Lesson Title: Tibetan-Buddhist Inspired Landscapes

Subject Area(s): Art / Math / Social Studies

Grade Level: 1, 2, 4

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County: Montgomery County, MD

I. Conceptual Framework

Covered Topics & Themes: Color, Pattern, Balance and Space (Art); Division, Fractions & Geometry (Math); Geography & Religion (Social Studies)

Rationale: The study of Tibetan-Buddhist Art and how it uses both art and math to create a balanced, peaceful illustration of Tibetan-like landscapes.

Essential Questions:

- Where is Tibet located in the world?
- How many religions are there in the world? What is the most popular religion in Tibet?
- What do most Tibetan-Buddhist works of art have in common? (Color? Shapes? Space?)
- What types of objects & things are seen in Tibetan-Buddhist works of art?

Key Concepts:

- Color can help illustrate different pictures, and create a feeling or mood.
- Pattern can be used to help create an environment.
- Balance is used to make things appear correct and proper.
- Space is used to show where things are placed and the different sizes between objects & things.
- Division & Fractions can be used to separate parts of artwork.
- Geometry can be used to create large and small shapes.
<table>
<thead>
<tr>
<th>Critical Thinking Skill</th>
<th>Creative Thinking Skill</th>
<th>Academic Success Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Analysis</td>
<td>4.0 Elaboration</td>
<td>8.0 Collaboration</td>
</tr>
<tr>
<td>1.1 Identify and describe attributes.</td>
<td>4.1 Enhance thoughts, ideas, processes, or products by adding details.</td>
<td>8.1 Demonstrate active listening and empathy in communicating with group members.</td>
</tr>
<tr>
<td>1.2 Compare by identifying similarities and differences.</td>
<td>4.2 Demonstrate thoughts, ideas, processes, or products by using different forms of communication.</td>
<td>8.2 Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.</td>
</tr>
<tr>
<td>1.3 Sort and classify into categories.</td>
<td>4.3 Combine or add to thoughts, ideas, processes, or products.</td>
<td>8.3 Demonstrate teamwork by working productively with others.</td>
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<tr>
<td>1.4 Identify and describe patterns and the relationships within patterns.</td>
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<td>8.4 Define and identify steps to reach a group goal.</td>
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<td>1.5 Identify relationships among parts of a whole.</td>
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<td>8.5 Identify and analyze options for sharing responsibility to reach a group goal.</td>
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<tr>
<td>1.6 Infer and explain meaning to make sense of parts.</td>
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<td>8.6 Demonstrate the characteristics of both a group leader and a group member.</td>
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<tr>
<td>2.0 Evaluation</td>
<td>5.0 Flexibility</td>
<td>9.0 Effort/Motivation/Persistence</td>
</tr>
<tr>
<td>2.1 Rank options based on criteria.</td>
<td>5.1 Maintain openness by considering new and diverse ideas and multiple perspectives.</td>
<td>9.1 Demonstrate strategies to achieve a goal or solve a problem.</td>
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<tr>
<td>2.2 Select and test possible alternatives.</td>
<td>5.2 Select and use multiple resources.</td>
<td>9.2 Self-assess effectiveness of strategies and redirect efforts to achieve a goal or obtain a solution to a problem.</td>
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<tr>
<td>2.3 Justify a choice or solution based on criteria using evidence and reason.</td>
<td>5.3 Move freely between new information and prior knowledge.</td>
<td>9.3 Identify an achievable, yet challenging goal.</td>
</tr>
<tr>
<td>2.4 Question facts and claims.</td>
<td>5.4 Adapt and use information and multiple strategies to seek clarity.</td>
<td>9.4 Identify and describe the outcome of a goal.</td>
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<tr>
<td>2.5 Determine the credibility of information and claims.</td>
<td>5.5 Demonstrate adaptability by changing ideas, questions, resources, or strategies when</td>
<td>9.5 Identify the components of goal-setting.</td>
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<td>2.6 Determine how to use conflicting</td>
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<td>9.6 Develop and demonstrate a sequenced program of action to achieve a goal or solve a problem.</td>
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<td></td>
<td>3.0 Synthesis</td>
<td>6.0 Fluency</td>
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<tr>
<td>3.1</td>
<td>Organize parts to form a new or unique whole.</td>
<td>6.1 Generate many ideas.</td>
</tr>
<tr>
<td>3.2</td>
<td>Integrate ideas, information, and theories to invent or devise a solution.</td>
<td>6.2 Represent and describe ideas or solutions in a variety of ways.</td>
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<tr>
<td>3.3</td>
<td>Formulate generalizations by examining parts and putting them together.</td>
<td>6.3 Generate ideas using multiple strategies.</td>
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<th>7.0 Originality</th>
<th>11.0 Metacognition</th>
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<td>7.1</td>
<td>Create a new idea, process, or product using multiple and varied formats.</td>
<td>11.1 Examine one’s own thoughts and ideas to identify background knowledge.</td>
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<td>7.2</td>
<td>Plan and formulate a new, unique, or alternative solution to a problem or situation.</td>
<td>11.2 Explain thinking processes.</td>
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<tr>
<td>7.3</td>
<td>Transform an idea, process, or product into a new form.</td>
<td>11.3 Self-monitor strategies to assess progress and apply new thinking.</td>
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**Materials List**

- Map of Asia and/or Tibet
- Tibetan-Buddhist Artwork displaying landscape (traditional or traditional-contemporary)

**Handouts:**

- Color Prints of Tibetan-Buddhist Art Exemplars
- Hand-drawn exemplars of different identifiable objects from Tibetan-Buddhist Art

**Supplies for Landscape illustrations:**

- Paper (standard 8.5” x 11”, or legal 8.5” x 18” or A5 11” x 18”)

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- Paper (standard 8.5” x 11”, or legal 8.5” x 18” or A5 11” x 18”
- No. 2/2B Pencils
- Erasers
- Crayons
- Oil Pastels
- Colored Pencils

Resources for African Unit:

- Tibetan Healing Mandala: Tibetan Buddhism; Freer Gallery of Art & Arthur M. Sackler Gallery, Smithsonian Institute (Online)
  - http://www.asia.si.edu/exhibitions/online/mandala/tibetbud.htm
- Contemporary Tibetan-Buddhist Landscape Art by Binod Moktan

II. Topics

- In the Tibet-Buddhist culture and society, art does more than show one’s way and location of living, but is a part of it.
- Visual Art and Math are important because they help support each one another when artists plan to create their work.

III. Lesson

_Preface:_ This is a lesson specifically instructed for one day. However, this lesson can easily be extended to a two, three and even four day lesson at the elementary school level. Concepts should be more detailed if planning to extend work. Grading for the one day lesson should strictly be based on the work produced, and not the art and math vocabulary covered in class.

Day 01: Introduction & Art Studio

1. Greet students and have them read aloud/with you the Mastery Objectives for the day:
   a. Students Will (Be Able To):
      i. Identify where Tibet is located and what popular religion/doctrine is practiced in the country
      ii. Identify different objects commonly seen in landscape Tibetan-Buddhist artwork
      iii. Divide artist examples of landscape art using division and fractions
      iv. Create a Tibetan-Buddhist Inspired work of art using math and artistic ideas covered in class
   2. Follow through with the daily Mastery objectives
Identify where Tibet is located and what popular religion/doctrine is practiced in the country
- Using a world map, ask students (by show of hands):
- If they have heard of the country Tibet and/or know anyone from Tibet
- If they know where Tibet is located on the map
  - Use the countries China and India as a future reference since they both border it
- Briefly discuss Buddhism, as one of many religions existing in the world. Also mention that it is a popular religion amongst the many hundreds that exist currently.
  - (Optional, for advanced/higher level thinking/older students) Show statistical map-based information on what religions exist in the world and where, and by what number and/or percentage.
- Show photographic imagery of the people and land of Tibet

Identify different objects commonly seen in landscape Tibetan-Buddhist artwork
- Show artist exemplars of Tibetan-Buddhist Art
- Ask students to focus on what colors are commonly seen. Then what shapes and patterns are common.
- Ask students to look for the differing objects found in each image.
- Inform students about the relation between Tibetan-Buddhist art and their daily way of life

Divide artist examples of landscape art using division and fractions
- Using the artist exemplars of Tibetan-Buddhist Art, have students divide the landscape into a specific number. Do so by identifying what parts of the landscape exist in each image and then count off each part (one, two, three, four, et cetera).
  - (Note: For younger grades (Kindergarten, 1st & 2nd grades), use the word “part” when saying each number. Then have them repeat it fractionally after you. (i.e.: one-third, two-thirds, three-thirds)

Create a Tibetan-Buddhist Inspired work of art using math and artistic ideas covered in class
- Show an already made teacher exemplar of a landscape drawing without the color.
- Create another exemplar (time permissible) showing how to make clouds inspired by the Tibetan-Buddhist artwork, as well as other landscape parts (hills, mountains, trees, town, cities, villages, water, concrete)
• Mention the words “texture” and “gradient” when mentioning the use of color and line with the artwork.
• Five minutes prior to classes end, have students cleanup work. Assessment (O-S-N or 1-2-3-4) will be based on how “complete” the work is.
  o 100% equates to a “4” or an “O”
  o 50% of the work being done would only be a near complete drawing that fills up the page.
  o Anything below is determined by the educator

IV. Assessments

Teacher Evaluation; Student Self-Evaluation; Student-Paired/Student-Group Evaluations