



Explorations in Art

2ND EDITION

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Big Ideas and Essential Questions

Each unit is organized around a Big Idea and an Essential Question. For example: "Alone and Together: How do people share their lives with one another?" These Big Ideas engage students in exploring the relevance of art in their own lives and the lives of people across time and place.

Process-Based Studios

By learning a process that emphasizes the importance of thinking, planning, and reflection, students go beyond "make and take." Process-based studios help students learn process-based thinking and learning as it relates to art and design, language arts, science, and other areas of the curriculum.

STEAM Lessons and Connections

Each unit includes STEAM lessons developed by a team of experts in Science, Technology, Engineering, Art, and Math. Engaging, comprehensive STEAM lessons in each unit include student exploration of STEAM concepts through viewing, discussing, and creating artworks. STEAM cards are great for group work and exploration.

Emphasis on Inquiry

As students create their own artworks and respond to artworks made by others, they investigate ideas and construct meaningful connections to learning and inquiry across the curriculum, including STEAM, literacy, and connections across the arts.



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Unit 2 Introduction

Invented Worlds

Where can our imaginations take us?

3 Ellen Lanyon, *At the Sign of the Hat*, 2007. Acrylic painting. What parts of this painting look very real? What parts look imaginary?

32

4 Ellen Lanyon, *Veranda*, 1976. Colored pencil on paper. What is unusual or strange about this artwork?

We all imagine our world in new and different ways.

Artists can show things together that would never be seen together in the real world. Sometimes artists combine parts of different animals. This way, they show creatures that have never existed in real life.

Meet Ellen Lanyon

Ellen Lanyon began working as an artist when she was 15 years old. She made paintings, drawings, and prints. Ellen worked hard to make things look real. Then she combined drawings of natural forms and human-made objects in unusual ways.

Unit 2 Invented Worlds 33

Student Book

Unit 2 Introduction

Invented Worlds

Where can our imaginations take us?

ESSENTIAL QUESTION: Where can our imaginations take us?

PREPARE

Lesson Objectives
Students will:

- Understand that they will create their own invented worlds and also explore how artists take us to imaginary worlds.
- Discuss the importance of using our imaginations and their artists' imaginations to invent worlds, characters and objects for us to contemplate.
- Compare and contrast two artworks by Ellen Lanyon, noting the realistic and imaginary elements in each.

Unit Theme: Invented Worlds
Big Ideas

- About History/Science:** We all imagine our world in new and different ways.
- About Art and Human Experience:** Artists take us to imaginary worlds.

TEACH THROUGH INQUIRY

Engage

1. Read the Essential Question where it is visible in students' lives. Have students think their ideas about where our imaginations take us. Have students think about times when they have used their imaginations—perhaps in telling stories, or in “pretend-believe” games in which they took on a role of a character. Ask students for examples of why problems to anticipate were representative. Explain with students the idea that artists sometimes invent worlds for us to imagine, such as when they create fictional films about places that don't exist in the real world. Use other examples.

2. Explain that today students will look at two artworks by Ellen Lanyon and discuss how she takes us to imaginary worlds through their use of color.

Explore the Images

1. Focus on A. Ask which parts of the painting look real and which parts students think the artist invented. What kind of room do you think this is? (perhaps a kitchen) What do you see that reminds you of the kind of room that exists in the real world? (checkered floor, table, chairs, etc.) What do you see that is not real? (the large colorful figure, the objects on the table, etc.)

2. Focus on B. What seems strange and why? How do you think the artist made it seem so real? (the brush strokes, the colors, etc.)

Compare and Contrast

Ask students which painting seems more realistic. Ask them to explain why. How do you think the artist made it seem so real? (the brush strokes, the colors, etc.)

ASSESS

In discussion, students note reasons why they think it is good to use imagination. They also discuss about ways that artists take us to imaginary worlds.

CLOSE

Quick Question Review

- What is something that is a part of an invented world?
- Is it bigger than a real object, or is it smaller than a real object?

Explore the Essential Question

Refer to the question “Where can our imaginations take us?” and ask students to consider the way Ellen Lanyon used her imagination when she invented the world that she arranged in her invented worlds.

Analytical Awareness

This work, full of details of birds, animals, and objects, helps students think about their imaginations and how they use them to create a world that is not real.

Unit Vocabulary

English	Spanish	Definition
blend	mezclar	Mixing two or more things together to make a new one.
imaginative	imaginativo(a)	Describing a mental picture of something that is not real and could possibly one day become real.
form	forma	A three-dimensional structure of design, such as a cube, sphere, or cylinder. A form has height, width, and thickness.
realistic	realista	Describing an artwork that shows objects as they actually appear.
additive	aditivo	Done by putting a new part on something that already exists.
primary colors	colores primarios	Colors that when mixed together create all other colors. The primary colors of light are red, green, and blue.
secondary colors	colores secundarios	Colors that can be mixed from primary colors: orange, green, and violet.
intermediate colors	colores intermedios	Colors that are made from a primary and a secondary color: red-orange, yellow-orange, blue-violet, and so forth.
monochromatic	monocromático	A large painting or object, usually designed for a wall.
media	medio	Art materials and their special qualities.
hues	tonos	The various names for colors, such as red, yellow, blue, orange, green, and violet.
value	valor	Various of red, yellow, and orange.
colorful	colorido	Quality of being green, red, and blue.
pattern	patrón	Design that has repeated elements, such as lines, shapes, or colors.
data	datos	Number facts and other pieces of information.
source	fuentes	To see as a supply of information.
collaborate	colaborar	To work together in a group to create one object.
represent	representar	To show something (information, for example) in a visual way.

Unit 2 Introduction 33

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