

UNIT: Yowayowa, Faith Ringgold, and Dreams.

Grade: 1st

7 Lessons.

BIG IDEA: Dreams as Inspiration for Art

As part of a year long “What inspires Art?” unit throughout all grade levels, “Dreams” are a common muse amongst artists, as well as a universally relatable concept. In the unit we learn how Dreams, Art, Color, and various other life experiences are Subjective; There are no wrong feelings to have, and we do not always have the same experiences as others. Anything is possible in our dreams and through art we can help make some dreams a kind of reality.



KEY CONCEPTS:

- There is no one right way to interpret art, color, and dreams and there is no one right way to express ourselves; our emotions and feelings are always valid.
- When we work together we can create something greater than what we could on our own; incorporating others ideas and strengths will create more dynamic solutions.
- Art is living; Artists are real people who are alive and working today, collaborating with each other and expressing themselves in whatever way best suits them.

SPECIFIC ART CONTENT:

Vocabulary and Design Principles: Illustrator, Author, Blueprint, Architect, Quilt Making, Collaboration, Stitching, Sewing, Subjective, Cityscape, Skyscrapers, Color, Shape, Line, Subjective.

Medium and Techniques: Photography, acrylic painting, color pencil, glueing, collage, Mixed Media, Sharpie, mixing paint colors, iPad.

Art Periods and Styles: Contemporary art, Illustration, Architecture, Fibers, Quilting, Surrealism.

Artists: Yowayowa, Faith Ringgold, Aelita Andre, Salvador Dali, M.C. Escher, Rene Magritte, Li Wei.

INTERDISCIPLINARY CONNECTIONS

1:X: Every student has access to an iPad. Use of iPads to take Yowayowa photographs; students take pictures of each other in lesson 1. In lesson 6 they use their iPads to make videos talking about their own artwork as well as their favorite artwork in the classroom, applying vocabulary and principles as they speak, to describe, analyze, and interpret, why they like the art and what makes it successful.

Science: Discussion on gravity and how the alteration of laws of physics can look surreal.

English: Reading “Tar Beach” by Faith Ringgold. Discussion of authors and illustrators. Writing our own stories and signing our names like authors “by: My Name”.

History: Reading “Tar Beach” by Faith Ringgold we briefly talk about the Civil Rights Movement and Martin Luther King Jr.

Drama: Being “models” in each others photos; they need to have composed faces and act and be still in the background.

ART TEKS

(1) Perception.

- (A) identify similarities, differences, and variations among subjects, using the senses; and
- (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment.

(2) Creative expression/performance.

- (A) invent images that combine a variety of colors, forms, and lines;
- (B) place forms in orderly arrangement to create designs; and
- (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.

(3) Historical/cultural heritage.

- (A) identify simple ideas expressed in artworks through different media;
- (B) select artworks that show families and groups; and
- (C) identify the use of art in everyday life.

(4) Response/evaluation.

- (A) express ideas about personal artworks; and
- (B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

NATIONAL ART STANDARDS

Content Standard 1: Understanding and applying media, techniques, and processes

Students know the differences between materials, techniques, and processes

Students describe how different materials, techniques, and processes cause different responses

Students use different media, techniques, and processes to communicate ideas, experiences, and stories

Students use art materials and tools in a safe and responsible manner

Content Standard 2: Using knowledge of structures and functions

Students know the differences among visual characteristics and purposes of art in order to convey ideas

Students describe how different expressive features and organizational principles cause different responses

Students use visual structures and functions of art to communicate ideas

Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Students explore and understand prospective content for works of art

Students select and use subject matter, symbols, and ideas to communicate meaning

Content Standard 4: Understanding the visual arts in relation to history and cultures

Students know that the visual arts have both a history and specific relationships to various cultures

Students identify specific works of art as belonging to particular cultures, times, and places

Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Students understand there are various purposes for creating works of visual art

Students describe how people's experiences influence the development of specific artworks

Students understand there are different responses to specific artworks

Content Standard 6: Making connections between visual arts and other disciplines

Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines

Students identify connections between the visual arts and other disciplines in the curriculum



ESSENTIAL QUESTIONS:

What are dreams?
What are qualities of surrealism?
How do we understand/interpret surrealism?

**LESSON OBJECTIVES:**

After the lesson the student will be able to:

Talk about dreams and the surreal.
Apply their understanding of surrealism in the making of a drawing.
Make photographic work inspired by Yowayowa.

INSTRUCTION AND SEQUENCING

- TSW draw an image exploring dream like qualities.
- TSW use their iPads to assist them in creating a photographic work inspired by Yowayowa.
- TSW discuss, describe, analyze, and interpret what dream like qualities artwork can posses.

Yowayowa

45 min class period.**Intro: 8-10min**

The class comes in and sits on the floor. We will intro dreams with answering questions like “What are Dreams? When do we have them? What do they look like?”. As we go through the powerpoint looking at various surreal artworks, I want answers like “Different colors than real life, can’t quite tell what is going on, things blending into other things, sometimes creepy, strange, bizarre, not quite real, defying gravity.” I will especially see these answers when I ask about Rene Magritte, Li Wei, and Yowayowa.

When we discuss Yowayowa’s photographs I will ask how they think she made this artwork. Notice how the only surreal aspect of the photo is that she is floating, but everything else looks normal.

Explain the days activities: 4 min

Tell the students that we will be taking our own Yowayowa Floating Photographs today, small groups at a time. When they are not taking their photos with their iPads they should be drawing a picture of themselves defying gravity/of the dreams. If they are working well they will get to take the photos sooner. But they have to be on task in the background of other’s photos to make it look cool. Also ask how they think she was able to time her photo correctly. We will count to 3, and on 3, the model will jump and the camera person will take the photo.

Work Time: 15-20min

Everyone should be working on their Defying Gravity drawings with colored pencil on manila paper.

Yowayowa Photos: 2-4 min/group

Everyone should be working on their Defying Gravity drawings with crayon on manila paper. Call up a table at a time with their iPads. Each student will take the photo of another student and then switch so they all get to jump and be camera people. I will also be taking photos of them jumping so I can print them out for use in a latter lesson. I need at least one good photo of each student.

Clean up and closing questions: last 5min

Describe one of the ways a dream can look. What is the name of the artist that floats? What does Surreal mean? Where is Yowayowa from? What is a dream you had? How should we behave when we are not the student who is floating?



RESOURCES AND MATERIALS:

Powerpoint, iPads, manila paper, colored pencils.

TECHNOLOGY:

Powerpoint, iPad, projector,

1:X Lesson. Each student has their own iPad. Accommodations can be made if the teacher has only one iPad and can let the students share and pass it around.



SUMMATIVE ASSESSMENT AND EVALUATION

TSW have a “floating” photo like Yowayowa.

TSW behave appropriately around their iPads and during our photos.

TSW have created a drawing with surreal qualities.

I will see these demonstrated by looking at their art, watching them work, asking questions, and having them make a video explaining their thoughts.

ESSENTIAL QUESTIONS:

How do dreams inspire art?

How can we create Surreal architecture?

LESSON OBJECTIVES:

After the lesson the student will be able to:

Talk about Faith Ringgold and Illustration.

Discuss architecture, basic building parts, and apply that knowledge into making a drawing.

Design their own surreal buildings inspired by their dreams.

**INSTRUCTION AND SEQUENCING**

- TSW listen to the book Tar Beach by Faith Ringgold.
- TSW discuss, analyze, and interpret architectural designs and what makes a building a building.
- TSW design their own surreal architecture blueprints.

45 min class period.

**Intro: 12-15min**

The class comes in and sits on the floor. Read them the book “Tar Beach” by Faith Ringgold. Discuss what about her book is like Yowayowa. What was happening in the book? What was she flying over? Why was she doing that? Could that happen in real life? But she might wish it would happen so she dreams it and makes art about it. Do buildings really have those colors?

Continue on to surreal architecture examples; make certain to note that every building has windows and doors. But everything else is maybe not how you would expect it to look. When possible, make sure to mention where the buildings are located. Ask what design elements they notice; what they like, what they don’t. What do they think these buildings are used for? What is the name for artists who design buildings? And do you know what the drawings Architects make are called? Today we will be making our own Surreal Blueprints. Remember that they have to include Windows and a Door in their building.

Work Time: 20-25 min

Remind them they need Windows and a Door. Make sure they use the whole picture plane is used to draw their building.

Clean up and closing questions: last 5min

Who is the author of Tar Beach? What does Surreal mean? How was Faith Ringgold inspired by her dreams? Who was the artist we studied last week who floats? What does an Architect do? Where do you dream of flying over?

RESOURCES AND MATERIALS:

Powerpoint, White 8.5x11 paper, pencils.

TECHNOLOGY:

Powerpoint, Projector.

SUMMATIVE ASSESSMENT AND EVALUATION

TSW listen to and be able to discuss Tar Beach.

TSW sketch their blueprints.

TSW include a door and a window on their building.

TSW be able to explain how their design is based off of their dreams.

I will see these demonstrated by looking at their art, watching them work, asking questions, and having them make a video explaining their thoughts.



ESSENTIAL QUESTIONS:

What are dreams?

What are qualities of surrealism?

How do we understand/interpret surrealism?

LESSON OBJECTIVES:

After the lesson the student will be able to:

Talk about dreams and the surreal.

Apply their understanding of surrealism in the making of a drawing.

Set up, use, and clean up painting materials appropriately.

**INSTRUCTION AND SEQUENCING**

- TSW set up, use, and clean up painting materials.
- TSW use dreamlike color schemes to paint their blueprints.
- TSW discuss, describe, analyze, and interpret what dream like qualities artwork can possess.

45 min class period.

Intro: 4-6min

The class comes in and sits on the floor. Ask how they know they are dreaming. Do things look exactly normal? Or are things kind of surreal. Show the image of Tar Beach by Faith Ringgold again. Ask how they can tell this is a dream. Are buildings usually those colors? No, they are strange colors. So when they color their buildings, they don't need to be normal building colors.

Demo Painting: 7min

Class moves to demo table. Get out "Blueprint" sketch of building. Go over Set Up: Where to get placemats and why we use them, where to get paintbrushes and water cups, how full to fill the water cups, where to find aprons. They can only use two colors, (which are the only two colors I place on their table, and they are never complementary) but they can blend them. Remind them to start with the lighter color first. Remind them to swish and blot their brushes in-between colors. Remind them that if they paint outside the lines it is ok because we will be cutting the buildings out and that we will focus on the small details latter.

Work Time: 15-20min

Everyone should be painting their buildings. You might have to remind them not to get paint on themselves, not to get paint near their face or mouths, and that they should not need to wash their hands until the end of class.

Clean up and closing questions: last 12min

Assign one person per table to bring the paint and water cup filled with brushes from their table to the back. Assign 2 students to wash all brushes. Everyone else should work together to put back the newspaper, aprons, and put each others art in the drying rack. Potentially assigning one student to help kids put away work at the drying rack might be helpful. After the tables are clean they can wash their hands in the back sinks or as a class we can go wash hands in the bathrooms.

Describe one of the ways a dream can look. What is the first thing you need when you want to paint? What else do you need before you start painting? How full should the water cup be? Why do we wear paint shirts? What color can you make if you mix the two colors you used?

RESOURCES AND MATERIALS:

Newspaper, water cups, paintbrushes, smocks, blueprints, pencil, paint, paint pallets

TECHNOLOGY:

Laptop, projector, presentation. No iPads out on a messy paint day.

SUMMATIVE ASSESSMENT AND EVALUATION

TSW be able to talk about surrealism and how their blueprints were inspired by their dreams.

TSW use no more than 3 colors of paint per day and will apply their mixing skills.

TSW safely and respectfully set up and clean up the painting studio.

I will see these demonstrated by looking at their art, watching them work, asking questions, and having them make a video explaining their thoughts.



ESSENTIAL QUESTIONS:

What are dreams?

What are qualities of surrealism?

How do we understand/interpret surrealism?

LESSON OBJECTIVES:

After the lesson the student will be able to:

Talk about dreams and the surreal.

Apply their understanding of surrealism in the making of a drawing.

Use mixed media techniques and apply small motor functions in adding details and depth to their drawings.

**INSTRUCTION AND SEQUENCING**

- TSW draw and add details to their blueprint painting with colored pencils.
- TSW use dream like color schemes to color their Yowayowa photos.
- TSW discuss, describe, analyze, and interpret what dream like qualities artwork can possess.

45 min class period.

Intro: 6-8min

The class comes in and sits on the floor. Ask them what they think “Mixed Media” means. Media is the art supply that an artist uses to make their artwork, and Mixed means more than one, so Mixed Media means an artwork that is created using more than one art supply. Today we are using colored pencils. What are colored pencils good for that paintbrushes were not as helpful for? Details. Today we will be adding details and other colors to our Blueprints that we painted last class.



Work Time: 25-30min

Everyone should be using colored pencils on their blueprints. They can fill in spaces they did not paint last time, add texture, add details like bricks or windows that might have gotten lost underneath the paint. If they finish their drawings satisfactorily before the end of class then they can start to color in their printed out Yowayowa photos. Remind them that things in dreams don't have to be the same colors as real life; they should be bright and colorful (if they were wearing black pants and a white shirt for instance, they should be imaginative with the colors they could draw over with.)

Clean up and closing questions: last 5min

Describe one of the ways a dream can look. What does Mixed Media mean? What is an example of Mixed Media? What does an architect do? What are their drawings called? What is the word for when artists work together to make something?

RESOURCES AND MATERIALS:

Powerpoint, colored pencils, scissors, glue bottles, Floating photographs

TECHNOLOGY:

Powerpoint, projector, printer

SUMMATIVE ASSESSMENT AND EVALUATION

TSW stay on task throughout the day.

TSW finish coloring their house and photo.

TSW have their house and photo cut out.

I will see these demonstrated by looking at their art, watching them work, asking questions, and having them make a video explaining their thoughts.

ESSENTIAL QUESTIONS:

What are dreams?

What are qualities of surrealism?

How do we understand/interpret surrealism?



LESSON OBJECTIVES:

After the lesson the student will be able to:

Talk about dreams and the surreal.

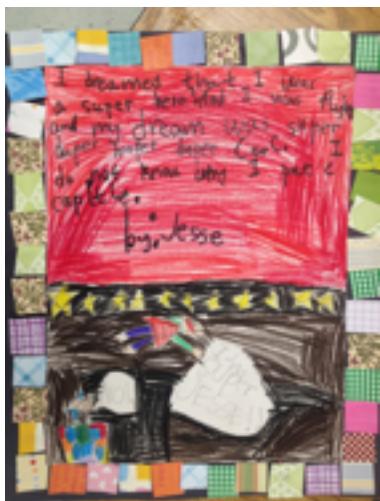
Apply their understanding of surrealism in collaging a cityscape.

Write a fictional story based off their dreams.

INSTRUCTION AND SEQUENCING

- TSW describe, analyze, and interpret mixed media art in regards to illustration, quilting, and collage.
- TSW collaborate to piece together their artworks into a surreal cityscape collage.
- TSW write and illustrate their own flying story and be authors just like Faith Ringgold.

45 min class period.



Intro: 6-8min

The class comes in and sits on the floor. We will go over what a Cityscape might mean; City + Landscape. Have the students remind me what Mixed Media means and that there are endless combinations of different mediums to mix together in artworks. We will talk about what it means to be an artist who writes books and who makes the pictures to go with the words; an Illustrator.

For the next part of the project we will be authors and illustrators like Faith Ringgold. Once the students are done coloring their mixed media blueprints and yowayowa flying photos and cutting said artworks out, they will start their story project. They will get a piece of white 9x12 paper and on the top half they will write out a story, in pencil, of them flying over any

place they dream about visiting. After the fill up half the page with their story, they should show it to me to check that it is long enough, and then go over the words in sharpie. After that they may use colored pencils to start illustrating their story. They need to fill up every inch of the paper with color. I will explain how to shade in large areas of the paper by tilting the colored pencil at a 20 degree angle.

Work Time: 30min

The tables that I see working and focused will be the first ones I choose to come glue down their blueprint cutouts and yowayowa photos to our class cityscape. This will encourage

the class to behave better while I wont be able to walk around the classroom as often as usual. I will have a large piece of sky colored butcher paper on the floor and call down 2-3 students at a time to bring their artwork. I will talk to each group of students about cityscapes and their buildings and their stories as I put glue on the back of the houses and place them on the cityscape. I will explain that cityscapes look best when the buildings overlap a little bit. I will ask them where they want their Yowayowa photos to go in the sky, put it there, and let them press it down.

Clean up and closing questions: last 5min

Describe one of the ways a dream can look. What is a landscape full of buildings called? What does and Illustrator do? What does Media mean? What does Mixed Media mean? What artist do we know that is also an Author?

RESOURCES AND MATERIALS:

Powerpoint, pencils, colored pencils, scissors, glue sticks or bottles, 9x12 white paper, sharpies, large sheet of butcher paper.

TECHNOLOGY:

Powerpoint, laptop, projector.

SUMMATIVE ASSESSMENT AND EVALUATION

TSW use all materials appropriately.

TSW write and illustrate a story of their own creation.

TSW fill the entire paper with color.



I will see these demonstrated by looking at their art, watching them work, asking questions, and having them make a video explaining their thoughts.

ESSENTIAL QUESTIONS:

What are dreams?
What are qualities of surrealism?
How do we understand/interpret surrealism?

LESSON OBJECTIVES:

After the lesson the student will be able to:

Talk about dreams and the surreal in the creation of literature and art.
Apply their understanding of surrealism in collaging a cityscape.
Write and illustrate a fictional story based off their dreams.

INSTRUCTION AND SEQUENCING

- TSW describe, analyze, and interpret mixed media art in regards to illustration, quilting, and collage.
- TSW collaborate to create a class Cityscape.
- TSW discuss, describe, analyze, and interpret what dream like qualities artwork can possess.

45 min class period.

Intro: 6-8min

The class comes in and sits on the floor. Have them remind me what we talked about during our last class; Cityscapes, Mixed Media, Illustrators, and Authors. We will look again at Faith Ringgold's "Tar Beach" and focus on the edges. Ask the students what they think this artwork is made out of. We will talk about quilting and fabric in art and how they think it was constructed.

When they finish their Illustration they were working on during the last class and I approve that it is done, meaning their is no white space left in their artwork, they will get a piece of 15x12 black construction paper, glue their illustration to the center of the paper, and then glue down pre cut 1x1 squares of scrapbook paper around the edges of their artwork so that it looks quilted like Tar Beach. I will make sure to go over proper glueing techniques; pea sized amount on the quilt squares, and like a picture frame on the back of the white paper.

Work Time: 30-35min

During this time any student who did not get to glue down their blueprints or Yowayowa photos to the collaborative Cityscape should do so. Any students who finish their Illustrations will come work on the Cityscape. They will glue down precut 4x4 squares of scrapbook paper around the edges of the artwork to look like a quilt. If they manage to finish that they can use yellow or white colored pencils and draw stars in the sky portion of the cityscape.

Clean up and closing questions: last 5min

What is your story about? What is a Cityscape? Why are we gulling squares around our art? What types of Media does Faith Ringgold use in her art? Where did we put the glue to get the Illustration to stick to the black frame? How is your story surreal?

RESOURCES AND MATERIALS:



Powerpoint, glue bottles, glue sticks, colored pencils, pencils, sharpies, 1x1 squares assorted scrapbook paper, 4x4 squares assorted scrapbook paper, 9x12 white paper, 15x12 black construction paper, scissors.

TECHNOLOGY:

Powerpoint, projector, laptop.

SUMMATIVE ASSESSMENT AND EVALUATION

TSW use all materials appropriately.

TSW write and illustrate a story of their own creation.

TSW glue their illustration and scrapbook squares to a frame.

I will see these demonstrated by looking at their art, watching them work, asking questions, and having them make a video explaining their thoughts.



ESSENTIAL QUESTIONS:

What are dreams?

What are qualities of surrealism?

How do we understand/interpret surrealism?

LESSON OBJECTIVES:

After the lesson the student will be able to:

Talk about dreams and the surreal in the creation of literature and art.

Apply their understanding of surrealism in collaging a cityscape.

Write and illustrate a fictional story based off their dreams.



INSTRUCTION AND SEQUENCING

- TSW describe, analyze, and interpret mixed media art in regards to illustration, quilting, and collage.
- TSW collaborate to create a class Cityscape.
- TSW discuss, describe, analyze, and interpret surreal artwork of their choice with their iPads.



45 min class period.

Intro: 6-8min

The class comes in and sits on the floor. We will go over the things we have talked about in the previous class periods; Cityscapes, Collaboration, Illustration, and Quilting. I will then intro a video about artist Aleita Andre. She is about 5 years old and has artwork that sells for millions of dollars and is in museums all over the world. I want to focus on how she talks about her artwork. We will watch the video <https://vimeo.com/64479552>

I will explain that after they finish their illustrations they can come work on the Collaborative Cityscape, or they can make some videos talking about surreal art and what we have learned over the last few weeks.

Work Time: 35 min

Collaborative Cityscape: Students can glue 4x4 precut scrapbook squares around the edges, or draw stars with white or yellow colored pencils, or “stitch” everything together by drawing little lines in black colored pencil connecting everything together.

If there are too many students finished with their illustrations to all work on the Cityscape at once, then they can use their iPads to create a video about them talking about art and dreams. Apps they can use include: Educreations, Chatterpix, Bllaberize, or any other video creation/ picture+audio recording app they have.

Video Options:

- Your Favorite Art:** Students can pick any artwork they see in the classroom, which should mostly include art that relates to our Dreams and Surrealism unit, and tell the Who, What, Where, When, Whys of the art with a focus on why the art inspires them and what they like about the artwork.
- Story:** The students can pick from a set number of books that deal with things we have learned throughout the unit, read the book to themselves or a friend, then make a video with the Who, What, Where, When, Whys of the book with a focus on how the book is dreamlike or surreal and why they like it.
- Your Story:** The student will make a video about the illustration they made by showing their artwork, reading their story, telling what they think the best part is, and what they learned.

*When they finish their videos, if possible, I had them

Share the results with me via email. Not all apps/iPads were equipped to do so as they belonged to 1st graders, but those that were able to send their videos showed wonderful understanding and insights about the project.

Clean up and closing questions: last 5min

What is the name of the artist who floats? What types of media does Faith Ringgold use? What is your favorite artwork in the room and why? What do you like best about dreams? What kind of inspiration can you get from dreams? What does it mean to collaborate? What are some ways to show that we are collaborating well?

RESOURCES AND MATERIALS:

Powerpoint, iPads, Books, glue bottles, glue sticks, colored pencils, pencils, sharpies, 1x1 squares assorted scrapbook paper, 4x4 squares assorted scrapbook paper, 9x12 white paper, 15x12 black construction paper, scissors.

TECHNOLOGY:

Powerpoint, iPad, projector, laptop.

1:X Lesson. Each student has their own iPad. Accommodations can be made if the teacher has only one iPad and can let the students share and pass it around.

SUMMATIVE ASSESSMENT AND EVALUATION

TSW use all materials appropriately.

TSW collaborate to create a class Cityscape inspired by Faith Ringgold.

TSW have created and illustrated a surreal story of their own creation.

TSW create videos document their critiques of Artwork throughout the classroom focusing on what they have learned throughout the unit.

I will see these demonstrated by looking at their art, watching them work, asking questions, and having them make a video explaining their thoughts.

