

Name: Feelisha Teewari

Team: Share

Grade(s): 1

Content Area(s): Visual Arts

School(s): Para Los Ninos Gratts Primary Center

Lesson: Making Mandalas

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Double-click in the header; click in the box to the right of each ":" to enter text (will repeat on each page).

In the body of the form, click in the box below each heading and type in that box (the box will expand).

**Name of Lesson:**

Making Mandalas

**Date(s) Taught:**

12/3-12/4

**Art Form(s):**

Visual arts

**Arts Content, Concept, Materials-Based Objectives (#'d):**

▪ Concept:

- Students will be able to use their imagination to experience and create their own mandalas.
- Students will be able to create original art pieces and explore colors they may want to add or omit in their mandala creations.

Materials-Based Objectives:

- Students will use plain paper to create their mandalas.
- Students will first use pencil to sketch their art and will use crayons and markers to color.

**Language Development Objectives (#'d):**

Students will:

- Learn a simple questioning process that brings their imagination into creative process.
- Gain strategies and vocabulary to talk about the process of their artwork.

**Individual (Self) or Community (Group) Development Objectives (#'d):**

Individual- Students will:

- Make mandalas with an open mind and will be able to personalize their artwork with whatever lines and shapes they feel comfortable in.
- Reflect upon how they were able to draw, even if they were nervous.

Community- Students will:

- Support each other and encourage their peers to do their best when creating their artwork.
- Students will be able to look at their art and discuss and reflect with partners, as well as understand the role of nonjudgmental language in the language in the development of a strong classroom community.

**VAPA Standards:**

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- 1.0- Artistic perception
- 2.0- Creative Perception
- 3.0- Historical and Cultural Context
- 4.0- Aesthetic valuing

**ELD Standards:**

1. Expressing information and ideas in formal oral presentations on academic topics - SL.1.4-6; L.1.1, 6
2. Supporting own opinions and evaluating others' opinions in speaking and writing - W.1.1; SL.1.4, 6; L.1.1-2, 6

**Common Core (Anchor or Grade Level) or Other Standards:**

[CCSS.ELA-LITERACY.SL.1.1](#)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**Integrated With:**

- Social Science and the discussion on Diwali

**Content Connections:**

- SS 1.4- Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

**Materials & Supplies Used (V.A. materials, music, props, etc.):**

- Pencils
- Blank paper
- Crayons
- Markers
- Clipboards

**Artwork/Performance/Music Included as Reference or Inspiration (if applicable):**

**Artform:** digital example of what a mandala may look like

**Title:** Meaning of the Mandala

**Date:** 2017

**Artist(s):** n/a

<https://ishka.com.au/blogs/spirit/meaning-of-the-mandala>

**Vocabulary Included:**

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**Arts-Based Vocabulary:**

- Mandala
- Drawing material
- Line, shape
- Colors
- Choice
- Detail
- Nonjudgmental critique

**Community-Development Vocabulary:**

- Express
- Discuss
- Reflect
- nonjudgmental critique
- Safe space

**Individual-Development Vocabulary:**

- Process
- Strategy
- Choice

**Language Development Vocabulary:**

- Process
- Imagination

**Procedure (#'d):**

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1. Students will discuss and explore the various elements that go into initially creating a mandala. We will talk about different types of lines (straight, zigzag, wavy, spiral, and curve). We will also be talking about different types of shapes (circle, triangle, square, star, and organic shapes).
2. We will practice making lines and shapes on our whiteboards to get familiar with them.
3. I will then show examples of mandalas googled from the internet to give students an idea of what they look like (artwork used is listed above).
4. We will do a "What do you notice?" activity, where we will talk about all of the shapes and lines we notice in the mandala example. This will also build the ELD component.
5. I will hand out blank pieces of paper to the students and we will work on the carpet together.
6. I will think out loud first, and ask myself, "where is the center of my paper?" After finding the center, I will ask myself "what shape do I want to pick to draw at the center of my blank paper?" As I choose a shape and draw it, I will have my students do the same, and they will find their center (or not, if they choose to have a different focal point) and pick a shape to start off with.
7. Then I will think out loud and ask myself, "what I want to draw next?" And "Do I want a shape or a line? What will I do?" I will pick a line or shape and connect it to my focal shape. I will then have students to repeat the process.
8. After repeating steps 6 and 7 two more times, I will have students work on their own mandalas and come up with their own design. I will also remove the example used above and I will take away my mandala to ensure student creativity.
9. Students will work on their mandalas until they feel like they are done. Classical music will be playing in the background. Students will be able to choose to color they mandalas with crayon and or markers if they want to.

**Critique / Reflection Questions (#'d) and Format (i.e., full-group, partners, individual):**

▪ Nonjudgmental Critique

- After the second day of working on mandalas and students feel like their artwork is ready, I will tape their mandalas on our front whiteboard.
- This will be a whole class activity and students will be able to see their artwork and look at others as well.
- We will practice a "What do you notice?" activity, where students can point out patterns, themes, or any other noticing that stood out to them.
- We will discuss what stands out to us, why it stands out to us, and tell our elbow partners why we drew what we drew, or what made us create our mandalas.
- When/if students say things like "good" and "bad" we will talk about how art cannot be bad, because it is someone's imagination and creativity. When "good" is brought up, we will talk about how instead of using that word, we can talk about what stood out to us in that mandala and what caught our eye.

**Studio Habit(s) of Mind Developing through this Lesson:**



- Studio habits that will be built will be creating a comfortable and relaxing learning environment. Classical music will be playing, and students will be able to choose where they want to sit and create their artwork. Students will also be able to talk to each other about the colors, shapes, and lines that stand out to them. We will discussing open-ended questions to facilitate deeper thinking than just "yes" or "no" questions.

**Assessment:****Students:**

- Will be going through their creative process to make their mandalas.
- Will be giving me their mandalas once they feel like they are done.

**Follow-up Assignment or Extension:**

- Students will receive a mini booklet, they will use this during our resting time (5 minutes after lunch). They will be able to use their booklets to create mandalas, write, and draw to help them calm down, relax, and rest.

**Equity – How will ALL learners engage? (varying academic abilities, cultural backgrounds, language levels and emotional comfort). Describe your differentiation strategy, including accommodations for students with special needs.**

- All learners will engage in creating their mandalas by discussing and thinking about various lines and shapes before we start making our mandalas. Students will also be able to talk to their elbow partners on the carpet about lines and shapes that they notice from the mandala example. I will be also be starting the initial process by doing an "I do, we do, you do" approach. I will think out loud and ask myself questions like, "what shape do I want to draw, what do I want to do next, I wonder what will happen if I do this," and so on. I will do this 2-3 times before letting the students continue of working on their mandalas on their own. For students that need more support, I will have them sit on the carpet with me and we will continue working on asking ourselves open-ended questions and drawing whatever comes to mind next. We will continue doing this at least 2 times until they will work on their own (I will stay on the carpet for further support).

**How does this lesson utilize "Brain-Compatible" Strategies? (i.e. Novelty, Choice, Pleasure, Curiosity)**

- This lesson utilizes "brain-compatible" strategies by allowing students freedom of choice on how to create their mandalas. They have fun creating their art, and are able to use the simple creative process and explore various shapes and lines.

**Questions for an adult at home to ask:** (These questions will relate to the critique/reflection questions. A homework assignment might begin with: "Dear Adult at Home: Please ask me \_\_\_\_\_. Be sure that the assignment includes something about the process and what the student learned (not only about the product)."

- Dear Adult at home: Please ask me what kind of lines and shapes I learned about today, and how I connect a line or shape together."

**To be included in my narrative reflection after teaching this lesson:**

**1. A brief narrative description of the sequence (procedure) of the visual and/or performing arts lesson I taught or integrated in my classroom**

1. As a class, we discussed and explored the various elements that go into initially creating a mandala. We talked about different types of lines (straight, zigzag, wavy, spiral, and curve). We also talked about different types of shapes (circle, triangle, square, star, and organic shapes).
2. Students were intrigued and were participating well.
3. We practiced making lines and shapes on our whiteboards to get familiar with them.
4. I showed examples of mandalas by googling them to give students an idea of what they might look like (artwork used is listed above).
5. We did a "what do you notice" activity, where we talked about all of the shapes and lines we noticed in the mandala example.
6. I handed out blank pieces of paper to the students and we worked on the carpet together.
7. I then began to think out loud, and asked myself "where is the center of my paper?" After finding the center, I asked myself "what shape do I want to pick to draw at the center of my paper?" As I chose a shape and drew it, I had my students do the same, and they found their center. Some students were off, but that's okay.
8. I thought out loud again and ask myself "what do I want to draw next" As well as "do I want a shape or a line? What will I do?" I chose to draw stars around the border of my circle. I then had students repeat the same process I did.
9. After repeating steps 6 and 7 two more times, I had students work on their own mandalas and come up with their own designs. I removed the example used above and I took away my mandala to ensure student creativity.
10. Students worked on their mandalas until they felt they are done. Classical music was be playing in the background. Students were able to choose what and how to color their mandalas, by using crayons and markers.

**2. The effectiveness of the lesson on student engagement**

**Students had fun and were engaged throughout the entire lesson. They were excited about making their own mandalas and discussed the shapes and lines with their classmates, the way we discussed them as a whole group.**

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**3. What I observed about my students' learning (include arts-based, language development-based and community-based learning)**

With my students, I observed how interested and engaged they were in creating their unique pieces. They were using words like, "squares, circles, straight lines, wavy lines, zigzag, and imagination." I heard them use these terms with their classmates, and I also assisted by providing statement frames. My students also admired each other's artwork, and as mentioned before, this integrated with the social emotional learning we do in our morning meetings everyday.

**4. What I might do differently next time**

Next time, I will hold off on showing students examples of mandalas because I think a lot of students were influenced from that. In order to make it more authentic, we would discuss various lines and shapes and go through the creating process. I would scaffold a few times and then let the students continue on their own.

**5. Who I will share this process with**

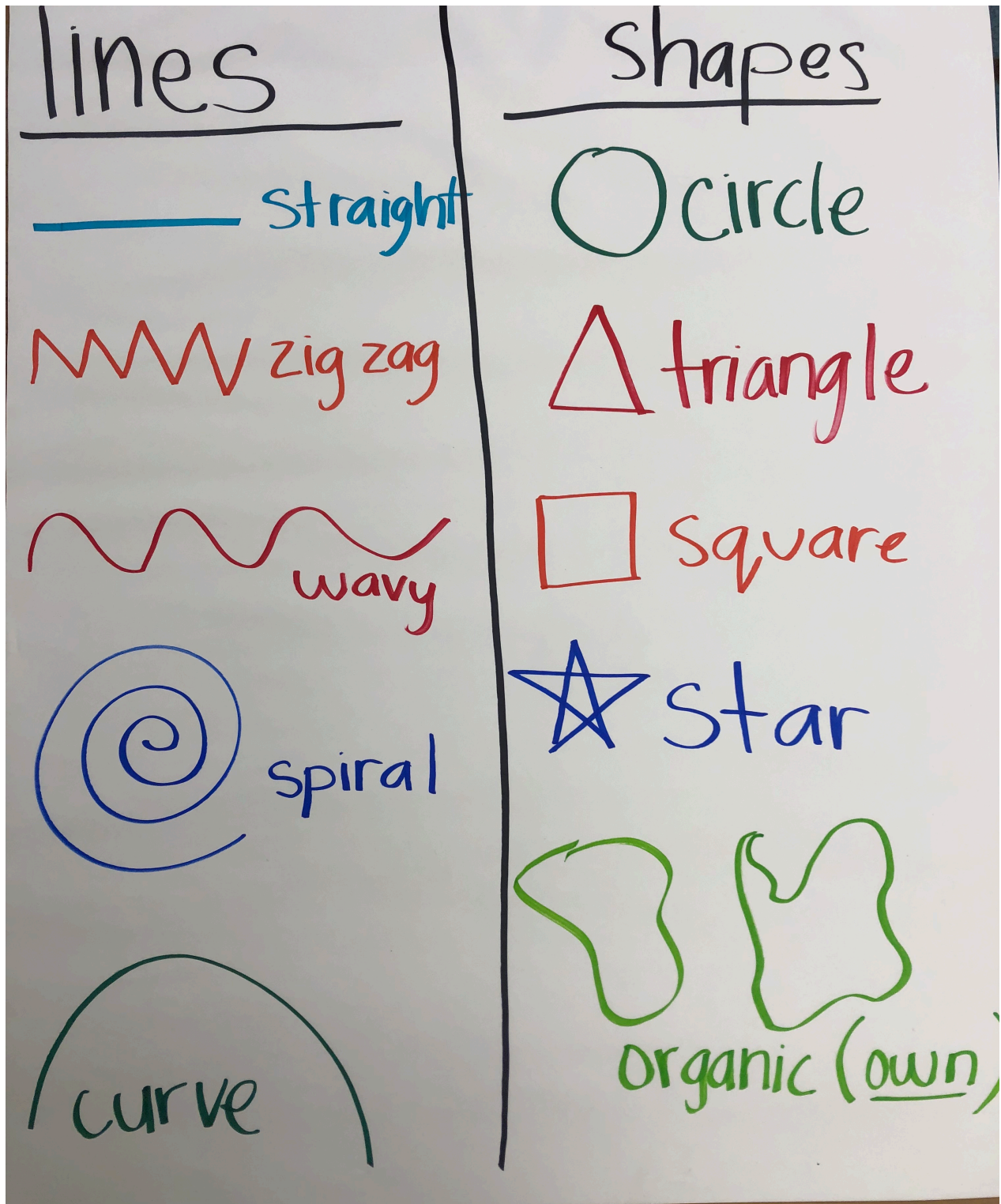
I would like to share this process with my grade level team.

**6. My comfort level teaching this lesson – Before, During and After**

**Before:** I was a little nervous because this was the first time I would conducting a mandala lesson.

**During:** I noticed how intrigued and excited my students were. My students love art and letting them take control of their creativity was great to see.

**After:** The nonjudgmental critique allowed students to think about the process of their peers and how they used the same shapes and lines we discussed in different ways. This also supported the social emotional learning we do in class and creating a sense of community.



LINES AND SHAPES CHART



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## MANDALA 1



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**MANDALA 2**



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