Lesson Title: Personal Mandalas

Subject Area(s): Pre-International Baccalaureate English

Grade Level: 9

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County: Montgomery County, MD

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<th>Maryland Standards, Indicators, and Objectives</th>
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| **Fine Arts Content Standards (State):** Standard 3/Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art. | **Content Standard (MCPS):**
**Standard 1:** The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. **Standard 6:** The student will listen effectively in a variety of situations and for a variety of purposes. |
| **Fine Arts Indicators:**
3.2 Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas | **Content Indicators:**
1.1.1— Prepare for reading, viewing, and/or listening to a text. 1.1.2— Monitor understanding while reading, viewing, and/or listening to a text. 1.2.3— Determine the relationship among format, structure, and meaning of informational texts. 6.1.2— Demonstrate understanding of information and ideas communicated orally. |
| **Fine Arts Objectives:**
3.2.b Apply elements of art and principles of design to communicate specific ideas in visual compositions | **Content Objectives:** (MCPS does not list objectives with indicators) |

**Objectives (Connecting the content areas):**
- Make inferences about the meaning of a painting based on the historical context of the painting and visual elements found in the painting
- Create a personal mandala that conveys ideas related to their personal influences, dreams, and ideals
- Design a mandala such that it can be used to illustrate personal growth and change during the school year

Description of Lesson/Activities:
Procedure:
(Prior to this lesson)
- Introduce Tibet and Buddhism
- Review several selections from the Situ Panchen exhibit catalog
- Discuss different art forms and styles prevalent in the selections, including mandalas
- Identify elements of the art, both concrete (visual evidence) and abstract (inferences from visual evidence)
- Determine themes and concepts important to Tibetans/Tibetan Buddhists at the time of Situ Panchen and in the present day

During the lesson:
(Note: This lesson will likely cover 2-3 class periods.)
- Discuss the elements and purpose of mandalas
- View and discuss examples of mandalas (including the mandala shown above)
- Describe and discuss purpose of our personal mandalas; our personal mandalas will:
  - Demonstrate our understanding of the traditional purposes and uses of mandalas
  - Illustrate influences on us from our past and present
  - Illustrate a vision we have of our ideal “place”
  - Serve as a reference point for us during the year, tracking our changing self-image, interpersonal relationships, images, goals, and progress
  - Serve as a means of becoming part of larger entities in which we are only a part (family, class, school, community, universe)
  - Serve as a focus of meditation (if desired; this is optional)
- As a class, sketch a sample on the board; discuss elements that students suggest; stress that design, placement, and relevance of elements are more critical than artistic skills; students should understand the purpose of the mandala and that it is more important that the mandala meet the intended purpose than that it be a “work of art”
- Provide students with materials; if possible, play traditional Tibetan music (or other instrumental music); encourage students to discuss their mandalas while they work to clarify/refine idea
- Have selected students share their mandalas with the class (this can be ongoing during the semester)

Materials for Teacher:
- Notes on mandalas for reference
- Large newsprint and charcoal to sketch exemplar
- Transparencies of mandalas

Materials for Students:
- Poster boards for mandalas (textured and untextured)
- Pencils (lead and charcoal)
• Colored pencils
• Oil pastels

**Assessment Strategies:**
• Students will receive a checklist/rubric prior to beginning work on their mandalas; after reviewing it as a class and asking clarifying questions, students may use it to guide their work
• Additionally, students will be assessed during the semester on changes/additions made to the mandala