

the mountains) Notice how the clouds extend downward until they touch the hills on either side of the mountains, enclosing them in a type of frame. This frame creates a visual boundary so that our eyes stay within the picture and do not wander out of the painting on either side. How would this effect have changed had the mountains continued up to the edge of the painting on either side? (*Our eyes would have followed them right out of the picture.*)

Ask the students to answer the questions at the bottom of **page 3** of the student workbook. **An answer key is provided on page 149 of this unit.**

Then have them answer the questions on **page 4** of the student workbook. **An answer key is provided on page 150 of this unit.** Discuss the students' answers to **question #4** together.

Step 4: Creating a Diorama

Ask the students to use the materials they have been given to reproduce the *Untitled* mountain landscape as a diorama, describing a *diorama* as a *3-dimensional scene*.

Before the students begin using the glue guns, give them a few safety tips. For example, caution them not to let the glue gun become hidden under bits of paper scraps where someone might accidentally touch it and be burned. Suggest instead that everyone **keeps the glue gun in plain sight**, a few feet out of reach, thereby avoiding accidental contact. Also, suggest that when gluing two surfaces together, they apply pressure **with a piece of cardboard**

rather than with the fingers, as hot glue sometimes oozes out onto unsuspecting fingers!

Tell the students that they should begin their dioramas by gluing the blue poster board to the back wall, as described on **page 5** of the student workbook. Read **page 5** with the students, pointing out the materials they have been given for each part of the diorama: **the cotton batting for the clouds, the yellow and light blue poster board for the mountains and the green for the hills.**

Students can cut, bend and glue paper strips for connectors (**#5 on page 5**), as needed, between hills and mountains to keep them in an upright position and to prevent them from leaning.

Tell the students that they are creating an **interpretation of the painting**, which allows them to be creative. Explain *interpretation* as follows: When someone creates an interpretation of a painting, there will be recognizable differences between the two pieces of art; yet, there will also be a clear relationship between the two.

