



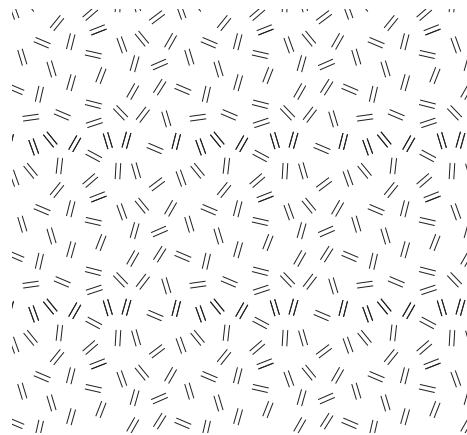
Name:	Angelina DeLoach		
Lesson Title:	Repeat Patterns		
Grade Level:	Highschool	Length of Lesson:	55 min x 1 day(s)
Description /Rationale:	Patterns are all around us! It is important to learn how to create your patterns that will help add dimension and interest to your artwork. <i>Prior Knowledge: Color theory, Design planning, and process, Beginning Adobe Illustrator: setting up files</i>		
Essential Question:	What are weaving techniques, and how are they used? How do you create a weaving and use the tools to create a weaving? How can you recycle materials to use in your art?		
State Standards:	Content Standard 1 – Artistic Perception Content Standard 2 – Creative Perception		
Common Core Standard:	<ul style="list-style-type: none"> • Prof.MA:Cr2: Apply aesthetic criteria in developing and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context. • Prof.MA:Re9: Evaluate media artworks and production processes at decisive stages, using identified criteria, and considering context and artistic goals. • Prof.VA:Cr2.1: Engage in making a work of art or design without having a preconceived plan. 		
Objectives	Students will be able to identify and create a repeat pattern.		
Art History Connections:	Gustav Klimt Anni Albers Yayoi Kusama		
Major Themes:	Textile Design		
Elements/ Principles:	Color, repetition, movement	Vocabulary:	Block Repeat, Brick/ Half Brick Repeat, Drop/ Half Drop Repeat, Toss/ Random Repeat
Materials needed:	Pattern Sheets (to be hung up in classroom before class), real-world examples of repeat patterns, Repeat Pattern PowerPoint (links provided), Repeat Pattern Assessment Worksheet (provided), Repeat Pattern Tutorial Video (links provided), computer, Adobe Illustrator <i>Optional Material (if available): Wacom Tablet, headphones</i>		
Anticipatory Set:	Students are going to walk into the classroom, and the teacher will have all sorts of examples of repeat patterns hung up on the walls and real-life examples of repeat patterns at the front of the classroom. The teacher will explain that they will be learning about repeat patterns today and that they will get with their elbow partners to discuss what they think a repeat pattern is, and find an example of a repeat pattern in the classroom. Students will then get into small groups and discuss what they believe a repeat pattern is and work together to find an example. Students will then join in a group discussion about what they talked about in their small groups. The		

	<p>teacher will call upon 3-4 groups to present the repeat pattern they found, and the class will talk about their findings.</p>
Teaching Strategies	Student Activities
<p><u>Day 1: WEAVING INTRODUCTION (55 MIN CLASS)</u></p> <p><u>Activity:</u> Today, we are going to be learning about textile design and repeat patterns. First, we are going to get into elbow partner groups and talk about repeat patterns and find an example in the classroom.? Go around the listening into the groups and chat with any groups that might be struggling. Bring the group back together to discuss their findings <u>Time:</u> 5 mins</p> <p><u>Activity:</u> Alright, now that we have a better idea of what repeat patterns are, let us learn a little more about the history of repeat patterns and types: Repeat Patterns PowerPoint (scan QR code or visit the link HERE) <u>Time:</u> 10 mins</p>  <p>SCAN ME</p> <p><u>Activity:</u> Have the students turn on their computers and open up Adobe Illustrator. Students set up a document with a 4in square artboard. Remind students of file name requirements <u>Time:</u> 5 mins</p> <p><u>Activity:</u> Show Repeat Pattern Tutorial on YouTube (scan QR code, or visit the link HERE) The teacher should walk around the classroom, and students are following the tutorial to help with any questions. <u>Time:</u> 20 mins</p>  <p>SCAN ME</p> <p><u>Activity:</u> To assess the students learning today, pass out the Repeat Pattern Assessment Worksheet. Students will complete it as homework. Homework: complete Repeat Pattern Assessment Worksheet DUE NEXT CLASS <u>Time:</u> 5 mins</p>	<p><u>Day 1: WEAVING INTRODUCTION (55 MIN CLASS)</u></p> <p><u>Activity:</u> Students discuss with elbow partners what they think a repeat pattern is and find an example in the classroom. The class will come back together to talk about their findings and show the class the pattern they found in the classroom. The teacher will then bring the groups back together and will choose 3-4 groups to share their findings. <u>Time:</u> 10 mins</p> <p><u>Activity:</u> Students will watch Repeat Pattern PowerPoint and talk about what repeat patterns they might see in everyday life <u>Time:</u> 10 mins</p> <p><u>Activity:</u> Students will open up Adobe Illustrator and start a new document with a 4in square artboard. Make sure the file name contains your first and last name. <u>Time:</u> 5 mins</p> <p><u>Activity:</u> Students are following the tutorial video to create a simple repeat pattern. Students will ask questions as the tutorial is on, and after. <u>Time:</u> 20 mins</p> <p><u>Activity:</u> Students are writing homework down in their planner, making sure to note when they need to bring in the Pattern Assessment Worksheet. <u>Time:</u> 5 mins</p>

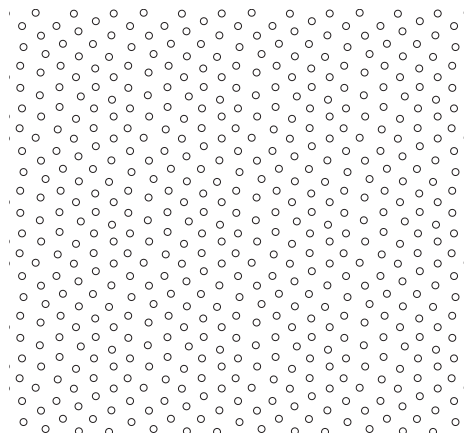
	<p>ELL Accommodation: Student is given Repeat Pattern PowerPoint and link to Repeat Pattern Tutorial day prior for review. Formative assessment not due in class for students, turn in next day.</p> <p>SPED Accommodation: Preferential seating and preassigned elbow partner.</p>
Assessment plan	<p>Formative Assessment: Group discussion about repeat patterns Summative Assessment: Repeat Pattern Worksheet</p>
Closure:	<p>Students will talk about what makes a repeat pattern, the types of repeat patterns, and how they will be graded on and what constitutes a completed project.</p>
Adaptations/ Special Needs:	<p><u>ACCOMMODATIONS:</u> <u>ELL:</u> (1 student) Advance notes day before the first day of instruction. Teacher modeling during instruction. Take home formative and summative assessments to be turned in the next day. <u>SPED:</u> (1 student) Preferential seating closest to the teacher. Required handouts with written instructions and expectations of the assignment. The teacher is to check in with student progress and understanding near the end of each day.</p>

Name: _____ Date: _____ Period: _____

REPEAT PATTERNS REPEAT PATTERNS



**draw a square
around the
main
pattern**



Name a textile designer you learned about today:

Where do you find repeat patterns?

What are the four main types of repeat patterns?

Repeat Pattern Design Rubric

CATEGORY	4	3	2	1
Creativity	Several of the objects used in the art piece reflect an exceptional degree of student creativity in their creation and/or display	One or two of the objects used in the art piece reflect student creativity in their creation and/or display.	One or two objects customized by the student, but the ideas were typical rather than creative.	The student did not customize any of the items on the art piece
Number of Items	The art piece includes 5 or more shapes.	The art piece includes 4 shapes.	The art piece includes 3 shapes.	The art piece contains fewer than 2 shapes.
Design	Patterns are cropped to an appropriate size and interesting shape and are arranged well. Care has been taken to balance the overall piece.	Patterns are cropped to an appropriate size and interesting shape and are arranged to some degree. The piece, however, does not seem to be balanced.	Patterns are cropped to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the placement of pieces.	Patterns are not cropped OR of inappropriate size and/or shape. It appears little attention was given to designing the art piece.