Zentangle® in the Classroom: Pattern and Observation

MATERIALS
Zentangle® Kit
Pigma Micron® 01 black pens (included in the kit)
Pigma Micron® 08 or black Gelly Roll® gel ink pens
Easel and unlined chart paper

VOCABULARY
Zentangle: the relaxation experienced after completing a repetitive pattern
Tangle: a unique, repetitive pattern
Tiles: square shaped, heavy-weight paper

BACKGROUND
Zentangle encourages observation and creativity, increases confidence, and is a way to relax and relieve stress. Although the class may be working on the same tangle pattern, each student’s work is different. Sharing Zentangles with classmates and discussing similarities and differences builds observational skills and self-confidence. Additionally, learning about repetitive patterns helps students recognize patterns in the world around them. While creating Zentangles, students can explore how the phrase “Anything is possible, one stroke at a time” relates to their own experience with Zentangles, as well as other aspects of their lives.

PREPARATION
1) Pass out pencils, pens, and tiles (included in kit).
2) Play the instructional DVD that is included in the kit. This will introduce students to Zentangle drawing methods.
3) After viewing the DVD, demonstrate how to create a Zentangle using large, unlined chart paper
   a) Demonstrate the beginning steps (border, string) and discuss their purposes.
   b) Introduce some tangle patterns.

GRADE LEVEL: 3-6
OBJECTIVES
• Increase student comfort level making deliberate, repetitive strokes using pen and paper
• Recognize uniqueness of each stroke and of each student’s tangle art
• Experience a sense of completion
• Recognize repetitive patterns in everyday life, the natural world, art, and architecture
• Utilize repetitive pattern design as a strategy for relaxation and stress relief

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Zentangle® Kit
PROCEDURES
1. Select a tangle pattern for the class to create.
2. Guide the students through a pattern. No need to press hard on the tip of the Micron pen.
3. Demonstrate how to shade and sign the Zentangle.
4. Allow students time to explore and create on their own.
5. Discuss student reactions, feelings and experience of creating a Zentangle
6. Discuss the uniqueness of each student’s tangle creation, even though they are working on the same pattern.
7. Point out that creating and completing a repetitive pattern is a strategy for relaxation.
8. Ask students to compare their experience making Zentangle patterns with the phrase “Anything is possible, one stroke at a time.”
9. Create a classroom Zentangle display.
10. Look for repetitive patterns in nature, art, or architecture, and replicate in a tangle exercise.
11. Create new tangle patterns and share with students.

ALTERNATIVES FOR SPECIAL NEEDS STUDENTS
a) Give students with impaired motor skills varied paper and pen sizes as appropriate. SumoGrip® pens that feature a large ergonomic, rubberized grip, and Gelly Roll® Medium Gel Ink Pens are good alternatives.
b) Students with difficulty following verbal directions can be given written directions on a card or white board.
c) Roam the classroom to provide support and ensure that students remain on task.

CA VAPA STANDARDS
Grade 3: 1.1, 1.2, 1.3, 2.4, 3.3, 4.1, 4.3
Grade 4: 1.1, 1.2, 2.1, 2.6, 2.7
Grade 5: 1.2, 1.3, 2.4
Grade 6: 1.1, 1.4, 2.3

RESOURCES
www.sakuraofamerica.com/Pen-Archival
www.zentangle.com

CREDITS
The Zentangle® art form and method was created by Rick Roberts and Maria Thomas. Zentangle® is a registered trademark of Zentangle, Inc. Learn more at zentangle.com.