

LESSON PLANNING

Wayne Moore

Mindful “Zentangles”

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Context of Instruction

Drawing with pencil to create shapes and patterns

10-12

20 students

Diverse student body where students can range from developmentally delayed to developmentally ahead. But motor skills of all the students are at a level where this lesson is doable. Some of the students take a longer time to get settled and ready to start working. A few of them are also easily distracted during class. This lesson emphasizes concentration and focus. Calming music and appropriate lighting can be used to calm the students and eliminate some of the factors that can distract them.

Students know colors, shapes, forms and value. They know how to create patterns through shapes and lines and applied this knowledge in prior high school level art classes. All skills required for this lesson were introduced in art classes required before this one. Student will learn how to recognize shapes and develop many patterns, in order to fit an aesthetic of their choosing.

There are a lot of students in a relatively small classroom. Noise management may be an issue. Although the initial formatting of each students zentangle will be different, students are discouraged from copying the patterns of those sitting around them in their group. Silence is encouraged during the formatting process. Pencils and drawing materials will be provided to students, with replacements if needed.

Lesson Plan

Biggest goal is for students to be able to recognize organic shapes and use geometric shapes and lines to make patterns. Students will strengthen their understanding of shape and line, teach themselves how to gain control of their art after losing it, and expand their creativity to develop patterns that don't repeat throughout the drawing. After this lesson, students should feel comfortable letting go and returning to structure without anxiety.

VA:CR2.1.HS1 (generate and develop artistic work in a self-directed manner)

VA:CR2.2.HS1 (Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials in the classroom)

VA:RE7.2.HS1 (Analyze the reciprocal relationship between understanding the world and experiencing imagery)

dot, line, border, straight, curved, sections, shapes, organic, series, shading, value, contrast, three-dimensional, tortillon, blending, trace

Completion of zentangle, no repetition of patterns across sections, use of shading to create contrast within each section

10"x15" white paper, HB pencils, ebony pencils, fine point sharpies, erasers, tortillons, rulers

Introduce the concept of mindfulness through a presentation on the smart board. Presentation will provide simple definition of the word "Mindfulness" followed by 1-2 examples of mindfulness strengthening activities. Presentation will end on how art can be a mindfulness strengthening activity. (5-10 minutes) After presentation, mention zentangles and see if students are familiar with the term. If so, have them explain, then you add on. If not, explain to class what they are. (Show them an example of a geometric zentangle. Have them get one piece of the 10"x15" paper along with a pencil, eraser and ruler. Students should be familiar with the location of supplies. Begin demoing in front of class on smartboard ladybug projector. Create a 2-inch border around the paper using the pencil. Place 6-12 dots in random locations on the lines that make up the border. Stop and see if anyone needs help or clarification. (3-5 minutes). Now connect the dots using straight or curved lines that pass through the inside of bordered area. Gives students time to complete this step. Walk around to make sure students are staying inside the border. Encourage some to make their curved lines even more curvy. Once everyone is complete with their lines. Have them use a sharpie to trace the lines they made. After that, go back to demoing and show them how the lines make sections on their paper. The next task is to have them fill each section with a pattern of their choice. NO PATTERNS CAN BE REPEATED. Only have them work on the outline of each pattern. Shading comes later. Have the students begin with their patterns and turn on some meditative music while they work. Remind them to remain quiet so they can relax and focus on their patterns. Walk around class checking in on students and stopping students from causing distractions or being distracted. Correct anyone who repeated a pattern. Have them work until clean up time (10 minutes before class ends). Have students return material and drawings to their labeled locations. Drawings in class drawer. Materials in their supply drawers. Patterns may not be completed on first day. Next class will be spent completing patterns. Once students begin completing their patterns, demo how shading works, if they don't already. (10 minutes) answer any questions students may have and have them continue their drawings. On a day where everyone is complete with their shading, all students will bring their drawings to the biggest table in the room. Have them gather around and explain to them how this assessment will go. They will have 10 minutes to organize the drawings from the one they deem the most successful tot the one they deem least successful. Names are on the back of the drawings. So, identities will not be on display while critiquing. Once the students organize their drawings in an order they can agree on, the why and what questions begin. Ask them "Why is this one first?... What about it makes it the most successful?... What could the lower ones have done to make their more successful?" Reassure them that this critique does not influence their grade on the assignment. The critiques are supposed to be seen as aesthetic feedback. Not as a grading system. Have students put their drawings in the grading rack and dismiss them to their next class.

Challenging students to come up with a unique pattern for each section encourages them to use their creativity.

Students have to listen the presentation and demo in order to complete the assignment correctly. The critique at the end will encourage students to express themselves verbally and communicate suggestions with their peers.

The number of patterns and their intricacy falls on the preference of the student. If someone isn't able to complete complex pattern, creating simple ones will still equate to a successful project