

Arts Integration Curriculum Map

Quarter/Unit: Multicultural Art Education & ELA - Grade 2 Developer: Pammy Pry

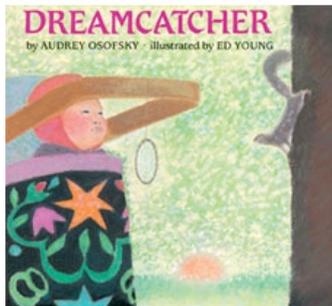
DREAMCATCHERS

ELA Standard: Writing

CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

ELA Standard: Speaking & Listening

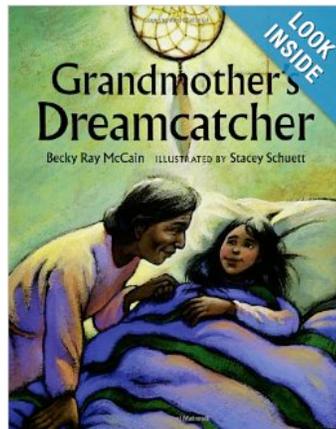
CCSS.ELA-Literacy.SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).



Louisiana Content Standards:

VA-AP-E4: Recognize that there are many possibilities and choices in the processes for designing and producing visual arts

VA-HP-E1: Identify the subject, basic style, and culture represented by various works of art



- **The Spinning Wheel Critique:** students create two circles, facing each other, then have 30 seconds to explain their work to the inside partner. The inside partner will have 30 seconds to provide feedback. They will repeat this five times and return to seat to make revisions. **Key ideas while in critique:** Should they add more objects? Should the yarn color change? Should more weaving be added? Should more items hang off the dreamweaver?
- Response Writing Activity: In both **Dreamcatcher** and **Grandmother's Dreamcatcher**, what was the main character suffering from? How did people in their families help them? Do you have someone in your family that has helped you in the same way that the sister and grandmother did in the stories?
- RUBRIC: See **Rubric #4** at the end of the lesson (Using their response writing activity and artwork in reference to their artwork)

- Start with a discussion about dreams and how they can have good and bad dreams. Ask open ended questions where students feel comfortable discussing their dreams with their peers.
- Tell the students that there is a Native American tribe, the Ojibwe, that created dreamcatchers for their bad dreams.
- Read the story **Grandmother's Dreamcatcher** by Becky Rae McCain. Discuss how the child had her grandmother help her "catch" her bad dreams. Also, read through **Dreamcatcher** by Audrey Ososky. The children can discuss how the baby was having bad dreams and his sister helped by making the dreamcatcher. Also discuss art vocabulary: sculpture, found objects, geometrical shapes, weaving, etc.
- Students create their own dreamcatcher using basket weave and yarn. They also can use other objects in the spare items box such as beads, feathers, etc. Must include at least 5 different items.
- During the artwork creation process, students participate in a critiquing process called The Spinning Wheel where they discuss other students' work in process.
- After completion of artwork, students write a response to their work (see assessment section).

Rubric #4 : Dreamcatcher

Teacher Name: **P Pry**

Student Name: _____

CATEGORY	4	3	2	1
Quality of Construction	The dreamcatcher shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached.	The dreamcatcher shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached.	The dreamcatcher shows some attention to construction. Most items are neatly trimmed. All items are securely attached.	The dreamcatcher was put together sloppily. Items appear to be just "slapped on". Pieces may be loose.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the dreamcatcher.	Class time was used wisely. Some time went into the planning of the dreamcatcher.	Class time was not always used wisely.	Class time was not used wisely and the student put in no additional effort.
Number of Items	The dreamcatcher includes 5 or more items.	The dreamcatcher includes 4 items.	The dreamcatcher includes 3 items.	The dreamcatcher includes 2 or less items.

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Grammatical Errors	There are no grammatical errors in the student's writing activity.	There is one grammatical errors in the student's writing activity.	There are 2-3 grammatical errors in the student's writing activity.	There are 4 or more grammatical errors in the student's writing activity.
Writing Activity	The writing activity describes in detail what the characters were suffering from and if they have personal experiences with the same topic.	The writing activity somewhat describes what the characters were suffering from and if they have personal experiences with the same topic.	The writing activity barely describes what the characters were suffering from and if they have personal experiences with the same topic.	The writing activity does not describe what the characters were suffering from and does not share any personal experiences.