



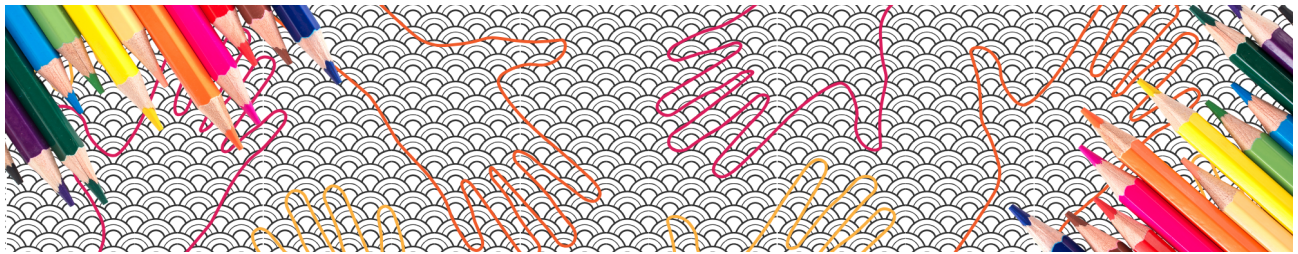
# artsNOW

Integrated learning solutions

## HAND ZENTANGLES

Grade Band: 3

Content Focus: Visual Arts & Health



### LEARNING DESCRIPTION

Students will use meditation and concentration techniques to create a zentangle hand using a variety of lines and patterns. Students will connect this modern art with that of Mehndi Hands.

### LEARNING TARGETS

| Essential Questions                                                              | "I Can" Statements                                                                        |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| What is a zentangle?                                                             | I can create a zentangle hand.                                                            |
| How does creating a zentangle help to expand creativity and promote mindfulness? | I can relax and focus solely on creating a work of art using a variety of lines/patterns. |
| What is a Mehndi hand?                                                           | I can connect zentangles with Mehndi designs.                                             |



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## GEORGIA STANDARDS

| Curriculum Standards                                                                                                                                                                                 | Arts Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>HE3.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>HE3.1.c Prevent and manage emotional stress and anxiety in healthy ways.</p> | <p>VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>VA3.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p> |

## SOUTH CAROLINA STANDARDS

| Curriculum Standards                                                                                                                                                                                                                                                                                                         | Arts Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Standard 1:</b> “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).</p> <p>M-3.1.1 Identify examples of mental, emotional, social, and physical health.</p> <p>M-3.1.3 Identify healthy ways to communicate (e.g., verbal, nonverbal, written).</p> | <p><b>Anchor Standard 1:</b> I can use the elements and principles of art to create artwork.</p> <p><b>Benchmark VA.CR</b> I can combine several elements of art to express ideas.</p> <p><b>Indicator VA.CR NM.1.2</b> I can combine several elements of art to construct 2D or 3D artwork.</p> <p><b>Anchor Standard 2:</b> I can use different materials, techniques, and processes to make art.</p> <p><b>Benchmark VA.CR NM.2</b> I can use some materials, techniques, and tools to create artwork.</p> <p><b>Indicator VA.CR NM.2.1</b> I can use two-dimensional art materials to explore ways to make art.</p> <p><b>Anchor Standard 4:</b> I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.</p> |



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|  |                                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Benchmark VA.P NL.4</b> I can show and describe the idea of my artwork.<br><b>Indicator VA.P NL.4.2</b> I can describe my artwork. |
|--|---------------------------------------------------------------------------------------------------------------------------------------|

## KEY VOCABULARY

| Content Vocabulary                                                                                                                                            | Arts Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <u>Mindfulness</u> - The ability to be present and fully engaged with whatever is happening in the moment</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Line</u> - A continuous mark made on some surface by a moving point. It may be two dimensional, like a pencil mark on a paper or it may be three dimensional (wire) or implied (the edge of a shape or form) often it is an outline, contour or silhouette.</li> <li>• <u>Variety</u> - The differences in a work, achieved by using different shapes, textures, colors and values</li> <li>• <u>Pattern</u> - Repetition of specific visual elements such as a unit of shape or form</li> <li>• <u>Contrast</u> - The arrangement of opposite elements in a composition (light vs. dark, rough vs. smooth, etc.) Similar to variety, which refers to the differences in a work, achieved by using different shapes, textures, colors and values.</li> <li>• <u>Zentangle</u> - A doodle-like drawing made up of repeating patterns intended to help with focus and relaxation</li> <li>• <u>Mehndi/Henna</u> - A traditional form of body art made by applying henna paste in decorative patterns, usually on the hands and feet</li> </ul> |

## MATERIALS

|                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Fine point Sharpies</li> <li>• <a href="#">Mehndi Hands</a></li> <li>• Examples of <a href="#">Zentangles</a></li> </ul> |
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## INSTRUCTIONAL DESIGN

### Opening/Activating Strategy

- Begin by showing students examples of [Zentangles](#). Working with a partner, ask students to identify the types of lines and shapes they see.
- Explain that the art of Zentangle centers around focus and mindfulness.
- Discuss the patterns and variety evident within Zentangles.
- Next, look at the art of [Mehndi hands](#). Have students discuss the similarities and differences between Zentangles and Mehndi hands.

### Work Session

- Have students divide a blank sheet of paper into eight equal sections. Model how to create a type of Zentangle pattern. Have students fill each section of their paper with a different Zentangle pattern. This will help them plan for their artwork.
  - Students can research designs, as well as create their own.
- Pass out the final draft paper. Have students trace their hands, an image that begins with a personal attachment.
- Explain that within their hand outline, they should add a variety of Zentangle patterns. Determine the minimum number of patterns that students should include.
  - Have students brainstorm different ways to divide their hand into sections.
  - As students begin adding Zentangles to their hand, continue to discuss types of lines, contrast, and how to create complex designs.
- Encourage the students to fill the space; allow for necessary breaks in the space but make sure they do not leave unintentional gaps.

### Closing/Reflection

- Have students reflect on the process. Ask them to reflect on what they might have been thinking while they were working and why they chose certain Zentangle patterns. Ask them to think about why they chose to put certain designs in particular places.
  - Allow time for students to share their reflections with a partner.
- Have students share their art through a gallery walk or through a pair share.
- Have students complete a 3-2-1 reflection: list three things they learned from the lesson, two things they want to know more about, and one question they have about the lesson.

## ASSESSMENTS

### Formative

- Observe students' responses to discussion about Zentangles and Mehndi designs.
- Observe and provide feedback to students during the planning and artmaking process.
- 3-2-1: list three things they learned from the lesson, two things they want to know more about, and one question they have about the lesson

### Summative

- [Artwork rubric](#)



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## DIFFERENTIATION

**Acceleration:** Have students draw the outline of their hands from observation rather than tracing them.

**Remediation:** Model how to create several different Zentangle patterns for students.

## ADDITIONAL RESOURCES

- [Enroute Indian History](#)
- [Natural History Museum](#)

## CREDITS

U.S. Department of Education- STEM + the Art of Integrated Learning  
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*\*This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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