



Grade/s: 2

Enduring Idea: Nightmares and Dreams

Integrated Discipline: Language Arts

Unit Title: Animals in Nightmares and Dreams

Unit Designer: Lynn Sanders-Bustle

Unit Description: Learners will view artworks and listen to stories featuring animals in nightmares/dreams. They will discuss what it means to dream and use their imaginations to create a watercolor painting featuring an animal in a nightmare or dream.

Images: 1957.62 Ancient City, Nara by Kiyoshi Saito. 1957.

Key Concept: Nightmares and dreams can describe specific events, goals, fears, and possibilities.

Essential Question: How do dreams and nightmares inspire imagination, creative activities and provocative representations?

CCSS Art: VA2-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
VA2-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

Integrated CCSS: [CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Learning Outcomes: Learners will understand that people and animals have nightmares and dreams and that many animals are the subjects of nightmares and

dreams. They will use their imaginations to create an artwork that tells the story of animal in a dream or nightmare.

Motivator: YouTube video of dog dreaming (see resources)

Day Breakdown: Day 1: Begin day with motivator. Play a You-Tube video of a dog or cat dreaming or having a nightmare. Ask learners what they think is happening in the video and encourage the students to imagine what an animal might dream about.. Encourage learners to describe nightmares or dreams they have had with animals in them.

Display the CMA image. Ask learners what they see and work from their answers to continue the discussion. Ask posing questions to help learners explore the picture connecting to the topic of nightmares or dreams.

Questions might include:

What do you think this picture is about?

Where do you think the cat is?

What do you think that the cat is doing?

How do you know this is a dream or a nightmare?

Encourage visual exploration by asking the students to describe the colors, lines, and shapes and to think about how the artist made the picture.

Next, read the book, *The Mud Pony* pointing out illustrations as you go. Ask questions about the story and the illustrations throughout. Check understanding by asking the learners about the characters and plot.

Take the time to discuss one or two illustrations in depth. Questions you might ask:

What do you see in this picture?

How does the artist make the illustrations appear like a nightmare or a dream?

How do you think the artist/illustrator made this picture?

Explain to the learners that they will be creating a watercolor painting about a nightmare or dream

featuring and animal.

Day 2: Workday, sketching & painting

Day 3: Workday and finishing watercolors

Materials: Paper to paint on, watercolors, Large water containers, brushes, and paper towels

Resources: YouTube video of dogs dreaming:
<http://www.youtube.com/watch?v=dtoty6IC0X0>

Supplemental Art work:

Henri Rousseau's The Sleeping Gypsy:

http://www.moma.org/collection/object.php?object_id=80172

For teachers:

<http://www.nytimes.com/2013/05/05/opinion/sunday/a-childs-wild-kingdom.html?pagewanted=all&r=0>

<http://www.dreamgate.com/dream/bibs/gregory1.htm>

Children's Books:

Peterson, J. (1987). Sometimes I Dream Horses. Harpercollins Children's Books.

Retold by Cohen, C.L & Illustrated by Begay S. (1988).The Mud Pony. Scholastic, Inc

Written by J. London, j & Illustrated by Brian Karas(1996) Into the Night We are Rising. Puffin.

Assessment: Formative: Teacher will walk around as learners are creating their artworks asking questions about their work, checking for understanding and responding to students needs

After learners have completed the art works the teachers will prompt the students to share their works with the class.

Summative: Learners will write a title and a sentence or paragraph describing the animal and the nightmare/dream.

Summative:

Teacher can use both self assessment checklists or teacher assessed rubrics to assess criteria such as:

- 1) craftsmanship and or effort
- 2) representation of dream or nightmare
- 3) completion
- 4) inventive use of media

Teacher can also assess the paragraph based on language arts goals.

