

Student Name: Joyce Williams

<p>Title of Unit: Pattern Exploration</p>
<p>Course/Grade Level: Foundation of Design – High School (9th grade) Class: Meets every other day (1hr & 20 mins)</p>
<p>STAGE 1: Identifying Desired Results</p>
<p>Big Idea: How do artists use patterns in art?</p>
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How does art help us understand the lives of people of different times, places, and cultures? • How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Standard(s)</p> <p>VA: Cr1.2.1a Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design.</p> <p>VA: Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.</p>
<p>Knowledge Goals</p> <ul style="list-style-type: none"> • Students will define and reproduce patterns • Students will identify a color scheme • Students will explain the artistic process of the artist Gustav Klimt

Skills Goals

- Students will demonstrate nine different patterns using Sharpie marker
- Students will produce collage techniques using magazines combined with black and white patterns created with Sharpie marker
- Students will produce shading with a pencil
- Students will compose artist statements

STAGE 2: Assessment Evidence

Performance Assessment

Summative Project: Students will create a composition including 7 different patterns and one collage element. See attached rubric for grading

Other Formative Evidence

- Think-Ink-Pair-Share
- First assignment - 4 ½ X 6 artwork exploring patterns
- Digital Upload – Section of the student’s composition they feel is successful
- Discussion on “Patterns Right Now”
- Artist Statement

Stage 3: Sequence of Lessons

Day 1

Supplies and Resources Needed: Need fine tipped Sharpie markers, card stock cut to 4 ½ X 6, and at each table a handout for each with glossary and examples of patterns

Detail of lesson procedures:

- Show slide presentation (Patterns) (Slides 1 – 7)
- Show video What are Zentagles? <https://youtu.be/QgrX8I7R8Jw>
- Hand out 4 ½ x 6 pieces of paper, and at each table fine tipped Sharpie markers
- At each table there should be a handout for each student with several pages of patterns
- Explain to the students in pencil they are to draw a border about ½ from the edges, then they are to divide the space into 5-7 different areas.
- Explain to the students they are to choose and draw a different pattern in each of the areas they have drawn. They are to use either the handout or they are allowed to look up online a pattern of their own choosing.

Day 2

Supplies and Resources Needed: Need fine tipped Sharpie markers, card stock cut to 4 ½ X 6, and at each table a handout for each with glossary and examples of patterns

Detail of lesson procedures:

- Continue slide presentation (Patterns)
- Show video (5:23 mins) *How to Art – How to Shade with Pencil* <https://youtu.be/-DDTrpJ4PXg>

- Demonstrate shading by creating a value scale
- Students create a value scale with pencil
- When students finish value scale then students can continue to work on the 4 ½ X 6 artwork

Day 3

Supplies and Resources Needed: Magazines, scissors, glue, fine tipped Sharpie markers, pencils, card paper cut to 8 ½ X 11, and at each table a handout for each with glossary and examples of patterns

Detail of lesson procedures:

- *Continue slide presentation (Patterns) (Slide 10-17)*
- Show video (4:07 mins) *Who is Gustav Klimt?* https://youtu.be/CXQ7n0ezr_A
- *Think-Ink-Share Activity* – based on the artist Gustav Klimt and the use of patterns in his artwork.
- Introduce students to project using 8 ½ x 11 paper based on patterns and use of one collage element from magazine
 - Design a composition that includes an image (figure or face), a patterned background, and a dominant color.
 - Background should incorporate at least 9 different patterns. 3 from packet and one newfound pattern.
 - Color should be used to complement the focal point using a color scheme
- Explain how to unify photographic imagery and multiple black and white patterns
- Students find an image of a figure or face in a magazine
- Students are to cut out selected image
- Choose size of paper 6"X9" or 9"x12", choose format directions (horizontal or vertical)
- Draw a light border close to the edge of the paper
- Students will glue image carefully with glue stick

Day 4

Supplies and Resources Needed: 4 magazines (per table), glue sticks, self-healing mats, x-acto knives, paper cut 6"X9" or 9"X12"

- In the colored trays with the table numbers (4 magazines, 3 glue sticks)
- Before the class on each table lay out 4 self-healing mats
- Black cart will have the paper, and cups with the x-acto knives

Detail of lesson procedures:

- *Continue slide presentation (Patterns) (Slide 18)*
- Students will read "Patterns Right Now" – article uploaded to Schoology
- Students' complete discussion on Schoology based on article "Patterns Right Now"
- Students will continue to work on their project.

Day 5

Supplies and Resources Needed: Magazines, scissors, glue, fine tipped Sharpie markers, pencils, card paper cut to 8 ½ X 11, and at each table a handout for each with glossary and examples of patterns

Detail of lesson procedures:

- Continue slide presentation (*Patterns*) (Slide 19)
- Talk about using limited color palette in the project
- Students can read on Schoology "How to choose the right color scheme"
<https://www.artistsnetwork.com/art-techniques/color-mixing/choose-color-schemes/>
- Studio workday. Students continue to work on their projects
- At end of class ask for the students to take a photo of a portion of their composition they feel is successful and upload to Schoology.

Day 6

Supplies and Resources Needed: Magazines, scissors, glue, fine tipped Sharpie markers, pencils, card paper cut to 8 ½ X 11, and at each table a handout for each with glossary and examples of patterns

Detail of lesson procedures:

- Continue slide presentation (*Patterns*) (Slide 20)
- Studio workday
- Students will complete artist statement and hand in at end of class

Video and Website Resources about Zentagles

1. (1:38 mins) *What are Zentagles?* <https://youtu.be/QgrX8I7R8Jw>
2. (3:51 mins) *What is a Zentangle.* <https://youtu.be/P1W7wd1kD6s>
3. Website about story of how Zentangle came about by Rick Roberts and Maria Thomas <https://zentangle.com>

Video and Website Resources about Patterns

1. (3:10 mins) Understanding the Visual Element Pattern <https://youtu.be/zmRSGRyl8Xg>
2. (2:59 mins) Patterns in Art <https://youtu.be/8EJ56AeHC5A>

Video and Website Resources about artists who know for using patterns

1. (4:07 mins) Who is Gustav Klimt? https://youtu.be/CXQ7n0ezr_A
2. (15:06 mins) Patterns with Gustav Klimt <https://youtu.be/S3RSNmuULR8>

Video Resources on Collage

1. (5:00 mins) *Collage | 5 Artists in 5 Minutes | LittleArtTalks* <https://youtu.be/wuM8x5kpBIs>

Video/Web Resource on Color Scheme

1. How to choose the right color scheme <https://www.artistsnetwork.com/art-techniques/color-mixing/choose-color-schemes/>
2. (6:57 mins) Color Theory Basics: Use the Color Wheel & Color Harmonies to Choose Colors that Work Well Together <https://youtu.be/Yel6Wqn4I78>