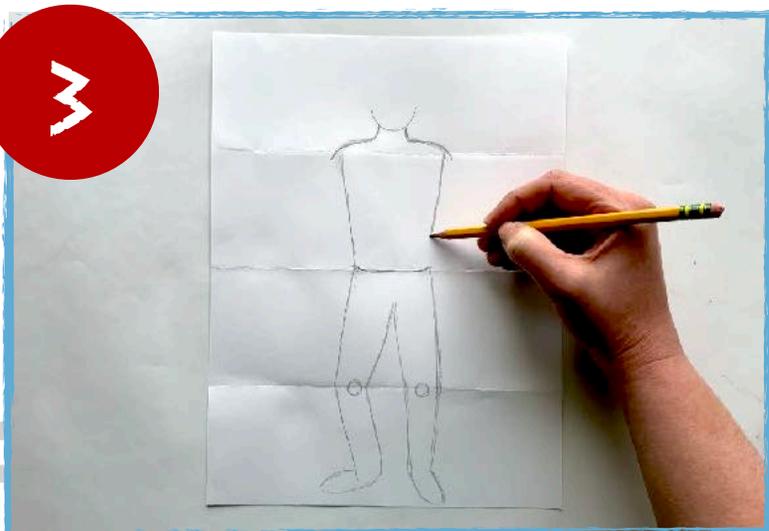
2



ON THE MIDDLE FOLD: Draw a line to represent the waist of the figure.

ON THE BOTTOM FOLD: Lightly draw two small circles to represent the placement for the figure's knees.

3



Now that the proportions for the figure are set, go back to the waist and draw legs down from the waist. Add feet.

Starting at the shoulders, draw lines from the shoulders down to the waist to create the torso.

DRAWING THE FIGURE

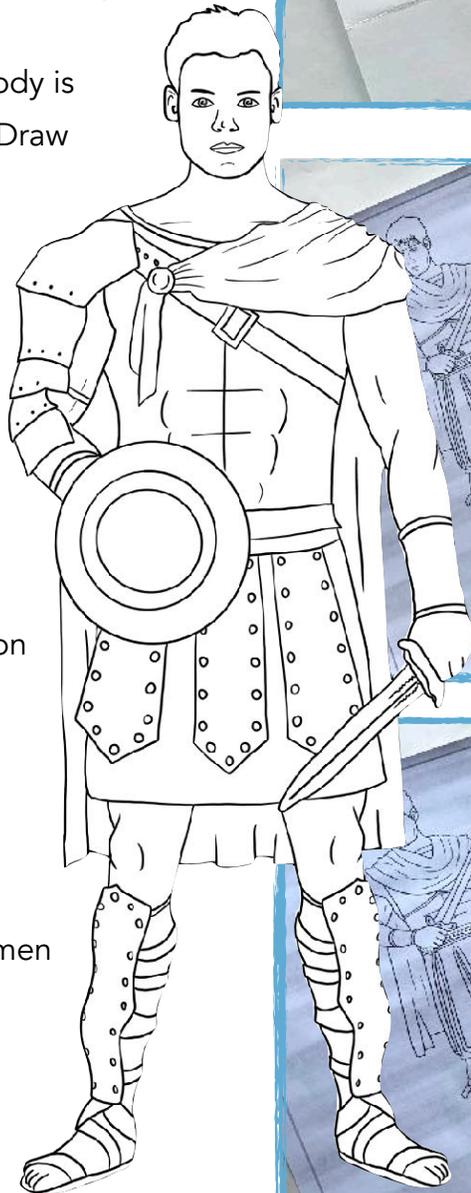
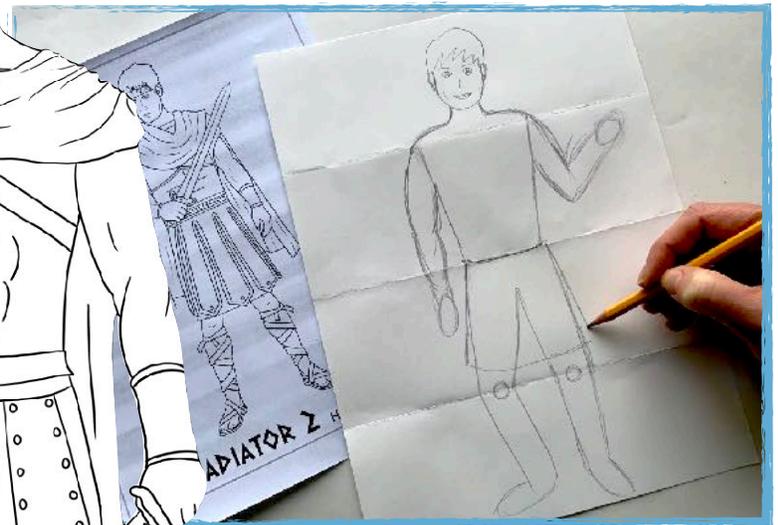
Add arms, keeping in mind that arms are longer than we tend to draw them.

TIP: Have your students stand up and put their arms at their sides. Where do your fingertips end? Remember to give your figures arms that are in proportion to the rest of the body.

Once the basic outline of the body is complete, go back to the face. Draw simple football shaped eyes, a nose that looks like an upside-down number 7 and a mouth. Add ears. Draw the hairline from ear to ear. Next, draw a "rainbow" from ear to ear to create the top of the head.

Now that your figure is drawn, use the handouts of gladiators on pages 9 and 10 to sketch clothing, shields, weapons, etc. on your figure.

If you want to create a female gladiator, you can! Though women were not commonly gladiators, there are accounts that point to the fact that there were some female gladiators.



COLORING THE GLADIATOR

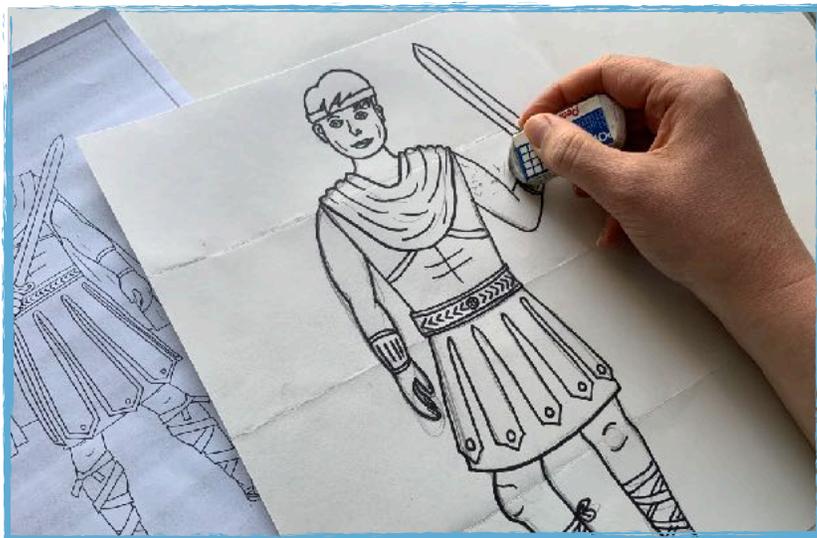


Once everything is drawn in pencil, trace over all of your lines with a black permanent marker.



This may be a time when you want to add additional details such as patterns or fold lines with the black marker.

Carefully erase all of your original pencil lines.



Color in your figure with colored pencil. Use metallic colored pencils if desired to add metallic details.

If you do not have flesh colored pencils, use combination of brown, yellow and orange to lightly color the skin and blend the colors into a desired flesh tone.



Add shading to the face, neck, arms and legs:

Use a brown or black colored pencil to add shading to your gladiator. Add a darker shade of color to the inside of the figures arms and legs, to the sides of the face and on the neck under the chin.



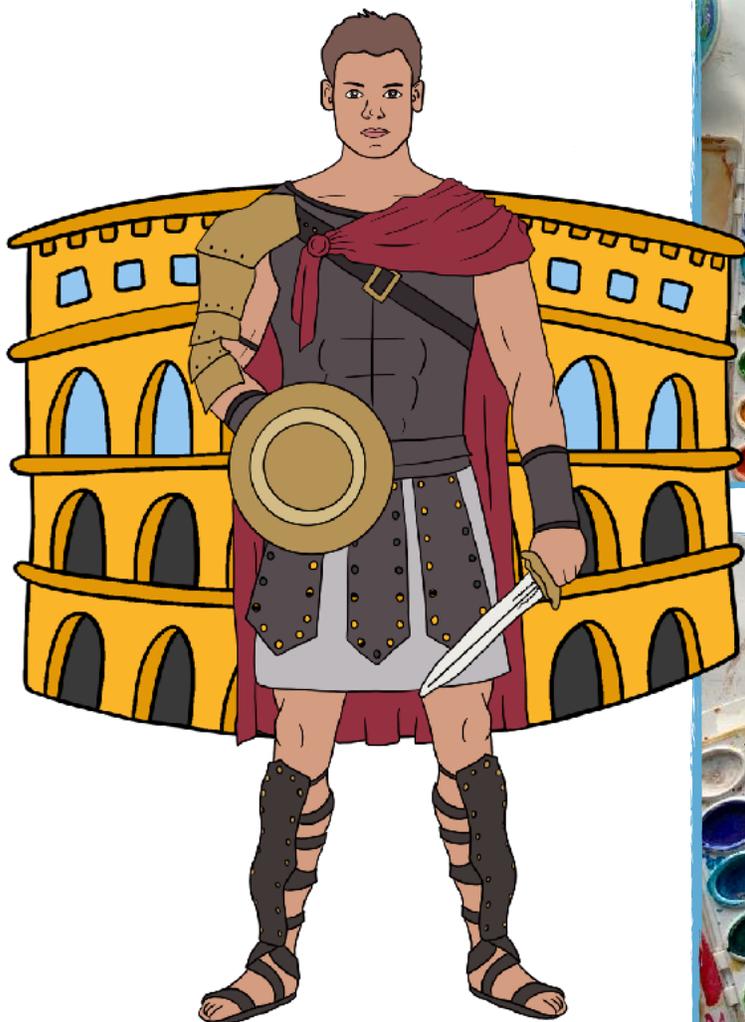
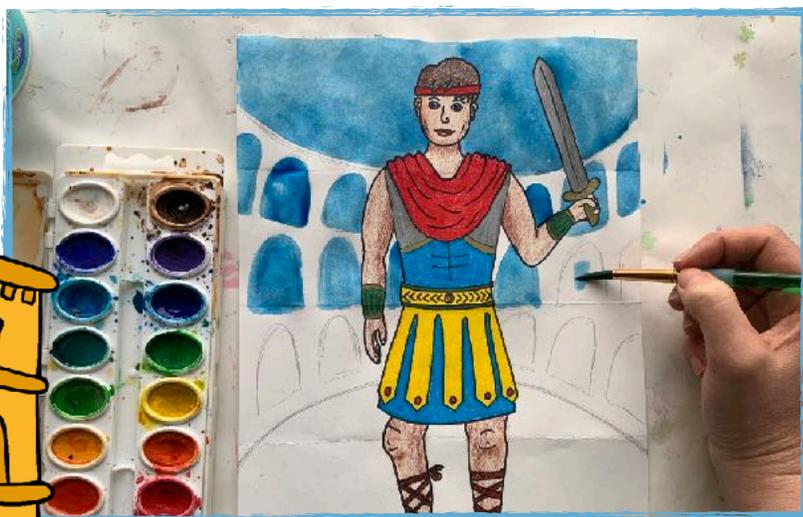
THE BACKGROUND

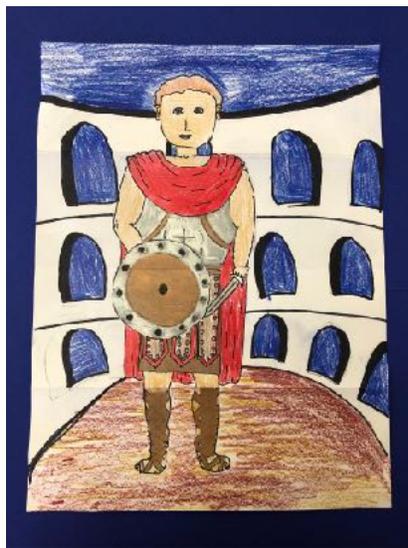
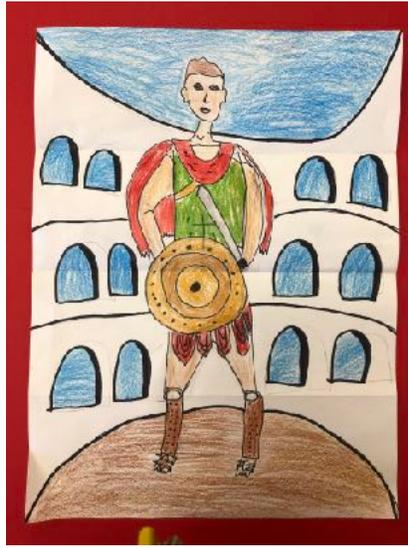
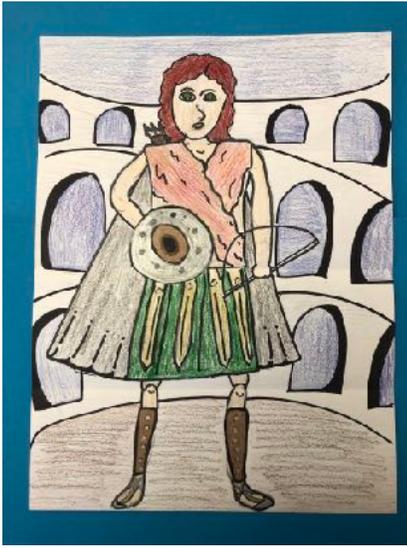
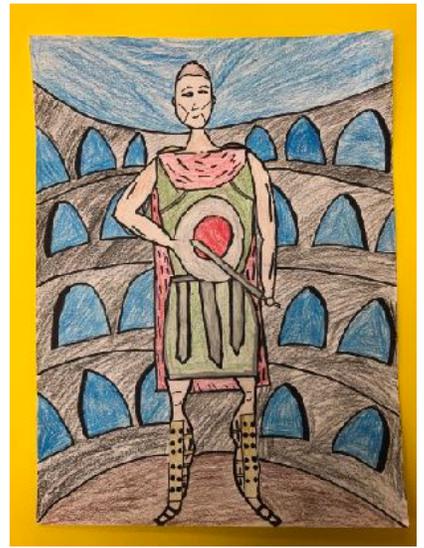
To create a Colosseum background, draw a shallow "U" shape near the top of the paper that goes behind the figure.

Behind the figure's legs, draw a shallow upside-down "U".

Add curved windows.

Color the background with colored pencil, watercolor or liquid tempera cakes.





6th GRADE **GLADIATOR GALLERY**



GLADIATOR 1 HANDOUT





GLADIATOR 2 HANDOUT



ANCIENT GREEK &
ROMAN ART
BUNDLE

NATIONAL CORE ARTS STANDARDS - SIXTH GRADE

CREATING

- Generate and conceptualize artistic ideas and work — Combine concepts collaboratively to generate innovative ideas for creating art.
- Organize and develop artistic ideas and work — Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- Refine and complete artistic work—Reflect on whether personal artwork conveys the intended meaning and revise accordingly

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation— Analyze similarities and differences associated with preserving and presenting two- dimensional, three- dimensional, and digital artwork.
- Develop and refine artistic work for presentation — Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
- Convey meaning through the presentation of artistic work —Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

RESPONDING

- Perceive and analyze artistic work—Identify and interpret works of art or design that reveal how people live around the world and what they value.
- Interpret intent and meaning in artistic work — Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- Apply criteria to evaluate artistic work—Develop and apply relevant criteria to evaluate a work of art

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art- making.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —Analyze how art reflects changing times, traditions, resources, and cultural uses.

I CAN STATEMENTS FOR GLADIATORS

- Today I will learn about ANCIENT ROME, so that I CAN create a drawing inspired by GLADIATORS and ROMAN ARCHITECTURE.
- Today I will learn about PROPORTION, so that I CAN fold my paper to help draw my gladiator properly spaced out.
- Today I will learn about COLORED PENCILS & VALUE, so that I CAN use SHADING and strong craftsmanship when coloring my gladiator.

COMMON CORE STANDARDS FOR GLADIATORS

CCSS.ELA-Literacy.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

After their artwork is complete, you can have students write a creative narrative about their gladiator. Remind them to include descriptive details about how their gladiator ended up in the Colosseum for a gladiator fight.

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

As students complete an artist statement (located in Teacher Aids), they are supporting claims about what their artwork means. This requires them to build their answer based on how they created the work as evidence pointing toward the composition's meaning.

CCSS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

After students have completed their painting, they may use their work to present to the class how learning about Ancient Rome influenced and inspired the decisions made in creating their drawings. This further clarifies their understanding of the main ideas of Ancient Roman culture.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

GLADIATORS

STUDENT NAME: _____

Did the student fold their paper to help draw their proportions?

Did the student take their time coloring with colored pencil?

Did the student use shading to achieve value?