

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade Three: Lesson 3

Title: Pattern

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

1.1 Perceive and describe rhythm and movement in works of art and in the environment.

Creative Expression

Creating, Performing, and Participating in the Visual Arts

2.4 Create artwork based on the observation of objects and scenes in daily life, emphasizing value changes.

2.6 Create an original artwork emphasizing rhythm and movement using a selected printing process.

Historical and Cultural Context

Understanding the Visual Arts in Relation to History and Culture

3.1 Compare and describe various artworks from different time periods that use a similar theme.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.1 Point out similarities and differences in selected works of art and describe them, using appropriate vocabulary of art.

Time: 30-45 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- A bag of sponge prints (or create them by cutting sponges into shapes—stars, circles, crescent moons, etc.)
- Tempera paint
- Paper
- Overhead:
Meisho Edo...Tori no Machi Yoi (Cat in the Window), by Ando Hiroshige

Purpose:

To introduce and discuss use of patterns in art.

To create a pattern-based piece of art—a motif print.

Background:

Review the use of pattern in art. (A reference sheet is included after the lesson.)

Key Questions:

Where do we see patterns every day?

Vocabulary:

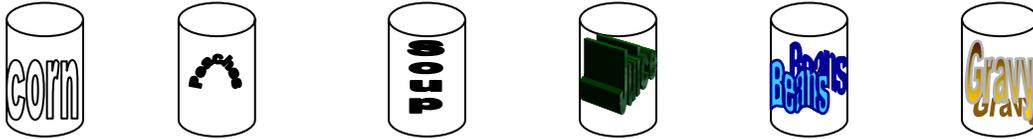
- * *Rhythm*—when an artist repeats lines, shapes, or colors.
- * *Random rhythm*—a pattern having no apparent order.
- * *Regular rhythm*—a pattern with identical elements and equal amounts of space between them.
- * *Motif print*—a single or repeated design or part of a design that appears over and over again.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Today we are going to discuss patterns.</p>	<p>How are you making your purpose clear to the students? A pattern is a line or a shape we see over and over again.</p>
<p>2 Engage students</p> <ul style="list-style-type: none"> ▪ Look around the room or think about things you might see on the playground and tell me about a line or a shape that you see over and over again. ▪ Artists use color to help set the mood of a piece. 	<p>How can I effectively get the students interested in the content of the lesson?</p> <ul style="list-style-type: none"> ▪ We are going to look at a picture that has some patterns. ▪ Introduce <i>Meisho Edo...Tori no Machi Yoi</i> (Cat in the Window), by Ando Hiroshige.
<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ Look at this picture and tell me where you see patterns. (They should see the bird prints on the wall, the window “bars,” the birds in the sky, the squares on the wall.) This is call rhythm—when an artist repeats a line or a shape. ▪ Look at this picture and tell me where you see the pattern that is the same and where the pattern is different. (The “bars” on the window are the same, the birds on the wall are different.) ▪ Introduce the term random rhythm—the birds are repeated but have no order. ▪ Introduce the term regular rhythm—the “bars” on the window look the same and are the same distance from one another. ▪ Today you are going to use a stamp to make a motif print. ▪ The students will choose which sponge print(s) they would like to use to make either a random, regular, or alternating motif print. ▪ Give each student a piece of scratch paper, sketch, and have them sketch out what they think they would like to do. ▪ Give each student art paper, divide it into three sections, and have them print their pattern. 	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</p> <ul style="list-style-type: none"> ▪ Sometimes when artists have patterns in their paintings, they use a print block or stamp to repeat the pattern, rather than paint the same thing over and over again. That is how money is printed. There is a stamp the printer uses over and over again. ▪ We see patterns of all kinds in nature and in our daily lives.
<p>4 Assessment Assess the motif print.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Have the students present their motif prints in small groups or in front of the class. Have them see if other students can identify which rhythm was used.</p>

Motif

Rhythm occurs when artists repeat lines, shapes, or colors in their work to create a feeling of movement. In music, rhythm is heard as a beat. Visual rhythm is rhythm you receive through your eyes rather than through your ears.

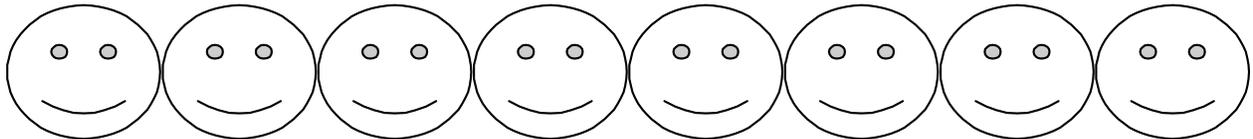
A **Motif** is something visual that is repeated in rhythm. The motif can be the same each time, or it may vary. In a grocery store, each can on a shelf full of canned goods is a motif, even if the labels vary.



Random rhythm has motifs that appear in no apparent order, with irregular spaces in between.

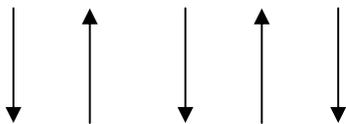


Regular rhythm has identical motifs and equal amounts of space between them.



Alternating rhythm is when the motif is changed in some way or a second motif is introduced.

One motif



Second motif

