

EFFICACY OF ALTERNATIVE LIFE DRAWING MODEL IN THE PRACTICE OF ART IN NIGERIAN TERTIARY INSTITUTIONS

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Abstract

This paper investigates the efficacy of alternative life drawing model in the class. The students were randomly selected from Nigeria Tertiary Institutions and are sixteen years and above. Two research questions and two hypotheses guided this study. The sample consists of twenty-three students which are sampled in the two groups. Group A (control group) are made up of eleven students, while twelve students are in Group B (Experimental group). Achievement/Practical pre-test and post-test were used to generate data used for the study. The data was analyzed using mean, standard-deviation and t-test. Findings indicate that alternative life drawing class is a good substitute to life drawing class in tertiary institutions. The findings further revealed that there is no significant difference between students' post-test achievement scores in life drawing class and alternative life drawing class. Further findings showed that alternative life drawing class gives students the

opportunity to readily and cheerfully adapt to any challenges encountered during the drawing exercise. Recommendations were drawn from the findings.

Introduction

Drawing generally is a universal language. It is a language that is easily understood by everyone regardless of the age, tribe, race and profession. It also facilitates the acquisition of literacy and stimulates interest in mental health and mental healing. It is very essential in education for it increases interest in learning and enhances communication skills (Steels, 2011). This makes drawing of all types indispensable tool in teaching and learning in all levels of education.

Life drawing is an aspect of drawing that involves drawing from a life human model. In a life drawing class, a life model or human is posed for the class to draw. The model could either be a male or female, clothed or nude and posed in various positions. In a clothed figure, the relationship between the cloths, folds and figures are studied, in a nude figure, the anatomy which is the main purpose of life drawing is studied. According to Foster (1998) “studying and knowing the anatomy of the human figure makes an artist stand on a firmer foundation”. To know the anatomy means that the artist can draw, design or paint the human figure with intelligence.

Drawing from life also helps to capture the human figure alive. It gives life and breathe to the drawing. Inasmuch as life drawing is the most difficult type of drawing, it is also the most rewarding (Barber, 2008). This is because the figure must be accurately represented. Misrepresentation of human figure in a drawing could be disastrous. It affects the aesthetic quality of the work, distorts the

intending message, misguides learners in the process of teaching and learning and jeopardize other life saving professions that depend largely on life drawing and human anatomy like medicine. Other areas that need life drawing include communication, animation, education and so on.

Life drawing is a course offered in Fine Art Programmes of Nigerian Tertiary Institutions. Sometimes, private classes on life drawing are also organized by individuals or organizations and could be quite expensive. Many Fine Art departments in Nigerian Tertiary Institutions face serious challenges in life drawing classes. The environment and situation make it almost impossible for a true life drawing class to take place. But the extremely importance of life drawing class in art and other professions makes art teachers and students sought for alternatives to life drawing class.

Alternatives to Life Drawing Model

Alternatives to Life Drawing model are options available which are not drawing from a life human model posed in drawing class. Many artists believe that life drawing can never have alternatives. Some are of the opinion that anything short of life drawing is not life drawing.

Eskey (2014) says that drawing without a live model is like drawing “a lie from a lie” Granted, there is no experience compared to one acquired before a nude model in the class. Life drawing gives one the opportunity of studying a nude without being sexually attached. One will learn more from a few lessons in front of a nude model than he ever could in some alternatives to life drawing class (Barber,

2008). Some of these alternatives may or may not involve a life human model. Some artists use mannequins with anatomy of a perfect human as models. Another alternative requires a private life model that is not posed in a life drawing class. Onu and Madu, (2015) mention some alternatives life drawing class. Below are some of them:

- Drawing from clear well defined photographs
- Drawing from drawings of masters: These masters are art masters like Raphael, Rubens and Michelangelo who are known for their strong masterly study of human anatomy.
- Mirror Drawing: this could be arranged in the privacy of the student's room with the student being his own model.
- Drawing with artist mannequin as a model.
- Online life drawing courses.
- Skeleton drawing.
- Study of uncovered body parts like hands, fingers. toes, faces, and so on.

Statement of Problem

Life drawing class is very important. It is an invaluable tool in many professions such as art, medicine, advertisement, communication, education, animation, and so on. If life drawing class is not conducted properly, the professions mentioned above could be negatively affected.

Sadly, life drawing class is not conducted in many Nigerian Tertiary Institutions the way it is designed to be. It is expected that life drawing class must

have a model posed before the class. This model could either be clothed or nude. The presence of a nude model is very important in life drawing class. It helps in the effective study of human anatomy.

The nude model is frowned at in many institutions. Some institutions in the Northern Nigeria completely removed it from the programme. In the south, some institutions cautiously refused to employ nude model for the class. Ever growing religious fanaticism, stark ignorance and distorted cultural background contribute greatly to this problem. Due to this, many sought for alternations to life drawing class.

This study thus, investigate the alternatives to life drawing class, to find out if is it as effective as the actual life drawing class and to find out challenges encountered in the class if any.

Purpose of Study

The purpose of this study is:

1. To determine the pre-test mean achievement score of students in the control class (group A) and experimental class (group B).
2. To find out the mean post-test achievement score of students taught in life drawing class and in alternative life drawing class.

Research Questions

1. What is the pre-test mean achievement score of students in the control class (group A) and experimental class (group B)?
2. What is the mean post-test achievement score of students taught in life drawing class and in alternative life drawing class?

Hypotheses

1. There is no significant difference between the mean pre-test scores of students in control class (group A) and experimental class (group B).
2. There is no significant difference between the mean post-test scores of students taught in life drawing class (Group A) and alternative life drawing class (Group B).

Method

The design is the study of pre-test – post –test Quasi Experimental design. Using simple random sampling, twenty-three students of sixteen years and above with same level drawing skill were sampled from five art institutions in Nigeria. They were then divided into two groups, control group (group A) and experimental group (Group B).

Instrument for data collection was performance based practical/achievement test in which the students were exposed to a practical test. Means and standard deviation were used to answer the research questions while t-test statistics at 0.05 level of significance was used in testing the hypotheses.

Treatment Procedure

The researcher worked on two groups, which are the control (A) and experimental (B) groups. The group A was eleven in number while group B was twelve. At the beginning of the research, the groups were given a pre-test in simple life drawing and the mean achievement scores determined. This helped the researcher to be certain that the selected students are of the same level of artistic creative skill.

With the help of a studio technologist, the researcher gave the students intensive class exercise in life drawing for two weeks. Group A was exposed to real life drawing situation which Group B was taught with alternative life drawing method. At the end of the exercise, post tests were given to the two groups. The works were marked and scored by the researcher. Mean scores of the four practical tests were used in analyzing the data.

In analyzing the collected data, means and standard deviation was used to answer the research questions while t-test statistics at 0.05 level of significance was used for hypotheses.

Results

Research Question One: What is the mean pre-test achievement score of students in the control class (group A) and experimental class (group B)?

Table 1: The mean and standard deviation of students' pre-test achievement scores in Life and Alternative Life Drawing classes.

Class	N	X	SD
Life Drawing	11	31.45	2.02
Alternative Life Drawing	12	32.17	1.97

Research Question Two: What is the mean post-test achievement score of students taught in life drawing class and those in alternative life drawing class?

Table 2: Mean and standard deviation of students' post-test achievement scores in life drawing and Alternative life drawing class.

Class	N	X	SD
Life Drawing	11	61.36	1.92
Alternative Life Drawing	12	60.67	2.01

Hypothesis One: There is no significant difference between the mean achievement scores of students during pre-test in Life drawing class and those in Alternative life drawing class.

Table 3: t-test analysis of student pre-test scores in Life Drawing and Alternative life Drawing class.

Class	X	SD	N	df	t-cal	t-crit	Decision
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Life Drawing	31.45	2.02	11	21	1.04	2.080	Accept Null Hypothesis
Alternative Life Drawing	32.17	1.97	12				

Hypothesis Two: There is no significant difference between the mean achievement scores of students during post-test in Life Drawing class and those in Alternative Life Drawing class.

Table 4: t-test analysis of students' post-test scores in Life Drawing and Alternative Life Drawing class.

Class	X	SD	N	df	t-cal	t-crit	Decision
Life Drawing	60.36	1.92	11	21	1.01	2.080	Accept Null Hypothesis
Alternative Life Drawing	60.67	2.01	12				

Discussion of Findings

Table I shows that there is no significant difference in the mean achievement of the groups' pre-test scores. That shows that the students in the two groups are equivalent in performance and have the same level of drawing skill.

Mean scores of the post-test of the two groups are shown in table 2. From the table, there is no significant difference in the post-test mean scores of the students taught in real life drawing class and students taught in alternative Life

drawing class. This shows that alternative Life drawing class could be used as a substitute when real life drawing situation is not possible.

Comparing the mean achievement scores of both groups shows that there is a significant difference between the pre-test and the post-tests of both groups. This shows too that Life drawing situation and alternative Life drawing are both effective in improving students' performance in Life drawing.

Table 3 shows that the calculated t (1.04) is less than the critical value of t at 0.05 level of significance and 21 degree of freedom (t -crit, 2.080). Therefore, the null hypothesis is upheld.

The result in table 4 indicated that the t -critical value of 2.080 is greater than the t -calculated value of 1.01, at 0.05 level of significance with degree of freedom of 21. the null hypothesis is thus accepted.

On the implication of findings, the classroom observation proves that students taught with alternative Life drawing easily adjust to changes in the class. The variety of methods used in alternative Life drawing class enhances learning. Models like mannequins can be posed for hours, this allows the students more than enough time to study the human anatomy. The mirror drawing enables the students to study their own anatomy and better appreciate the wonders of their own very being.

Conclusion

Alternative Life drawing is a good substitute to a Life drawing model. Inasmuch as it does not replace live drawing class because life drawing class has its own unique advantage. But the alternative could be used when Life drawing class is not available. Since the two type of drawings is effective, both should be administered in the class interchangeably even when real life drawing model is very much available for variety sake.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Alternative Life drawing should be used as a substitute to Life drawing when Life drawing is not possible.
2. When alternative to Life drawing is used, the teacher should expose the students to all alternatives available in the environment for use as the case may be.
3. In places where real Life drawing model is available, alternatives could be used to vary teaching methods.
4. If life models are used in Life drawing class, efforts should be made to protect and respect the dignity of the model so that he/she would willingly come another day

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