

MONA

Museum of Northwest Art

Age: Second Grade

Lesson Duration: 1 hour

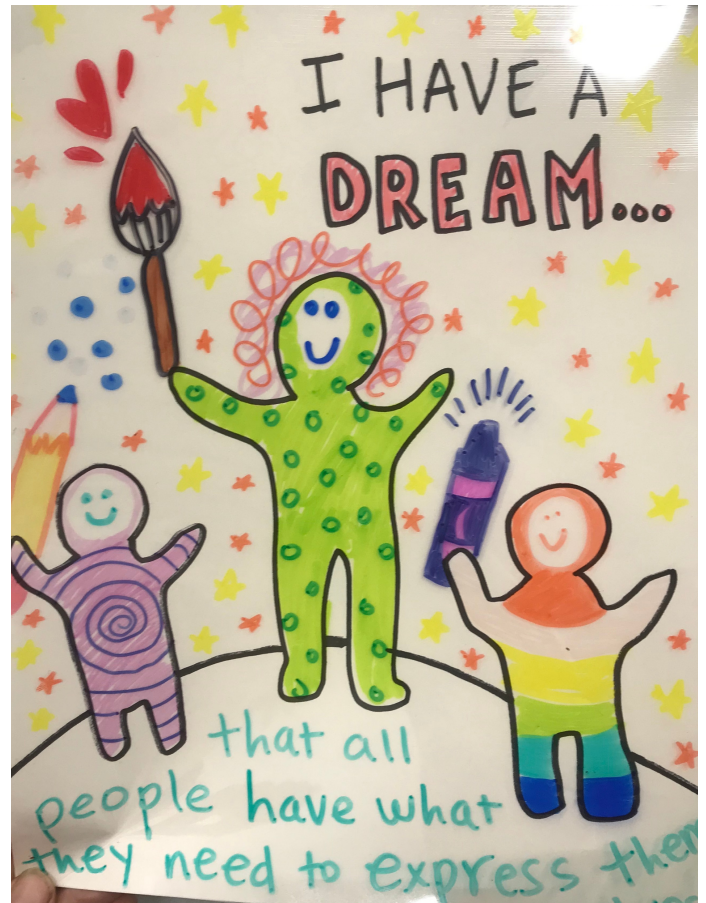
Subject: Social Justice

I Have a Dream: Layered Drawings Inspired by Sade Duboise

A HANDS-ON ART ACTIVITY
DESIGNED BY MONA
EDUCATORS

Materials

- Information on the artist and images of Sade Duboise's artwork (included)
- Transparency sheets
- Thick white paper
- Permanent markers (colored and black)
- Pencils
- Scrap paper
- Blue tape
- [Kid President's MLK Jr. Video](#)
- Optional: Books about MLK Jr.



Above: Educator example

Source: Museum of Northwest Art

Description

Students will create a multi-layered drawing on transparency sheets that depicts a dream they have for their community. These images will be inspired by the "I Have a Dream" speech which was delivered by Martin Luther King Jr. in 1963, and the paintings of Sade Duboise.

Instructions

1) Watch Kid President video and discuss what dreams the students have for their community. You might try a brief brainstorming activity by using categories like Family/Community/Country/and World and asking the class to come up with ideas about how they can "have a dream" to make each category kinder, safer, happier and better.

- There are a wide range of good children's books about Martin Luther King, Jr. Consider reading and discussing a selection of books in the days prior to the lesson so the students have a good foundation of understanding in place before they begin. You might also listen to some or all of his original speech.

2) Use Visual Thinking Strategies (VTS) to discuss the included artwork by Sade Duboise. You can also share any of the information about the artist provided in the "About the Artist" page.

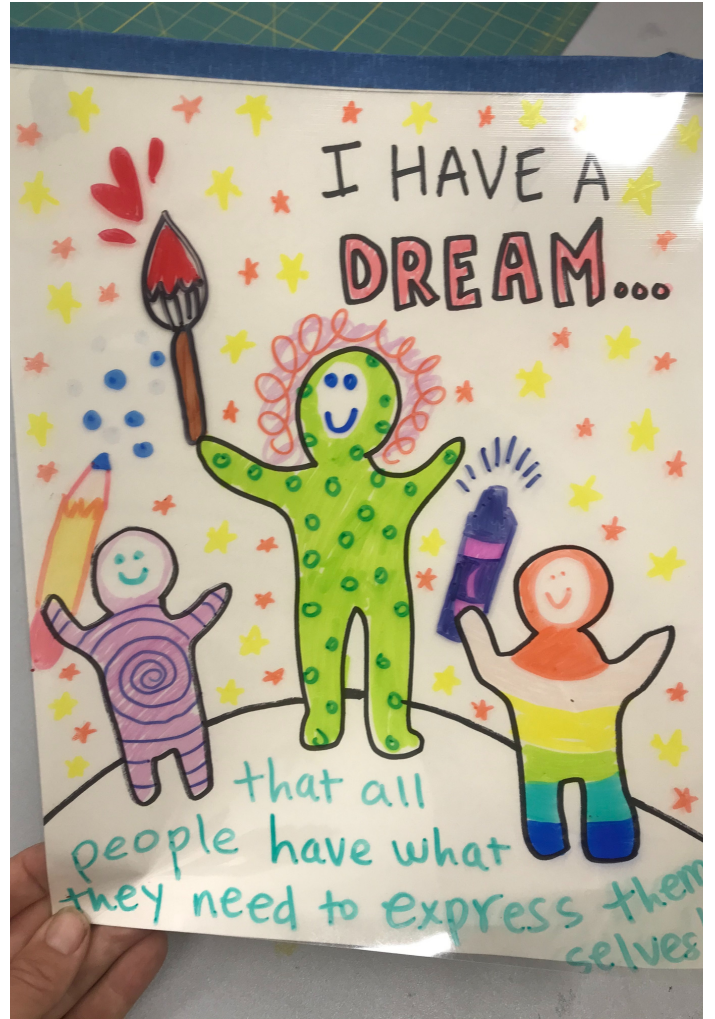
- VTS research-based teaching method that promotes aesthetic development including critical thinking and communication skills. A VTS information sheet is attached at the end of the lesson.

3) Have each student plan a picture of what their dream world would look like using pencil on scrap paper.

4) Ask them to draw the outlines of their final design using black marker on the thick white paper.

5) You can help students tape their transparency on the top of the white paper using blue tape so they can flip it back and forth.

6) The final step is for students to add the colors on top of the transparency using the colored permanent markers to make their dream shine with color!



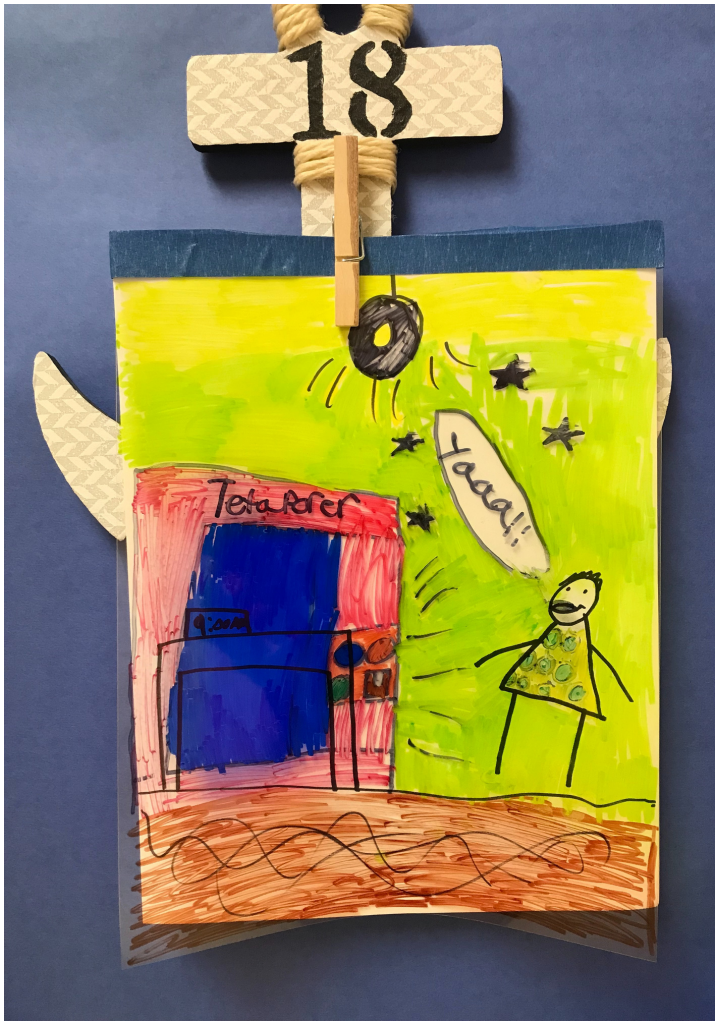
Educator Examples
Source: MoNA Educators



Reflection

Discuss with students:

- How did Martin Luther King Jr's life and speech inspire your art piece?
- What was the hardest part about this activity? What was the easiest?
- Is there a common theme across the classroom? If so, what?



Student Example
Source: MoNA Educators

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Learning and State Standards

Fulfills **Washington State Arts Learning Standards:**

- **VA:Cr1.2.2** (Make art or design with various materials and tools to explore personal interests, questions, and curiosity)
- **VA:Cr2.2.2** (Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces)

About the Artist: Sade Duboise



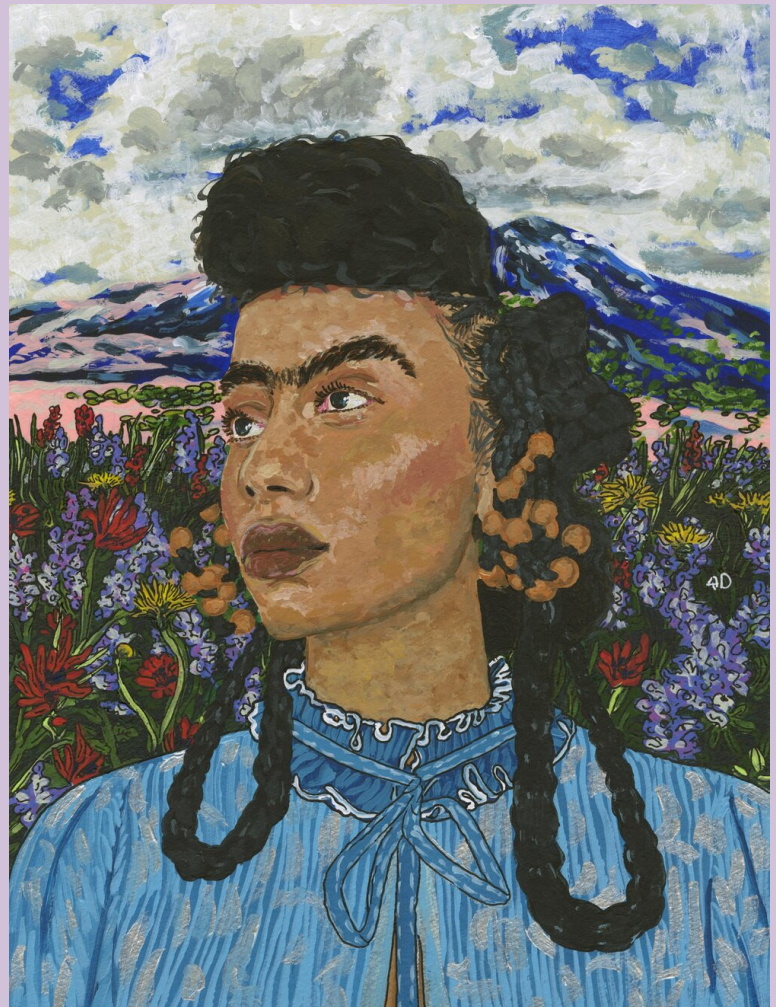
Portrait of Sade Duboise

Source:

SadeDuboiseStudio.com

**"WE ARE HERE,
WE ARE
BEAUTIFUL, AND
WE HAVE A
STORY TO TELL."
-DUBOISE**

Sade Duboise is a painter, who was born and raised in Portland, Oregon. She focuses on portaiture and landscapes. Her work explores and celebrates the black female experience.



Letting Go

Source: SadeDuboiseStudio.com

Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development, including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art, encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?

What do you see that makes you say...?

What more can you find?

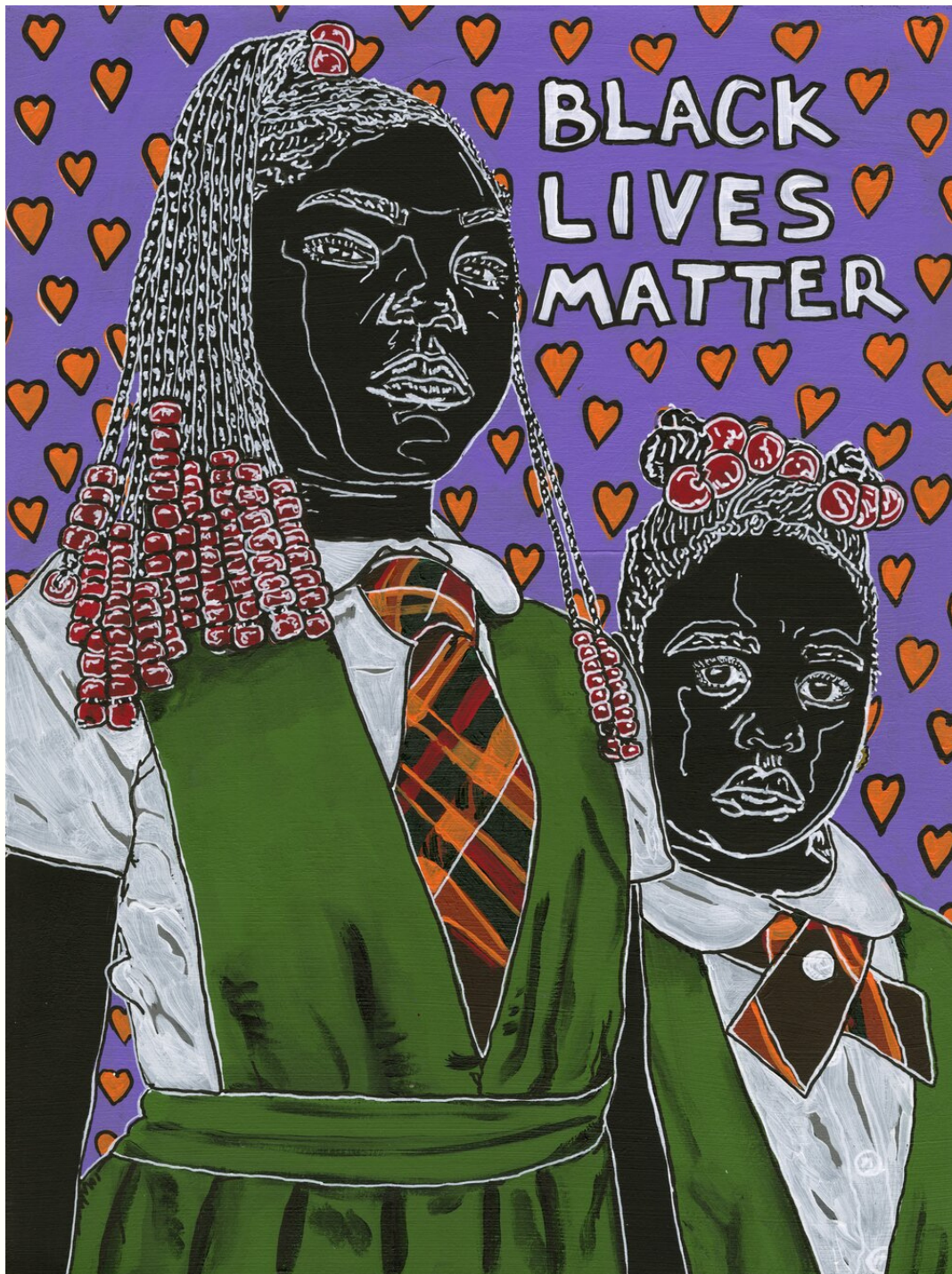
Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to use in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: www.monamuseum.org/resources-for-educators



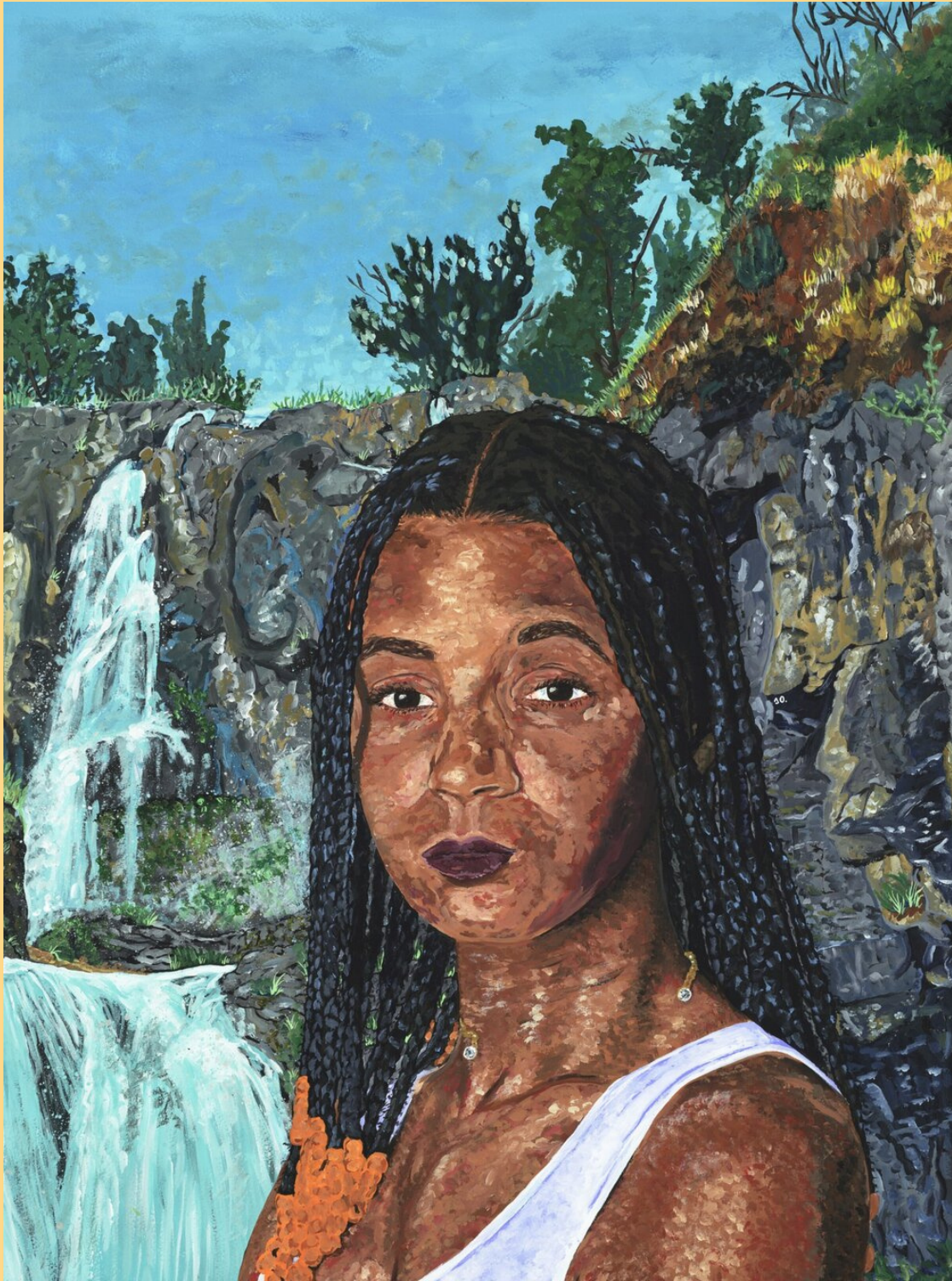
Letting Go

Source: SadeDuboiseStudio.com



Future Activists

Source: SadeDuboiseStudio.com



Mother of Judah

Source: [SadeDuboiseStudio.com](https://www.SadeDuboiseStudio.com)