

**Lesson Name:** Zentangle Pyramid Project

**Grade(s):** 4<sup>th</sup>-10<sup>th</sup>

**Time required:** 3 (50 min.) class sessions

**Materials:**

- Zentangle pyramid handout (print on cardstock for more durability)
- Sharpies and fine-tip markers
- Scissors
- Elmer's glue or glue sticks
- Pencils

**Procedure:**

**Daye One**

Learning Outcome: Students will learn how line, pattern, and contrast can be combined in art by creating their own original zentangle patterns. Students will also learn about abstract and non-objective art.

1. Introduce students to zentangle designs by showing them the zentangle presentation. Go through the elements of line, pattern, and contrast. You might have students go around the classroom to find examples of these three elements.
2. Pass out the All About Zentangles handout. Do a group reading of the paragraph at the top.
3. Instruct students to create 15 new zentangle designs using the All About Zentangles handout.

**Day Two**

Learning Outcome: Students will learn how zentangles can be a form of meditation and how to apply their designs to a pyramid shape.

1. Review line, pattern, and contrast.
2. Have students share some of their designs on the All About Zentangles handout with the class or in groups. Students may also answer the question: Why do zentangles relax us?
3. Introduce the zentangle pyramid project. Have students follow the instructions on the template handout.
4. Give students the rest of class time to begin working on their zentangle designs. Make sure students slow down and that there are limited distractions in the classroom. Play some meditation or soft music in the background.

**Day Three**

Learning Outcome: Students will learn how to create a paper sculpture by assembling their zentangle pyramids. Students will also learn how to show emphasis in their artwork.

1. Review the project requirements. Show students the assessment if desired.
2. Students will continue working on their zentangle pyramid template. Encourage students to show places of emphasis in their designs.
3. Once finished drawing the designs, students will cut out and assemble their pyramids.
4. Students who finish early may begin creating a zentangle using the outline of an animal.

**Variations on the Lesson:**

1. **Collaborative sculptural mural:** Students each create a zentangle pyramid but adhere the base of their pyramids to a large piece of foam board or poster board. Each student glues his or her pyramid next to each other to create a large-scale sculptural mural.
2. **Complementary Colors Pyramid:** Students create their zentangle pyramid using two complementary colors instead of a single black marker.

Criteria (80 pts)	A 90-100%	B 80-89%	C 70-79%	D 60-69%	F 50-59%
<b>Designs &amp; Sculpture (20 pts)</b>	Each face has a different design & the sculpture is assembled	1-2 faces have the same design & the sculpture is assembled	1-2 faces have the same design & the sculpture is <u>not assembled</u>	3-4 faces have the same design	5-6 faces have the same design
<b>Lines &amp; Patterns are Non-Objective (20 pts)</b>	Variety of patterns using lines. Each design is entirely non-objective.	Mostly a variety of patterns using lines. Designs are mostly non-objective.	Some variety of patterns using lines. Some designs are non-objective	Few variety of patterns using lines. Most designs are objective.	No variety of patterns using lines. All designs are objective.
<b>Contrast &amp; Emphasis (20 pts)</b>	Used the marker to show contrast and emphasis in all faces	Used the marker to show contrast and emphasis in 2 faces	Used the marker to show contrast and emphasis in one face	Used the marker to show very little contrast and emphasis	Did not use the marker to show contrast or emphasis.
<b>Participation (20 pts)</b>	Always showed respect to classmates, materials, and the teacher.	Usually showed respect to classmates, materials, and the teacher.	Sometimes showed respect to classmates, materials, and the teacher.	Showed little respect to classmates, materials, and the teacher.	Did not show any respect to classmates, materials, and the teacher.

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