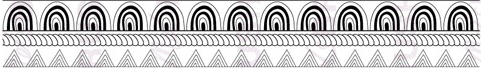
**Zendalas**



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| **Big Idea:** Spirituality can be expressed through art  **Grade Level:** 6th  **Duration:** 6-7 50 minute classes |



**Lesson Summary:** This lesson introduces the idea of Buddhist Sand Mandalas, and combines it with Zentangling. Students will learn about the history and purpose of mandalas and will create their own version of a mandala, using the art of Zentangling.

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| **Key Concepts** | **Essential Questions** |
| * There are many different ways to express spirituality * Art is used to express many things * The process of creating art can allow for reflection | * How do artists include spirituality in their artwork? * How can art be meditative? * How are art and spirituality connected? * Why might artists use art to express spirituality? |

**Standards:**

* **9.2.8.I** Identify, explain and analyze philosophical beliefs as they relate to works in the arts
* **9.2.8.D** Analyze a work of art from its historical and cultural perspective.
* **8.4.6.C:** Explain how continuity and change have impacted world history. **Belief systems and religions,** Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

**Interdisciplinary Connections:**

* Social Studies: Cultural art and learning about other religions

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| **Artists and Artifacts:** Buddhist Sand Mandalas and Zentangling |
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| **Objectives** | **Assessment** |
| Knowledge   * Students will define what a mandala is, and describe its purpose and history using their Tibetan Sand Mandala info sheet   Skills   * Students will create a mandala using zentangling patterns, and including a pattern of their own the represents one of their worries. * Students will design a symbol and pattern to represent something they are worried or stressed about. * Students will use three thick black lines, three sectioned off shapes, three “pockets” and pencil shading to complete their Zendalas   Dispositions   * Students will discover and discuss a worry in the worry worksheet as they develop a symbol to represent a worry. | Pre-Assessment   * Paper ripping hook * Class discussion/mandala info sheet   Formative   * Worry Brainstorm sheet * Zentangle cheat sheet   Summative   * Zendala rubric (zentangle patterns, radial design, pattern representing worry) * Zendala exit ticket (mandala history, definition, purpose, zentangling) * Zendala Gallery Walk and discussion |

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| **Procedures:** |
| **Day 1**  **Motivation:** To begin, we will do a mini doodle session. Students will receive a notecard, and they will write and draw a little image on it to represent how they feel on that day. When everyone is finished, I will ask the students to tear up the papers, destroying their drawings.  **Development:** Instead of explaining this to the students, I will tell them to remember it, because we will be coming back to this idea. I will hand out the Buddhist Sand Mandala exploration sheet, and ask students to use their Chromebooks to research and find answers to the five questions/sections of the mandala. After they do so, we will go over it, and then I will ask students to think back to the beginning of class. How might the idea of Mandalas connect to us ripping up our little sketches from before? (it connects because Buddhist monks destroy their sand mandalas after they are finished, as part of the ritual). This will lead me into my powerpoint, where I will discuss in greater detail what the students just researched. We will look at mandalas, what they are for, why they are made (sand, meditation, prayer). Then we will look at zentangling, and view some examples. We will talk about the goals of zentangling, and how to do it. I will ask students what ideas zentangling has in common with the Buddhist sand mandalas. Students will fill out a zentangle pattern cheat sheet with some pattern ideas to get them started, as well as get the idea of zentangling.  **Culmination:** To close for the day, we will continue working on our pattern cheat sheets, trying to fill each block in with a different pattern. I will tell students that we will use these pattern sheets later, to help us as we work on our Zendalas.  **Day 2**  **Motivation:** When students arrive, they will be given a worry brainstorming sheet. They will fill out this sheet to identify something that worries them, and to create a symbol to represent that worry. The symbol will be used to create a pattern within the Zendala.  **Development:** After the worry worksheet, I will introduce the project. To begin, I will show students how to find the center of their paper and draw their circle (center, important concept in mandalas). We will use compasses to draw our circles after we find the center (x from corner to corner). After drawing a circle, students will create three thick black lines, one geometric, one organic, and one of their choice. These should create triangular composition and balance. Next, students will block off three closed shapes. After creating those shapes, students will create three “pockets” to be filled with the same pattern. The last part will be creating one last blocked off space to fill in with the “worry” pattern that students designed.  **Culmination:** To prepare for the next day, students will get out their zentangle cheat sheets, and each add a pattern. They will pass their papers around their tables and add patterns to each other’s papers (each student will get three-4 patterns, their own included). They may use those patterns to begin their zendalas the following day.  **Days 3-6**  WORK DAYS  **Motivation:** Various hooks: meditation ([www.calm.com](http://www.calm.com)), Zentangle cheat sheet share  **Development:** Students will come in, get out their Zendalas and begin working. They may (and should) use their zentangle cheat sheets, as well as their worry pattern sheets. They will have the whole period to work, starting with pencil and tracing over their patterns with sharpies. As they finish with the sharpies, they will go back over some areas with pencil shading,  While students are working, I will play tibetan music/chants so that they can get an idea of meditation.  On the last day before our “critique,” we will have a quiz on mandalas, reviewing their purpose and history.  **Day 7**  **Motivation:** Students will have a few minutes (10 minutes) at the beginning of class to do any last touch ups and finalizations to their zendalas. During this time, students will cut out their circular zendalas from their square paper.  **Development:** After a brief touch up session, students will place their zendalas at their seats, while they take a mini gallery walk around the room to view their peers work. After walking around, I will ask the students to sit at a table, but not the one that they normally sit at. They will take their zendalas with them, so that they can discuss them. They will try to guess which pattern students used as their “worry” pattern. They will discuss the symbol that they chose, and why.  **Culmination:** Students will discuss and decide whether using the relaxation/mediation method of zentangling helped them to work through their worry/stress. |

**Adaptations:**

* Students with Learning Disabilities:
  + Students will be provided a Zendala starter sheet (template) and they will receive a list of zentangling patterns. Using the pattern sheet, they will fill in their Zendala templates. If they finish early, I will provide mandala coloring sheets.
* Student with Down Syndrome:
  + Instead of drawing out the patterns on the Zendala, students will be given black and white paper and paint. They will create their patterns by stamping with various objects, using paint (ie, circular lids, pieces of cardboard, stamps, etc.). These patterns in stamps will cover the whole paper. Later, students will rip up the stamped paper and glue it down to their zendala base.

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| **Resources and Preparation:** | **Materials:** |
| * **Mandala:** a geometric figure representing the universe in Hindu and Buddhist symbolism * **Zentangling:** easy-to-learn, relaxing, and fun way to create beautiful images by drawing structured patterns * <https://www.calm.com> (meditation exercise hook) | * 12x12” white paper * Pencil * Compass * Ruler * Black Sharpies |

**Examples of Student Work:**