

Lesson Plan: Zentangles

Plan ID: 7182



by Biz Boston (submitted Feb 2, 2016)
 Skyline Elementary School - MO, United States
 for grade level » **Elementary (3-5)**
 duration » **4 sessions (about 50 minutes per session)**
 media type » **Drawing**
 subject integration » **Art History**

1. Identify and use light, medium, and dark values 2. Identify contrast and use values to create contrast in artwork 3. Create a Zentangle that includes contrast and at least three values

Sample Artwork:



Materials (what you need)

Pre-Assessment - Sketchbook Page:
 sketchbook sketch pages
 pencils and erasers
 crayons

Practice Page/Sketchbook:
 sketchbook page/ 80 lb.
 pencils and erasers
 black markers
 Class set of zentangle patterns

Large Zentangle Project:
 white 80lb. drawing paper (12 x 12 in.)
 pencils and erasers
 markers
 class set of zentangle patterns

Procedure (what you need)

Practice Zentangle:

They are practicing/experimenting with patterns
 There is not wrong and right
 Encourage students to try lots of different patterns in each area

Large Zentangle:

Draw the shape you want in pencil
 Leave little area around the outline
 Add zentangle patterns of your choosing - also with pencil
 When 100% okay with your design - go over with sharpies

YOU MAY USE COLOR

MUST INCLUDE:

Light, medium, and dark values
Areas of contrast

Assessment

Pre: sketchbook page that includes both value and contrast in a drawing

Formative: practice zentangle patterns w/use of value and contrast on sketchbook page observation of product

Summative: Finished Zentangle - larger size

Discussion Questions

What is the darkest color?

Which is the lightest?

When black and white mix, what color is created?

Take time to look at the art.

Think about what the artist wants you to know about it.

Ask yourself questions about the art.

Talk to other people. Find out what they think about the art. Tell them what you think.

Resources

J. Evans & J.E. Moore (1992). How to teach art to children. Evan-Moor Corp; Monterey, CA.

<http://www.pablocicasso.org/guernica.jsp>

Daniel, V.A.H. (1998). Art express (pp.10-11). Orlando, FL: Harcourt Brace & Co.

C.Van Allsburg (1979). The Garden of Abdul Gasazi. Houghton Mifflin.

Follow-up Activities

Unit/lesson discussing tints and shades

Content Keywords

contrast, drawing, Zentangles

Curriculum Standards

1-C (PK - 4) Students use different media, techniques, and processes to communicate ideas, experiences, and stories

1-D (PK - 4) Students use art materials and tools in a safe and responsible manner

3-B (PK - 4) Students select and use subject matter, symbols, and ideas to communicate meaning

4-C (PK - 4) Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art