

Unit 6: Pattern & Rhythm Copied from: Art 7, Copied on: 12/15/21

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 7 PATTERN & RHYTHM

Belleville Board of Education

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Unit Overview

In this unit, student's will understand the differences between repetition, pattern and rhythm. They will view examples of pattern rhythm in art and apply previous knowledge about line, shape and color to make connections and better understand the concept. Students will explore how repetition, pattern and rhythm are created, and the history of their use through time in art, on textiles, in fashion, and even as part of our everyday infrastructure.

In 7th grade, students will design and create their own examples of repetition, pattern and rhythm inspired by Op Art and apply the original designs to the surface of 3D cube.

Enduring Understanding

Repetition refers to one object or shape repeated: pattern is a combination of elements or shapes repeated in a recurring and regular arrangement; rhythm is a combination of elements repeated, but with variations.

Essential Questions

Overarching: The “Big Idea”:

Why do artists use patterns in their art work and how does the use of pattern establish rhythm within the composition?

Topical: Unit or lesson specific but promoting inquiry:

What are some examples of patterns that can found in the classroom?

What are some examples of patterns that can found in nature?

What is rhythm?

What types of rhythm exist besides those expressed in art?

How does industry use pattern and rhythm?

Are patterns always intentional?

How can two different patterns be used simultaneously?

Can rhythm exist without pattern?

What are some important characteristics of patterns?

How can patterns create unity?

What are some methods artists use to create patterns in their art work?

Do patterns make a piece of art more aesthetically pleasing?

Exit Skills

By the end of Unit 6, 7th grade Visual Art Students Should be able to:

- Recognize pattern in nature and those created by industry
- Analyze how patterns of lines, colors and shapes used in repetition create a sense of rhythm in an artwork
- Identify tactics that artists use to create pattern in their work
- Describe the relationship that rhythm has with lines, colors, shapes, and pattern in a piece of art
- Determine why an artist might want to use patterns in their work
- Create original patterns that uses lines, colors, shapes as an artistic design

New Jersey Student Learning Standards (NJSL-S)

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| VPA.1.1.8 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| VPA.1.1.8.D | Visual Art |
| VPA.1.1.8.D.1 | Describe the intellectual and emotional significance conveyed by the application of the |

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| | elements of art and principles of design in different historical eras and cultures. |
| VPA.1.1.8.D.2 | Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. |
| VPA.1.1.8.D.CS1 | Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. |
| VPA.1.1.8.D.CS2 | The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. |
| VPA.1.2.8 | All students will understand the role, development, and influence of the arts throughout history and across cultures. |
| VPA.1.2.8.A | History of the Arts and Culture |
| VPA.1.2.8.A.1 | Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. |
| VPA.1.2.8.A.2 | Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. |
| VPA.1.2.8.A.3 | Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. |
| VPA.1.2.8.A.CS1 | Technological changes have and will continue to substantially influence the development and nature of the arts. |
| VPA.1.2.8.A.CS2 | Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. |
| VPA.1.2.8.A.CS3 | The arts reflect cultural morays and personal aesthetics throughout the ages. |
| VPA.1.3.8 | All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. |
| VPA.1.3.8.D | Visual Art |
| VPA.1.3.8.D.1 | Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). |
| VPA.1.3.8.D.2 | Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. |
| VPA.1.3.8.D.3 | Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles. |
| VPA.1.3.8.D.4 | Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. |
| VPA.1.3.8.D.5 | Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. |
| VPA.1.3.8.D.6 | Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. |
| VPA.1.3.8.D.CS1 | The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. |
| VPA.1.3.8.D.CS2 | Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the |

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| | production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making. |
| VPA.1.3.8.D.CS3 | The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology. |
| VPA.1.3.8.D.CS4 | Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem. |
| VPA.1.3.8.D.CS5 | Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making. |
| VPA.1.3.8.D.CS6 | The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques. |
| VPA.1.4.8 | All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. |
| VPA.1.4.8.A | Aesthetic Responses |
| VPA.1.4.8.A.1 | Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. |
| VPA.1.4.8.A.2 | Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. |
| VPA.1.4.8.A.3 | Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. |
| VPA.1.4.8.A.4 | Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. |
| VPA.1.4.8.A.5 | Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. |
| VPA.1.4.8.A.6 | Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. |
| VPA.1.4.8.A.7 | Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. |
| VPA.1.4.8.A.CS1 | Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts. |
| VPA.1.4.8.A.CS2 | Art may be used for utilitarian and non-utilitarian purposes. |
| VPA.1.4.8.A.CS3 | Performance technique in dance, music, theatre, and visual art varies according to historical era and genre. |
| VPA.1.4.8.A.CS4 | Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits. |
| VPA.1.4.8.A.CS5 | Symbolism and metaphor are characteristics of art and art-making. |
| VPA.1.4.8.A.CS6 | Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality. |
| VPA.1.4.8.A.CS7 | Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality. |
| VPA.1.4.8.B.1 | Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. |
| VPA.1.4.8.B.2 | Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art. |
| VPA.1.4.8.B.3 | Compare and contrast examples of archetypal subject matter in works of art from diverse |

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| VPA.1.4.8.B.CS1 | cultural contexts and historical eras by writing critical essays. |
| VPA.1.4.8.B.CS2 | Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. |
| VPA.1.4.8.B.CS3 | Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. |
| | Universal elements of art and principles of design apply equally to artwork across cultures and historical eras. |

Interdisciplinary Connections

- English and Language Arts
- Science
- Sociology/Psychology
- History
- Mathematics

Learning Objectives

After completing VISUAL ARTS UNIT 6 PATTERN & RHYTHM, students will be able to:

- **Identify** pattern in nature and those created by industry
- **Identify** patterns role in rhythm and the relationship they share.
- **Analyze** how patterns of lines, colors and shapes used in repetition create a sense of rhythm in an artwork
- **Identify** tactics that artists use to create pattern in their work
- **Describe** the relationship that rhythm has with lines, colors, shapes, and pattern in a piece of art
- **Determine** why an artist might want to use patterns in their work
- **Propose** reasons why an artist would want to establish a sense of rhythm in their work
- **Create** original art that uses lines, colors, shapes, and/or pattern to create unity in different parts of the composition
- **Critique** the work of other artists and **hypothesize** how they used pattern in their compositions, then **describe and explain** whether or not the artistic choices effectively establish rhythm in the art.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|----------|------------|--------|------------|----------|---------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |

| | | | | | |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

Lower Level Learners (LLL) Higher Level Learners (HLL)

The process will be differentiated through supplying three tiers of questioning for LLL, intermediate and HLL students. Students will be given choice of project direction based on their interests, abilities and learning styles in order to promote confidence and success.

After completing VISUAL ARTS UNIT 6 PATTERN, students will be able to:

- **Recognize** the use of patterns in an artistic composition (LLL)
- **Compare and contrast** pattern in nature and those created by industry
- **Identify** patterns role in rhythm and the relationship they share.
- **Analyze** how patterns of lines, colors and shapes used in repetition create a sense of rhythm in an artwork

- **Identify** and **experiment with** tactics that artists use to create pattern in their work (LLL)
- **Modify** an artist's work by adding pattern to heighten the sense of rhythm or excitement within the composition. (LLL)
- **Describe** the relationship that rhythm has with lines, colors, shapes, and pattern in a piece of art
- **Determine** why an artist might want to use patterns in their work
- **Propose** reasons why an artist would want to establish a sense of rhythm in their work
- **Create** original art that uses lines, colors, shapes, and/or pattern to create unity in different parts of the composition (HLL)
- **Critique** the work of other artists and **hypothesize** how they used patterns in their compositions, then **describe and explain** whether or not the artistic choices effectively communicate the artist's intentions.

Assessment Evidence - Checking for Understanding (CFU)

- **Describe** the relationship that rhythm has with lines, colors, shapes, and pattern in a piece of art-formative assessment
- **Determine** why an artist might want to use patterns in their work-formative assessment
- **Propose** reasons why an artist would want to establish a sense of rhythm in their work-formative assessment
- **Create** original art that uses lines, colors, shapes, and/or pattern to create unity in different parts of the composition (HLL)-summative assessment
- **Critique** the work of other artists and **hypothesize** how they used patterns in their compositions, then **describe and explain** whether or not the artistic choices effectively communicate the artist's intentions.-benchmark assessment
- Written Reports-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

No resources are currently available that are located either within the district or that can be obtained by district resources.

Ancillary Resources

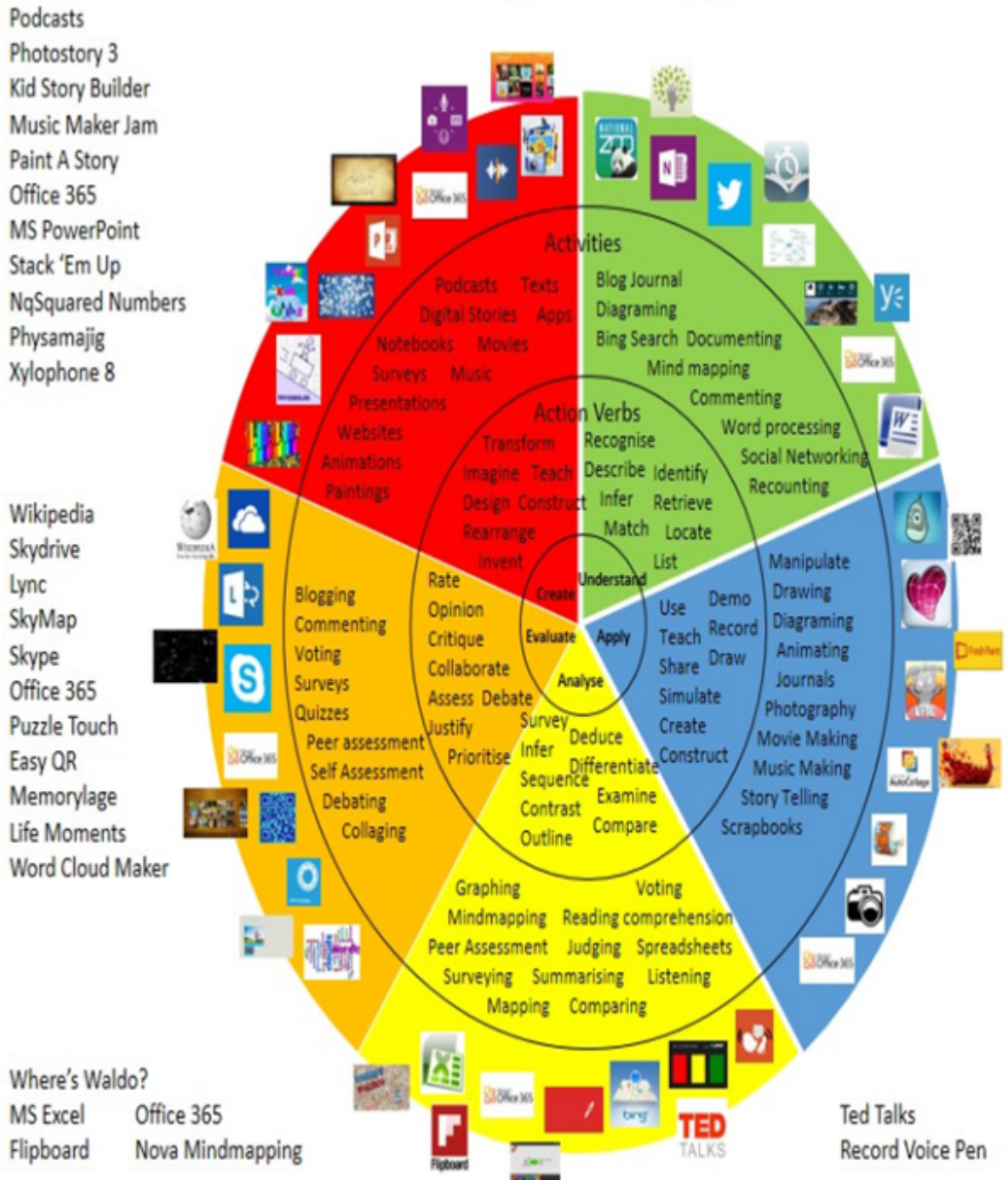
- <http://www.sophia.org/tutorials/design-in-art-repetition-pattern-and-rhythm>
- <http://flieschool.com/content/repetition-rhythm-and-pattern>
- youtube.com videos such as "Principles of Art - Repetition" (GHSVideoProductions), "Principles of Art: Rhythm" (arguingart) "Design Principle: Repetition" (Bill Jennings), "Principles of Design Variety and Rhythm (Part 7)" (DMC Films and Cinder Block Studios
- Visual Aids Reproductions of paintings by Warhol (Soup Cans), Jasper Johns (The Flags), Magritte (Golconde)

Technology Infusion

- eBooks pertaining to topics
- Interactive Vocabulary using SmartBoard
- Virtual Field Trips

- Online research assignments using multiple online texts to facilitate learning

Win 8.1 Apps/Tools Pedagogy Wheel



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Lower Level Learners (LLL) Higher Level Learners (HLL)

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Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner

- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Projects will be driven by choice and modified using any adaptations below to meet criteria of specific IEP and 504 accommodations:

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: