**Learners’ Characteristics:** Students at the Pseudo-Naturalistic Stage are between twelve and fourteen years under Lowenfeld’s child art development. It is called “The Age of Reasoning” Students get a little more attention to focus upon selected parts of the drawing, and started to have awareness of depth.

**Students w. Learning Disabilities Characteristics:** ADD/ADHD students may be hyperactive and impulsive that they might fail to pay attention to details in subjects. Students with Autism may have social interaction and verbal communication problem in class. For ESL/ ELL students, they are good at their native language but not proficient in English. They might have understanding problem as they need for instructions.

**Lesson Plan Title: \_**Name your pattern**\_\_ Grade: \_**7th grade**\_ Time: \_**3- 45\_min.per.

**Teacher: \_\_\_**Ms. Sang Eun Patricia Lee **Date: \_\_**April, 16th 2012\_

**Theme Concept:**

“Use everyday opportunities..” There are many opportunities throughout the day for teaching patterns from kindergarten through high school. Children learn to recognize, create, copy and extend patterns through repeated daily activities. Most people would not recognize there are many different patterns in our house, and often times are ignorant of patterns in our daily surroundings. Integrating five minute patterning activities in daily schedule are not only fun for children, but also help children to be aware of patterns in our environments. Any sets of shapes, numbers, letters or objects that are repeated over and over again help children learn about patterns. Why is teaching about pattern important? Mostly, teaching pattern is categorized under the heading of “Algebra”. Algebra is about seeing relationship as children recognize and create patterns they begin to see and understand how things work together. It will help students to understand both subjects in art and math as cooperating work.

**Non-Art Discipline Concept:**

Algebra- Although math standards very throughout the US, teaching pattern is included in most lists from kindergarten through high school, because Algebra provides students to see relationships more than two different objects/shapes which could connect each other and possibly create algorithms. Pattern skills lists vary geographically, but students will work toward being able to create patterns at various difficulty levels such as red, blue, red, blue.. or red, blue, yellow, repeat.. red ,red, blue, red, red, blue..

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**Aesthetics:**

Students work in small groups. I would provide an inquiry process for asking questions,

1. What is an artist?
2. Is anyone who enjoys making things an artist?
3. Are rules that artists should follow to make good artworks?
4. Do artists take a lot of time to make good artworks? Why?

**Concepts in Art Disciplines**

**Art Production (Art Making):**

1. ***Element or Principle of Design***

Creating patterns lead students to think of repetition. Furthermore, variation will be necessary to be added on to repetition.

1. ***Technique/Process***

Experiment two sets of coloring in using regular or irregular patterns, and then cutting out coloring papers in a variety of shapes to layout as surface design concept.

**Art Criticism: “**Trellis”,1862, William Morris

(Select one work of art for whole-class art criticism discussion.)

1. ***Description***

What do you see? Which colors do you see in this design? What medium is used?

1. ***Formal Analysis***

What texture do you see? Where do you naturalistic texture? Do you see the difference of foreground and background?

1. ***Interpretation***

What does this design remind you of? What do you think is happening? What would this piece tell people in the future about us?

1. ***Judgment***

Is this good art for you to understand the work of art? Why or Why not?

How do we know if that is good artwork or not?

**Art History:** William Morris

(Artist or Art Movement/Period)

1. William Morris was born in 1834, in England.
2. He was a leading member of the Arts and Crafts Movement.
3. He was best known for his pattern designs, particularly on fabrics and wallpapers.
4. He was an artist, designer, printer, typographer, bookbinder, craftsman, poet, and writer as well.
5. He was famous for his wallpaper designs to publish high quality hand bound books, and was very influential in the revival of the private press called the Kelmscott Press.
6. He believed that all design should be based on nature which he saw as the spiritual remedy to the inferior standards of art and design during the Industrial Revolution.

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**Learning Objectives**

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**Democratic Skills:**

1. Students will listen to others’ voices/opinions on their works of art respectfully.
2. Students will ask other students about the subject matter they presented, if they didn’t understand what they depict on their works of art.
3. Students will reflect on their own thinking process and behavior.

**Adaptations/Modifications for Students w. Learning Disabilities:**

Students will gain knowledge from cooperating learning activities in class.

Students will be provided breaks so that they would be more motivated to do the project.

**Non-Art Discipline:**

1. Students will learn how to measure the geometric shapes to cutout in their designs.
2. Students will start thinking of putting shapes in order for their designs as numerical patterns.

**Adaptations/Modifications for Students w. Learning Disabilities:**

Students will be provided extended time to finish their project.

Students will be aided by cutting shapes from two sets of colored paper that they created each single pattern.

Student will be given visual sequences for each instruction step by step.

**Art Disciplines:**

1. Students will create a project called “Bookbinding Cover” in surface design.
2. Students will gain an understanding about the work of William Morris.
3. Students will explore sense of color to create regular or irregular patterns on two sets of papers.
4. Students will learn how to combine two set of patterns to make it one surface design.
5. Students will develop basic knowledge of repetition and variation from making patterns that students create.

**Adaptations/Modifications for Students w. Learning Disabilities:**

Students will have the regular class, but there are some adaptations for teaching instruction.

Experimenting colors on two set of papers would not make them difficult to execute in class, however, when students with learning disabilities begin to think of geometric shapes in design sketch, I will modify an instruction for them. I would provide the visual samples to show and follow one of them or I could cut some shapes with different sizes from two sets of papers. I would provide more extended time to complete their assignment in class.

**Sequence of Classroom Activities:**

1. Discussion of what type of wallpapers students would see in their homes. (talk about students’ experience of pattern activities)
2. “I want to you…”, art making activity and art history.
3. Have students set the newspapers on the table and set up the tempera paints with two sets of white paper to color and create patterns with using different tools.
4. Discussion of finished artworks.
5. Critique
6. Closure

**Supporting Materials (vocabulary list, artists’ biographies, historical information, student self-assessments, rubric):**

Student Self-assessment sheet

William Morris postcard reproductions

William Morris and the Arts and Craft Movement for art history reference

Vocabulary list:

Repetition

Variation

Harmony

Unity

Balance

**List of Art Works:**

1. William Morris- “Tulip and Willow” Pencil and watercolor sketch for print design, 1873
2. William Morris- “Windrush” Pencil and watercolor sketch for textile design, 1881-1883
3. William Morris- “Trellis” Pencil and watercolor sketch for wallpaper design, 1862

**Resources (books, magazines, articles, websites):**

William Morris and the Arts and Crafts Movement <http://www.artyfactory.com/art_appreciation/graphic_designers/william_morris/william_morris.html>

Pamela Todd, and Christ Tubbs, William Morris and the Arts and Crafts Home, 2005.

Phoebe Ann Erb, William Morris: Patterns and Designs (International Design Library), 2002.

**Materials & Equipment:**  9 by 12 white papers and 11 by 14 construction papers, Jelly pen, Art paste, tempera paints. Scissors, glues. Flat brushes, different tools to create patterns (chopsticks, wood sticks, toothpicks, plastic stamps, and plastic utensils).

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**I Want You To… (Problematized instructions for individualized and/or small group artmaking):**

Now, I want you to follow the steps for instructions. Since I made tempera paints with Art paste mixture make different kinds of texture for this project.

1. Start coloring two sets of white papers on the tables. There are different tools to create your pattern. This time, you won’t use the brush to create patterns to draw for this project.

2. Limit 3 or 4 colors on your base coat, and use different tools to draw creating texture and pattern in repetition.

3. Leave it until it dries out completely.

4. Then, you should start to sketch a design to layout your patterns. You eventually cut your two sets of patterns to cut stripes and start thinking of making either geometric shapes or circles as you would like to present mounting on your black construction paper.

5. Finally, you could use Jelly pen to accentuate your motifs in your surface design.

6. You should sign on the bottom of your design so that it will name for your design.

**Stimulation Activity:** “Creating your own pattern to make your wallcovering in your room”

Students will be asked to use their imagination. Teacher will be pretended as interior designer to create your room. Students will be pretended as clients to ask teacher to create their wallpapers to put in their rooms. Ask students to act out as clients to ask the teacher “What color and pattern would you consider to create my wall in this room?. The teacher begins to talk to clients that there are so many options to choose from references, and the teacher acts as an interior designer ask students if what type of color they like to wear or what is their favorite color in general. I would say “Do you prefer bright colors in your room? “ Do you prefer geometric shapes or circles, checks or stripes?” How would you like them to organize in your wall?

**Introduction/Discussion/Questions (about theme concept, concepts in art disciplines, non-art discipline concepts, art works, democratic behaviors):**

Have you ever checked your wallpapers in your rooms or any place at home was done in wallcovering paper in your house? Have you ever any paid attention to these wallpapers? What colors did you see then? If not, have you seen any patterns in your surroundings at home? What shapes did you see? Do you see any geometric shapes for patterns that you would recognize in your home? How about your bedding? How about your T-shirts? Did you see any checks or stripes on clothing or your bedroom?

We are all associated with patterns in daily activities. If you see patterns in any places, you would see repeated design/motif to create surface. It could be regular or irregular shapes in patterns when you see in details.

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**Narrative of Classroom Procedures:**

**NJCCS:**

1. ***One Visual Arts Standard and Indicator***

**Standard 1.2 Creation and Performance**: All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, and visual art.

**Indicator: 1.** Incorporate various art elements and principles in the creation of works of art.

**3.** Identify form, function, craftsmanship, and originality when creating a work of art.

1. ***One Non-Art Discipline Standard and Indicator***

**Standard 4.2 Geometry and Measurement**: All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena.

**Indicator: A. Geometric Properties 2.** Understand and apply the concept of similarity. \*proportions to find missing measures, \*scale drawings.

**Lesson Extensions/Connections:**

1. Teacher can show bookbinding cover book as a sample so that teacher shows students another variation to create handmade bookbinding cover design as well.
2. This could be a handcraft work for students to think of extending class from this project.

**Concluding the Lesson (Discussion, Questions, Sharing of Productions, Recapping):**

Students will share their completed two sets of colored papers that they created with class and then start to think of sharing ideas of geometric shapes and how to layout patterns to make it work as surface design.

Teacher will show his/her sample to present finished work and share ideas with students. Teacher will emphasize using repetition and variation on designs.

**More Questions, Statements, Positive Verbal Reinforcements, Suggestions and Clarification of Tasks (related to theme concept, concepts in art disciplines, non-art concept, democratic skills):**

Students attempt to use colors to experiment drawing patterns with different materials, not ordinary brushes to use.

Students will try to think of a variety of shapes by looking at magazines or references as much as they can.

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**Students’ self-assessment**

**“Name your pattern”**

Student’s name: Date:

1. What is pattern?

2. Did you make changes from the beginning to the end of your surface design project? Explain.

3. Did you use this project for previous learning from other years in visual arts classes? Explain.

4. How did you create your own pattern to make repetition and variation on your design?

**Student Outcomes:**

1. Aesthetics: Were students having meaningful discussion from the beginning of lesson “Are all artworks about something? Does every art work tell you something?

-Students start to recognize and understand about what pattern means from the lesson.

2. Art History: Should we keep our artwork made in the past?

-Students start to understand what William Morris created and how influential designer back in 1800’s.

3. Art Criticism: Is this good artwork for you?

-Students start to say yes but mostly they say that it will be a challenge for them to draw like him.

4. Art Making: Is it OK to be comfortable to deal with different authentic materials?

-Students were very engaged in this project, because of using new materials to create patterns.

5. Non-art concept: Did students have difficult time to think of geometric patterns?

-Some students created patterns in unexpected ways and then if they did not prefer their patterns, they start to cut again and then they make a new design.

6. Democratic skills: Did students respect the teacher when they need to ask questions?

-Students raise their hands to ask questions about art making process and outcome if they are correct.

**Outcomes for Students with Learning Disabilities**

Did students with learning disabilities follow the steps as the teacher would like to?

-Some students did not want to touch the materials to create patterns but they liked the way work came out at the end.

**Teaching of Lesson:**

Did I allow enough wait time in my lesson?

-Yes, I think I gave students plenty of time to create their own patterns, told them that they should go with the flow when they start creating patterns in using different tools. It was so quiet environment for the first time.

Was I excited about the lesson?

-I was a little nervous because it was the first time that I attempted to use creating patterns in using authentic materials. However, when I saw students’ work, I was so happy about their outcomes.

Did I provide opportunity for students to ask questions?

-I guessed I gave them chance to ask questions after my demonstration. However, the class ran for 42 minutes in terms of time constraint so that teachers and students needed to clean up earlier than usual because of a bit messy paint project for the first session, but the second session was fine and smoothly ended.

**Lesson Plan:**

Is this lesson plan appropriate for 7th grad students?

-Yes, it will give students experiment to think further what patterns they could create in using non-ordinary materials.

Did the lesson engage or maintain student attention?

-Absolutely, once the lesson begins, students pay attention on me and they were very engaged in coloring and drawing in using different materials.

Is the learning material authentic for this lesson?

-Yes it is. I used Art paste which is non-toxic material to mix with tempera paints, because it gave nice texture to create on the paper. I am so proud of students’ outcome from their completed projects. It was the most astonishing work that I have ever seen before.

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**TEACHER’S EVALUATION**