

ANIMALS AND LINE (inspired by Hester Miller Murray)

developed by Karen Schaschway Brinker, Art Teacher, Chicago Heights, IL



Hester Miller Murray (1903-1984)
Giraffes Among the Trees, circa 1934
tempera on panel
Western Illinois University Art Gallery



Hester Miller Murray (1903-1984)
Zebras and Trees, circa 1934
watercolor and tempera
Western Illinois University Art Gallery

State Standards

25.A.1d, 26.B.1d

National Standards (K-grade 4)

1, 2

Materials

white drawing paper, coloring media (teachers can pick crayons, markers, or colored pencils), erasers, rulers, pencils

Steps

1. Students will create a drawing of an African animal and its habitat using at least four different lines (thick, thin, straight, wavy).
2. Students will identify and describe at least three lines in *Giraffes among the Trees* and/or *Zebras and Trees* by Hester Miller Murray (1903-1984).
3. Students will verbally explain where in Illinois Murray created artwork and where she received her education in art.
4. Students will verbally explain why it is important to learn about past women artists from their community.

Resources:

<http://illinoiswomenartists.org/dev/author/hester-m-murray/>

Questions and Answers:

1. **Q:** What is a line? What types of lines are there? Where do you see lines?
A: A line is a long or continuous mark. There are straight, curvy, zig-zag, thick, thin, long and short lines. Lines can be seen in drawings, paintings, sculptures, on signs, streets, trees, etc.
2. **Q:** What lines can be seen in *Giraffes among the Trees* or *Zebras and Trees*?
A: Thick lines as trees, thin lines as branches, thin and short lines in the Giraffes and Zebras, zig-zag lines in the Giraffes, curved lines in the Zebras, etc.

3. **Q:** Where in Illinois did Hester Miller Murray create artwork and where did she receive her education?
A: She worked in Wheaton and she studied at the Art Institute of Chicago.
4. **Q:** Why is it important to learn about past women artists from the community?
A: (Answers may vary.) Past women artists show us a unique perspective of our community, including what women knew, what they were interested in, and the value of their work.

Activities

Begin the lesson by reviewing what a line is, what the different types are, and where lines can be seen. Without introducing Murray, show students the two artworks and ask what lines can be seen.

Introduce Murray shortly after by explaining where she made a lot of her artwork (Wheaton) and where she studied (Art Institute of Chicago). The teacher may have to review what studying art at a university means. Teacher will demonstrate the assignment and pass out materials. Teacher will review the meaning of habitat if needed before students begin. Students will work as the teacher circulates.

Students will review line by identifying the use of line in their artworks. Students will also review the personal history of Murray. Students will explain why studying past women artists from the community is important. The teacher may assist students in their answers by asking first “why is it important for women to make art?”.

REFLECTION AND EVALUATION

Student work may be assessed with the following rubric.

Feature	Novice (1)	Developing (2)	Developed (3)	Exemplary (4)
Structures and Composition: Does the student include at least four lines, an animal, and habitat in their artwork?	attempted, little regard for and ineffective use of design elements and principles	limited attention to effective use of design elements and principles	adequate attention to effective use of design elements and principles	exemplary, effective use of design elements and principles
Originality: Does the student show unique thought in their artwork?	attempted, needs more thoughtful approach, no personal expression	limited personal expression, needs more thoughtful approach	adequately developed personal expression in an original manner	exemplary, personal expression is in an imaginative and innovative manner
Process/Media: Does the student use the drawing materials effectively in order to create different lines and a habitat?	attempted, needs more experience and commitment to better understand media, tools, and processes	limited understanding of media, tools, and processes	adequate understanding of media, tools, and processes	exemplary understanding of media, tools, and processes
Technical Skills/Presentation: Does the student carefully use the drawing materials?	attempted, needs to spend more time on skill development in the use of media, tools, and processes	limited control in the use of media, tools, and processes	adequate control in the use of media, tools, and processes	exemplary control in the use of media, tools, and processes