

**Title:** The Dream Getaway

**Grade Ranges:**

K-4  
 5-8  
 9-12

**Subject Tag:**

Art and Music: Visual Arts

**Synopsis:**

Students will create a model of an idealized place that they would like to escape to. This is a place of fantasy where anything that can be dreamed of can exist.

**Keywords:**

fantasy, utopia, model, dream, landscape, ideal, escape, sculpture, surrealism, imagination, metaphor, environment, construct, 3D modeling, imaginary, miniature, self-investigation

**Body:**

1. Show students images of amazing places, real or imagined. You might find images by René Magritte, Salvador Dali, and Ansel Adams useful here.
2. Hand out pencils and inexpensive paper such as newsprint. Ask students to think about a time that they have wanted to escape the world as it is. Where did they want to go? Ask them to think about what they would need and want in this escape world. Explain that they are going to construct a dream getaway place. There are no limits to what they can ask for; they can have constant sunsets and an endless supply of chocolate for example. Have them draw their getaway.
3. Have students construct 3D models of their dream getaway using cardboard, paint, and anything else that you have around. Give them limits on how big they should make their models.
4. When students are done making their models, have them share their work with their classmates.

**Related Links:**

Artcyclopedia: A Fine Art Search Engine

<http://www.artcyclopedia.com>

This site links to images by and information about artists of all kinds.

**Features:**

- Contains special education tips  
 Quick Activity (less than 30 minutes; story starter)  
 Requires Internet access for students to complete

**Objectives:**

1. To help students think beyond what they see everyday and encourage them to find comfort in their dream worlds.
2. To promote self-investigation and the search for solutions while developing students' skills in modeling, painting, and sculpture.

**Standards:**

**NY: 1:** Creating, Performing and Participating in the Arts. Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **2:** Knowing and Using Arts Materials and Resources. Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**NYC: E3c.** The student prepares and delivers an individual presentation in which the student projects a sense of individuality and personality in selecting and organizing content, and in delivery.

**CT: 1. Media.** Students will understand, select and apply media, techniques, and processes. **6. Connections.** Students will make connections between the visual arts, other disciplines and daily life.

**NJ: 1.3:** All students will utilize arts elements and arts media to produce artistic products and performances. **1.6:** All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

**Time Required:**

3-4 hours

**Technology and Materials Needed:**

1. Images of fantastic and/or beautiful places
2. Newsprint paper
3. Cardboard/tagboard,
4. Masking tape
5. Glue
6. Paint and brushes
7. Markers
8. Cutting tools
9. Pencils
10. Found materials (natural and recycled)
11. Blu-tack
12. Colored pencils
13. Magazines to cut images from (optional)
14. Filament
15. String

**Procedures:**

**Recommended Lesson Plan Review Date:**

NA

**Review Comments:**

NA