Pacing: Two, 45-minute class periods  
GRADE: Kindergarten

LESSON ACTIVITY TITLE: *This Is the Dream* Portrait Collage

ESSENTIAL QUESTIONS:  
• What does an illustrator do?  
• How does an artist create a collage?

ENDURING UNDERSTANDING: The students will understand how art with a purpose provides an opportunity to look at issues important to ourselves and the world.

**PICTURE THE DREAM REFERENCE BOOK:** *This Is the Dream* written by Diane Z. Shore and Jessica Alexander, illustrated by James Ransome

**VISUAL ART GSE TO ADDRESS IN ACTIVITY:**

**VAK.CR.1:** Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

**VAK.CR.2:** Create works of art based on selected themes.

**VAK.CR.3:** Understand and apply media, techniques, and processes of two-dimensional art.

**VAK.CR.5:** Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

**VAK.RE.1:** Discuss personal works of art and the artwork of others to enhance visual literacy.

**VAK.CN.1:** Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

**VAK.CN.2:** Integrate information from other disciplines to enhance the understanding and production of works of art.

**VAK.CN.3:** Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

**MAJOR CONCEPTS AND VOCABULARY:**

- portrait
- collage
- printing
- emphasis
DIFFERENTIATED LEARNING (OPPORTUNITIES FOR SCAFFOLDING AND EXTENSION):

SCAFFOLDS:
Students may use precut facial features and an oval to create their artwork.

EXTENSIONS:
Students may cut out and add words that pertain to the story, such as *freedom*, *justice*, etc. Students will collage the words onto their composition.

MATERIALS:

**STUDENT SUPPLIES:**
- 12” × 18” drawing paper
- Blue and red tempera paint
- 6” × 9” construction paper, in various skin tones
- Scissors
- Glue sticks
- Assortment of magazines

**TEACHER SUPPLIES:**
- *This Is the Dream* book written by Diane Z. Shore and Jessica Alexander, illustrated by James Ransome
- *Picture the Dream* PPT resource (available at High.org)
- Star stamps (how to make them: [https://www.youtube.com/watch?v=k3pXbiwvHtY](https://www.youtube.com/watch?v=k3pXbiwvHtY))
- Oval stencils
OPENING

• View and discuss with the students the artworks of American illustrator James Ransome, using these or other resources:
  • Artist website: https://jamesransome.com/
  • YOUNG AT ART with James Ransome:
    COLLAGE: https://www.youtube.com/watch?v=KCpiO-jfb0
• Display illustration from Picture the Dream exhibition, “Back endpapers,” from This Is the Dream (available in PPT resource).
  • What’s going on in this picture? What do you see that makes you say that?
  • This image is at the very end of a book called This Is the Dream. What do you think the book might be about? What do you see that makes you say that?
• Read aloud the book This Is the Dream. If needed, summarize the story for students and focus on one or two illustrations for discussion.
  • Link to read aloud if you don’t have the book: https://www.youtube.com/watch?v=B1gnw3FpNtg
  • Example summary: This book tells true stories about brave Americans who saw that Black people were being treated unfairly by some White people and stood up for what was right. Black Americans had to ride in the back seats of buses, couldn’t eat at some lunch counters, and had to use separate water fountains. This was unfair and wrong. The brave men and women in this book stood up for what was right and helped make change so that today Black and White people can use the same fountains, buses, schools, and diners. There are still ways that Black Americans are not treated fairly, and brave people continue to stand up for fairness for everyone!
• Discussion Questions:
  • How did the artist show that some White people treated Black people wrongly and unfairly? How do you think the people in the illustrations are feeling? What do you see that makes you say that?
  • How did the artist show that brave Americans stood up for what was right?
  • How did the artist show that things are becoming more fair and equal today?
  • Look back at the image from the exhibition, “Back endpapers.”
    • Do you notice anything new about this picture now that we’ve read the book together?
    • If you could add anything to this picture to show your dream for the United States of America, what would you add?
WORK PERIOD

TEACHER PROCEDURES:

• Introduce the concepts of printing, collage, portrait, and emphasis.

STUDENT PROCEDURES:

• Print a design using star stamps dipped in red and blue tempera paint onto the 12” × 18” drawing paper.
• Choose a skin tone from the 6” × 9” construction paper.
• Use a stencil to trace and cut out an oval from the student’s choice of multicultural skin tone construction paper.
• Glue the oval onto the 12” × 12” drawing paper.
• Using scissors, glue sticks, and magazines, cut out facial features and glue them onto the oval to create a portrait.
• Using scissors, glue sticks, collage papers, and magazines, cut out shirts, bows, hats, earrings, hands, and other details, and glue them onto the composition.

CLOSING

• Students should reflect on how art provides an opportunity to look at issues important to ourselves and the world. Have them share why their artwork is important. Ask them, “What message does it tell us? What title would you give your artwork?”

• Students should reflect, identify, and discuss what they like best about their artwork.

Ivey Coleman has made her home in Georgia teaching visual arts to students of all age groups and walks of life for twenty-five years. She was honored to have been selected to receive the 2020 National Art Education Association’s Peter J. Geisser Special Needs Art Educator of the Year Award. As an art education advocate, she has served on the Georgia Art Education Association’s and the National Art Education Association’s boards in many capacities since 2005. She has also written curriculum and assessments for Columbia and Richmond Counties’ boards of education and the Georgia Department of Education. She provides all her students with a visual arts curriculum that promotes student achievement and helps guide awareness of their natural surroundings while building knowledge, skill, and self-esteem—tools necessary to cultivate a successful future, one where they can correlate their personal voice and sense of self and use art to effectively communicate their needs.