

BOCA RATON MUSEUM OF ART



Charles Burchfield

American, born in Ashtabula Harbor, Ohio (1893-1967)

Drought Weather, 1953

Conté crayon and graphite on paper, 13 x 17 ¼ inches

Permanent Collection 1989.099

The Dr. and Mrs. John J. Mayers Collection

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Visual Arts

Skill: critical analysis

Motivation: A trip to the museum

Materials: personal connection worksheet

Vocabulary: critical analysis, landscape, realistic, abstract

Visual Arts Standards

VA.68.C.1.2/VA.68.C.1.3/VA.68.C.2.3/VA.68.C.2.4/VA.68.C.3.1/VA.68.C.3.3/VA.68.H.1.1

VA.68.H.1.3/VA.68.H.1.4/VA.68.H.3.1/VA.68.H.3.2/VA.68.O.3.2/VA.68.S.1.1

Florida Standards

- Grade 6: LAFS.6.L.3.6/LAFS.6.W.1.1/LAFS.6.RL.1.1/LAFS.6.RI.1.2/LAFS.6.W.1.1
- Grade 7: LAFS.7.L.3.6/LAFS.7.W.1.1/LAFS.7.RI.1.1/LAFS.7.RI.1.2/LAFS.7.W.1.1
- Grade 8: LAFS.8.L.3.6/LAFS.8.W.1.1/LAFS.8.RI.1.1/LAFS.8.RI.1.2/LAFS.8.W.1.1

Aim: How do we describe the characteristics of *Drought Weather* by Charles Burchfield?

Procedure:

- Define and discuss critical analysis.
- Introduce or review the vocabulary.
- Point out that the artist was born in Ashtabula Harbor, Ohio.
- Elicit information about Ohio from the class (location, climate, capital city).
- Ask the class what this type of painting is called (landscape).
- Discuss the concepts of realistic and abstract art.
- Is the painting more realistic or more abstract?
- Ask for an explanation of what is going on in this scene.
- Does the title help to explain what the artist is showing us? Explain.
- Describe and explain the mood that is evoked in you by this scene (serious, happy or sad).
- Have the students describe the colors (warm, cool, bright or dull).
- Ask the students how the colors affect their mood (happy, sad, calm, or afraid).
- What do you suppose was the artist's mood when he painted this landscape?
- Discuss the artwork in terms of lines (straight, curvy, diagonal).
- Have the students describe the shapes (geometric, organic, circles, squares).
- Discuss texture and ask the children to describe what they see (smooth or bumpy).

Summary: Ask for a brief critique of the painting; I liked or disliked the painting because ...

Follow up: Have the students complete the personal connection worksheet.

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Language Arts

Skill: Vocabulary - adjectives

Motivation: Museum trip

Materials: index cards

Vocabulary: adjective, noun, category

Florida Standards

- Grade 6: LAFS.6.L.3.6/LAFS.6.RL.1.1/LAFS.6.RL.1.2/LAFS.6.RI.1.2
- Grade 7: LAFS.7.L.3.6/LAFS.7.RI.1.1/LAFS.7.RL.1.2/LAFS.7.RI.1.2
- Grade 8: LAFS.8.L.3.6/LAFS.8.RI.1.1/LAFS.8.RL.1.2/LAFS.8.RI.1.1

Aim: How do we use adjectives to describe *Drought Weather* by Charles Burchfield?

Procedure:

- Define adjectives: an adjective is a word that describes a noun.
- Review nouns: nouns are people, places or things.
- Give a few examples of adjectives and elicit a few more from the class.
- Introduce/review and discuss the vocabulary.
- Record the following elicited adjectives on index cards:
 - a) texture (smooth, rough, thick, soft or hard).
 - b) shapes (circles, rectangles, squares).
 - c) colors (bright, dull, warm or cool).
 - d) moods (happy, sad, playful or none at all.).
 - e) lines (straight, curvy or diagonal).
 - f) symmetry
 - g) setting (time of day, season, location, weather).
 - h) energy or motion (intensity, direction, etc.).
- Have the children classify the adjectives on the index cards into categories.

Summary: List ten adjectives describing the classroom.

Follow Up: List ten adjectives describing family members or friends.

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Creative/Journal Writing Suggestions

- Would you recommend the work to a friend? Why or why not?
- Compose a poem about the subject of the painting.
- Write a letter to the artist.
- Describe the setting (time, place and season)?
- Write a letter to a friend/relative describing the painting.
- Describe and explain the emotions evoked in you by the scene.
- Did the painting remind you of something or some place in your life?
- Would you change anything in the work? Add or remove something?
- Predict what the artist might create next.
- Predict what might happen next in the scene.
- Who do you suppose lives in the village?
- Be an art critic; write a review of the painting for a newspaper.
- Explain why or why not you would like to see more of the artist's work.
- In which room of your house would you install this painting and why?
- Give the painting a new title and explain the new name.
- Pretend you are an art dealer; persuade a customer to purchase the landscape.
- Use the work of art in an advertisement to sell a product or a service.
- Use the painting as the logo for a business, a sports team or a musical group.
- Compose a jingle about the painting or the artist.
- Compile a list of questions you would ask the artist during an interview.

Florida Standards

- Grade 6: LAFS.6.L.3.6/LAFS.6.RL.1.1/LAFS.6.RL.1.2/LAFS.6.RI.1.2
- Grade 7: LAFS.7.L.3.6/LAFS.7.RI.1.1/LAFS.7.RL.1.2/LAFS.7.RI.1.2
- Grade 8: LAFS.8.L.3.6/LAFS.8.RI.1.1/LAFS.8.RL.1.2/LAFS.8.RI.1.1

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Math Suggestions

- Find the area and the perimeter.
- Describe and explain any observable patterns.
- Identify the angles observed in the scene.
- Have the students draw a rectangle with the same dimensions as the work.
- Identify and define the characteristics of the shapes observed in the painting.
- Convert the inches into metric measurement.
- Estimate the weight of the work in both standard and metric measurement.
- Use non-standard measurement as a method to measure the piece (pencil, finger, hands).
- Estimate the amount of time it took for the artist to create this painting.
- Calculate the elapsed time between the birth of the artist and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the elapsed time between the creation of the work of art and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the artist's age when he completed this scene; convert the years into months, weeks, days, hours, minutes and seconds.
- Divide the painting diagonally and identify the two newly formed shapes.
- List objects that are approximately the same size as the painting.
- Classify the numbers as even or odd.
- Estimate the percentage of the painting that is covered by images and the percentage of the painting covered by the background.

Florida Standards

- Grade 6: MAFS.6.G.1.1/MAFS.6.G.1.3
- Grade 7: MAFS.7.G.1.3/MAFS.7.NS.1.3/MAFS.7.G.2.6/MAFS.7.G.1.2