

Lesson Title: Impermanent Installation: Tibetan Sand Mandalas

Targeted grade Level: 9-10

Anticipated Time Frame: 2 weeks

| Lesson Plan  | Rationale   |
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| <b>Conceptual Structure/Big Idea:</b><br><i>Impermanence</i>   | This topic is something that by human nature we have a fear of, so it is important to explore and come to terms with it. Impermanent art is something many students probably aren't familiar with. This big idea can introduce students to these art forms such as a time based performance or installation. Due to impermanence being a human fear many religions and cultures have something about impermanence or permanence present in their teachings and identities. This allows students to relate to their own culture while learning about a new one. In a contemporary art sense impermanent and installation based art is popular and an often unexplored medium for students. |
| <b>Key Concepts:</b> ( <i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist. )</i><br><br><b>Students will:</b> <ol style="list-style-type: none"><li>1. Students will understand how to think about the meaning of an art piece in relation to its surroundings.</li><li>2. Students will understand how they can use research as a tool in the art making process</li><li>3. Students will understand how cultural traditions influence artwork.</li></ol> | Throughout this lesson students will be reminded about the importance of context and location when creating artwork. This will help to inform students of where they want their artwork to be displayed. Research is a powerful tool in art making as it can allow you to think more intensely about an idea before applying it to an artwork. It is also hard to apply research to art making, so guiding students through this process as a group will be helpful. Understanding other cultures is an important part of life. Teaching students about cultures through art is a good way to allow for students to draw connections and feel engaged with the topics.                    |
| <b>Objectives:</b> (what students will DO)<br><br><b>Students will:</b> <ol style="list-style-type: none"><li>1. Learn how to apply research skills in relation to an art project.</li><li>2. Learn how to prepare for a site specific art work</li></ol>  | Throughout the lessons students will learn about the history of Tibetan culture. They will be able to take this knowledge and relate it to their own life in order to draw connections and understand another culture. The art making process invites this as students will be able to take themes and aspects present in sand mandalas to create their own site specific sand mandala.   |

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| <p>3. Learn about Tibetan culture and apply it to their own personal history.</p>  |  |
| <p><b>Essential Questions:</b> (BIG overarching questions)</p> <ol style="list-style-type: none"> <li>1. How can the installation, duration, and material of an art piece affect its meaning?</li> <li>2. How can I respectfully apply my own or others' cultural histories to my artwork?</li> <li>3. How can I apply research in my artwork as well as use research as a tool to inform others?</li> </ol>   | <p>In a highschool art class room specific artwork is hard to achieve so it isn't often discussed in relation to a project. I think that showing students a variety of art is important in order to help give students an artistic voice. This can open students' minds to how a specific sit, duration and material can be applied to their own artwork. This can also help to build their visual literacy skills when discussing unfamiliar artworks. This project is also in relation to a specific culture. So students will need to research Tibetan culture and by doing this they may find similarities to their own culture. This can allow students to take concepts from both and apply it to their work in order to gain perspective. Learning about other cultures is important at the high school level because it can build both awareness and vocabulary in students. Research is an important part of art making, so students should practice applying research to their art pieces.</p> |
| <p><b>National Core Art Standards:</b><br/> <a href="http://www.nationalartsstandards.org/NVAS">http://www.nationalartsstandards.org/NVAS</a><br/> <b>Creating:</b> Generate and conceptualize artistic ideas and work<br/> <b>Presenting:</b> Convey meaning though the presentation of artistic work<br/> <b>Responding:</b> Interpret intent and meaning in artistic work<br/> <b>Connecting:</b> Synthesize and relate knowledge and personal experiences to make art</p> <p><b>Integrated Standards: English Language Arts (ELA)</b><br/> <b>Michigan ELA:</b><br/> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> |  |

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| <p><b>Teaching Resources:</b> (artwork, videos, books, etc.)</p> <ol style="list-style-type: none"> <li>1. <a href="#">The wheel of time sand mandala : visual scripture of Tibetan Buddhism by Bryant, Barry, 1940-</a></li> <li>2. <a href="#">Presentation about installation artworks</a></li> <li>3. <a href="#">Presentation about Tibetan sand mandalas</a></li> <li>4. <a href="#">List of articles about Tibetan culture</a></li> <li>5. <a href="#">The wheel of time sand mandala : visual scripture of Tibetan Buddhism by Bryant, Barry, 1940-</a></li> <li>6. <a href="#">Presentation assignment</a></li> <li>7. <a href="#">Shadow grading rubric</a></li> <li>8. <a href="#">Assignment sheet</a></li> </ol>   | <p>I wanted to give a brief overview of sand mandalas and allow for students to research Tibetan culture on their own. They also will have the opportunity to explore Tibetan sand mandalas more throughout the reading. I also have a presentation about site specific art. This will hopefully inspire students when thinking about their idea for this project. As well as give students art to respond to and build their art vocabulary. Students will need to understand how to use their chromebooks in order to create a presentation as well as submit their assignments. All material skills are new and will be taught to the students.</p> |
| <p><b>Lesson Plan Sequence: (4 steps)</b></p> <ol style="list-style-type: none"> <li>1. Day 1: We will start the day by talking about Tibetan sand mandelas and their project. I will give a brief presentation on them and then assign students groups for their presentations. I will then assign research topics and have students begin researching. Students should have their slides completed by the end of class.</li> <li>2. Day 2-3: Students will give their group presentations to the class. Students will be assigned to take notes on each presenter. Then individually students will begin reading and researching about sand mandalas. Students will be asked to write 3 ways they are influenced by Tibetan sand mandalas in their sketch.</li> <li>3. Day 4: Students will continue to research,sketching, and planning where they want their projects to exist. I will give a presentation about site specific artwork.</li> <li>4. Day 5: As a class we will demo and learn how to use sand to create art.</li> <li>5. Day 6: Students will practice creating desired shapes that relate to their</li> </ol> |  |

concept using sand. We will then discuss photography and how to photo these as well as their final projects.

6. Day 7-8: Students will create a to scale drawing using colored pencils of their final mandala.
7. Day 9: Students will go and create their sand mandalas and their chosen site and we will and will take photos of them.
8. Day 10: Discuss editing photos.
9. Day 11: In class discussion of the artworks what worked, what didn't, and what did we learn.

**Photo of Teacher Exemplar (add when completed)**



This project drew reference to aspects of my own beliefs and drew parallels to Tibetan culture. I installed this in a significant space for me that still could be near the school. While creating this I gained a new perspective about this project and how it was a good time for intentioned thinking.

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| <p><b>Materials/Tools/Art supplies needed:</b></p> <ul style="list-style-type: none"> <li>• Sand</li> <li>• Colored pencils</li> <li>• Food coloring</li> <li>• Paper</li> <li>• Black paper</li> </ul>  |   |
| <p><b>Presentation:</b></p> <p>Students' artwork will be presented around the outside of the school. They will have full control over where they choose to place the sand mandala. Students will also have an in class discussion about their mandalas.</p>  | <p>This will be a lesson in a beginner art class, so I will lead the discussion around other students' work. Students will have to say at least one thing during this discussion. If the school sees us outside of the art classroom it may make them more willing to allow further integration of the arts.</p>  |
| <p><b>Assessments:</b></p> <p><b>Formative Assessment</b></p> <ol style="list-style-type: none"> <li>1. Sand Mandala sketches</li> <li>2. Final colored pencil mock up</li> <li>3. Sketch questions</li> </ol> <p><b>Summative Assessment</b></p> <ol style="list-style-type: none"> <li>1. Shadow student notes</li> <li>2. Group presentation</li> <li>3. Final Photo</li> </ol> | <p>I will be able to see how the research about sand mandala went through their sketches and answers. And how they were able to connect the ideas to themselves and their art. The final colored pencil mockup will show me they are ready for the final project. The shadow student notes will show me they were paying attention to their class mates' presentations. The final photo will show me how they applied the research as well as the information taught in class to their artwork.</p> |