



Grade/s: 8th

Enduring Idea: Dreams and Nightmares

Integrated Discipline: History

Unit Title: It's all in my mind: Dreaming and the Subconscious

Unit Designer: Molly D. Chance

Unit Description: Learners will be exploring dreams and nightmares, in particular why do we dream and what do our dreams mean? Throughout the unit, learners will focus on the subconscious. Learners will discuss their own personal experiences with dreams and will compare this to their peers. Using different search engines on the Internet, learners will research how dreams have been interpreted throughout history by numerous cultures. Learners will create a time line showing the results of their research and at least 10 cultures/time periods. During the initial research stage of the unit, learners will be keeping a dream journal of all the dreams that they can remember. Learners will read and review their dreams in order to find patterns. Learners will use these patterns or reoccurring dreams as the subject for a Surrealism inspired sculpture. Learners will use a coat hanger as the framework for their sculpture, which will be covered with nylons, coated in several layers of decoupage glue, and then painted to reflect their dream/nightmare. After the completion of the project, learners will participate in both a group and self-critique to reflect on the artwork, as well as the concept of dreaming.

Images: CMA 1954.29
- *The Nativity*, Sandro Botticelli, 1473-75, fresco transferred to canvas
*(Depicts two individuals dressed in fashions from a different time period...image could be used as prompt, "if you could visit any place or any specific event in time, what would it be?"

CMA ???

-*Imaginary Landscape*, Giovanni Paolo Panini

Key Concept: Dreams and nightmares occur during sleep and can be a window to the subconscious.

Essential Question: How do dreams and nightmares connect to the subconscious?

- 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. VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.
 3. VA8-3.1 Compare and contrast the content in several works of visual art.
 4. 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.
 5. VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

Integrated CCSS: Language Arts

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 learner will discuss personal experiences with dreams and how they reflect their experiences or personalities.
 2. The learner will view the artworks of several artists to analyze how others interpret and are

influenced by dreams.

3. The learner will create a time line representing how dreams have been interpreted throughout history.
4. The learner will keep a dream journal each day providing detailed accounts of any recalled dreams.
5. The learner will create a Surrealist inspired sculpture reflecting on dream patterns recorded in their dream journal.

Motivator: The teacher will introduce learners to a number of artworks to begin the discussion on dreaming and the subconscious. Topics will include and are not limited to...

- a. What are dreams?
- b. Why are dreams important?
- c. How is dreaming different/similar for individuals?
- d. How are dreams interpreted?
- e. How do artists, musicians and other individuals use dreams as a source of inspiration?

After the conclusion of the discussion, learners will divide into small groups. Learners will reflect on their personal dreams and nightmares, describing why they think the dream/nightmare occurred or what they believe the purpose of the dream/nightmare was. Learners will be given pencils and paper to draw any details they find hard to describe.

Day Breakdown: *Based on nine 50 minute class periods

Day 1: Motivator (see above) The teacher will also distribute the project rubrics and explain the dream journal assignment to learners. Learners will begin recording their dreams/nightmares after Day 1 of this unit.

Day 2: During the previous week, learners have been recording their dreams and nightmares into their journal. Learners will review their dream journals looking for and highlighting patterns. Using one of their dream patterns, learners will begin sketching ideas for their sculpture.

Day 3-7: Learners will use these class periods to work independently on their sculptures. The teacher will demonstrate each of the steps at the beginning of each class period. During days 3-5, learners will be applying several layers of decoupage glue. While learners wait for the glue to dry, learners will research dream history

and how individuals have interpreted dreams and nightmares throughout time. Learners will need to include a variety of differing cultures. Learners will have access to the Internet and will have a list of suggested resources. Once learners have obtained enough information they will construct their timeline on a piece of construction paper. During these class periods, the teacher will circulate the classroom, assessing learner progress as well as addressing any questions or concerns.

Day 8: 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 personal reflection and exploration. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 9: 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 completed timeline.

- Materials:**
- Construction paper
 - Markers
 - Pencils and erasers
 - Wooden block with pre-drilled hole (used as base for the sculpture)
 - Metal coat hanger
 - Wood glue
 - Nylon stockings
 - Decoupage glue
 - Acrylic paints
 - Paintbrushes
 - Paint palettes
 - Paper towels
 - Water cups

- Resources:**
- Works by Salvador Dali (thedali.org or edali.org)

- Assessment:**
- Studio participation rubric
 - Timeline rubric
 - Dream journal
 - Project rubric
 - Self-critique