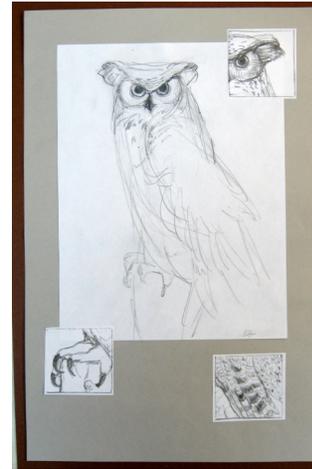




# Bird Drawing with Bill Berry

**GRADE: 4**      **TIME: 1-2 sessions**

Developed by: Karen Stomberg



<p><b>KIT INCLUDES:</b></p> <ul style="list-style-type: none"> <li>•lesson plan</li> <li>•viewfinder &amp; sketchbook cover patterns (with lesson plan)</li> <li>•vocabulary board</li> <li>• books (2)  <u>Bill Berry Sketchbook</u> by Elizabeth Berry  <u>Birds of Alaska Field Guide</u> by Stan Tekiela</li> <li>•Bill Berry biography board</li> <li>•bird photo/sketch boards (4)</li> <li>•bird photo handouts (26)</li> <li>•procedure boards(2)</li> </ul>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>•soft drawing pencils: 4B is best, fat beginner or regular 2B pencils work</li> <li>• 8.5 x 11" white copier paper</li> </ul> <p><b>Field Sketch books:</b></p> <ul style="list-style-type: none"> <li>•8.5" x 14" or 11" x 17" copy paper for covers</li> <li>•white copier paper 5/book</li> <li>•long stapler or 36" yarn to bind book</li> </ul> <p><b>Mounting drawings</b> (optional)</p> <ul style="list-style-type: none"> <li>•12" x 18" grey construction paper</li> <li>•scissors, glue</li> </ul>
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**LESSON DESCRIPTION:**  
 Students learn about the work and life of wildlife Alaskan artist Bill Berry. He is best known for his animal studies, published field sketchbook and children's books. Students examine an Alaskan bird photograph with care and practice different drawing exercises in their field sketchbook. Lastly they produce a complete bird drawing.

\*\* A wonderful extension of this lesson is observing and drawing real mounted birds.

<p><b>VOCABULARY:</b></p> <p>line                      field sketch          shape                    illustrator          contour                artist          sketch                    scientist          detail                    viewfinder</p>	<p><b>ART ELEMENTS:</b></p> <p><input checked="" type="checkbox"/> Line  <input checked="" type="checkbox"/> Shape/Form  <input type="checkbox"/> Color  <input type="checkbox"/> Value  <input checked="" type="checkbox"/> Texture  <input type="checkbox"/> Space/Perspective</p>	<p><b>ART PRINCIPLES:</b></p> <p><input checked="" type="checkbox"/> Pattern  <input type="checkbox"/> Rhythm/movement  <input checked="" type="checkbox"/> Proportion/Scale  <input type="checkbox"/> Balance  <input type="checkbox"/> Unity  <input checked="" type="checkbox"/> Emphasis</p>	<p><b>CONTENT CONNECTIONS:</b></p> <p>Science:          bird studies          observation skills          field sketching</p> <p><b>THEME:</b>          Nature</p>
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**OBJECTIVES AND ASSESSMENT CRITERIA:** Students will:

- understand that drawing from observation in a field sketchbook is an important tool for artists and scientists.
- recognize that the Alaskan artist Bill Berry used his field sketches for later help in his illustrations and paintings.
- practice looking closely at their bird and creating quick sketches.
- develop small carefully detailed drawings using a viewfinder.
- synthesize their knowledge of their bird in a final drawing.

**PREPARE:**

Before the lesson:

- Make field a field sketchbook for each student. (Directions next page.)
- Make copies of viewfinders using attached pattern. (1 page for 2 students)
- Gather materials and do practice drawing sketches so you will be ready to demonstrate.
- Familiarize yourself with Bill Berry by reading biography boards.

## ENGAGE AND EXPLORE:

### 1. Introduce Students to Bill Berry

Put up the biography boards and Bill Berry Bird Sketch boards. Tell students that Bill Berry spent his life looking at nature and drawing. (Fairbanks students may know him because he painted the mural in the children's room at the Noel Wien Library.) Cover the following points:

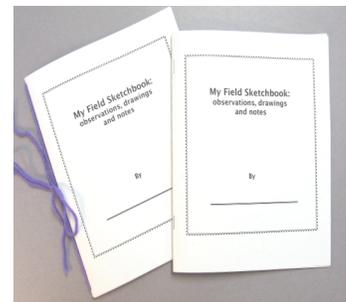
- Bill Berry drew pictures and cut out silhouettes of birds and animals as a very young child and throughout his life. He used drawing to help him see the natural world better and to gain more understanding of how things are in nature.
- Many of Bill Berry's drawings were FIELD SKETCHES, done quickly in notebooks while observing animals and birds outdoors in their natural habitats. He made notes on the sketches about how the animal was behaving, the sounds it made, its' color, texture, and motions. Frequently, he completed these sketches from memory. Sometimes the sketches were groundwork for more complex drawings or paintings done later.
- Bill Berry grew up in California. He came to Alaska with his wife, the potter Liz Berry in 1954 and spent several summers in Denali Park. After a few years back in California, where he worked for Disney Studios, illustrated books, and painted backdrops for wildlife dioramas, Bill returned to Alaska. He and his family lived near Denali Park again for four years, then he settled in Fairbanks in the early 1960's. Bill spent his life drawing, teaching, writing and illustrating. He died in Fairbanks in 1979.

### 2. Introduce students to drawing as an observation tool for artists and scientists. Pass out copies of Bill Berry sketches with bird photo on the back and discuss.

- a. Point out the field sketches, done while he was observing birds outdoors. These were done very quickly. Sometimes Bill Berry would work on more than one sketch at a time as a bird or animal moved from one "pose" to another.
- b. Ask students to look carefully at the drawings and read the notes. Have a discussion asking:
  - What do they notice about the drawings?
  - What kind of notes did Bill Berry make? He wrote the common name and the scientific names that are in Latin on his sketches. He also noted that he finished some of the sketches from memory, noted dates, times, weather and animal behavior.
  - How would notes be used by an artist? By a scientist?
  - Field Sketching is visual note taking. It is difficult to draw something unless you look at it carefully. You will know better how something looks and works after drawing it.

#### How to make a Field Sketchbook (1 per student):

1. Fold five pieces 8.5 x 14" or 11 x 17" white copier paper in half together.
2. Copy the attached cover pattern onto the size paper you are using.
3. Fold cover in half. Place blank folded pages into folded cover
4. Bind books: There are many options:
  - Use long stapler to staple in center with book open.
  - Alternative binding technique: cut ¼" slit through all layers of pages and cover at top and bottom of fold. Place a 36" piece of yarn or string in middle of book, bring to outside and tie.
  - Use another binding technique that you know.



## CREATE:

### Time to be a bird artist and draw!

**Important Note:** Drawing is a technical skill that gets better with practice. By fourth grade many people have decided that they cannot draw and aren't artists. It is important that students feel safe to draw. Reassure your class that everyone draws differently and some students have had more practice than others. Practicing drawing is like practicing any other skill. Everyone needs to relax and draw and not worry about the outcome! You might want to do more than one bird drawing session with your students, but always include a series of guided warm-up sketches. See below.

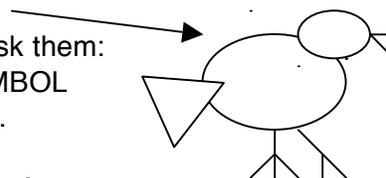
Each Student needs:

- Field Sketchbook (1 per student)
- soft pencil: 4B is best, fat beginner pencils next best, 2B regular pencils work
- Bird photo with Bill Berry drawings on the back
- 8.5" x 11" white copier paper

#### 1. Warm-ups

Drawing is a wonderful tool to use to help us see better. It is difficult to draw something unless you look at it carefully. Make a little bird drawing on the board like this

Ask students: What is this? Does everyone agree that it is a bird? Ask them: Have you seen a bird that looks like this? Explain that this is a SYMBOL of a bird, not a real bird. To draw a real bird we have to look closely.



##### a. Guide students through careful observation of their bird photo.

- Tell them; Look closely at the edge of your bird. Trace the outside shape of your bird, starting at one foot, move up the leg, around the belly, head and tail and down around the other foot. This line at the edge of a shape is called a CONTOUR LINE.
- Instruct them to look at the space around their bird and between its legs. This is called the negative space and can help students to see the positive shape of their bird.



contour drawings--pure

##### b. Have students do at least 2 pure contour drawings of their bird in their sketchbooks. This is sometimes called 'blind' contour drawing. (about 2 minutes each).

- Draw the contour of your bird without looking at your paper! Hold your paper with one hand to keep the paper from sliding away from you and pretend that your pencil is your eye.
- Match the movement of your hand to the movement of your eye. Look at your bird and draw the edge. Try to draw every little bump that you see.
- It's OK if your line runs off the paper, look down quickly to get back on track, then look at the bird again. These drawings may look funny but don't worry about it.
- The drawings aren't important, they just help us to learn about our birds.
- Remind students these are exercises (warm-ups), just like in sports, music, etc.

**c. Have students do at least 2 quick sketches or gesture drawings of whole bird.**

(about 2 minutes each)

These are done looking at the bird, using multiple 'searching' lines. Tell students to hold pencil lightly, work quickly and make lots of lines. Have students draw the outside shape as well as important inside shapes. Remind them not to get involved in too much detail.

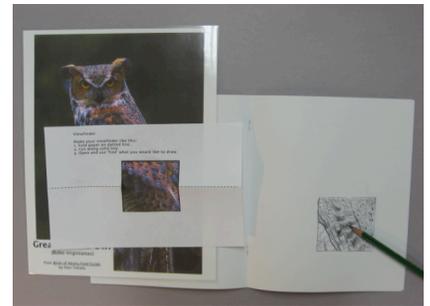
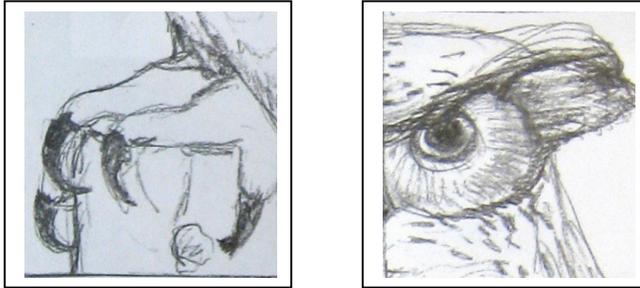


Quick sketches →

**d. Make view finders and use them to isolate areas of interest to draw in detail.**

(Work on loose copier paper; to glue onto the field sketchbook or final drawing later.)

- fold viewfinder in half on the dotted line. Cut out the solid line.
- place view finder on an interesting area of the bird
- draw everything you see, in as much detail as possible.  
(Include all patterns, textures, highlights and shadows)



**2. Draw the whole bird.** (about 15 minutes)

Tell students that drawing is a process. What they are drawing will grow as they work on it. Use clean white copier paper. Here is a way to start:

- a. Draw the large outside shape first.
- b. Add lines to show wing shapes, eyes, beak, feet, claws, etc
- c. Add some patterns, textures, highlights or shadows.

Remind students that observation is hard work. At this point students may get tired. Encourage them to focus on parts of their bird that they are most interested in, leave the rest simple.



Mount final drawing on a neutral colored 12 x 18" piece of construction paper. Cut out your favorite viewfinder detail drawings to neatly glue on your final drawing if you want to.

**CLOSE:**

**ASSESSMENT:** Hang final drawings. Have each student present his or her Field Sketchbooks orally.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)																				
			1. Can you explain why field sketchbooks can be important to artists like Bill Berry? (K)																				
			2. Can you explain what a CONTOUR LINE is? (K)																				
			3. Did you make many different kinds of sketches of your bird? (S)																				
			4. Did you use your viewfinder to make detailed drawings? (S)																				
			5. Did you finish your final bird drawing in your own unique way? (C)																				
			6. Did you listen carefully and follow directions? (A)																				
			7. Did you work hard during this lesson? (E)																				
<u>Teacher self-critique</u>																							
			8. My teaching of this lesson: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="5" style="text-align: center;">needed improvement</td> <td colspan="5" style="text-align: center;">was highly successful</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	needed improvement					was highly successful				
1	2	3	4	5	6	7	8	9	10														
needed improvement					was highly successful																		
			9. What would I do differently next time?																				

**ALIGNMENT:**

<p><b>Alignment of Standards:</b>          Art:          A1,2,3,7; C2; D6          English: C          Science: A,C</p>	<p><b>Alignment of GLE's:</b>          Reading: R2.1          Science: A1, SA3, SC, SC2</p>
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**CREDITS:**

Project ARTiculate is supported by the Fairbanks North Star Borough School District, the Alaska Arts Education Consortium, and a U.S. Department of Education Development and Dissemination Grant

