**Unit of Study:** Printmaking

**Lesson Title:** Mandala (Symmetrical Geometric Palace) with specific color Schemes

**Subject Area(s):** Fine Arts

**Grade Level:** 1

**Author:** Gary Cousin

**County:** Montgomery County, MD

### State Curriculum Content Standards, Indicators, Objectives:

<table>
<thead>
<tr>
<th>Fine Arts Content Standard(s)</th>
<th>Mathematics</th>
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<tr>
<td>1.0 Perceiving and Responding: Aesthetic Education- Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.</td>
<td><strong>Content Standard(s)</strong> Mathematics</td>
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<td>2.0 Historical, Cultural and Social Context: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.</td>
<td>Grade 1</td>
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<td>3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</td>
<td>2.1.1.1 Identify and represent two-dimensional (plane) figures including circle, square, triangle, rectangle, and hexagon and describe their attributes.</td>
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<td>4.0 Aesthetics and Criticism: Students will demonstrate the</td>
<td>Grade 2</td>
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<td>3.2.3.1 estimate and measure length to the nearest whole unit.</td>
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ability to identify, analyze and apply criteria for making aesthetic judgments.

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<td>1.03. Use the elements of art and principles of design to organize personally meaningful compositions</td>
<td>Mathematics</td>
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<tr>
<td>a. Explore the qualities of color, line, and shape in artworks</td>
<td>2.1.3 .1 Draw triangles, rectangles, squares and circles.</td>
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<tr>
<td>2.01. Determine ways in which works of art express ideas about oneself, other people, places and events</td>
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<tr>
<td>a. Observe works of art and identify ways that artists express ideas about people, places and events</td>
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<td>3.02. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know and feel</td>
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<td>b. Identify color, line, shape and selected principles of design such as pattern and repetition in artworks</td>
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<tr>
<td>4.01. Develop and apply criteria to evaluate personally created artworks and the artworks of others</td>
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<tr>
<td>c. Use established criteria to judge personal artworks and the artworks of others</td>
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| Fine Arts Objective(s) Students | Content Objective(s) Students |
**will create:**
- A mandala design using lines and shapes
- Transfer the design to a printing plate
- Pull a print series using their printing plate
- Hand color the print series creating a primary, secondary, warm and cool color scheme

**will identify that:**
- Line is an element of art.
- Shape is an element of art.
- Shapes are two-dimensional.
- A printing plate can be used to make multiple copies of an image/the same design
- Color is an element of art.
- Colors can be organized into categories: primary, secondary, warm, cool.

**Objective(s) (Connecting the content areas)**
- Identify the Elements of Art focused for the creation of a personal Mandala design
- Identify that they have created a printing plate
- Identify that a printing plate can be used to make multiple copies of an image/the same design
- Identify specific color schemes
- Apply criteria for judging artworks

**Key Arts Curriculum Vocabulary**
- Line- A mark with length (lines can be straight, curved, light, medium and bold)
- Shape- A 2-dimensional enclosed area
- Design- A drawing that follows a plan or specific criteria
- Printing plate- A surface prepared for printing from which the image is transferred to another surface
- Color- Reflected visible light

**Other Key Curriculum Content Vocabulary**
- Mandala- Sanskrit for circle, (Buddhist) Graphic symbol of the universe
- Symmetry- Balance in composition/design, where a mirror image is repeated outside a (center) line of symmetry
- Color scheme- Color combination

**Prior Knowledge Students Need for this Lesson:**
How to draw basic geometric shapes: Circle, square, rectangle, triangle, etc.
Basic printmaking experience (How to rub paper to offset ink)
Crayon application skills
Color scheme identification skills: Warm, cool, primary and secondary

**Arts Curriculum**
- Use shapes to create a symmetrical geometric design
- Create a print series
- Hand color prints using 4 specific color schemes

**Content Curriculum- Identify:**
- Identify Color as an Element artworks

**Materials and Resources:**

**Mandala exemplars:**
- Line drawings as they will be creating
- A variety of other examples from multi-cultural children’s to Tibetan
- Time laps video of Tibetan monks creating and destroying a sand mandala

Text references:
- *A shrine for Tibet* The Alice S. Kandell Collection (P. 239-40 Mandala reference)
- *Patron and Painter* David P. Jackson (P. 75 Mandala reference)

**Materials and Resources for the Class**
- Mandala exemplars: Basic design as students will be creating and hard copies to pass out. To be projected: Various examples of children’s mandalas from around the world
- Video of Tibetan monks

**Materials for the Teacher**
- Copy paper, Color variety of construction paper
- Regular pencils, new/sharp crayons
- Masking tape, Styrofoam lunch trays, blunt tip wood styluses
- Ink, ink trays, brayers, barens
- Variety of oil pastels
Lesson Development/Procedures: (including motivation, modeling, guided practice, independent practice)

Session 1

Pre-assessment (All pre-assessments are informal)
Hold up an example of a simple line drawing of a mandala (as students will create) and ask students:
What it is?
Which elements of art are emphasized?

Motivation- Introduction
Conduct a See, Think, Wonder activity with reference to Tibetan mandalas. Then show how they can be perceived to represent/as a bird’s eye view of a palace with north, south, east and west entrances
Explain that such a design is called a mandala in some cultures
Point out that mandalas are universal and that the students themselves have probably already drawn them
Show examples of multicultural children’s mandalas
Show the clip of the Tibetan Buddhist monks creating and destroying a mandala
Show a variety of mandala examples
Tell students they will design their own mandala

Read/explain Mastery Objectives for session
Students will (SW):
Identify what shape is in art and how many dimensions a shape has
Answer (A): Shape is an Element of Art Shapes have 2 dimensions.

Show and review the session assessment
Show a mandala design, printing plate with incised design and print series, as students will be creating.
Show students the assessment they will be given at the end of the session and have a student(s) fill in the blanks for the class.
Criteria for Success: Mandala Print Series

- Design is symmetrical
  (Except for palace interior, which may be decorated as desired)
- Design is clearly incised into printing plate
- Prints are properly inked and clear
- 4 specific color schemes are created (Warm, cool, primary, secondary)

Guided Practice
Students are led through steps in creating a mandala (peer tutoring is encouraged).
Refer to the first Criteria for Success when creating the design
Use thinking aloud strategy while guiding students through the creation of their own mandala

Steps:
1. Use origami square fold edge to draw horizontal line across creating square on lower part of copy paper and second diagonal fold to create centered X creases when open.
2. Using rulers, draw a square centered on the intersecting fold creases to represent the outer palace walls.
3. Add a light horizontal/vertical line across X folds creating an asterisk which may be used as a guide to draw a hexagon that fills square.
4. Draw a personal symbol inside the square which may be embellished while waiting on classmates to complete each guided step.
5. Draw a rectangle at the middle of each side to represent doors into the palace (and embellish with symmetrical patterns that include triangles. Show that if design is rotated, each entrance is the same and design stays balanced and symmetrical).
6. Draw a border outlining a compositional area that will fit onto lunch tray/printing plate.
7. Draw a circle (can be any kind of circle e.g. Wavy, zigzag, double) just inside the border to represent a burning ring of fire.
8. Add shapes outside the circle to represent the universe/cosmos.
Session Extension:
- Trace key parts of the design using extra black pencil.

Closure/Summary

1. Have students hold up their designs to show peers and then identify concepts used in their designs to each other.
2. Students file work in color coded folders
3. Each student fills out a “ticket to leave” identifying; Shape is an Element of Art and that shapes have 2 dimensions by copying the assessment sentence and filling in the blanks/missing words: Element of Art/2 with reference to the word bank.

Written Assessment (Description/Tools)

Fill in the blank assessment
Complete the sentence by filling in the 2 blanks with words from the word bank that identify:

Shape is an ________ of _________. Shapes have ___ dimensions.

Word bank:

shape   color   texture   element   art   2   3

Lesson Extension
Exemplars of mandala designs and assessment 1 can be included here as supplemental pages.

Encourage students to teach or demonstrate to others what they created and explain the concepts they learned.

Tools/supplies needed for session:
Copy paper
Regular pencils
Rulers
(For session extension: Extra black pencils for contrasting tracing).
Session 2

Pre-assessment
Hold up a printing plate like they will be creating along with a print and ask students to identify what they are.

Read/explain Mastery Objective for session
SW:
- Identify what they have created
A: Identify they have created a printing plate

Show and review the session assessment
- Communicate overarching goals and criteria for success in verbal, written and visual/tactile formats (pass around printing plates and have available for reference while they work)
- Use thinking aloud strategy while creating the printing plate e.g. While tracing my design with a sharp crayon to transfer the image, I need to press as hard as I can without tearing through the paper

Lesson

Guided Practice (Demonstrate 1 step at a time and proceed when all students have successfully followed directions)
1. Pass out Styrofoam lunch trays and tell students that from now on they will be referred to as printing plates.
2. Demonstrate how to label the back of their printing plate using standard heading (First and last name, date and class code) using a wooden stylus.
3. Demonstrate hinge taping their design to the printing plate, so the design is centered on their printing plate (Have proper examples on each table)
4. Demonstrate how to trace their design with a sharp (new) crayon to make an impression of the design on printing plate.
5. Demonstrate how to incise their design into the printing plate using a variety of line quality (have teacher or a partner check that design is
clearly incised. If it is remove design from plate, tape from design and file in color coded folder.
6. Demonstrate how to label copy paper with heading and title “Proof.”
7. Introduce the brayer, ink tray and baren and demonstrate spreading ink evenly on brayer (should make tacky sound and look like the skin of an orange) and ink up printing plate.
8. Demonstrate carefully positioning paper, rubbing with hand (baren) to offset ink, pulling print and placing on drying rack.
9. Washing ink off of printing plate without flooding counter, taping excess water off and placing under proof on drying rack.
   (Anchor activity: When done, students may color their design)

Independent Practice
- Students complete the above steps while teacher circulates offering feedback and guidance.
- After completing steps 1-5, students may raise hand to have their work checked and be given permission to get an ink tray, brayer, (baren) and pull a proof.

Closure
Students file work in color coded folders
Each student will fill out a “ticket to leave” assessment by identifying what they have created

Assessment (Description/Tools)

Fill in the blank assessment
Complete the sentence by filling in the blank with a word from the word bank that identifies what was created:

Today in art I created a ____________ and pulled a ____________.

Word bank:

   design       proof       printing plate       shape

Verbal Summarizers will include calling on students to explain:
- What they created and which elements of art were emphasized (after a think-

Extension:
Encourage students to teach or demonstrate to others what they created and identify the elements of art involved with the lesson

**Tools/supplies** needed for session:
Styrofoam lunch trays, masking tape, blunt tip wooden styluses, (white 60 weight paper, ink, ink trays, brayers, barens)

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### Session 3

Teacher Directed

**Pre-assessment**
Hold up a printing plate like students have created and ask what it is and what it can be used for

**Read/explain Mastery Objective** for session

**SW:**
- Identify what a printing plate can be used for
  - A: To make multiple copies of an image

**Show and review the session assessment**

- Grade prior assessments and Critique proofs: Show examples with too little ink, too much ink and proper inking.
- Communicate overarching goals and criteria for success in verbal, written and visual/tactile formats (Have labeled and editioned examples of print series on tables for students to refer to).
- Use thinking aloud strategy while labeling the printing paper, inking the printing plate, and pulling a print

**Demonstration: Beginning print series**
1. Demonstrate labeling white construction/60 weight paper with heading and number (1/ ) front bottom left.
2. Repeat demonstration of steps: Inking the printing plate (refer to or show examples of too little ink, too much ink and just the right amount of ink. Stress the ink layer on brayer should resemble the skin of an orange).
3. Positioning and rubbing paper with hand/baren.
4. Pulling the print and placing on drying rack.
5. Repeat process to create second print.

**Independent Practice**
- After selecting and properly heading and numbering paper, students are given permission to print
- Students follow and may repeat steps 1-4 as time permits using choice of paper color (a total of 4 or more prints are needed)
- Teacher circulates providing ink and offering feedback and guidance

**Closure**
Students return ink trays, brayers, (barens) to storage trays and then return to their table and get a pencil ready for the assessment

Students perform assessment, line up without talking and reflect on what they created during the session

**Assessment (Description/Tools)**

**Fill in the blank written assessment**
Complete the sentence by filling in the blanks with words from the word bank that identify what a printing plate can be used for.

Printing plates can be used to make ______ copies of an __________.

Word bank:
- image
- prints
- multiple
- shape

**Verbal/Oral assessment**
While in line waiting to be picked up by their classroom teacher, after all students are done with their “ticket to Leave” written assessment, a think par share is conducted where students

Discuss the objective and assessment question

**Tools/supplies needed for session:**
White 60 weight paper, ink, ink trays, brayers, barens
Session 4

Pre-assessment
Hold up examples of prints that use: Primary, secondary, cool and warm color schemes and ask students to identify them. Refer to the color wheel when explaining them.

Read/explain Session Objective
SWBAT:
- Identify and create specific color schemes

Show and review the session assessment

- Communicate overarching goals and criteria for success in verbal, written and visual/tactile formats.

Guided Practice (Using oil pastel)
Demonstrate how to add colors to 1 print to create a primary color scheme.
Demonstrate how to add colors to 1 print to create a secondary color scheme.
Have students select least clear print and color it with either and identify (copy label bolded above) which was used by writing it on the bottom or top center of sheet.

Demonstrate how to add colors to 1 print to create a warm color scheme.
Demonstrate how to add colors to 1 print to create a cool color scheme.
Have students select least clear print and color it with either and identify (copy label, bolded above) which was used by writing it on the bottom or top center of sheet.
- Teacher circulates offering feedback and guidance between demonstrating how to create each color scheme

Closure
Students:
Organize, their own design, prints, paperclip them together and file them on top of printing plate in color coded folders for grading
Return oil pastels to storage shelf and prepare for assessment with pencil

**Fill in the blank written assessment**
Identify each color scheme by writing it after the description

Red yellow blue= __________
Orange green violet= __________
Warm= __________
Cool = __________

Word bank: Color schemes

<table>
<thead>
<tr>
<th>Secondary</th>
<th>Warm</th>
<th>Primary</th>
<th>Cool</th>
</tr>
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Students perform assessment file it, sit on carpet and review the projected assessment, reflect on what they learned from the unit and stars earned.

**Verbal/Oral Assessment**
While in line waiting to be picked up by their classroom teacher, after all students are done with their “ticket to Leave” written assessment, a think pair share is conducted where students: Discuss what they learned from the unit.

**Tools/supplies** needed for session:
Primary and secondary oil pastel colors

http://sites.google.com/site/2010crossingborders/