Zentangle Animal Lesson Plan

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**Materials:**

student sketchbooks, pencils, rulers, computers printers.

**Learning Objectives:**

Students will learn how to manipulate line to create a series of pattern designs

Student will learn the World café AVID strategy to teach each other various zenatgle patterns

Students will collaborate to ensure complete understanding of zentagles

Students will learn what meditative drawing and art therapy are.

Students will learn how to make a cartoon representation of a realistic photograph of an animal through the grid drawing method

Students will demonstrate their understanding of the units of measurement on a standard ruler.

Students will be able to use their understanding of the units of measurement on a ruler to create an enlarged replica of a 1/2 inch by 1/2 inch grid

Students will use their understanding of value and line to choose patterns and designs that replicate the values found in the animal they chose

Students will use all artistic techniques learned :line design, pattern, value, grid drawing, shape, thin vs. think line development, and value shape recognition to create a grid drawing of a realistic animal and fill with various designs that are reflective of the realistic values found in an animal.

**Justification:**

Students enter art class with various drawing abilities. This project teacher initial drawing methods with scaffolding. Collaboration allows students to teach each other and cement line designs into long term memory to help students later manipulate these pattern to reflect values.

This project also allows students to learn the grid drawing technique that insures proper proportions when drawing from a photograph.  This level of scaffolding often gives students the confidence needed to believe that they are able to draw (something many adolescents struggle with) Research has shown that it is at this age that students decide whether they will use art as a means of expression in their life.  It is often a lack of confidence at fault when they choose not to continue with art.  The grid method of drawing often gives people the confidence to believe they can draw.  Later we will integrate our understanding of zentangles to create patterns and values within the contour of our animals so that each student can create a piece of art that shows skill in drawing contour lines as well as creativity in creating interesting patterns within the spaces between these contours that reflects the initial stages of realism drawing through value recognition and recreation.

**Activities:**

Students are given a hand out with 3-4 line designs. They work at their tables to become “experts” at these patterns. The table then elect 1 person to stay at the table and teach an incoming group the patterns they are an “expert” of. The rest of the table move on to receive instruction on a new set of patterns. The new group (after learning the new patterns) elect a NEW person to stay and teach the incoming group. The rest of the table including the person who last taught move on to learn a new set of patterns. This continues until all patterns have been learned and taught.

Students will take notes on grid, line, contour

Students will review take vocabulary notes on contour lines and grid.

Students will discuss copy-write violation and art

Students will learn the units of measurement shown on a standard ruler.  They will watch a demonstration on how to create a 1/2 in x 1/2 inch grid on a photograph.

 Students will go to the computer lab to search for a realistic picture of an animal of their choice.  I will instruct them to look for images with strong lines and shapes.  I will show them some examples of owls, horses, and turtles.  Explain that the more sections an animal can be broken down into based on lines, muscles or natural patterns/designs, the more fun and interesting their entangle animal will look.

 Students will watch a demo on how to create an exact replica of the grid they drew on their realistic animal print out. They will then re-create the grid they drew on their print out on a page in their sketchbooks

Students will watch a demo grid drawing.  In this demo I will go square by square and track the contour lines.  In each square I will ask students where the contour crosses the grid line (about half, quarter or third)  we will visually track the contour of the animal printout as we physically create a replica line on our replica grid in our sketchbooks.

Students will will go square by square and track the contour lines.  In each square I will ask students where the contour crosses the grid line (about half, quarter or third)  we will visually track the contour of the animal printout as we physically create a replica line on our replica grid in our sketchbooks.

Students will discuss different parts of their picture that may be broken down to various shapes to be filled with patterns.  Each animal will have a different solution.  Students are to explore their animal to come up with his/her own creative solution to how to play different designs and highlight features/values of their animals.  Students will create a rough draft on their replication grids.

Students will review value and create value scale packets

They will create a value scales using the patterns they created through the world café strategy.

They will point out the shapes created by each value in the photograph of their chosen animal.

Students will enlarge their contour line drawing of their animal using the grid method they will then recreate the values found in their animals using the patterns or “zentangles” to create a finished zentangle animal.

**Assessment:**

Students will have draw 30 different patterns associated with the zentangle method in their sketchbook.

Students will collaborate to teach each other each of the patterns to ensure whole group understanding of the patterns and the method.

Students print a picture of a realistic animal that has strong lines and shapes present in the image.  They will create a 1/2 inch by 1/2 inch grid on the picture

Students will create a 1/2 inch by 1/2 inch grid on the animal picture they chose.  They will create a replica grid on a page in their sketchbooks

Students will create a contour line drawing of their realistic animal using the grid method

Students will have a rough draft of a cartoon like animal that replicates a realistic animal with a rough draft of entangle patterns showing different values in the realistic image.  Students will also pay attention to the shapes created by muscles and other features.

Students will create a value scale in both blending as well as patterns made in the world café lesson to learn zentangle.

Students will enlarge a contour drawing using the grid method

Students will understand basic units of measurement

Students will show a complete understanding of line, space, value, contour, pattern, and grid to create a zentangle animal that has a carton feel yet reflect a realistic animal through value and line.

**Essential Question Focus:**

How does learning artistic techniques help me make the art I want to make?