



High School
Grade/s: Advanced

Enduring Idea: Nightmares and Dreams

Integrated Discipline: Language Arts

Unit Title: Containment: Capturing dreams and nightmares in art

Unit Designer: Lynn Sanders-Bustle

Unit Description: Learners explore works of art representative of containers and use chosen media to create a container to hold a personal or collective nightmare or dream.

Images: The Columbia Museum of Art website has a wide array of artworks that can be thought about as containers. Students can visit the website as part of their research to examine the way artists use media, techniques, and images to communicate ideas. Below are listed a wide range of works for students to explore. There are many possibilities.

1990.3.8.2 Tobacco Jar, Anonymous. Late 18th Century.

1995.12 Iron Maiden Teapot, Michael Sherrill. 1995.

1996.20a-e Water Kettle and stand, Christopher Dresser. 1885.

1990.12 Arm Chair, Wenzel Friedrich. 1885-1890.

1978.51.111 Water Vessel (Kendi), Anonymous. Late 18th century.

1997.20 Armoire, Louis Majorelle. 1900-1910.

Key Concept:

1. Nightmares and dreams occur during sleep and can be a window to the subconscious.
2. Nightmares and dreams describe specific events, goals, fears, and possibilities.

3. Nightmares and dreams inspire imaginative thoughts, creative activities and provocative representations.

Essential Question: How can art media be used to convey ideas about nightmares and dreams?

How can salient qualities of nightmares and dreams be transferred through the use of media?

How can media be used to represent ideas associated with dreams or nightmares?

CCSS Art: VAH3-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.
VAH3-1.3 Communicate ideas through the effective use of a variety of materials, techniques, and processes in works of visual art.

Integrated CCSS: **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Learning Outcomes:

- 1) Learner will transfer their ideas about nightmares and dreams into a artwork.
- 2) Learners will identify distinctive characteristics of containers and use them as inspiration for the creation of an artwork.
- 3) Learners will identify and employ a media of their choosing to communicate their ideas.
- 4) Learner will transfer ideas about nightmares and dreams through use of medium.

Motivator: First day of the unit, teacher brings in a variety of containers (bags, boxes, vessels, etc.) and breaks students into groups. Have students examine a selected container and identify characteristics, media, functional properties, imagine how the containers might be changed, and share their findings with the

whole class.

Day Breakdown: This unit is designed for advanced high school students who are accustomed to self-directed inquiry. Following schedule provides examples of class activities only.

Day 1: Introduce lesson with motivator (see above).

Show image of a dream catcher and have students discuss significance, materials, and techniques. Provide information about sleep, dreaming, and the having of nightmares.

Explain the assignment: Each learner will create a container to hold a personal or collective dream or nightmare.

Day 2: Have Alice Cooper's song, *Welcome to my Nightmare* playing when students arrive (or any other songs about dreams) Provide lyrics for students and have them highlight words that characterize nightmares or dreams and discuss how artist represents nightmares and dreams through music. Encourage students to share videos or music related to nightmares and dreams as the unit progresses

Next show students 2-3 images from the CMA collection (see above examples) to begin a discussion about meaning, function, media, techniques, and visual details of containers. Also encourage students to discuss the ways that the containers may or may not hold dreams or nightmares and how the design functions or not functions as a container.

Finally, have students begin thinking about their own dreams or nightmares and begin researching and sketching ideas for their container. Encourage students to explore song lyrics, artworks, poetry, as well as other important resources. They will also need to construct a list of needed materials.

Day 3: Display lyrics of the poem by Emily Dickinson, *We Dream-it is good we are dreaming*. Have a brief discussion about the poem.

Next, display a CMA image and have students complete a journal entry that might include the following:

List briefly the visual details of the object.

Describe the medium/media used and explain how it contributes to the overall aesthetic quality and or meaning of the work.

Explain how the work might or might not function as a container for nightmares or dreams.

Have the students discuss their answers with the class. Students will continue research and sketching.

Day 4-5: Students continue research, sketching and experimenting with media.

Day 6: Students present ideas and sketches to the larger group. Facilitate discussion and encourage student feedback.

Students will turn in their sketches, description of intent, and a list of needed materials.

Day 7- completion: Students work on artworks. Teacher may want to have an in-process critique at some point.

Final Day: Facilitate an oral whole class critique.

Materials: Materials will be identified by each students based on choices made for their artwork.

Resources: Alice Cooper's, *Welcome to my Nightmare* video:
<http://www.youtube.com/watch?v=iQE0pfBAYQ8>

Information on dreamcatchers:

<http://www.nativetech.org/dreamcat/dreamcat.html>

<http://www.native-languages.org/dreamcatchers.html>

Famous poems on dreams:

http://famouspoetsandpoems.com/thematic_poems/dream_poems.html

Assessment: Formative Assessments, both peer and teacher, may include checklists, in-process critiques, and teacher observation.

Summative assessments may include student self-assessments and teacher assessments using rubrics, checklists or narrative feedback and final critique participation. Factors to be assessed may include:

- 1) Research (sketches and written description, rationale, intent, evidence in oral critique)
- 2) The finished artwork using a rubric to be assess criteria such as: a) transfer of idea into artwork (container for dream/nightmare); b) creative solution (pushing of ideas) associated with choice of media; c) craftsmanship

