

## **Ted Harrison Author Study Lines and Spaces Art Activity**

Ted Harrison is a famous Canadian Author who has written and illustrated many children's novels. In your school library you will find a number of books by Ted Harrison (see print resources below). This activity will introduce a novelist/illustrator to the students. They will do research to find out information about the author in order to draw their own illustration and to collaboratively produce a set of questions for the author. They will have access to web resources, print resources and email contact if they wish to email Ted Harrison directly.

Students will be introduced to Microsoft Paint and will learn the art concept of 'lines and spaces' and they will create a picture using Ted Harrison's technique. Ted Harrison's work centers around the colours of the Arctic Sky at different times of the day.

### **Curricular Objectives Language Arts**

#### **General Outcome 2**

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.**

##### **2.2 Respond to texts**

###### **Experience various texts**

- choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays
- tell or write about favourite parts of oral, print and other media texts
- identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites
- connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references

###### **Construct meaning from texts**

- connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences
- summarize the main idea of individual oral, print and other media texts
- discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- make inferences about a character's actions or feelings
- express preferences for one character over another

###### **Appreciate the artistry of texts**

- express feelings related to words, visuals and sound in oral, print and other media texts
- identify how authors use comparisons, and explain how they create mental images

##### **2.3 Understand forms, elements and techniques**

### **Understand forms and genres**

- identify distinguishing features of a variety of oral, print and other media texts
- discuss ways that visual images convey meaning in print and other media texts

## **General Outcome 3**

### **Students will listen, speak, read, write, view and represent to manage ideas and information.**

#### **3.1 Plan and focus**

##### **Focus attention**

- use self-questioning to identify information needed to supplement personal knowledge on a topic
- identify facts and opinions, main ideas and details in oral, print and other media texts

##### **Determine information needs**

- ask topic-appropriate questions to identify information needs

#### **3.2 Select and process**

##### **Use a variety of sources**

- find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment

##### **Access information**

- use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- use card or electronic catalogues to locate information

##### **Evaluate sources**

- review information to determine its usefulness in answering research questions

#### **3.3 Organize, record and evaluate**

##### **Organize information**

- organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing
- draft ideas and information into short paragraphs, with topic and supporting sentences

##### **Evaluate information**

- determine if gathered information is sufficient to answer research questions

## **General Outcome 4**

### **Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.**

## **4.1 Enhance and improve**

### **Appraise own and others' work**

- share own oral, print and other media texts with others to identify strengths and ideas for improvement

### **Revise and edit**

- combine and rearrange existing information to accommodate new ideas and information
- edit for complete and incomplete sentences

### **Enhance legibility**

- use keyboarding skills to compose, revise and print text
- understand and use vocabulary associated with keyboarding and word processing

### **Expand knowledge of language**

- explain relationships among words and concepts associated with topics of study
- experiment with words and word meanings to produce a variety of effects

### **Enhance artistry**

- choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts

## **4.2 Attend to conventions**

### **Attend to grammar and usage**

- identify a variety of sentence types, and use in own writing
- identify correct subject-verb agreement, and use in own writing
- use adjectives and adverbs to add interest and detail to own writing
- distinguish between complete and incomplete sentences

### **Attend to spelling**

- use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing
- identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing
- identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing

### **Attend to capitalization and punctuation**

- use capital letters appropriately in titles of books and stories
- use exclamation marks, appropriately, as end punctuation in own writing
- use apostrophes to form common contractions and to show possession in own writing
- identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension

## **General Outcome 5**

**Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.**

### **5.1 Respect others and strengthen community**

**Appreciate diversity**

- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts
- retell, paraphrase or explain ideas in oral, print and other media texts

**Celebrate accomplishments and events**

- use appropriate language to acknowledge and celebrate individual and class accomplishments

**Use language to show respect**

- demonstrate respect for the ideas, abilities and language use of others

**Art Curriculum Level One (Grades 1 and 2)**

**Component 3 Appreciation – students will interpret artworks literally.**

**Depiction****Component 4**

**Main forms and Proportions: Students will learn the shapes of things as well as develop decorative styles.**

**Component 6**

**Qualities and Details: Students will represent surface qualities of objects and forms.**

**Component 8**

**Unity: Students will create unity through density and rhythm**

**Component 10**

**Purpose 2 – Students will illustrate or tell a story**

**Purpose 4- students will express a feeling or a message**

**Purpose 5 – Students will create an original composition, object or space based on supplied motivation.**

**Media and techniques – Students will use media and techniques with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographics art.**

**Information and Communication Technology**

**C1 Students will access, use and communicate information from a variety of technologies.**

- 1.1 access and retrieve appropriate information from electronic sources for a specific inquiry
- 1.2 Process information from more than one source to retell what has been discovered

**C3 Students will critically assess information accessed through the use of a variety of technologies.**

1.1 compare and contrast information from similar types of electronic sources

**C4 Students will use organizational processes and tools to manage inquiry.**

- 1.1 follow a plan to complete and inquiry
- 1.2 formulate new questions as research progresses
- 1.3 organize information from more than one source.

**C7 Students will use electronic research techniques to construct personal knowledge and meaning.**

- 1.1 develop questions that reflect a personal information need

**F1 Students will demonstrate an understanding of the nature of technology**

- 1.1 identify techniques and tools for communicating, storing, retrieving and selecting information
- 1.2 apply terminology appropriate to the technologies being used at this division level
- 1.3 demonstrate an understanding that the user manages and controls the outcomes of technology

**F3 Students will demonstrate moral and ethical approach to the use of technology**

- 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies
- 1.3 demonstrate appropriate care of technology equipment
- 1.4 recognize and acknowledge the ownership of electronic material
- 1.5 use appropriate communication etiquette

**F5 Students will practice the concepts of ergonomics and safety when using technology**

- 1.1 demonstrate proper posture when using a computer
- 1.2 demonstrate safe behaviours when using technology

**F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies**

- 1.1 Perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down.
- 1.2 Use proper keyboarding techniques for the home row, enter, space bar, backspace, delete and insertion-point arrow keys

**P1 Students will compose, revise and edit text**

- 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
- 1.2 edit complete sentences, using such features of word processing as cut, copy and paste.

**P3 Students will communicate through multimedia**

- 1.3 create visual images by using such tools as paint and draw programs for particular audience and purposes

**P5 Students will navigate and create hyperlinked resources**

- 1.1 navigate within a document, compact disk or other software program that contains links
- 1.2 access hyperlinked sites on an intranet or the Internet

**P6 Students will use communication technology to interact with others**

- 1.1 compose a message that can be sent through communication technology
- 1.2 communicate electronically with people outside the classroom

## **Print Resources**

The Blue Raven.

Children of the Yukon.

The Last Horizon: Paintings & Stories of an Artist's Life in the Yukon.

A Northern Alphabet.

O Canada

## **Online Resources**

Biography of Ted Harrison

<http://www.nlc-bnc.ca/3/10/t10-502-e.html>

More about Ted Harrison

<http://www.geocities.com/CollegePark/Union/4871/ted.html>

Ted Harrison Home Page

<http://www.tedharrison.com/>

In the classroom the students can be introduced to Ted Harrison's stories that are available in the library. Have the students examine the illustrations noting the use of lines and spaces, colour and overall composition. Have the students view the sky at dawn and dusk paying close attention to the colours. In the classroom, discuss the illustrations in depth concentrating on the drawing technique of using lines and spaces. Discuss fore-ground, mid-ground and back-ground and the concept of layering. Use the "Paint" box on the template to create your artwork. Below their picture have them explain their picture noting the time of day, what is happening, etc.

Discuss 'Biography' as a genre and have the students read information about Ted Harrison. Brainstorm with the class the information that you would like to find out about this author.

In the Lab students will use the Internet to access information about Ted Harrison. From Ted Harrison's website students will have the opportunity to write directly to the author (you may want to do this as a group)

Students can print off their picture on a colour printer or they can print before they add the colour and then colour by hand. Their drawings can be incorporated into a multimedia presentation for viewing by others.