



## LUSCIOUS LANDSCAPES – Art In The Style of Ted Harrison

Students use Crayola Washable Glue and crayons to create landscapes in the style of Canadian artist Ted Harrison.

### Required Time

120 Minutes

### Grade Level

Grade 2 to Grade 8

### Subject

Language Arts  
Science  
Social Studies  
Visual Arts

### Vocabulary

background  
colour  
foreground  
horizontal  
line

### Materials

Crayola Washable Glue

Crayola Construction Paper - 22.9 cm x 30.5 cm (9" x 12") - 1 piece per student

Crayola Erasable Coloured Pencils

Crayola Twistable Crayons

Crayola Marker & Watercolour Paper - 22.9 cm x 30.5 cm - 1 piece per student

Shop Crayola  
Products

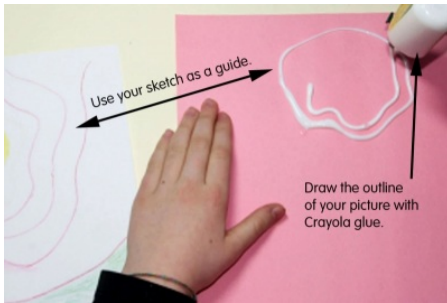
# Steps

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## Step One

1. Sketch your ideas on a piece of paper.
2. Decide if you want to add tiny figures the way Ted Harrison did.
3. Experiment with different colour combinations until you are satisfied.



## Step Two

1. Use your sketch as a guide.
2. Draw the outline of your picture with Crayola Washable Glue.
3. Allow the picture to dry overnight.



## Step Three

1. Colour the shapes with thick layers of crayon.
2. Mix colours to make them more vibrant.



## Step Four

1. Polish the finished picture by lightly rubbing it with your fingers or a soft tissue.
2. View the drawing from a distance.
3. Look at it with fresh eyes.
  - *What makes the lines stand out?*
  - *What effect does colour have on the drawing?*
  - *How is it similar to Ted Harrison's style?*
  - *What do you like best about your drawing? Why?*

# Learning Goals

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Students will be able to:

- identify characteristics of Ted Harrison's style;
- draw a landscape that expresses their own ideas in the style of Ted Harrison;
- draw with glue to create line and texture;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the works.

## Extensions

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Have students:

- research the life and career of Canadian artist Ted Harrison;
- organize their research into an electronic format;
- study landscape photographs of the area where they live;
- select one photograph they like best and attempt to see the picture through Ted Harrison's eyes;
- make a painting of the scene using colour and line to communicate the beauty of the area;
- give the finished painting a title;
- share their research and painting with classmates.

## Prepare

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1. Gather and make available books illustrated and/or written by Ted Harrison, e.g., *Children of the Yukon*; *A Northern Alphabet*; *A Brush Full of Colour*; *O Canada*; *The Last Horizon: Paintings & Stories of an Artist's Life in the Yukon*; *The Blue Raven*; *Ted Harrison Collected*, by Robert Budd; and *A Brush Full of Colour: The World of Ted Harrison*, by Margriet Ruurs and Katherine Gibson.
2. Download and display the *Colour* and *Line posters* available on this website.
3. Prepare a spot to place glue drawings while they dry.

## Introduction

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1. Display several Harrison paintings alongside each other.
2. Ask students to look at the works closely for a minute.
3. Share first impressions of the paintings.
4. Harrison said his work belongs to '*the school of cheery*'. Ask students to explain what he meant by that by referring to the paintings.
5. Ask students to find what is unique about all the paintings.  
- *How are they the same?*
6. List the characteristics that make a 'Harrison'.
  - bold, wavy lines
  - bright, cheerful colours
  - imaginative use of colour
  - simplified figures without features
  - wide, sweeping skies
7. Introduce the challenge.

## Activities

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### The Challenge

1. Identify characteristics of Ted Harrison's style.
2. Draw a landscape that expresses your own ideas in the style of Ted Harrison.
3. Draw with glue to create line and texture.
4. Demonstrate technical accomplishment and creativity.
5. Support your ideas with evidence found in the works.

### The Process

1. Make sure that everyone understands the challenge.
2. Establish success criteria with your students, for example,  
I know I am successful when I have made a picture that includes:
  - *bold, wavy lines made of glue*
  - *bright, cheerful colours*
  - *imaginative use of colours*
  - *simplified figures*
  - *wide, sweeping skies*
  - *paper in good condition*
3. Have students observe their home communities.
4. - *What landforms are found where you live? Rolling hills? Sand dunes on a beach? Mountains?*
5. Discuss with students how they can use colour and line to communicate the beauty of their area much like Harrison did when he painted Canadian scenes.
  - *Harrison takes the idea of a place and then creates the scene from his imagination.*

- *He changes the colours, and paints only happy subjects.*
- *How will they do the same?*
- 6. Have students select a scene to re-create.
- 7. Guide the students through the steps outlined in the lesson plan.
  - *Encourage students to experiment with composition and colour as they plan their drawing.*
  - *Once they are satisfied with their plan have them begin to draw with glue.*
- 8. Observe students as they work.
- 9. From time to time ask them to stop and view their work from a bit of a distance so they can see it with 'fresh eyes'.
- 10. Before students begin to colour their pictures review the characteristics of Harrison's work and emphasize his use of colour.
- 11. Encourage children to apply a thick coat of crayon.
- 12. Provide individual assistance and encouragement.

## Sharing

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1. Display the completed pictures for a group discussion. Remind students of the challenge.
2. Ask students to:
  - *Look closely at the pictures.*
  - *Choose one that interests you for some reason.*
  - *Share thoughts about the work.*
3. During the discussion include references to:
  - *line – how it has been used to create rhythm and movement*
  - *colour – how colour has been used imaginatively*
  - *style – how it is similar to Ted Harrison's style*
4. Encourage students to view the pictures throughout the next few weeks and notice how they are the same and how they are different.

## Assessment

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1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their pictures – speaks with a clear voice, looks at audience while speaking, points to areas on the picture, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – looks at presenter, asks effective questions, supports ideas with evidence found in the picture.
4. Use a checklist to track progress. (Download – [Harrison\\_tracking.pdf](#))
5. Have students use the self-assessment form to evaluate their work. (Download – [HarrisonPrimary\\_self-assessment.pdf](#), or [Harrison\\_self-assessment.pdf](#))