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Teaching and Learning Across the Curriculum

Project 3: Magnificent Mandalas

Attributes • Classification •
Parts of a Whole

Project Essential Questions
How can art media be classified to then create a composition?

PROJECT DESCRIPTION
Students will apply their knowledge and understanding of classifying attributes in this visual arts integrated project. Students will begin by exploring how we can explore visual arts media. Students will use either assorted dry pasta and beans or various colors of yarn and ribbon to sort attributes. They will then use these materials to create a composition in the form of a mandala.

LEARNING TARGETS
"I Can…"

- Classify/sort arts media to make a mandala
- Classify items based on their color
- Classify hot and cool colors
- Classify primary and secondary colors
- Compare and contrast colors

DURATION: 1-2 days

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ESSENTIAL QUESTION

How can art media be classified to then create a composition?

STANDARDS

Curriculum Standards	Arts Standards
MGSEK.CC.5a Count to answer "how many" questions about as many as 20 things arranged in a line, rectangle, array or a circle. **ELAGSEKL5** With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories(e.g., shapes, foods) to gain a sense of the concepts the categories represent. **SKP1** Students will describe objects in terms of the materials they are made of and their physical properties. a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.). **MGSEK.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**VAKPR.3** Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills. **VAKC.1** Applies information from other disciplines to enhance the understanding and production of artworks. a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math. b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

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KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
- Classify - Sort - Attribute - Value - Tally chart "How many?" - Different/alike	- Color - Primary colors: red, blue, yellow - Secondary colors: green, purple, orange - Hot colors: red, yellow, orange - Cool colors: blue, purple, green - Lighter/darker - Lightest/darkest - Composition - Mandala

TECHNOLOGY INTEGRATION

- Document camera could be used to model the sorting of items with the students
- Document camera could be used to model creating a pattern for the composition

ASSESSMENTS

Formative	Summative
- Teacher observations - Questioning	- Students will complete a color sort (independent sort). - Students will create a tally chart that documents their findings when sorting their strings/ribbons. - Student-created mandala will serve as the summative composition.

MATERIALS

Various types of dry pasta (macaroni, rigatoni, bowties, shells, etc) AND various types of dry beans (pinto beans, lima beans, etc); OR various colors, textures and lengths of yarn or ribbon; markers; paper plates; a designated sorting area (see **Sorting Mat** in Downloads); glue (large container); plastic bowls

Activating Strategy
Explain what a mandala is: - The word "mandala" is from the classical Indian language of Sanskrit. Loosely translated to mean "circle," a mandala is far more than a simple shape. It represents wholeness. Mandalas include patterns that unite around a central point. **A mandala is an integrated structure organized around a unifying center.** Definition by *Longchenpa.*   **Then share Examples of Mandalas** (see Downloads) **through a Gallery Walk.** **Questions to ask students during Gallery Walk of images:**   *What do you see?* (Making close observations.)   *What do you notice?* (Making sound inferences.)   *What do you wonder?* (What questions do you have for the artist?)   *What steps did you have to do before you were able to design your composition?*

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- *How is color used in these mandalas?*
- *Where do you notice patterns?*

Explain that today students will be creating their own mandala.

Main Activity

Option 1: Create a mandala using dry pasta and beans
- Students are given a bowl of different dry pasta and beans.
- Students are directed to sort the pasta and beans into groups using the **Sorting Mat** (see Downloads).
- Use the **Sorting Mat** to help with assessing students ability to sort the attributes.
- A selection of classifying various attributes can be specifically assigned to differentiate instruction.
- Students create a tally chart that classifies their materials.
- Students compose a mandala using a pattern.
- Urge students to create a pattern in their mandala that helps tell a story.
- Encourage students to arrange their composition of the mandala thinking about the attributes of the beans/pasta.
- Hand out paper plates to students.
- Students submerge the beans/pasta into glue and then place in an arrangement on their paper plate.
- Allow time for the beans/pasta to dry on the plate.
- Optional: Markers can be used to color the pasta and beans to create a color pattern on the mandala.

Option 2: Create a mandala using a ball of colored yarn or ribbon
- Students are given a ball of random lengths, colors, and textures of yarn/ribbon.
- Students use the **Sorting Mat** (see Downloads) to sort their ball of yarn/ribbon by the following attributes:
    - Color
    - Primary Colors vs. Secondary Colors
    - Texture (scratchy vs. smooth)
    - Warm Colors vs. Cool Colors
    - Length
- Use the **Sorting Mat** to help with assessing students ability to sort the attributes.
- The selection of classifying various attributes can be specifically assigned to differentiate instruction.
- Students create a tally chart individually based on one of the processes of sorting the attributes.
- Students then create a composition of their yarn/ribbon in the form of a mandala.
- Urge students to create a pattern in their mandala that helps tell a story.
- Encourage students to arrange their composition of the mandala thinking about patterns of colors and attributes of the yarn/ribbon.
- Hand out paper plates to students.
- Students submerge each piece of yarn/ribbon into glue and then place in an arrangement on their paper plate.
- Allow time for the yarn/ribbon to dry on the plate.
- Optional: Students can use paint to add more color to the composition of their mandalas.

REFLECTION

Reflective Questions

- What were the most important things to think about when creating your tally chart?
- How did understanding classifying help you create a pattern for your mandala?
- Why did we sort our items before creating our composition?

DIFFERENTIATION

Below Grade-Level: Art materials given for the mandala project could consist of only primary colors and sorting could be limited to classifying these primary colors. These students could be tasked with sorting and creating a 3-column tally chart (teacher-led small group) that tallies the results.
*Student Centers could be created to reinforce the concept of attributes.

Baskets of materials to sort by attribute could also include:
- Unifix cubes
- Crayons
- Pipe cleaners
- Colored pom-poms

Above Grade-Level: Go deeper with classifying colors. The teacher could use the following YouTube links to introduce vocabulary for primary/secondary and warm/cool colors. The teacher could have the students sort their art materials by primary/secondary and warm/cool colors. The above-level students could also sort the yarn by length. They could make a tally chart/bar graph to represent the data they collected.

Additional Resources

YouTube Links for reinforcing concepts:
- Creativity Express: "What's Hot, What's Not" https://www.youtube.com/watch?v=htN1VJW3ePo
- "Comparing Warm and Cool Colors" https://www.youtube.com/watch?v=w6K08wrI9dA
- "The Color Wheel" https://www.youtube.com/watch?v=eGrGkJtSLsk
- "Primary Colors Song for Kids"/"Secondary Colors Song for Kids"
  https://www.youtube.com/watch?v=bmquqAP2w_8

APPENDIX (see Downloads)
- **Sorting Mat** (for classifying)
- **Examples of Mandalas**

CREDITS

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