Unit 3: Pattern

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten Art

Unit 3: Pattern

Belleville Board of Education

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Unit Overview

Unit three focuses on the Principal of Art pattern.

- Define pattern as objects that are repeating in a consistent order.
- Discuss various types of pattern such as lines, colors, shapes, letters, numbers, etc.
- Go over creating a pattern and practice making them.
- Reference artist work that uses pattern. ie: Romero Britto, Bridget Riley, etc.

Enduring Understandings

Students will understand that...

- there are many ways to represent a pattern.
- patterns are infinite.
- types of patterns and variety are also infinite.
- patterns provide insights into potential relationships.
- patterns can be used to enhance art making it more interesting.

Essential Questions

- What is a pattern?
- How do I describe a pattern?
- How do I express a pattern to show a relationship?
- How can pattern be used to predict relationships?
- How can pattern enhance your artwork?

Exit Skills

By the end of Unit 3: Pattern, students will be able to...

- demonstrate an understanding of pattern by:
    - defining what a pattern is.
    - completing existing patterns by following the sequence.
    - creating their own pattern using lines, colors, shapes, letters, numbers, or a combination.

New Jersey Student Learning Standards (NJSLS)

VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
VPA.1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
VPA.1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

Interdisciplinary Connections

MA.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
MA.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.B	Analyze, compare, create, and compose shapes.
MA.K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and

orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

Learning Objectives

After completing patterns, students will be able to...

- **recognize** a pattern.
- **predict** the next item in a pattern.
- **design** a pattern of their own.

Suggested Activities & Best Practices

- Using slides on smart board to show different examples of pattern.
- Reviewing what we've learned about color, shapes and lines to create our own patterns on the white board and in our projects.
- Bringing in real life examples of different patterns (ex: patterned clothing) to identify how patterns are used in everyday life.

Assessment Evidence - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (Formative)
- Sample Assessment: "Drawing patterns on the board with blank spaces, have students come up or raise their hands to answer what shapes/symbols are missing to correct the pattern."

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks (Benchmark)
- Create a Multimedia Poster (Alternative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Illustration (Formative/Summative)
- Self-Assessments (Formative)
- Teacher Observation Checklist

Primary Resources & Materials

- Color Wheel poster or printout
- School and town libraries

- Various internet websites for art education.

Ancillary Resources

- Pinterest, Pinterest.com
- Artsonia, Artsonia.com
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

Technology Infusion

- SmartBoard (where available)
- Projector
- iPad
- Computer
- Internet for reference or websites with relevant art information



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- 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.

TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.

TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Life and Career Skills
- Media Literacy

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

21st Century Skills

- Environmental Literacy
- Global Awareness

Differentiation

- When working on a project, students who are struggling with finishing a project will be given more time to do so.
- At the beginning of each class, to ensure that all students are aware of their goal, it will be written clearly on the board and

read aloud.
- When working on a project for multiple weeks, an oral review of the work already completed to remind students of their progress will be given.

Differentiation

- Extra time to complete assignments
- Repeat directions
- Use manipulatives
- Multisensory approaches
- Additional time
- Preview vocabulary
- Visual presentation

Hi-Prep Differentiation

- Independent research and projects
- Project-based learning

Lo-Prep Differentiation

- Choice of books or activities
- Goal setting with students
- Varied supplemental materials

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

- Visual examples of tools being used at the beginning of each lesson.
- Picture chart with project order put on the board to help students review what their responsibilities are for the project, reviewed at the beginning of each class.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- check work frequently for understanding
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan

- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

English Language Learning (ELL)

- Slower rate of speech and verbal emphasis on important phrases and directions.
- Thumbs up/down method to check for understanding when working on a project.
- Visual cues (such as facial expression) to praise student and their work.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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)
- decreasing the amount of workpresented or required
- tutoring by peers

At Risk

- Using thumbs up and verbal praise to highlight student's successes in the project as well as to keep them on track.
- Using fist-to-five to check for student understanding after directions for projects are given.

- 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
- 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 workpresented or required
- tutoring by peers
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Having students draw their own patterns on the board to display mastery of pattern.
- If student finishes assignment early, having them use art tools and objects found in the room to demonstrate pattern in everyday life/items.

- Advanced problem-solving
- Allow students to work at a faster pace

- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- 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

Sample lesson is in Unit 1.

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: