

## TEACHERS ACTIVITIES



### Theme:

The inspiration to create art can come from almost anything—actual materials, feelings, dreams.

### Topics For Discussion:


Discuss daydreaming. How is it different from dreaming while asleep? How can daydreams inspire and when can they get someone into trouble?

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Have students relate one of their favorite daydreams.

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Brainstorm characteristics of a good friend. Which of these attributes did Appelemando's friends have?

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Appelemando created art with his dreams. Discuss with the class what it means to be an "artist."

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Have students close their eyes and visualize a beautiful scene. What details and colors are in their picture? Does their picture have a story to go with it? Invite them to tell about their pictures.

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Discuss how different our world would be if nothing had color.

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Discuss how having someone believe in you can make a difference in your life.

### Curriculum Extension Activities:

Collect an assortment of odds and ends and "junk" materials. Have students create works of "trash" art. (This is an opportunity to use materials that are not typically recycled). Have an art show displaying the creations. Have the students make posters advertising the show and write letters to family and friends inviting them to view their collection of art.

Hang large sheets of mural paper on the walls. Have students draw self-portraits along the bottom of the paper. Outline a large, cloud-shaped space above each child's head. Each student can paint a daydream in his/her space. Title the murals, "Our Dreams."



Have students try some of the printing techniques that LeVar uses in the program (e.g., potato, corn, sponge). Use other materials, such as apples, cork, leaves, rubber soled shoes, etc., and compare the resulting prints. Invite students to make pictures that include more than one type of print.



The story of *Appелеmando's Dreams* has a repeated cause-effect pattern in which story events change people's lives. As a group, have students construct a chart, identifying story events (effects) on one side of the chart and the causes on the other side. Help students realize that the changes in the people of the village were lifelong and that the old man at the end of the story is Appелеmando himself.



If possible, visit an art gallery or museum so that students can see the different types of art on display. If such a place is not conveniently available, obtain some books illustrated with gallery art. The following titles are useful for enhancing children's understanding and appreciation of art: *Talking to the Sun: An Illustrated Anthology of Poems for Young People* compiled by Kenneth Koch (Metropolitan Museum of Art and Henry Holt), *Alphabet Animals* by Charles Sullivan (Rizzoli), and *Imaginary Gardens* edited by Charles Sullivan (Abrams).



Have students experiment with painting on different types of materials, such as construction paper, cardboard, newsprint, paper towels, acetate sheets, cloth, waxed paper, wood scraps, concrete, typing paper, etc. Encourage them to predict what will happen before they paint.



Read a poem or play a piece of music and have students draw or paint what they "see." Display their creations and discuss how we all see different pictures even though we are inspired by the same stimulus.



Conduct a survey of students' favorite colors and graph the results.

## Supplemental Books:

HATTIE AND THE WILD WAVES  
by Barbara Cooney (Viking)

A BAKER'S PORTRAIT  
by Michelle Edwards (Lothrop, Lee & Shepard)

MATTHEW'S DREAM  
by Leo Lionni (Alfred A. Knopf)

THE YOUNG ARTIST  
by Thomas Locker (Dial)

THE FANTASTIC DRAWINGS OF DANIELLE  
by Barbara McClintock (Houghton Mifflin)

THE MAGICAL DRAWINGS OF MOONEY B. FINCH  
by David McPhail (Doubleday)

ALL I SEE  
by Cynthia Rylant, illus. by Peter Catalanotto (Orchard)

EMMA'S RUG  
by Allen Say (Houghton Mifflin)

DIEGO  
by Jeanette Winter (Alfred A. Knopf)

A YOUNG PAINTER  
by Zheng Zhensun and Alice Low (Scholastic)