



Grade/s: Grade 2

Enduring Idea: Nightmares and Dreams

Integrated Discipline: Language Arts

Unit Title: Dreams? One day I will...

Unit Designer: Lynn Sanders-Bustle

Unit Description: Learners view images that inspire ideas about goals and dreams of the future and create an artwork representing their dreams for the future.

Images: The CMA has many images representing many possible goals to aspire to or dream of doing in the future.
1995.7.9 Portrait of a Poet: Kenneth Koch, Alex Katz.
2002.11.2 Martin Luther King, Jr., John Wilson. 2002.
1996.2 The Bronco Buster, Frederic Sackrider Remington. 1895.
1962.36 Home from the Pasture, Julien Dupre.
1954.39 Muse of Painting, Giovanni Battista Lupicini. 1606-1625.

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

Essential Question: How can nightmares and dreams describe past and represent experiences and help us imagine goals and future aspirations?

CCSS Art: VA2-1.3 Use and combine a variety of materials, techniques, and processes to create works of visual art.
VA2-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.
VA2-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

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 use a variety of media to create a work of art representing a future goal, dream, or aspiration.

Learners will describe the dream or goals represented in the artwork orally and/or in writing.

Motivator: Read the book, *Matthew's Dream* by Leo Leonni

Day Breakdown: Day 1: Open by reading the book, *Matthew's Dream* making sure to ask questions about the story and the illustrations throughout. Check understanding by asking the learners about the characters and plot. At the end, review beginning, middle, and end of the story. Help learners understand that dreams can also be goals for the future.

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

What do you see in this picture?

What is happening?

Can you describe the pictures?

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

Next, introduce the term, *collage* while pointing out materials in illustrations. A collage is a form of art in which various materials such as photographs, pieces of paper fabric, or found objects are arranged and stuck to a backing or larger paper.

Then ask learners to describe materials they might use to create a collage. Have materials ready. Have learners select materials and make an experimental collage.

Day 2: Review *Matthew's Dream* and remind learners of the plot. Connect to dreams as goals or aspirations for the future.

Select a few suggested artworks from the provide CMA list. Display them and have students talk about how

they relate to dreams or goals. Encourage learners to think about how the artworks were created and ask learners to describe visual qualities.

Facilitate discussion by asking to define and describe their goals. Ask, "If you could do anything when you get older what would you do?"

Finally, explain to learners that they will be creating a collage representing a dream or goal they have for the future.

Materials: Collage Materials (fabrics, strings, yarn, scrap paper, found objects etc.), Glue, scissors, paper on which to work.

Resources: Lionni, Leo (1991). *Matthew's Dream*. New York; Alfred A. Knopf

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 by talking about both meaning and visual qualities.

Summative: Learners will write a title and a sentence or paragraph describing the dream or goal represented in their work of art.

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



