

# Look Inside

## Curious Creatures



### GRADE LEVEL

K - 2

### PROJECT OVERVIEW

Using visual and audible elements, encourage the use of imagination. Create rules to challenge oneself to work within their chosen color palette inspired by the forms of *Will o' the Wisp*.

### GOALS

Students will understand:

- How close observation is a tool for learning and discovery
- Process of creating a work of art that uses specific colors
- How to form imaginative and thoughtful responses to works of art

### ARTIST

Will-o-the-Wisp is a collaborative installation organized by Joy Feasley and Paul Swenbeck and features their works alongside artists Asata Radcliffe, Aaron Igler, Virgil Marti, Clint Takeda, Kelsey Halliday Johnson and Shannon Bowser

### INTRODUCTION

The will o' the wisp is a mischievous sprite that leads weary travelers deeper and deeper into a treacherous swamp with its lantern-like, shimmering countenance. For the exhibition *Will o' the Wisp*, eight artists bound together by a common interest in speculative futures and ecology bring forth a collective vision of a dreamworld populated by spirits that entice and confound perception. *Will o' the Wisp* weaves personal narratives into the setting of a bog roiling with mysterious gases. This psychedelic miasma combines light-works, painting, sculpture and sound into an immersive experience for visitors to the museum. Together, these artists bring the invisible world hidden in nature into clear focus.

*Will o' the Wisp* is a collaborative installation organized by Joy Feasley and Paul Swenbeck and features their works alongside works by Asata Radcliffe, Aaron Igler, Virgil Marti, Clint Takeda, Kelsey Halliday Johnson and Shannon Bowser.

### LESSON

Experience the Center for Maine Contemporary Arts exhibit virtually or in person, examining *Will o' the Wisp*. Explore the connection between color and creativity. Using visual and audible elements, encourage the use of imagination. Create rules to challenge oneself to work within their chosen color palette inspired by the forms of *Will o' the Wisp*.

### CRITICAL QUESTIONS

Explain the importance of viewing, what is the job of the artist versus the job of the viewer? Engage your students in a conversation through observation of the work. What do you see when you look at this? How long do you think this took to complete? What is the importance of collaboration? How does this apply to the artists work?

### CELEBRATE YOUR WORK

Share out your art making experience whether it be with family, classmates, or us at the CMCA. Experience more of our virtual tour and visit us!

## PROJECT OVERVIEW

Using visual and audible elements, encourage the use of imagination. Create rules to challenge oneself to work within their chosen color palette inspired by the colors and forms of *Will O' the Wisp*.

## VOCABULARY

Fragment: a smaller piece from something, pictorial or metaphorical

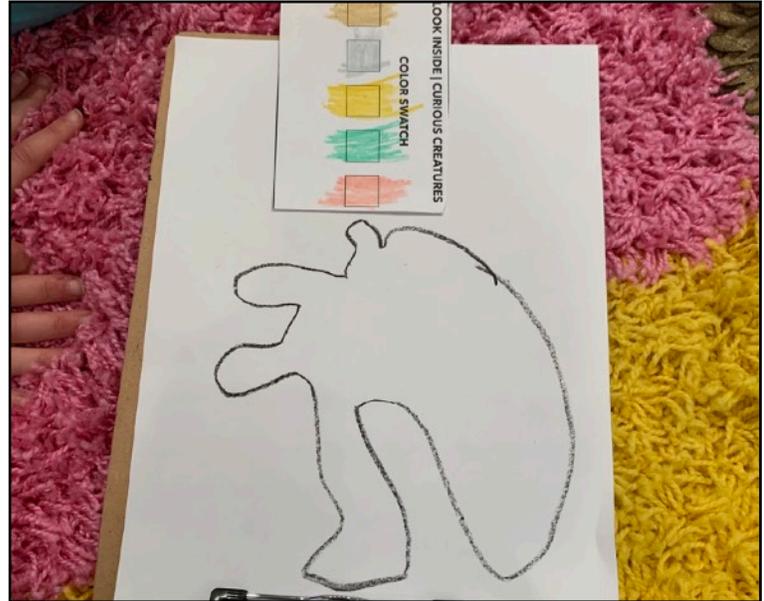
Composition: combination of elements of art to create a complete and whole visual

Color: way which an object reflects light; value, hue, natural or manmade

Abstract: a form of artistic response to the physical, simplified marks to complex information

## MATERIALS

- Colored pencils or crayons
- Color swatch
- 11x18 white paper



## INSTRUCTIONS

### STEP 1

Have students identify 4-5 colors in the *Will o' the Wisp* exhibition. Using their colored pencils, have them mark down these colors onto their color swatch.

### STEP 2

Using their selected colors, have students draw a creature that might live in the *Will o' the Wisp* exhibition.

### STEP 3

Circle up, and have each student state the name of their creature and describe what sound it might make if it were alive.

## TEACHING TIPS:

- For younger age groups, lower the number of color swatches to 2-3.
- For older students, encourage them to create a series of creatures in the same species.