

<b>Name:</b>	Chris Pekich
<b>Lesson Title:</b>	Harmony in Nature Mandala
<b>Grade Level:</b>	Art 1

### Vocab, Art History, Interdisciplinary Connections

<b>Artist/Culture/Movement Connections</b> Artist: Thomas Campbell Movement: Harmony, Mandalas	<b>Interdisciplinary Connections</b> <b>Environmental Science</b> Environmental Science <b>HS Human Sustainability</b> <b>HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, the occurrence of natural hazards, and changes in climate have influenced human activity.</b>
<b>Art Vocabulary:</b> Mandala, Harmony, Pattern, color harmony, design, texture, line, proportion, balance	<b>Elements/Principles of Art</b> Rhythm, harmony in art, balance, line, contrast, movement, proportion, and variety
<b>Media and Materials needed:</b> Pencil, sketchbook, pen, miscellaneous objects found in nature	

### Content Standards

**Prof.VA:Cr1.1 - Use multiple approaches to begin creative endeavors.**

**Prof.VA:Cr3 - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.**

**Prof.VA:Re7.1 - Hypothesize ways in which art influences perception and understanding of human experiences.**

**Prof.VA:Re7.2 - Analyze how one's understanding of the world is affected by experiencing visual imagery.**

### Learning Objectives (related to standards, specific to your project)

- 1. Students will be able to understand the what makes Harmony**
- 2. Students will be able to use the principles and elements of design to create a unifying work of art**

**3. Students will be able to see how harmony in nature and harmony in art can have a calming and pleasing effect on the eye.**

**Anticipatory Set:** Students will walk into the classroom to the sounds of Beethoven playing. Students will be given an overview of what harmony is and where it can be found.

**Big Idea:**

Harmony is the pleasing arrangement of congruence. It is when everything comes together to create an internal calmness. It can be anything from the pleasing notes of music or the colors of a magical sunset.

Harmony can be found all around us especially in nature. From the perfectly synchronized complexities of our earth's ecosystems working together to create life, or a low pressure system in the atmosphere gaining energy and spinning to create wind that blows across the surface of the ocean. The storm's energy travels through the water for thousands of miles in sets of waves to crash upon our beaches.

Harmony can also be found in art. Harmony in art and design is the visually satisfying effect of combining similar, related elements. For instance: adjacent colors on the color wheel, similar shapes etc. Harmony is achieved when the elements of an artwork come together in a unified way. Certain elements can be repeated, yet they still look and feel like they are lending themselves to a whole.

The purpose of this project is to take what they know about harmony and create a mandala using materials and objects found outside in nature. Students will see how principles and elements of design can be used to create a unifying and pleasing work of art.

**Essential Question:**

How can we find harmony in nature?

**Objective/Purpose:**

Students will be able to know the meaning of harmony as it applies in nature and in their artwork. Students will be able to make and design art that comes together in a unifying way by using elements and principals such as rhythm, balance, contrast, movement, proportion, and variety.

**Model:**

Instructor will Show examples of what harmony is and how it can be found in nature.  
Instructor will show the work of Thomas Campbell and the use of Harmony in his art.

Instructor will provide a demonstration of drawing a “Harmony Circle.” Instructor will show a demonstration of how to make a mandala using items found in nature ( Rocks, Shells, Twigs, Leaves, Etc.)

**Check for Understanding:**

Instructor will ask students what they think harmony is. Instructor will ask students what things in nature could be used to create a mandala? Hand out worksheet for a quick check of understanding the vocabulary and topics.

**Step by Step Instruction of Lesson**

<b>Instructional Strategies</b> <b>(what the teacher does)</b>	<b>Activities</b> <b>(what the students do)</b>
<p><b>Day 1:</b></p> <p>Teacher will play the music of Beethoven. After students settle in they will be given an overview of what harmony is and where it can be found. Teacher will show examples of harmony in nature, and how someone can find harmony in nature. Teacher will show examples of how he finds harmony in the ocean through surfing. Teacher will show the work of an example Artist Thomas Campbell and how he shows harmony in his artwork.</p>	<p><b>Day 1</b></p> <p>Students will walk into the classroom to the sounds of Beethoven playing. After students settle in the will be given an overview of what harmony is and how it can be found in nature. Students will be shown the work of Thomas Campbell and how he has harmony in his work.</p>
<p><b>Day 2</b></p> <p>Teacher will give a demo on how to draw a “harmony circle”</p>	<p><b>Day 2</b></p> <p>Students will draw a “harmony circle”</p> <p>HW: look for items founds in nature, around the yard, around the neighborhood to bring in.</p>
<p><b>Day 3</b></p> <p>Teacher will allow some time for students to gather items found in “nature” around the school. Teacher will give the students the assignment and show teacher samples of a mandala made from things found in nature. Teacher will provide more materials for those who need. Teacher will</p>	<p><b>Day 3</b></p> <p>Students will gather items from the outdoors(twigs, leaves, rocks .. etc) around campus if they have not brought anything in from home. Students will be given the assignment and shown teacher samples of mandalas. Students will brainstorm mandala ideas.</p>

allow the remainder of the class to brainstorm ideas.	
<p><b>Day 4</b></p> <p>Teacher will allow free time to complete their mandala. Students may glue their mandala to a backboard if they would like</p>	<p><b>Day 4</b></p> <p>Students will be given time to complete their mandala. Students may glue theirs down to a backboard if they wish.</p>
<p><b>Day 5</b></p> <p>Teacher will allow 15 -20 minutes to finish their mandala. Teacher will group students into fours and have them give two likes and a wish critique of their fellow groups madalas.</p>	<p><b>Day 5</b></p> <p>Students will be given 15-20 minutes to finish up their mandala.</p> <p>Students will get into groups of fours for a 2 likes and a wish critique with their group members mandalas.</p>

**Critique/Discussion:** Students will get into groups to critique the work of their peers and will each write down 2 things they liked about their peers work and 1 thing they wish they did.

## Assessment/Scoring Rubric

Criteria	4	3	2	1
Creativity	The artwork is original. Choice of objects values harmony. Artwork is a unique idea.	Some	Little	None
Organization	The objects were thoughtfully placed. Harmony was apparent in the piece of work.	Some	Little	None
Content (Harmony)	Found objects are from nature. Student incorporated the principles and elements of design to create a work representing harmony	Some	Little	None
Craftsmanship	The project is presented neatly. Choice of objects is aesthetically pleasing.	Some	Little	None

### **Adaptations:**

Adaptations for students with disabilities will include a circle template in which they can draw whatever design they would like for the “harmony circle.” They will also be provided materials to use for the nature mandala. ELL students will have visuals and text handouts as well as student samples to walk them through the lesson.