Art Education edTPA Lesson Plan Template

Lesson: __1__

<table>
<thead>
<tr>
<th>Author: Ariana Niehaus</th>
<th>Grade Level: 3rd Grade</th>
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<tr>
<th>Lesson Title: Zentangle® Madness</th>
<th>Central Focus: N/A</th>
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Essential Standards/Common Core Objectives:

**NC Essential Standards:**

**Visual Arts:** 3.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.

**Information and Technology:** 3.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

Visual Arts Concept(s): The students will learn how to use the app *Sketchbook* on the iPad to focus on form and structure of shapes and then produce a Zentangle® via technology and traditional media that apply the Elements of Art. Students will use the app on the iPads to draw a symmetrical shape. That shape will then become the boundary points for a Zentangle® study that will help the students to understand the basic Elements of Art by applying them to their drawing. They will use two of the examples provided from the teacher, as well as research their own, making sure that each pattern represents a different element of art.

Daily Lesson Objective: N/A

**21st Century Skills:**

- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- Create new and worthwhile ideas (both incremental and radical concepts)

**ISTE Standards:**

**Creativity and innovation**

- 1.a. Create original works as a means of personal or group expression

**Research and information fluency**

- 3.c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

**Technology operations and concepts**

- 6.a. Understand and use technology systems

Academic Language (Vocabulary, Function, Syntax, Discourse & Bloom’s Taxonomy):

Students will **analyze** the different patterns given as well as their own pattern to **choose** the correct Zentangle® patterns that demonstrate the Elements of Art.

**Vocabulary:**

Zentangle®: The use of repetitive, basic pattern drawing.

*Sketchbook*: An app on the iPad that allows students to draw and then print the images that they draw.

Symmetry: Either vertical or horizontal, an addition to the *Sketchbook* app that mirrors what the student draws on one side to match the other side.

**Elements of Art:** Line, Shape, Color, Texture, Form, Space, Value

- **Line:** A mark or marks that span a distance between two points.
- **Shape:** Use of areas in two-dimensional space that can be defined by edges or changes in value or color.
- **Color:** Produced when light, striking an object, is reflected back to the eye.
- **Texture:** The way a three-dimensional work actually feels when touched, or the visual “feel” of a two-dimensional work.
- **Form:** Pertains to the volume or perceived volume of a shape.
- **Space:** Two kinds, negative and positive, reserved for a particular reason.
- **Value:** Lightness or darkness of a work.

**Product and Psychomotor Skills:**

Students will create an original work using an iPad, pencils, and Zentangle® patterns. They will begin to improve their line quality using a pencil, the designated media for this project. They will also expand cognitive skills by researching and evaluating the correct patterns to use, as well as, developing their research ability regarding credible sources.
### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activities and Setting</th>
<th>Time</th>
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<tbody>
<tr>
<td>1. Focus and Review</td>
<td>Once the students are seated and quiet, the teacher will call the students’ attentions to the board where she has projected what the lesson is for the day. She will ask, “Does anyone know what Zentangle® is?” Based on the responses, she will lecture accordingly. Then she will ask, “Do you remember your Elements of Art?” Based on the responses she will lecture accordingly. She will stress how important it is to understand these basic elements because they are what separate the best art from the worst art.</td>
<td>2 min</td>
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<td>2. Statement of Objective for Learner</td>
<td>The objective, as stated for the students by the teacher, says, “Today we will create a Zentangle® using various media that focuses on different elements of art. You will also practice researching skills to find a Zentangle® pattern, not like the ones provided, that demonstrates a different element of art than the two chosen from the allotted examples.” The teacher will hold up an example that she has done herself.</td>
<td>1 min</td>
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| 3. Teacher Input                 | The teacher will begin by distributing the iPads from the traveling cart of 20 iPads that was checked out of the school’s media center, earlier in the day. She warns the students that if they touch them without her telling them to do so then they will be prohibited from using them and they will receive a lower grade on the assignment. Or, if Nearpod is on the devices, she can employ that application. Once the iPads are distributed, she pulls up the app Sketchbook on her own iPad, and explains that the app is only available on iPads, and apologizes that she cannot display it on the board. They will use that specific app and the addition that creates symmetry, to draw a shape. They are allowed any shape that they desire, though shapes with distinct edges are the easiest to use with Zentangle®, and it must be closed. As each student draws his or her shape, the teacher goes around and approves each one and then shows them how to send them to the printer. Once each student has his or her own shape in front of him or her, the teacher guides the students back to the board to display how they should break up the shape creating boundaries for each pattern, using a sharpened pencil, and decide which patterns to use. While she is demonstrating, she has a student quickly and quietly pass out sharpened pencils. She projects on the board which patterns they are allowed to use. The teacher uses a PowerPoint projected onto a board because that allows for the best viewing ability for all of the students.  
  - They must choose two from these selected patterns by the teacher.  
  - Each one must represent a different Element of Art. (These are shown | 12 min |
After showing the students this, she shows them where to go online to search for other patterns using the iPad.

- They must choose one other pattern from their research.
- Each one must represent a different Element of Art. (These are shown on the poster in the back of the room.)

4. Guided Practice

After showing the students the basics that they need, the teacher allows them to research and ask any questions they have about the project. On the paper that is the shape that they drew on the iPads, they fill in the boundaries that they drew before with different Zentangle® patterns. Questions that could arise would be about how to produce the Zentangles® step by step. The teacher could refer them to the books in the classroom that explain the steps of the ones chosen by the teacher. If there were questions about the researched ones, the teacher would help the students to break it down into line or shape to understand, without directly drawing the pattern for them. If there were many questions about one in particular, the teacher could hold a short demonstration showing the steps in which to create the patterns.

5. Independent Practice

The teacher would then allow the students to work by themselves, encouraging self-help and peer communication to reach a conclusion. Because the students are allowed to choose their own patterns, this encourages creativity and thought behind the composition. No single Zentangle® will appear the same. If students do have questions, they are to raise their hand quietly and wait for the teacher to come over and respond.

6. Closure and Clean Up:

About ten minutes before class ends the teacher would tell all students to put their pencils down and look up front. She would have a quick discussion where she would ask the students what were the three main Elements that they focused on. She would then have one student go around and collect the pencils and another would collect the drawings, all with the names on the back, and place them on the teacher’s desk, to be later put into the class folder. The teacher would personally collect all of the iPads so as to make sure that nothing happened to them, and return them to the cart to take back to the media center later. If a majority of the students are not done, then the teacher could continue this lesson next class and they can finish them, and do the next lesson the class after, which expands on this lesson.

To be conscious of time, all of the homework is written on a handout that is passed around at this time. For homework, they are to find another pattern that is a different Element of Art and create a square Zentangle® that is only one pattern. If they do not have a computer, then the students may create their own Zentangle®, though it must The next class, they are to use that to learn about color in Zentangle®. Once all of the materials are collected and the students are quiet in their seats, the teacher will call the students to line up to leave class.

Assessment Methods of all objectives/skills:
(Include any modifications)

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<th>Circle corresponding grade:</th>
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<tbody>
<tr>
<td>Correct and proper use of technology</td>
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<tr>
<td>A closed, symmetrical shape for borders</td>
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<tr>
<td>Three different Elements of Art chosen</td>
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<tr>
<td>A correct Zentangle® pattern from the Web</td>
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<tr>
<td>Overall composition</td>
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Directed Questions for Discussion:
What are the seven Elements of Art?
Why do we need them?
What is Zentangle®?
Why is it beneficial to learn Zentangle® and apply it to the Elements?
Will everyone’s look the same? Why or why not?

Modifications to Support Varied Learning Needs:
N/A

Materials/Technology/References:
- A mobile lab of 20 iPad tablets with printer connectivity
- A printed shape
- Sharpened pencils
- SMART Board or projector/projector screen with PowerPoint presentation
- Google Images
- *Zentangle® for Kidz* by Sandy Steen Bartholomew
- *Zentangle® untangled* by Kass Hall

Reflection on lesson: