

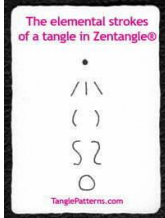






PROJECT TITLE: Zen Patterns in Nature			ages 10 and up
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LCPS ART STANDARDS:			
CREATE	PRESENT	RESPOND	CONNECT

VA VISUAL ART SOLS:			
3. 7 The student will use the following in works of art: 1. Color— intermediate, warm, cool 2. Space —positive, negative 3. Balance — symmetry, asymmetry, radial 4. Contrast 5. Pattern— motif			
3. 8 The student will use organic and geometric shapes in observational drawing.			

CREATE: Conceive Develop Produce	Big Idea: Observation and finding Patterns in Nature	
	Enduring Understanding(s): Pattern are all around us.	
	Essential Question(s): How does recognizing patterns help me better understand our complex natural world. What visual patterns are there in nature? The human condition is linked to the natural world.	
	Bloom's Taxonomy: Create Evaluate Analyze Apply Understand Remember	
	Objective: (Bloom's verbs) TSW Observe repeating line or shape elements seen in living things in the natural world and then the TSW use the observed patterns to create a Zen Tangle.	
Introduction & Sketchbooks, Idea Development, & Student Practice: Zentangle site WORKSHEET LINK		
<p>Find an area outdoors, especially an area with a lot of diversity in plants etc. 1.Begin by centering. Have students take a seat, take a few breaths and feel gratitude and appreciation for the wonder in nature, appreciation for your eyes that can take in this beauty. Exhale... Students will need a sketchbook or something to draw with and on. A pencil is fine. It may be helpful to have clipboard to work on. The attached worksheet or a blank piece of paper may be used for the first gathering of patterns. 2.Demonstrate to the class how you look for repeating lines or shapes. A magnifying glass may be helpful for this. An examples might be a leafing pattern on a plant. The line direction of the veins in leaf. The lines on tree bark or the marking on an insect. Sketch a simplified version of this “pattern” in one of the boxes. Don't be too fussy. Just use the idea as inspiration. And sketch lightly so that you can erase.</p> <p>Repeat 3 more times</p>		
Student Production: Now it's their turn. Students will collect 4 patterns from items that they observe. If you are not using the worksheet, sketch the patterns in 4 areas on a sheet of paper. Draw a border for the 4 areas. This could be 4 rectangles, squares, or circles like you see here but make them 4 different patterns. You can't make a mistake, just keep going. Print the name of what is being observed by its corresponding pattern.	 <p>For the ZENTANGLE On a new sheet of decent paper draw a few free-form lines these are called strings. These lines intersect. They may curve or go straight, and The lines should create 5 or 7 areas. Using a sharpie fill 4 of the areas with the patterns that have been collected.</p>	
		

PRESENT: Organize Curate Communicate	Wrap Up, Select, Share: Hang up finished Nature inspired Zen Tangle artwork. Artwork could accompany photographs from nature. Show your Zentangle to someone.	Vocabulary: The Patterns are called: TanglesPattern, repetition, Line, shape, horizontal, vertical, thin, thick,
		

RESPOND: Perceive Reflect Evaluate	<u>5Cs Focal Areas for Instruction:</u>	Self-Evaluation: Self-Assessment for Zen Patterns in Nature
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Contributor  </div> <div style="text-align: center;"> Collaborator  </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> Critical Thinker  </div> <div style="text-align: center;"> Communicator  </div> </div>	

	 Creator	
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CONNECT: Relate Reconcile	Cross-Curricular Connection: Social Emotional : relax, focus, expand your mind, trust your creativity, increase your awareness, respond confidently to the unexpected, fun and healing in creative expression, feel gratitude and appreciation for the beautiful world and Have FUN!	Looking Ahead:
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Formative & Summative Assessments:
 Formative – Teacher will circulate throughout the work time and observe
 Summative – 4-Point Art Assessment Rubric (see below)

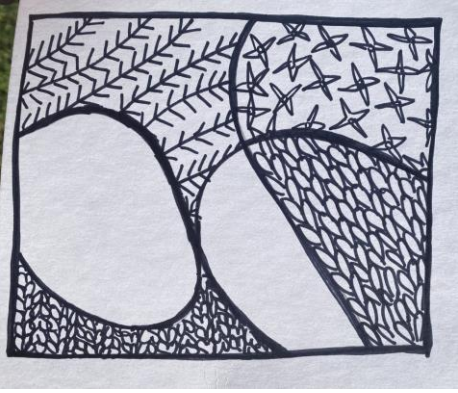
Differentiation: <ul style="list-style-type: none"> • Interests • Background/Experiences • Prior Knowledge • Readiness • Learning Styles • Multiple Intelligences 	Materials * Outdoor setting or up-close images of Nature <ul style="list-style-type: none"> • Worksheet with 4 areas to collect patterns • Pencil • Sharpie • Clipboard • Nice paper for final Zentangle • Magnifying glass for observation 	Zentangle is an easy to learn and fun way to create beautiful images by drawing structured patterns
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4 = **EXCEEDS** all listed criteria
 AND/OR demonstrates unique problem solving

3 = **MEETS** all listed project criteria

2 = **PROGRESSING:** meets most of the listed criteria

1 = **BELOW:** does not meet the listed criteria



Example :