Unit 12: Pattern & Rhythm

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 8

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 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 2D 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	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.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

Learning Objectives

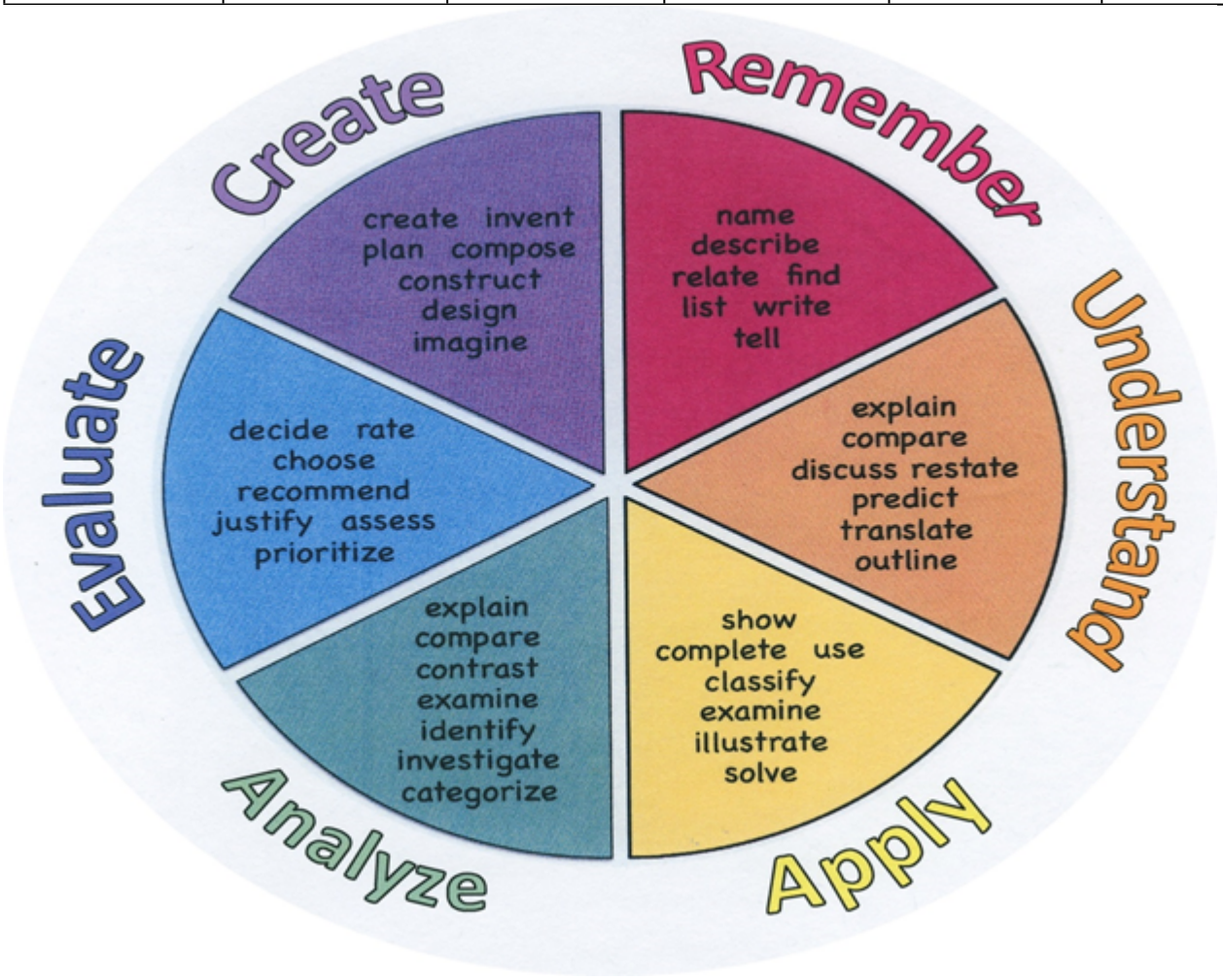
After completing VISUAL ARTS UNIT 12 PATTERN & RHYTHM, students will be able to:

- **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	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 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)

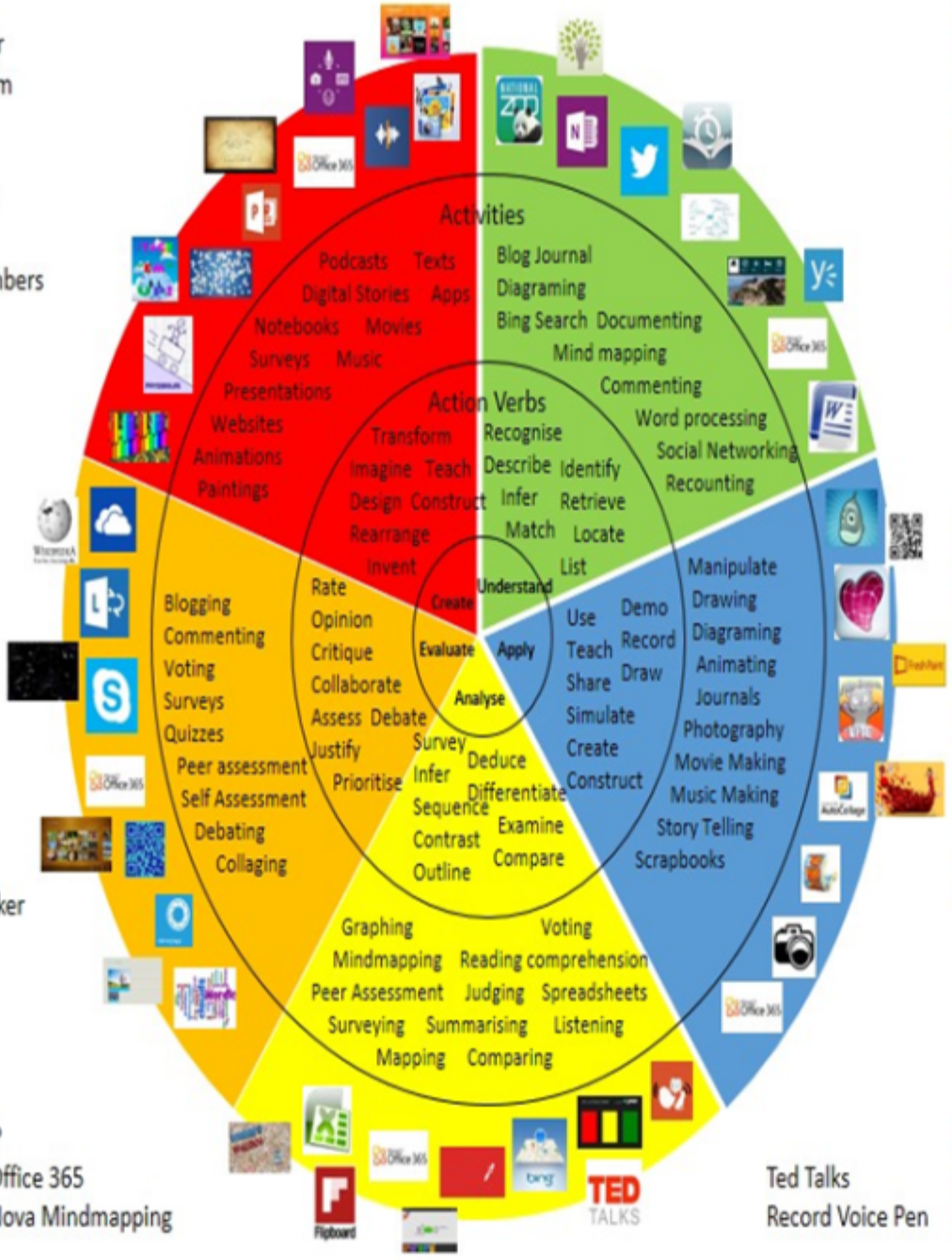
Technology Infusion

- 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 Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-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.

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.1	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.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, 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).
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	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)

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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 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.

Integration of Technology: YouTube/EdPuzzle/Online Articles