**Course Title:** Art Enrichment GD 7-8

**Lesson 1:** Identity Mandalas

**Teacher: Alder Keene**

**Unit Title:** Intro Lesson

**Big Idea:** Expressing Personal Identity

Lesson Goal/Objective: We will learn ways to think about and illustrate our identity as individuals.

Lesson Problem: We will create round paper collages that express the layers of our identity using symbolic color and patterns.

Driving Question: How can we express our identity (who we are) by using only shape, color and pattern?

MD State Curriculum Standards Art and Integrated Subject Area:

**Art Standard: 3.0** Creative Expression and Production

**Indicator 2:** Demonstrate ways the [elements of art](http://mdk12.org/instruction/curriculum/visual_arts/standard3/grade6.html) and [principles of design](http://mdk12.org/instruction/curriculum/visual_arts/standard3/grade6.html) are manipulated to communicate ideas.

**Objective b:** Apply [elements of art](http://mdk12.org/instruction/curriculum/visual_arts/standard3/grade6.html) and [principles of design](http://mdk12.org/instruction/curriculum/visual_arts/standard3/grade6.html) to communicate specific ideas in visual [compositions](http://mdk12.org/instruction/curriculum/visual_arts/standard3/grade6.html)**.**

Vocabulary: Identity (personal, cultural, communal), Symbolism, Values, Color association, Mandalas, Repetition

Lesson Sequence

**String Game Question:** What is your name? What do you like about art? What processes do you want to become better at?

**Values Activity:** associating color with personal values.

**Lay color swatches on the floor** carefully while students sit in a large circle around the colors. Give students several minutes to reflect on their personality and come up with three values that they possess. Have a supplemental list of values that can be used for reference if they are having trouble. Each student then is to carefully consider the colors in front of them and choose three, one to represent each of their values (may close their eyes). Decide which of your values is most revealed and which one is most concealed and which one is both revealed and concealed. Arrange them accordingly to illustrate that concept.

**Hand out post-its.** (three to each student). Have students write their values on the post-its (one on each). Students come up and put their post-its on the chart of three concentric circles. This will give a visualization of what values students have, which ones are hidden and which ones are revealed. Discuss the outcome. Do you see matching values? Are they placed in the same concentric circle or different ones? Why did we do this exercise. We are a team, these are the values that we have collectively. By knowing each others values we know our strengths as a community.

**Go back to circle, and visualise Survivor Island.** We are now imagine that we are on a gameshow and we are traveling to survivor island. There is only enough space for us to bring our 3 values. Boat begins to sink, get rid of one value. Get to the Island, we don’t have any food left. We meet natives who do have food and we need to exchange one of our values in order to get food and survive. What value is left? Go to the chart and circle that!

**Discussion about this is us as a whole, a community.** Look at all of these post-its. These are the strengths that we have all together.

**Hand out My Mandala hand outs.** Students draw three concentric circles of color with their most concealed trait color in the center and most revealed trait color on the outer layer. They will use colored pencils. Cut out Mandala circle.

**Modge podge on the tables with brushes**. Students will glue circle paper onto center of the frisbee.

**Find and Cut** value colors from magazines. Organize shapes in a circle formation around the concentric circles that were drawn onto the mandala. Students consider the organization of their shapes. The shapes should relate to their trait in some way. Have a discussion about symmetry.

**Write name and map values** on the back of frisbee so that students remember what each color represents.

**Art talk:** about work made during session using reflection questions below as prompts.

**Go over expectations for this year.** Create a chart together.

Respectful of each other in speaking and actions.

Take care of the space and materials (we are guests!)

Participate in art making and discussions.

If you have an idea for an art making activity let’s talk about it! share it with the group.

If you are having a problem attempt to work it out amongst yourself, and then bring it to me.

Have fun!

Reflection questions:

How did you choose to show your personal values using only color pattern and shape? How did you chooses to use smaller pieces or bigger pieces? How did you organize your composition? What was challenging about this process? What was rewarding? Do you think that others see you this way, how you see yourself? What happens if we put these all together? How does it differ from the mandalas being separate?

Art Materials Needed:

Kaleidoscope images, rose windows, manalas, sliced round fruit

scissors, magazines, glue sticks, scrap paper, pencils, large paper, markers, circular cardboard shapes, color swatches, plastic frisbees.

Before Class Prep:

**Get a variety of Magazines, make a prototype, find exemplary artist, make hand-out.**