

1. What is our purpose?

To inquire into the following:

Transdisciplinary Theme

Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Central Idea

We can create one large masterpieces collaboratively as a group that can have visual impact while spreading a message within the art.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Contribute to the development and creation a mural for a school-wide audience.

Repeat designs of lines, shapes, or patterns throughout the mural.

Create a group Peace Zentangle Poster.

Individually fill sketchbook cover with zentangle design.

Class/grade: Art 5*

Age group:
Grade 5



School: American School of Bombay School code:

Title: Zentangle Mural

Teacher(s): Martens, Amy; Vora, Drishti

Proposed duration

number of hours: over number of weeks:

(Week 1, 5 Weeks)



2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Function
Responsibility
Reflection

What teacher questions/provocations will drive these inquiries?

- What is a mural?
- Explore and define community - school, local, global.
- How do murals communicate ideas, information, values and beliefs of a community?
- Explore different styles (abstract, grafitti, realism, etc.) are used to express an idea to a specific audience.
- What is the key to a good Zentangle?
- Why is this a good style of art to create together?
- How did you feel about working with a group?

What lines of inquiry will define the scope of the inquiry into the central idea?

- Repetition is an important principal in art
- We can gain inspiration from others and provide inspiration by working collaboratively in a group.
- Images can be use to convey a message

3. How might we know what we have learned?

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Informational Murals about Garbage **Summative: Visual Arts Project**

Students develop and create a mural representing their ideas and concerns around waste management.

Brain Map

Formative: Project-Poster/Diagram

Students develop a brain map representing their ideas and existing knowledge about waste management.

Critique

Summative: Discussions

Students critique their work and the work of others to determine the mural's effectiveness in communicating a message.

 [2012 Google Doc Reflection. Zentangles](#)

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- Constructed a class definition of 'mural'.
- Students analyzed different murals to broaden their understanding of features and functions of a mural.
- Develop an understanding of the style of zentangle drawing
- Recognize the high contrast created by using black and white
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What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Communication Skills:
develop an image which conveys a particular meaning

Social Skills:
Students will be working in groups to develop a shared representation of their learning.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Zentangle Images

My work, Ms Jayshree's work, Pinterest folder
Prezi introduction to Murals (See Link)

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Creating a large scale mural on site in the new school facility

 [Mural Prezi](#)

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

2012. Students rocked this unit. Really understand the idea of contrast and repeated designs...

2011. This unit is still in progress:

The introduction and planning of the unit was successful. Students readily took their understandings of how garbage is shaping the future of the planet and applied these to visual structures which are educating the ASB community about their role and how they can change habits to positively impact the earth.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

2012. I felt the assessment this year more accurately covered student learning- however I think I need to express a clearer definition and have students write it down from the start of the unit so they can easily put into words what a zentangle design is (slightly abstract thinking)

2011. Not sure at this time.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

The mural rough drafts' visual structures and symbols directly link to ideas about how our garbage management impacts the planet.

7. To what extent did we include the elements of the PYP?

Elements of PYP

What were the learning experiences that enabled students to:

- **develop an understanding of the concepts identified in "What do we want to learn?"**

Students explored the way in which different murals communicated ideas. They analyzed different murals and determined what message was conveyed, what audience it was intended for and community it was located in.

- **demonstrate the learning and application of particular transdisciplinary skills?**

1. **Communication Skills:** Students developed murals which depicted information about the affects of poor garbage management, as well as, how we could modify habits to make a more positive impact.
2. **Social Skills:** Students worked in groups to create an image which represented their group understanding of garbage management.

- **develop particular attributes of the learner profile and/or attitudes?**

Students acted as risk-takers as they learned about and create a public art.

In each case, explain your selection.

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Profile

PYP Sharing the Planet

Students will create a mural representing their understanding of how waste management impacts the planet. They will have to be risk-takers in learning about a new art form and creating a piece of community art.

IB Learner Profile

Risk-takers

<p>8. What student-initiated inquiries arose from the learning?</p> <p>Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.</p> <p>Students' questions mostly focused around: Different styles in which murals could be created</p> <p>How the audience of a mural can change depending on where it is placed.</p> <p>if it HAS to be black and white/and why</p> <p>if they have to work on some one else's handprint</p> <p>why someone else worked on their handprint</p> <p><i>At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.</i></p> <p>What student-initiated actions arose from the learning?</p> <p>Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.</p> <p>students related this to mehndhi drawings and indian designs</p> <p>students created and displayed small group posters and inspiring word cards to hang on fifth floor using the zentangle style to fill the pages (extention of the project plan)</p>	<p>9. Teacher Notes</p> <hr/> <p>Teacher Notes</p> <p>2012.Starting the year this year with the zentangle mural has proven very influential in continuing projects and free drawings. Students are much more open to abstract art and using high contrast designs in their artwork. They really enjoyed getting to work on the piece and literally putting their hand in it :)</p> <p>2011. The mural on the wall had huge impact- all the other grades were noticing and saying they cant wait until fifth grade, staff and parents were complimenting hte kids' work- couldn't believe it was grade 5!</p>
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