



MYP Unit 4: Rhythm & Pattern

Duration: 3 Weeks, 20 hours
Unit dates: 15th Jan 2024 - 5th Feb 2024
Subjects: Art
Grades: Year 4

Inquiry & action



Reflection: Prior to teaching the unit

Ongoing reflection

LAWRENCE SEEBERGER • 9:26 am, 5th Dec 2023

Students may be unfamiliar or need a refresher on the various lines used in Art. Vocabulary of various lines need to be built on their understanding of the ways that elements in art can be used to create certain effects in the zentangle design.

JENNIFER BARIBEAU • 9:00 am, 5th Dec 2023

Explore the Mindfulness

Review Elements of Art: Line, Shape, and Value

Front-load Principles of Art/Design: Patterns/Texture and Variety

Review Peer/Self Reflection resources

Students were tasked with answering the reflection questions after their prior projects, What went well? What needs revisions?

Prepare

Introduction to Zentangle Art slideshow

Presentation on Principles of Design: Pattern and Variety.

Discussion plan for Dealing with Stress.

Tangles Library worksheet and How to Create a Zentangle Tile: Terms and Definitions activity

Students may be unfamiliar or need a refresher on the various lines used in Art. Vocabulary of various lines need to be built on their understanding of the ways that elements in art can be used to create certain effects in the zentangle design.



Key concept

Arts key concepts:

Communication, Identity

Key concepts from other subject groups:

Connections, Creativity



Related concepts

Expression, Presentation, Composition



Global context

Personal and cultural expression

Focus exploration(s)

- Artistry, craft, creation, beauty
 - Metacognition and abstract thinking
-



Statement of inquiry

Through Zentangle art-making, students explore how therapeutic practices and inclusion of personal items can be presented visually to communicate specific aspects of their identity.



Inquiry questions

Factual questions

- What artists can be considered influential in modern times?

Conceptual questions

- How can we communicate personal expression [identity] using the Elements of Art through Zentangle Art?
- What is the importance of creating a strong composition?
- How does pattern influence work?

Debatable questions

- Evaluate how the use of "pattern" influences the artist's work.
-



Learner profile attributes

- Reflective
 - Communicators
 - Thinkers
 - Inquirers
-

Development of the learner profile attribute(s)

Drawing Tangles:

- is a great way to increase focus and creativity.
- can be used as "therapy ";The patterns that are created are whimsical in nature and have been used in art therapy as a way to relax

Managing state of mind

• **Mindfulness**

- Practice focus and concentration
- Practice strategies to develop mental focus
- Practice strategies to overcome distractions

• **Perseverance**

- Demonstrate persistence and perseverance
- Practice delaying gratification

• **Emotional management**

- Practice strategies to overcome impulsiveness and anger
- Practice strategies to prevent and eliminate bullying
- Practice strategies to reduce stress and anxiety

• **Self-motivation**

- Practice analyzing and attributing causes for failure
- Practice managing self-talk
- Practice positive thinking

• **Resilience**

- Practice “bouncing back” after adversity, mistakes and failures
- Practice dealing with disappointment and unmet expectations
- Practice dealing with change

Objective A: Investigate

Students will:

- explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- research how rhythm & patterns of Zentangles are used in meditation and mindfulness
- identify tangle patterns in works of art.

Objective B: Developing

- use their knowledge of existing visual art practice(s) to influence and shape their artwork
- create meaningful Zentangle drawing with a personal symbol
- use and recognize rhythm & patterns their work of art
- use correct Zentangle art-making processes and become comfortable with the basics, students will utilize the process of completing a Zentangle as a strategy for relaxation and stress relief.

Objective C: Creating

Students will:

- create an original artwork
- utilize the application of rhythm & pattern to create engaging works of art.
-

Objective D: Evaluating

Students will:

- Reflect on their final projects and on their peers during critiques and/or gallery walks
- reflect on the ways in which they extend and enjoy their creativity and appreciation of the aesthetic.
- use the Elements and Principles of Art to discuss how they created an interesting composition focusing on line, shapes, rhythm & pattern
- recognizing repetitive patterns in everyday life, including the natural world, art and architecture, clothing, etc.



MYP objectives

Year 5/Competent Objectives

Objective A: Investigating

- critique an artwork or performance from the chosen movement(s) or genre(s).

Objective B: Developing

- present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Objective C: Creating/Performing

- create or perform an artwork.

Objective D: Evaluating

- reflect on their development as an artist.



Approaches to learning

Communication skills

Interpret and use effectively modes of non-verbal communication

Organization skills

Understand and use sensory learning preferences (learning styles)

Select and use technology effectively and productively

Affective skills

Practise being aware of body-mind connections

Practise strategies to reduce stress and anxiety

Reflection skills

Consider content

Keep a journal to record reflections

Teaching the ATL skills

Communication Skills - Communicate messages and information effectively through peer interaction and use of art terminology. Give and receive meaningful feedback in the form of a peer critique. Working effectively with others in the art-making process.

Self Management Skills - Plan short- and long-term assignments; meet deadlines. Pace students with check-off lists, check-in dates, and deadline reminders.

Collaboration Skills - Listen actively to other perspectives during critiques with peers and ideas during check-ins with instructor/teacher.

Thinking Skills-Students plan and create rough drafts before submitting the final draft of project; plan the time needed to create the library of zentangles, brainstorm ideas for the personal symbol.

Research Skills- Students research different approaches to the Zentangle project for inspiration; students research a variety of different tangle patterns to include in their projects.



Service learning

What service learning opportunities will this unit provide?

Indirect service

What service learning outcomes will you address in this unit?

Undertake challenges that develop new skills, Persevere in action



Summative assessment

- Students will be assessed on their acquisition of skills and techniques to create a Zentangle
- Students will recognize that the world contains inspiration or influence for art in a presentation given to their peers
- Complete Final version of Zentangle Art Project.
- Incorporate an image of a personal item that is used to share specific aspects of their identities/personal selves.
- Include a variety of tangle patterns using Elements of Art: Line, Shape, Value and Principles of Design: Pattern and Variety.

Summative assessment -

- Self-Reflection-Students will write about the challenges of the Zentangle art-making process and in what areas they felt successful for their projects.
- Peer Critique
- Digital Adobe Portfolio

1. During the class critique students ask to describe how factors such as exposure time and brightness of the sun affected their final piece. During this time students will also explain how they created an interesting composition.

**Content**

Zentangle and mindfulness:

Relaxation, stress relief.

Line and shape as elements of art.

Pattern and Variety as Principles of Design.

What is the nature and purpose of creative expression?

Develop skills in critiquing others using art specific terminology.

**Subject standards****Creating****Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work**

Use multiple approaches to begin creative endeavors.

(Prof.VA:Cr1.
1)

Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

(Adv.VA:Cr2.
1)

Responding**Anchor Standard 7: Perceive and Analyze Artistic Work**

Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

(Adv.VA:Re7.
2)



Learning experiences and teaching strategies

The teacher will introduce the lessons about:

- Mindfulness, a way of stress relief, and free flow creativity.
- Review the Elements of Art: line, shape, value.
- Discuss the Principle of Design: pattern, variety.

Teacher will prepare pre-made physical examples of completed Zentangles, informative presentations, and will state the objectives.



Formative assessments

Formative assessments

- Tangles Library worksheet
- How to Create a Zentangle Tile: Terms and Definitions activity
- Slideshow Presentation (Intro to Zentangle Art and Principles of Design: Variety and Pattern)-Class discussion, Do Firsts, Exit Tickets, and group activities imbedded
- Responses to Dealing with Stress lecture notes
- Brainstorming personal items (aspect of identity) to use in Zentangle drawing, creating thumbnail sketches, and Rough Draft of Zentangle.
- Decide on a final design for the final version of Zentangle.



Differentiation

Materials used to create Zentangle pattern designs will be flexible and open to what the student has available. Information and instructions provided to students through visual examples, direct instruction and class discussion.

Some students need extra time on the negative drawing.

Visual examples are posted in class.

Step-by-step directions posted visually.



Resources

[Copy of Meditation and Art: Zentangles](#)

[Copy of Zentangles](#)

[Copy of L7-Zentangle: Work Day 3](#)

[Advanced Example](#)

[Prof Example](#)

[Prof Example](#)

[Advanced Example](#)

[Cyanotype presentation copy](#)

[MYP Unit Planner Zentangle](#)

In keeping an ongoing record, consider the following questions.

What did we find compelling?

Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning?

What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Possible connections How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit?

How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection How did we decide on the data to collect? Was it useful?

[vapavisualartsstds](#)

Personal and Cultural Expression

What is the nature and purpose of creative expression?

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Reflection



During teaching the unit

Reflection: During teaching

Ongoing reflection

JENNIFER BARIBEAU • 9:35 am, 5th Dec 2023

Include things to consider before or during the unit

What questions will students ask?

What materials will I need?

How can I incorporate other disciplines?



After teaching the unit

Reflection: After teaching the unit

Ongoing reflection

JENNIFER BARIBEAU • 9:34 am, 5th Dec 2023

Post-teaching reflections.

What went well? What can be improved?

As you reflect and revise unit planner, keep copies of the old unit planners as a way to measure growth and change.

Possible IDEA-- Type each reflection in different color each year.

Then the file would only be saved once, but the reflections would be easy to identify each year