Zentangle/Contour hand lesson 8th grade

## Standards: Grade 5-8 VA Standard 1

Understanding and applying media, techniques, and processes

### Achievement Standard

* Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
* Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

**Standards: Grade 5-8 VA Standard 2**

Using knowledge of structures and functions

**Achievement Standard**

* Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
* Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

**Objectives:**

1. Students will demonstrate that they have mastered modified contour drawing skills.
2. Students will demonstrate wet on wet, and wet on dry watercolor washes.
3. Students will demonstrate a conceptual knowledge of applying a combination of line styles to create zentangles.

**Vocabulary:** outline, blind contour, modified contour, vertical line, horizontal line, diagonal line, wet on wet, wet on dry, washes,

**Time:** five 90 min. classes

**Materials:** pencil, black sharpie, watercolors and paper

**Procedure:**

**Day 1**: Go over left and right brain traits. The students took a test to see which side of the brain is their dominant side. Divide paper into 4 areas.

 Area 1: took 5 min. drew their hand best they could.

Area 2: go over blind contour rules and practice this, drawing their hand. Practice twice, spending about 5 min. each time.

**Area 3 and 4:** Go over modified contour and draw your hand again, applying these rules. We compared our first hand to our last hand to evaluate improvement in our skills.

**Day 2-4:** Draw a min. of three modified drawings of their hands held in different positions. Then divided the background space up into multiple areas. Next, go on Pinterest and looked up zentangles ideas for reference.

In pencil draw zentangle patterns in different areas of your background, and then switch from pencil to sharpie.

**Day 5:** Water color demonstration on wet-on-wet and wet-on-dry, watercolor the hands and select areas of the background to color too if you want

**Assessment:** formative and summative in the form of a rubric at the end. Mid stream, students will hang up their projects and self and peer critique, looking at zentangle designs, values formed by them and directional flow created by placement of them. Critique will be modeled first.