

## Lesson Plan

Title: Zentangle

Date: \_\_\_\_\_ Grade Level(s): 3-6 Time: 45-60 minutes Content Areas: Art, Math, Health, Social Studies

Goals: Students will increase level of comfort making deliberate, repetitive strokes with a pen on paper; students will experience sense of completion; students will build self-confidence; students will recognize uniqueness of each stroke and each Zentangle; students will appreciate individual contributions of each stroke to each Zentangle and each Zentangle to a collection of classroom Zentangles.

MA Curriculum Framework connections:  
 Visual Art: 1.1, 1.2, 1.4, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11, 3.2, 3.4, 3.6, 3.7  
 Math: 4.P.1, 4.G.1, 4.G.2, 4.G.3  
 Health: 5.2, 5.6, 7.2, 7.7  
 Social Studies:

Objectives (content/strategic)	Procedures	Materials	Evaluation
<p>Students will hold the pen in such a way that allows them to make deliberate strokes.</p> <p>Students will use the steps (border, string, etc.) as an aide to getting started with each Zentangle.</p> <p>Students will be open and willing to try an experience that may be outside their typical "comfort zones".</p> <p>Students will make controlled marks (tangles) on the tile.</p>	<p>Allow students to observe a variety of Zentangles. Explain that they, too will be able to create these works of art by working "one stroke at a time".</p> <p>Discuss what is meant by "stroke" and allow students to share ideas.</p> <p>Show instructional DVD to introduce methods to students.</p> <p>After viewing DVD, use large unlined chart paper to model creating a Zentangle.</p>	<p>Zentangle pencils</p> <p>Tiles</p> <p>Sakura Pigma Micron 01 black pens</p> <p>Instructional DVD</p> <p>TV and DVD player</p> <p>Easel with unlined chart paper</p>	<p>Observation of students' level of engagement during instruction and individual practice</p> <p>Observation of students' concentration and effort</p> <p>Observation of students' abilities to incorporate patterns they observe into Zentangles.</p>

<p>Students will listen and follow directions.</p> <p>Given direct instruction on certain tangles, students will apply what they see to their own tiles.</p> <p>Students will recognize repetitive patterns in everyday life, including the natural world, art and architecture, clothing, etc.</p> <p>Students will incorporate repetitive patterns they have observed into new tangles.</p> <p>Having become comfortable with the basics, students will utilize the process of completing a Zentangle as a strategy for relaxation and stress relief.</p> <p>Having completed several Zentangles, students will explain how the phrase "Anything is possible, one stroke at a time" relates to their own experience with Zentangles, as well as other aspects of their lives.</p>	<p>Demonstrate beginning steps (border, string) of a Zentangle and discuss their purposes.</p> <p>Introduce some "tangles" by demonstrating them on large paper and allow students to recreate them through guided practice. Explain that while the whole class may be working on the same tangle, each student's work will be different and unique.</p> <p>Continue creating guided Zentangle together, and model shading and signing Zentangles.</p> <p>Allow students time to explore and create their own Zentangles individually.</p> <p>Discuss reactions, feelings, experiences, etc.</p> <p>Return to the idea of creating a Zentangle "one stroke at a time" and allow students to share how they applied this idea to their own Zentangles.</p> <p>Allow students to share Zentangles with each other as they feel comfortable. Discuss similarities and differences</p>		
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**Possible Extensions:**

Incorporate Zentangles into students' journaling, encouraging them to use Zentangles as a strategy for representing emotions and experiences.

Assemble a class display of Zentangles and discuss how each Zentangle contributes to the overall display. Ask students to make connections to individuals in a community.

Students can look for repetitive patterns in their environment (nature, art and architecture, clothing, etc.), which they can incorporate into "tangles". Encourage students to name new tangles and teach them to classmates.

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**Special Needs modifications:**

Students with impaired motor skills can be given varied paper and pen as appropriate.

Students with difficulty following a series of verbal directions can be given a card or white board with written directions.

A teacher or teacher's aide should roam the classroom, providing support to any students and ensuring that students remain on task.

Created for Zentangle by Emily Colonna