**BPS Elementary Art Curriculum**

Dream Catchers

Materials:

6-8 inch circles on manila paper

12 in. x 9 in. tan construction paper

Rulers, erasers

Graphite and color pencils

Feathers (sketches)

Illustrations and examples of dream catchers

Art Standards:

Standard 1 – Visual Art Media, Techniques, and Processes

Standard 2 – Structure and Function

Standard 3 – Subject Matter, Themes, Symbols, and Ideas in Visual Art

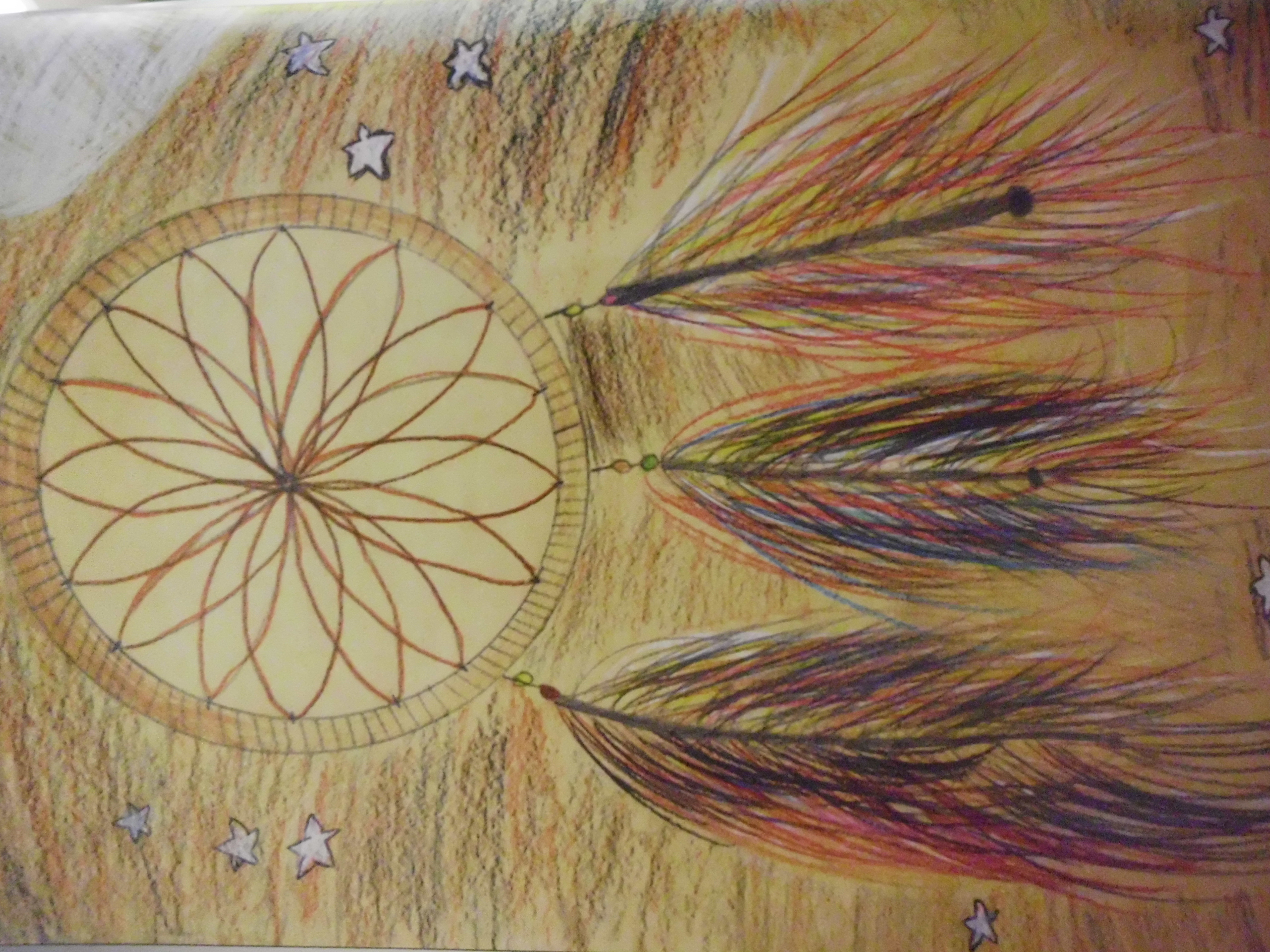
Standard 4 – Visual Art History and Culture

Standard 5 – Merits of Works of Visual Art

Standard 6 - Connections

Grade: 4

Time: 2 (45 minute) sessions

Picture

Content Connections:

American Indians of North Dakota

Math

Reading:

“Grandmother’s Dream Catcher” by Becky Ray McCain

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| --- | --- |
| **Art Elements** | **Art Principles** |
| \_X\_Line | \_X\_Pattern |
| \_X\_Shape/Form | \_\_Rhythm/movement |
| \_X\_Color | \_\_Proportion/Scale |
| \_\_Value | \_X\_Balance |
| \_X\_Texture | \_\_Unity |
| \_\_Space/Perspective | \_\_Emphasis |

Preparation: Precut 6-8 inch circles; gather images of dream catcher and feather designs.

Lesson

* Discuss dream catcher and show examples.
* Hand out precut circles.
* Discuss symmetry and balance by looking at online examples.
* Using cardinal and intermediate directions have students make tick marks around the outside of the circle.
* Students design “web” portion using the tick marks as a guide. Concentrate on symmetry and balance.
* Glue the web onto the top portion of the 12x9 tan paper.
* Add an outer circle to create a frame.
* Show examples of how to draw and shade a feather.
* Students draw and shade feathers hanging from the dream catcher.
* Students may design a night sky background.

Vocabulary:

dream catcher, symmetry, legend, shading

I Cans …

* …understand and apply media, techniques, and processes.
* …use knowledge of structures and functions.
* …choose and evaluate a range of subject matter, symbols, and ideas.
* …understand the visual arts in relation to history and cultures.
* …reflect upon and asses the characteristics and merits of their work and the work of others.
* Make connections between visual arts and other disciplines.

Teacher Background Knowledge

The legend of the dream catcher states that it could filter out the bad dreams and allowing only good thoughts to enter into the mind.

\*\* Many different versions can be found online.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessment*

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| --- | --- | --- | --- |
| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?) |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed? |
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