

Lesson Plan Title: Zentangle Drawings Length: 12 hours, 8 class periods
Grade Level: 6th Grade Art Exploration
Teachers names: Kaley Hinchsliff

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

In the classes before the project, the teacher will ask students:

-Have you done zentangles before?

Teacher will further investigate levels of knowledge through description of the process,

- Have you doodled before?
- Can you recognize patterns?
- Has anyone seen a coloring book before? What is it?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

During the project, sixth grade will develop the responsibility of being a part of a shared studio, utilize resources, and appreciate mindfulness through creating a zentangle drawing. The students will step into how an artist thinks: what do I want to communicate about myself? How will I do so? Students created a contour drawing while considering composition, scale, and proportion, with a subject matter that connects to their identity.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Line, shape, composition, pattern, contour line, gesture, form, scale, proportion, identity, time, space, emotion

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists and designers use inspiration from the world around us to produce something of their own.
 Artists and designers communicate their identity, values, and passions through their artwork.
 Artists and designers use art to tell stories.
 Artists and designers use mindfulness in their artmaking process.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.
Should be written as: Objective. (-Co Visual Art Standard: _____ - GLE: _____ -Bloom’s: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Students will be able to engage with subject matter that connects to their personal lives and identity through conducting image research and reference photos. (Comprehend, GLE: 1C; Bloom’s: Apply; Art learning? Subject Matter)
 Students will be able to understand basic drawing styles such as lettering, gesture and contour through collaborative and independent warm ups. (Reflect, GLE: 2B, Bloom’s: Understand, Art Learning: Drawing Styles)
 Students will engage in the exploration of composition, proportion, material use, techniques, and patterns of drawing to find the way that can best depict their identities. (Create, GLE: 3A, Bloom’s: Analyze, Art Learning: Elements of Art and Principles of Design, Literacy: Vocabulary)
 Students will be able to persist with pattern making through experimentation and discovery. (Create, GLE: 3B, Bloom’s: Apply, Art Learning: Pen and Ink, Numeracy: Repetition)
 Students will be able to view artworks, make interpretations, and analyze through self and peer artist statements. (Transfer, GLE: 4A, Bloom’s: Evaluate Literacy: Artist Statement)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Students will be able to print out photos for a tangible reference photo instead of a screen. Students will be accommodated on the Zentangle Plan. <ul style="list-style-type: none"> - Students are asked to give at least three ideas with photos to go with all. Then for the struggling students, they at least need to have one idea in the finished zentangle plan. 	The students’ final products will follow the same expectations.

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>For a student who is ahead, or needs more challenge, the complexity of the composition, subject matter, and pattern choice will be pushed. The level of difficulty can change drastically.</p> <ul style="list-style-type: none"> - Students will be able to research designs to test and try out. <p>Once drawing is completed, shading will be introduced to the students who are ahead to create a realistic finished product.</p>	<p>Students will be asked to give background information in their statement and reflection at the end. While the class has to follow a template, the students who need more depth, will be asked to give more context to their subject matter.</p>

Literacy:
List terms (vocabulary) specific to the topic that students will be introduced to in the lesson and describe how literacy is integrated into the lesson.
Vocabulary words are introduced and reviewed throughout the project in the slideshow: Contour, Gesture, Composition, Mindfulness, Zentangle
Artist Statement: at the end of the project, students will be required to write an artist statement that connects the viewer to the drawing. The statements will be structured with an introduction, detailed description and why, then a conclusion. This brings literacy into the assignment because it is asking students to reflect on their project and recognize the structure of writing in Artist Statements.

Materials:
Must be grade level appropriate. List everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) List all materials in a bulleted format.
Sketchbook, paper, pencil, 11 x 17 paper, drawing boards, tape, fine tip sharpie, watercolor, colored pencils

Resources:
List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format.
Daily Presentation: https://docs.google.com/presentation/d/1S20vSZg8uRcfED_KgkF3qwTLJU7ubk2BXQdaz1B0lIA/edit
Zentangle Plans on Google Classroom: https://docs.google.com/document/d/1QvhYZkRZwkorzw790t9KeyL0blb6_Tpk--R0wpzy9V8/edit
Example Photos of teacher work example to help communicate composition and pattern examples



Preparation:

What do you need to prepare for this experience? List steps of preparation in a bulleted format.

As the students move through each step of the process, the teacher will be working on a teacher example as we go.

Prepare slides to warm up with drawing exercises everyday.

Post extra resources on Google Classroom.

Set out paper for extra drawings.

Cut paper to appropriate size.

Set tape, paper, and drawing boards for students to construct their own set up.

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

Because this is a drawing project, the students will only be warned that materials, such as sharpies, could remain on clothing. Students must be cautious when using boards and sharpies.

Also, a constant reminder of social distancing, mask wearing, and hand washing will be addressed.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

What are people passionate about?

- Students will discuss

What animals are you most interested in?

- students will discuss

What can you communicate through art?

- students will discuss

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

To begin, the teacher will introduce a series of drawing styles to relax the students into the idea of drawing.

Then, the teacher will show examples of the project with a wide variety of animals, objects, architecture, and places.

After talking about how it will be made, the teacher will draw a large ideation map for students to discuss and create together. The teacher will ask the following questions for discussion:

- What can identity mean?
- What is important to you?
- Are you passionate about something?

Once students have time to reflect and brainstorm, will share what interests them regarding subject matter (Sports, religion, culture, animals, food, people, etc.), then students will be guided to conduct dependent research of ideas.

During the class discussion, the teacher will be drawing an ideation map with all suggestions in a web to give students a visual to get inspired. This allows students who, specifically, needs guidance during ideation without singling them out or not addressing their needs.

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
1	<p>Here is the overview for the Zentangle project overview for this TAB project:</p> <p>The Zentangle Drawing Project will be a process for students to learn how to draw effectively, process composition, line, and shape to create a contour drawing filled with designs and patterns. This project is a way to have students reflect, explore, and persist. The class will focus on mindfulness to connect to its purpose of practice.</p> <p>ANCHOR MONDAY (shortened class period)</p> <p>The teacher will begin the class by giving an introduction. Who they are, what art they do, and how art has impacted them. This allows students to get comfortable and start asking questions.</p> <p>The teacher will take attendance slowly to see all faces, get to know each student and address any pronouns, name changes, and nicknames.</p> <p>The teacher will then begin a class discussion asking:</p> <ul style="list-style-type: none"> - What has art class looked like to you? - What did you create? - How did you see yourself as an artist? <p>Because this lesson is designed for a brand new class of sixth grade students, this can help assess where they are at, what they already know and don't know. The teacher will paraphrase the comments each student made so all can hear and affirm the student.</p> <p>After listening to all students, the teacher will establish classroom expectations starting with respect, communication, honesty and responsibility of the art studio. The teacher will communicate that this is the students art studio, meant to be used and filled, so they must take care of it.</p>	<p>Students will observe and explore the room around them.</p> <p>Students will engage in discussion that reflects their personal experiences connected to Elementary art class. They will compare and contrast their experiences to each other's</p> <p>Students will reflect and infer the way to act and work in this art studio</p>	<p>(5 minutes)</p> <p>(10 minutes)</p> <p>(10 minutes)</p> <p>(5 minutes)</p>

	<p>The teacher will return to the chalkboard asking about simple shapes. Class will look at a cheetah and recognize simple shapes. The teacher will draw fast and messy to showcase gesture drawing. Once students understand the basic idea, the teacher will put on a YouTube video that shows an animal for 5 minutes, then switch to a new one.</p> <ul style="list-style-type: none"> - https://youtu.be/4Zg98RYI9FM <p>Drawing Exercise 3 (15 minutes): The teacher will transition into the final drawing that will connect to the project which is contour line drawing. The teacher will pull up two photos on the slideshow. One is a still life, and the other is an astronaut.</p> <p>The teacher will draw both on the chalkboard to communicate the speed of contour is slower than gesture.</p> <ul style="list-style-type: none"> - Teacher will encourage the students to begin midway through the drawing. <p>The teacher will wrap up drawing exercises for the day and start to clean up. They will also give a sneak peak about the first project the students will be drawing.</p>	<p>Students will practice each animal shown on the board for five minutes to exercise speed.</p> <p>Students observe the picture on the board, and the teacher’s demonstration.</p> <p>Students will practice Contour Lines while choosing to do the still life, astronaut, or both.</p> <p>Students will follow directions to clean up, and refresh themselves on how to respect the art studio.</p>	<p>15 Minutes</p>
<p>Day 3</p>	<p>The teacher will begin the class period with a drawing exercise for gesture and contour drawing. There will be photos on the board that are pre-existing on the slideshow. This will help them start their ideas and sketches for the Zentangle Project. (10 Minutes)</p> <ul style="list-style-type: none"> - Students will get 5 minutes for gesture and 10 minutes for contour. <p>The teacher will transition into Project 1: Zentangle Drawing (10 minutes)</p> <p>Introduction: What do we see here? What is going on?</p> <ul style="list-style-type: none"> - The teacher will explain where the word “Zentangle” came from and show examples. <p>After seeing examples, the teacher will ask “What will be the steps to create one of these?” (10 Minutes)</p> <ul style="list-style-type: none"> - Students infer the steps and the teacher paraphrases them. <p>Teacher will explain the “subject matter” of the drawing and how it is important to make it meaningful. (10 Minutes)</p> <ul style="list-style-type: none"> - Give examples of personal passions <p>The teacher will transition to the Ideation Map the students will build together on the board. (10 Minutes)</p>	<p>The students will follow directions and listen while the teacher gets ready to do the next drawing exercise.</p> <p>The students will engage in a review led by the teacher.</p> <p>The students will have a class discussion about Zentangles, what they are, where did they come from, and the steps to make one.</p> <p>The students will reflect on the idea of Subject Matter and what their subject matter will be.</p> <p>The students will reflect on their own identity and why their ideas are important.</p> <p>Students will participate in the whole class ideation map to help brainstorm possibilities.</p>	<p>10 Minutes</p> <p>10 Minutes</p> <p>10 Minutes</p> <p>10 Minutes</p> <p>10 Minutes</p>

	<p>The teacher will tell students that they are going to explore what is "subject matter" together with you without giving the definition first.</p> <p>The teacher will provide the ideation map practice with students using the teacher's own examples (her favorite place: summer camp in Minnesota and her love for art).</p> <p>After telling them the subject matter's definition, the teacher will invite students to look back to examples and share the "subject matters" in teacher's examples.</p> <p>The teacher will invite them to brainstorm their own examples and define their own "subject matters."</p>	<p>Students will then show their process by finishing the Zentangle Plan, subject matter, and thumbnail sketches to choose the best composition. Students will participate in clean up to help build community and responsibility.</p>	<p>30 Minutes</p>
<p>Day 4</p>	<p>The teacher will begin class with a drawing exercise of an optical illusion. This will expose them to ideas for their own Zentangle Project.</p> <ul style="list-style-type: none"> - Teacher will draw five parallel lines horizontally and vertically to create a grid. - Teacher will draw small squares in the bottom right of each space in the grid. - Teacher will draw a line going from the top left corner of the small square to the top left corner of the large square. <p>The Teacher will walk students through the basic steps and push them to finish on their own. The students get 10 minutes. The teacher will review what was learned in the class before, asking questions, and refreshing memories.</p> <ul style="list-style-type: none"> - What is a contour drawing? - What is a gesture drawing? - What is a Zentangle? <p>Then, the teacher will pull up the Zentangle Plan on Google Classroom for everyone to do.</p> <ul style="list-style-type: none"> - Step by step, the teacher will explain each question. Once the teacher addresses the Zentangle Plan, the teacher will encourage students to stay focused on brainstorming their passions and what is important to them. <p>The teacher will go around, check on every student and their progress.</p>	<p>Students will engage in another optical illusion and pattern. Students will observe teacher demonstrations and begin inferring about the pattern.</p> <p>Students will refresh themselves on the previous class by reflecting the previous concepts talked about.</p> <p>The students will observe the Zentangle Plan to help clarify desired outcomes.</p> <p>The students will structure work time for reference photo research and planning through sketches.</p> <p>The students will participate in clean up to help build community and responsibility.</p>	<p>10 Minutes</p> <p>10 Minutes</p> <p>10 Minutes</p> <p>50 Minutes</p>

	The teacher will give a five minute warning to communicate what our goal is for the next class and clean up.		
Day 5	<p>The teacher will begin with two pattern drawings for the warm up exercise. Students will be introduced to another optical illusion and pattern to help inspire them for their project.</p> <p>The teacher will review what was talked about in the previous class. (10 Minutes)</p> <ul style="list-style-type: none"> - What is a Zentangle and the steps to create one? - Who has the Zentangle Plan finished and turned in on Google Classroom? Who needs a little more time? <p>The teacher will investigate where the class is with progress.</p> <p>Then, the teacher will move on to show how to tape the paper onto the board for Project Set Up. The teacher will state in order to keep their work safe, they must tape paper on the board.</p> <p>The teacher will share the contour drawing through a teacher example because it is needed FIRST to begin the design/patterns.</p> <p>The teacher will be one step ahead of the students to showcase the specific steps to help students guide their time working.</p> <ul style="list-style-type: none"> - The teacher will stress “always use pencil first, then sharpie”. <p>The teacher will transition class into studio time for the day.</p> <ul style="list-style-type: none"> - The teacher will be available to help students one on one. <p>The teacher will give a five minute warning and goals for next period.</p>	<p>The students will engage with additional practice of two patterns that they are inspired by.</p> <p>The students will reflect on their previous progress made and evaluate what they need to keep working on.</p> <p>The students will listen and engage with the goal of the day.</p> <p>Students will endure new challenges during studio time and work on projects/finish plans.</p> <p>Students will participate in clean up to help build community and responsibility.</p>	<p>10 Minutes</p> <p>10 Minutes</p> <p>1 Minute</p> <p>5 Minute</p> <p>5 Minutes</p> <p>50 Minutes</p>

Day 6	<p>The teacher will begin class with another pattern exercise. This will allow them to continue exploring instead of having a fixed mindset.</p> <ul style="list-style-type: none"> - Students will get 5 minutes each for two patterns. <p>The teacher will refresh students on the contour component of the drawing.</p> <ul style="list-style-type: none"> - Every student should aim for finishing this part by the end of class. if not, that is okay. <p>The teacher will transition class into a studio time.</p> <ul style="list-style-type: none"> - The teacher will be available to answer questions, give feedback, and address missing Zentangle plans on Google Classroom. <p>The teacher will give a five minute warning and start cleaning up.</p>	<p>The students will explore and problem solve to create a specific pattern.</p> <p>Students will refresh themselves on Contour Drawings.</p> <p>The students will reflect and assess where they are at, what they need to do, and what they need help on.</p> <p>Students will endure new challenges that pop up during work time and will problem solve.</p> <p>The students will participate in clean up to help build community and responsibility.</p>	<p>10 Minutes</p> <p>5 Minutes</p> <p>70 Minutes</p>
Day 7	<p>The teacher will begin class by asking if someone found a pattern to teach to the class.</p> <ul style="list-style-type: none"> - Students will get 10 minutes for two patterns. <p>The teacher will refresh students on the design/pattern portion of the project.</p> <p>The teacher will transition class into a studio time.</p> <ul style="list-style-type: none"> - The teacher will be available to answer questions, give feedback, and address missing plans. - <p>The teacher will give a five minute warning and start cleaning up.</p>	<p>The students will observe and work alongside the peer to create a specific pattern. Students will get the opportunity to teach others.</p> <p>The students will reflect and assess where they are at, what they need to do, and what they need help on.</p> <p>Students will brainstorm specific designs for different parts of their drawing.</p> <p>Students will endure new challenges that pop up during work time and will problem solve.</p> <p>The students will participate in clean up to help build community and responsibility.</p>	<p>10 Minutes</p> <p>5 Minutes</p> <p>70 Minutes</p>
Day 8	<p>The teacher will begin class with another pattern exercise.</p> <ul style="list-style-type: none"> - Students will get 5 minutes for two patterns. <p>The teacher will refresh students on the design/pattern portion of the project.</p> <p>The teacher will transition class into a studio time.</p> <ul style="list-style-type: none"> - The teacher will be available to answer questions, give feedback, and address missing plans. <p>The teacher will give a five minute warning and start cleaning up.</p>	<p>The students will observe inspiring patterns to create and practice</p> <p>The students will reflect and assess where they are at, what they need to do, and what they need help on.</p> <p>Students will engage and persist on creating specific designs for different parts of their drawing.</p> <p>The students will participate in clean up to help build community and responsibility.</p>	<p>10 Minutes</p> <p>5 Minutes</p> <p>70 Minutes</p>

	<p>I engaged with subject matter that connects to my personal life through research and reference photos.</p> <p>1 2 3 4 5 6 7 8</p> <p>I understood basic drawing styles through daily warm ups.</p> <p>1 2 3 4 5 6 7 8</p> <p>I used composition, designs, and patterns to finish my project.</p> <p>1 2 3 4 5 6 7 8</p> <p>I persisted with pattern making through experimentation and discovery.</p> <p>1 2 3 4 5 6 7 8</p> <p>I was able to reflect on my artwork, see what I did best and what I could work on.</p> <p>1 2 3 4 5 6 7 8</p>
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<p>Self-Reflection: <i>After the lesson is concluded</i> write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)</p>	
<p>Will fill out once the lesson is done.</p>	

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Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.