

Enduring Idea: Dreams and Nightmares

Integrated Discipline: English Language Arts

Unit Title: What a Dreamy Unit: How dreams and nightmares describe our lives

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Unit Description: "Wow! That test was a nightmare." "That chocolate cake looks so dreamy." Even though dreams and nightmares are commonly associated with sleeping, dreams and nightmares can also describe life when we are awake. The term "dream" can be used to describe something that is aesthetically pleasing, a goal, or an event that fulfills a wish. The term "nightmare" can describe an experience, a situation, or an object that causes anxiety or fear.

In this unit, learners will be exploring the use of dreams and nightmares in the English language. Learners will analyze numerous artworks and will determine possible situations they could describe using "dream" and "nightmare". Learners will then reflect on their own personal experiences to not only compose a written personal narrative describing a "dream" or "nightmare", but learners will also create a series of photographs symbolizing and illustrating the event.

Images: 1. CMA 1999.16
- *Moonlight*, Ralph Albert Blakelock, 1883-1898, oil on canvas
2. CMA 1994.13
- *Bottoming Out Vase*, Brent Kee Young, 1989, blown and encased flame worked glass

Key Concept: Dreams and nightmares can describe specific event, goals, or fears.

Essential Question: How can dreams and nightmares describe daily life?

CCSS Art:

1. VA8-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
2. VA8-1.4 Use art materials and tools in a safe and responsible manner.
3. VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.
4. VA8-2.3 Select elements and principles of design to create artworks with a personal meaning.
5. VA8-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art making.
6. VA8-3.3 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:

1. 8-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
2. 8-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
3. 8-4.6 Edit for the correct use of written Standard American English including, punctuation, semicolons, commas to enclose appositives and commas to separate introductory clauses and phrases.
4. 8-4.7 Spell correctly using Standard American English.
5. 8-5.3 Create written descriptions using precise language and vivid details.

Learning Outcomes:

1. The learners will define the terms “dream” and “nightmare” and will describe how they are used in the English language.
2. The learner will analyze the works of artists and will describe how these artworks could reflect a “dream” or “nightmare”.
3. The learner will create a written personal narrative describing an event that could be considered a “dream or “nightmare”.
4. The learner will use photography to create a series of photographs reflecting and illustrating their written personal narrative.

Motivator: Learners will begin by discussing their definition of “dream” and “nightmare”, in particular reflecting on how it could describe moments while they are awake. The learner will continue the discussion as they reflect on how art and artist interpret meanings on the terms. The teacher will assist the learners on brainstorming a list of dream and nightmare situations/experiences/objects.

Day Breakdown: *Based on eleven 50 minute class periods
Day 1: Motivator (see above)
Day 2: Learners will be divided into groups of 3-5 individuals. Learners will work together to construct a concept map, further exploring concepts discussed during the previous class period. Learners will personally narrow the list/map to one personally significant “dream” or “nightmare” situation. During the remainder of the class period, the teacher will distribute the writing assignment rubric and project rubric and will thoroughly explain what will be happening during future class periods.
Day 3-5: Learners will write a 3-5 page written personal narrative about their chosen “dream” or “nightmare” event. Learners will need to include as many details as possible describing their chosen event/situation. As learners write their personal narrative they will need to choose 5 objects and/or places that will symbolize their personal narrative. The teacher will meet with learners periodically to assess progress and to address any questions or concerns. The teacher will also approve of objects/places chosen by the learners.
Day 5-7: After the completion of their narrative, Learners will work independently on a series of photographs (5 in total) that represent their personal narrative. Learners may chose to use only objects or can use a variety of items to represent a location. Learners will use the first half, or all, of Day 5 to sketch their ideas. Learners will need to complete their photographs by the end of Day 7 in order for the teacher to have the photographs printed. The teacher will circulate the room, assessing learner progress and addressing any questions or concerns.
Day 8: Learners will mount their photographs onto mat

board. Learners will do this neatly and carefully.

Day 9: Learners will present both their written personal narratives and their photograph series to the class in a formal presentation. Learners will need to be prepared to answer questions from their peers.

Day 10: Learners will participate in a final group critique, as well as an individual critique to reflect on their artworks, as well as the successes and attempts at visually depicting the enduring idea of dreams and nightmares through the use of everyday language. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 11: Learners will use this day for making any final edits to their artworks. Any learner who has not finished their self-critique may also take this time to finish. By the end of the class period, all learners will be required to submit a final artwork, as well as their personal narrative.

- Materials:**
- Pencils and erasers
 - Lined notebook paper
 - Construction paper (concept map)
 - Markers
 - Access to computers
 - Digital cameras
 - Variety of props

- Resources:**
- Works by Sally Mann (sallymann.com or www.pbs.com/art21/artists/sally-mann)

- Assessment:**
- Studio participation rubric
 - Concept map
 - Personal narrative rubric
 - Project rubric
 - Self-critique