

5.4 Drawing in Context

Name: _____ Class: _____ Date: _____ **Total: 11 marks**

KEY WORDS context 语境 • inquiry 探究

Objective

Use **context** 语境 — when, where, and why — as an investigation tool.

You must be able to:

- ask what a drawing was made for
- study a tradition’s drawing language for its reasons
- learn technique by copying with understanding
- locate your own work among related artists

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ **When, where, why**

Drawings mean more in context. Ask of any drawing: was it a study, a record, a plan, or a finished statement?

■ **Traditions as toolboxes**

Chinese ink line, Renaissance chiaroscuro, manga screentone — each is a language you can learn from.

■ **Locate yourself**

Which artists share your question, and how is your answer different?

2 Practice

2.1 Knowing when, where, and why a drawing was made is knowing its [1]

- **A** price
- **B** context
- **C** frame
- **D** owner

2.2 Why is borrowing a style’s look without its reasons a weakness? [2]

2.3 How can historical technique be ‘free training’? [1]

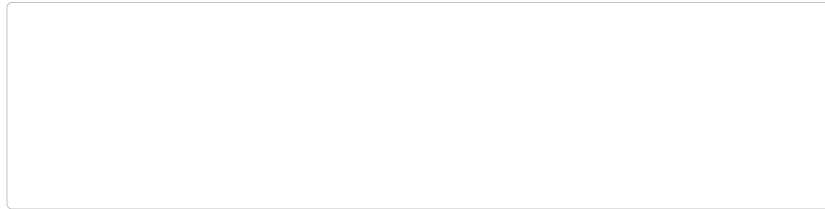
3 Studio & portfolio tasks

3.1 Make a **context study** of one drawing from a tradition you admire.

- (a) Copy a passage to learn its technique, labelled as a study. [3]
- (b) Write two sentences on why the tradition looks that way and how it relates to your own inquiry. [2]

3.2

() Name two artists who share a question with your work and note one difference. [2]



Solutions

2.1 B. that is its **context**.

2.2 it produces empty pastiche; without understanding why it looks that way, the choice is meaningless.

2.3 copying a technique (e.g. a hatching system) teaches decisions from the inside.

3.1 a technique-focused copy, labelled as a study; a reason for the style, not just description; a link to your own inquiry.

3.2 two relevant artists; a stated difference from your own answer.