# Unit 12: Pattern \& Rhythm 

Content Area: Art
Course(s): Art Gr. 8
Time Period: May
Length:
Status:

## Department of Curriculum and Instruction



Belleville Public Schools
Curriculum Guide

# VISUAL ARTS, GRADE 8 PATTERN \& RHYTHM 

Belleville Board of Education
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Belleville, NJ 07109

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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 grade 8 ,students will design and create their own examples of repetition, pattern and rhythm as they apply original designs to the surface of a 2 D or 3D object.

## 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 12, 8th 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


## Interdisciplinary Connections

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

TECH.8.1.8

TECH.8.1.8.A

TECH.8.1.8.A.CS1
TECH.8.1.8.A.CS2
TECH.8.1.8.B

TECH.8.1.8.B.CS1
TECH.8.1.8.B.CS2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

Understand and use technology systems.
Select and use applications effectively and productively.
Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Apply existing knowledge to generate new ideas, products, or processes.
Create original works as a means of personal or group expression.

## Learning Objectives

## After completing VISUAL ARTS UNIT 12 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 | 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 <br> 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 12 PATTERN, students will be able to:

- Recognize the use of patterns in an artistic composition (LLL) - (formative assessment)
- Compare and contrast pattern in nature and those created by industry - (formative assessment)
- Identify patterns role in rhythm and the relationship they share. (formative assessment)
- Analyze how patterns of lines, colors and shapes used in repetition create a sense of rhythm in an artwork - (formative assessment)
- Identify and experiment with tactics that artists use to create pattern in their work (LLL) - (formative assessment)
- Modify an artist's work by adding pattern to heighten the sense of rhythm or exciteent within the composition. (LLL) - (alternative assessment)
- 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. - (alternative assessment)


## Assessment Evidence - Checking for Understanding (CFU)

- 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://flyeschool.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 facilate learning

Win 8.1 Apps/Tools Pedagogy Wheel
Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard Nova Mindmapping


## 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.

WRK.9.2.8.CAP
WRK.9.2.8.CAP. 1

WRK.9.2.8.CAP. 2
WRK.9.2.8.CAP. 3

TECH.9.4.8.CI
TECH.9.4.8.CI. 1

TECH.9.4.8.CI. 2
TECH.9.4.8.CI. 3

TECH.9.4.8.CI. 4
TECH.9.4.8.CT

## Career Awareness and Planning

Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

Develop a plan that includes information about career areas of interest.
Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

Creativity and Innovation
Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Explore the role of creativity and innovation in career pathways and industries.
Critical Thinking and Problem-solving
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Multiple solutions often exist to solve a problem.

## 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

- Environmental Literacy
- Health Literacy


## Differentiation

## 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.

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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
- multiple test sessions
- multi-sensory presentation
- 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 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)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented 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 workpresented 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: PATTERN \& RHYTHM

NJSLS: see cited standards below
Interdisciplinary Connection: Mathematics
Statement of Objective: Students will create a tessellation using mathematical properties and demonstrating pattern and rhythm in the finished design

Anticipatory Set/Do Now: (Viewing a tessellation by M.C. Escher) How do these figures interlock making it possible for them to repeat in this pattern?

Learning Activity: Students will view an Escher tessellation and examine its makeup and composition. A discussion will be had about how the repetition of the design allow for the subjects to appear to move creating a sense of rhythm. Students will be given index cards, and cards will be cut and taped in the style of tessellation using sliding, rotation and flipping creating a stencil to be used for their design. Stencils will be traced and fitted together so that the image can repeat across a compositional plane. The positive space created by the stencil will be filled with a design such as an animal or object. Each tracing will be given a matching or coordinating design to create the repetition and rhythm. Pieces can be watercolored to complete.

Examples to be used:
M.C. Escher - How to Create a Tessellation https://youtu.be/ZNVyrxdlrGQ

The Art of Repetition: Top Ten PAttern Artists https://magazine.artland.com/the-art-of-repetition-top-10-pattern-artists/

Repetition in Art - To be exactly the same over and over again https://www.widewalls.ch/magazine/repetition-in-art-artists-photography

Student Assessment/CFU's: By the end of the unit, students will have completed tessellation demonstrating rhythm and pattern.

Oral questioning throughout demonstration
Thumbs up/Thumbs down after each new step is modeled
5,4,3,2,1 Fingers to demonstrate level of understanding as they work ( 5 fingers=Understands entire concept, $3=$ Some concept ideas still fuzzy, $1=$ Needs assistance)

Materials: Index cards/scissors/pencils/markers/watercolor
21st Century Themes and Skills: Critical Thinking/Creativity/ Problem Solving
Differentiation/Modifications:
Higher Level Learners (HLL)/Lower Level Learners (LLL)
HLL: Locate other works of art that use lines to create mood and share examples with peers. Embed letters and images in the original single line drawings while still creating the intended mood.

LLL: Work with a partner to discern moods of artwork. Be provided with line starters to complete conveying specific moods.

