

AU YEUNG Nai-chim

Suggested class activities for Junior Secondary

Artist: AU YEUNG Nai-chim

Level: Junior Secondary

Theme: My Campus

Suggested length: 3 hours

Teaching concept:

Drawing and sketching are the fundamentals of art study. Yet, with the popularisation of photography today, photos have become a major resource for artistic creation, rendering outdoor sketching a minority activity. Since the 50s, AU YEUNG Nai-chim has been using different media, such as watercolor, oil paint, pencil and pen, to sketch the many facets of Hong Kong at different periods of time. His works have recorded the historical development of the society, as well as the transformation of the city's people, communities and affairs. AU YEUNG's works are realistically rendered with precise touch, articulating the fragility of human warmth.

This course aims to enhance the students' ability to observe the landscape and use a pencil to create a sketch, while learning the master's way of sketching.

Required background knowledge:

1. Students should know how to draw with watercolour paints.

Teaching goals:

1. Learn about the artist and appreciate landscape sketching through his video.
2. Explore wet-on-wet and wet-on-dry watercolour painting techniques and learn the skill of colour wash.
3. Use a viewfinder to set up a composition, working out proportion and perspective.
4. Learn line drawing techniques to convey a certain mood or feeling in a sketch.
5. Liven up sketching with creativity, by adding images from the imagination.

Suggested class activities:

1. **Introduce AU YEUNG Nai-chim and his artistic style (Suggested length: 5 mins)**

Show the “Artist Introduction ppt” pp1-3

Born in Xinhui, Guangdong Province, 1931, AU YEUNG Nai-chim settled in Hong Kong at the age of seven. He learned Western painting techniques early in life, specialising in drawing,

sketching and watercolour. He won prizes at the Huanan Art Competition in Guangzhou and the Beijing National Youth Art Competition. He served as art editor for several publications and taught at multiple art and design institutions in Hong Kong.

A member of the Geng Zi Painting Society, AU YEUNG has practised outdoor landscape sketching for over 60 years, covering the entire city of Hong Kong and many places in the mainland. In the 1990s, he spent five years visiting every corner of Hong Kong, completing nearly 2,000 sketch works. His artworks reflect his keen observation and sensitivity to happenings and sentiment in the city. In 2008, he was awarded the Medal of Honour by the HKSAR government in recognition of his contribution to the field of art.

2. **Video viewing guide (Suggested length: 5 mins)**

- Pay attention to AU YEUNG's sources of inspiration and the places he draws.
- Pay attention to his watercolour painting techniques.

3. **Play the “Artist Video mp4” (Suggested length: 15 mins)**

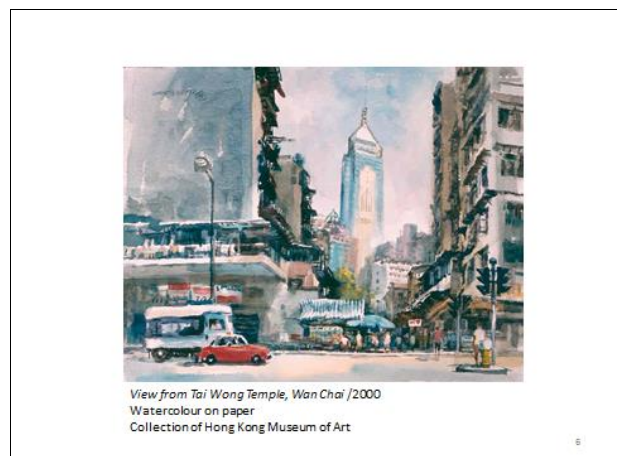
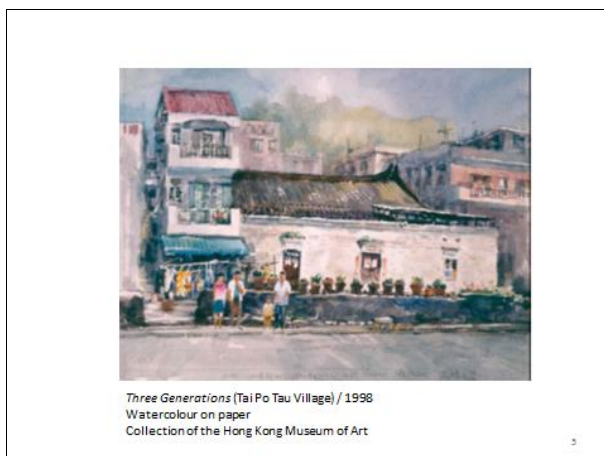
Select parts of the video depending on your chosen area of focus, pausing as needed to explain the content or ask questions.

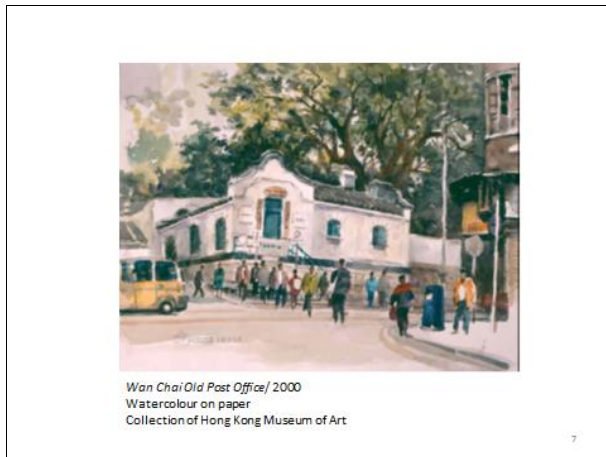
Suggested Q&A

- What are the artistic media AU YEUNG uses?
(Watercolour, pencil, etc.)
- What is his source of inspiration?
(Daily life)

4. **Appreciation of AU YEUNG's works (Suggested length: 10 mins)**

Show the “Artist Introduction ppt” p5-7





Guide the students to appreciate in the following steps:

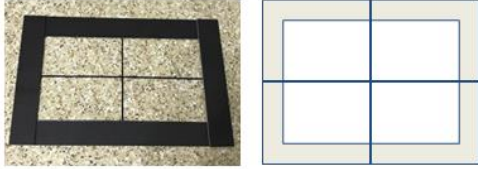
- Descriptions: What did AU YEUNG draw? Where did he draw? How did he draw?
(Drawing method: First, he uses a pencil to draw clear and precise contours of the landscape. Then he applies colours using wet-on-wet and wet-on-dry techniques. Finally, he creates various kinds of textures with different types of brush strokes.)
- Formal analysis: The students can analyse AU YEUNG’s artworks in terms of the a) colour tones, b) forms, and c) composition
 - a) On the front layer, the colours are vivid with clear details, and on the back layer, they are relatively pale and blurry.
 - b) The forms are simple and precise;
 - c) AU YEUNG creates perspective by using techniques such as superimposition, aerial perspective, and linear perspective.

5. Introduce and make a cross-line viewfinder (Suggested length: 20 mins)

Show the “Supplementary Teaching Materials ppt” pp2-11

- A cross-line viewfinder is used to set up composition in sketching.
- Using a cross-line viewfinder helps elementary learners to decide how broad a view they would like to include and the proportion of the objects in their sketches.
- How to use cross-line viewfinder?
- How to master the position and proportion of objects with the cross-line viewfinder?

A cross-line viewfinder is used to set up composition in sketching



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Why do we need a cross-line viewfinder?

- We must select what to include in our sketches.
- Using a cross-line viewfinder helps elementary learners decide how broad a view they would like to include and the proportion of the objects in their sketches.



How to use cross-line viewfinder?

- Find a place and sit down comfortably.
- Look through the view-finder and select a scene.
- The scene enclosed by the viewfinder will be the content of the drawing.



How to draw with a viewfinder?

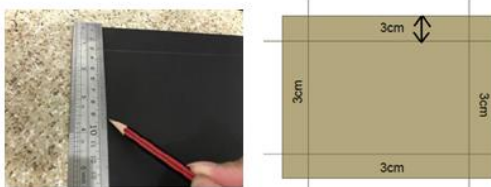
- Draw a cross to divide the drawing paper into four equal sections.
- The centre of the cross marks the centre of the paper.
- With the cross-line viewfinder, we can master the position and proportion of objects.



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- Make a cross-line viewfinder
Materials: paperboard (A4 size), thin string
Tools: scissors, glues, rulers

- Draw four lines and cut out from an A4 cardboard according to the image below.



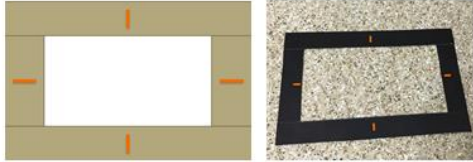
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- Glue the ends of the stripes to form a rectangle.



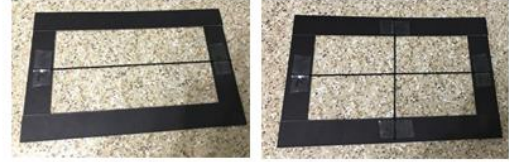
9

- Mark the mid-point of each side as shown in the image (the orange marks).



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- According to the marks, fix the threads onto the viewfinder with tape.
- Done.



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6. **Introduce the art-making process (Suggested length: 15 mins)**

Show the **“Supplementary Teaching Materials ppt” pp12-21** or taken from the **“Artist Video mp4” 9:06-12:22**

- Au Yeung draws from the opposite seaside of Sai Kung / 2015

Do you remember how AU YEUNG draws in the video clip?



Au Yeung Nai-chim
Draw from the opposite seaside of Sai Kung / 2015
Watercolour on paper

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- Make a draft:

1. Draft softly with a pencil.

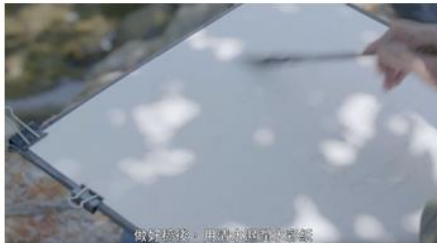


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- Wet-on-wet watercolour painting technique:

Apply colour on a moist paper or on top of watercolour paint that has not yet dried to create a colour gradation. This can also be used to blur the borders of different water-based colours in the painting.

2. Apply the wet-on-wet watercolour painting technique to create a muted and natural background.



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- Moisten the watercolour paper:

3. Moisten the watercolour paper and apply light colours for the background. (Remember to leave the areas of the light source blank.)

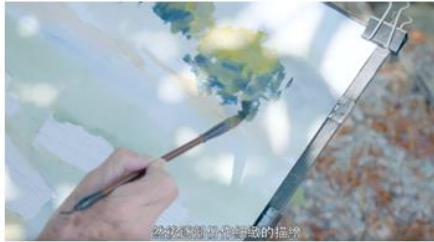


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- Wet-on-dry watercolour painting technique:

After a colour paint dries on the paper, applying another colour on top of it can create a new visual layer. We normally use light colours first and then add darker colours on the top. The number of colour layers does not have to be consistent on a painting. Some spots may require only one layer, while others may require more. However, avoid adding too many layers because that will lower the transparency of the watercolour painting.

4. Apply wet-on-dry watercolour painting technique to create detailed forms and contrast.



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- Leave the areas of the light source blank.

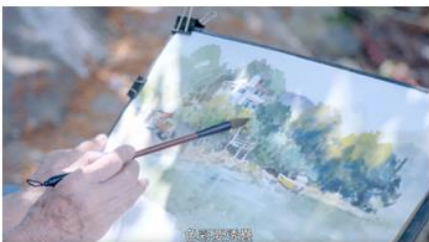
5. Leave the areas of the light source blank. Do not apply colours to them.



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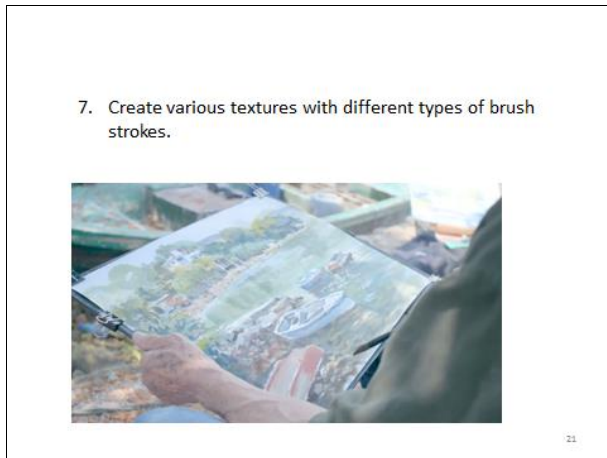
- Add on layers:

6. After a colour paint dries on the paper, applying another colour on top of it can create a new visual layer.



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- Create various textures with different types of brush strokes.



7. **Practice wet-on-wet and wet-on-dry watercolour painting techniques (Suggested length: 15 mins)**

8. **Class Activity (Suggested length: 80 mins)**

- Bring painting tools to class to sketch and draw.

9. **Appreciation of students' works (Suggested length: 20 mins)**

10. **Materials**

Watercolour paints, drawing paper, drawing boards, brushes, water, water buckets, pencils