

# Pattern-scape

Grade Levels: 6<sup>th</sup>-8<sup>th</sup>



## Supplies:

- 2 sheets of 9x12 drawing paper (sturdy paper that will stand up when folded)
- Pencils
- Erasers
- Markers
- Color pencils
- Scissors
- Glue
- Cardboard or Mat paper (something with weight to anchor the folded paper from falling over backwards)
- Student journals/sketchbooks
- Fore, Mid, and Background worksheet
- Sticky notes

## Standards:

Sixth	Seventh	Eighth
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<p><b>VA6.CR.1</b> Visualize and generate ideas for creating works of art.</p> <p>a. Visualize new ideas by using mental and visual imagery.</p> <p>b. Explore essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</p> <p>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</p> <p><b>VA6.CR.2</b> Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage materials, media arts).</p> <p>b. Produce three-dimensional works of art using a variety of media/materials (e.g. clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</p>	<p><b>VA7.CR.1</b> Visualize and generate ideas for creating works of art.</p> <p>a. Visualize and connect new ideas using mental and visual imagery.</p> <p>b. Interpret essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</p> <p>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</p> <p><b>VA7.CR.2</b> Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage material, media arts).</p> <p>b. Produce three-dimensional artworks using a variety of</p>	<p><b>VA8.CR.1</b> Visualize and generate ideas for creating works of art.</p> <p>a. Use mental and visual imagery to visualize and connect new ideas to establish personal artistic voice.</p> <p>b. Investigate essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources to develop a point of view (e.g. imagination, personal experience, social and academic interests).</p> <p>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</p> <p><b>VA8.CR.2</b> Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Produce original two-dimensional artworks using a variety of media (e.g. pencil, markers, pastel, paint,</p>
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<p>d. Produce works of art that represent a range of intentions (e.g. realistic, abstract, nonobjective).</p> <p><b>VA6.CR.3</b> Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p> <p>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</p> <p>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</p> <p>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.</p> <p><b>VA6.CR.4</b> Incorporate formal and informal components to create works of art.</p> <p>a. Organize the elements of art using the principles of design to compose original works.</p> <p>b. Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</p> <p><b>VA6.CR.6</b> Keep an ongoing visual and verbal record to explore and develop works of art.</p> <p>c. Practice techniques using a variety of media and tools.</p> <p>d. Compose preliminary sketches and drafts.</p> <p><b>VA6.PR.1</b> Plan, prepare, and present completed works of art.</p>	<p>media/materials (e.g. clay, papiermâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</p> <p>d. Produce works of art that demonstrate awareness of a range of intentions (e.g. realistic, abstract, non-objective).</p> <p><b>VA7.CR.3</b> Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p> <p>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</p> <p>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</p> <p>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.</p> <p><b>VA7.CR.4</b> Incorporate formal and informal components to create works of art.</p> <p>a. Organize the elements of art using the principles of design to compose original works.</p> <p>b. Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</p> <p><b>VA7.CR.6</b> Keep an ongoing visual and verbal record to explore and develop works of art.</p> <p>c. Practice techniques using a variety of media and tools.</p> <p>d. Compose preliminary sketches and drafts.</p>	<p>printmaking materials, collage materials, media arts).</p> <p>b. Produce three-dimensional artworks using a variety of media/materials (e.g. clay, papiermâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</p> <p>d. Produce works of art that demonstrate understanding of a range of intentions (e.g. realistic, abstract, non-objective).</p> <p><b>VA8.CR.3</b> Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p> <p>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</p> <p>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</p> <p>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.</p> <p><b>VA8.CR.4</b> Incorporate formal and informal components to create works of art.</p> <p>a. Organize the elements of art using the principles of design to compose original works.</p> <p>b. Create works of art synthesizing a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</p> <p><b>VA8.CR.6</b> Keep an ongoing visual and verbal record to explore and develop works of art.</p>
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<p>b. Write an artist statement by reflecting on finished works of art.</p> <p><b>VA6.RE.2</b> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>a. Engage in supportive peer review through formal and informal assessment and idea development.</p> <p><b>VA6.RE.3</b> Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Write responses to works of art through various approaches.</p>	<p><b>VA7.PR.1</b> Plan, prepare, and present completed works of art.</p> <p>b. Write an artist statement by reflecting on finished works of art</p> <p><b>VA7.RE.2</b> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>a. Engage in supportive peer review through formal and informal assessment and idea development.</p> <p><b>VA7.RE.3</b> Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Write responses to works of art through various approaches.</p>	<p>d. Compose preliminary sketches and drafts.</p> <p><b>VA8.PR.1</b> Plan, prepare, and present completed works of art.</p> <p>b. Write an artist statement by reflecting on finished works of art.</p> <p><b>VA8.RE.2</b> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>a. Engage in supportive peer review through formal and informal assessment and idea development.</p> <p><b>VA8.RE.3</b> Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Write responses to works of art through various approaches.</p>
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## Learning Objectives:

- Plan and create a scene with a foreground, middle ground, and background.
- Use multiple patterns to discern placement in the scene.
- Use paper to create a 3-dimensional piece.
- Reflect on own work with an artist statement.
- Write critique on peers' artwork.

## Plan:

### Teacher Preparation

Written by Madison Pritchard-Martenn

- Day 1: You will need the presentation, pencils, erasers, blue/red/yellow markers, student sketchbooks, and the printed worksheet at the end of the lesson about fore, middle, and backgrounds.
- Day 2: You will need the presentation, pencils, erasers, sketchbooks, drawing paper, and an in-person example may be useful.
- Day 3: You will need the presentation, color pencils, and markers. Early finishers may need scissors.
- Day 4: You will need the presentation, markers, scissors, glue, and the printed artist statements.
- Day 5: You will need printed the presentation, printed artist statements, pencils, and sticky notes.

## Class Time

### Day 1

Seat students and bring them to attention for the presentation.

Share with students that they will be creating a three-dimensional landscape. To do this they need to understand the layers involved in a “scape”.

Show students examples of artworks as you explain what a foreground, middle ground, and background are. Relate them to layers of a cake or similar to a story with a beginning, middle, and end.

Ask students to raise their hand if they understand and raise a fist if they are still confused. Assess whether you need to elaborate or if the class is ready to move on.

Next, say you are going to ‘test’ their understanding, but not for a grade, with a quick worksheet before you let them begin sketching. Explain students will use markers to color parts of the picture to show what is the foreground, middle ground, and background. Blue for the background, red for the middle ground, and yellow for the foreground. Instruct when students are done, they can sketch original landscape ideas for their project. Ask for understanding and then pass out the worksheet.

Monitor student progress. As students finish the worksheet, double check their work and correct any misunderstandings. As students begin to sketch, encourage them to be creative with their scenes. Share they can make a sci-fi or fantasy scene, or show something they have done, or a place they have been, etc.

Give time reminders as the class progresses, monitor progress and engagement, interact and support students through the planning phase. If students seem to stop sketching encourage them to create 2-3 ideas before selecting their final scene.

If class time allows:

As students approach creating 2-3 ideas, ask students to pause for their next step.

Students should select the idea they want to continue with. They should make three more sketches of that chosen idea. One drawing of what is the background layer, one drawing of the middle ground layer, and one drawing of the foreground layer. Continue using the presentation to support instructions. Check for understanding and then let students continue working.

Give time reminders, support students' planning, and monitor progress.

Five minutes before class ends, ask students to put their worksheet inside their sketchbook for now and begin putting away their sketchbook.

Signal for clean-up and follow your classroom procedures.

## **Day 2**

Seat students and bring them to attention for instructions on the presentation.

Instruct that today they will finish planning and then begin making their artwork.

Show students the example of the final example. Tell them to not worry about the pattern and coloring right now, just the shape of the objects. Explain how it is made of two pieces of paper. Demonstrate the background is one piece of paper folded in half. One part is the background, and the other is the ground or floor of the scene. Check for understanding.

Explain the pieces of the middle ground and foreground will be cut outs from the second sheet of paper. One half can be for the middle and the other half can be for the foreground. Show that the most important part of the middle and foreground is you must give them a 'stand'. Their stand is a little piece of paper that will be glued to 'floor', so it will stand up. Instruct when they are drawing these pieces, they need to draw the 'stand', so they don't forget it. Check for understanding before letting students go back to their sketching.

Monitor students sketching and help them transition to making their scene. (Getting paper, folding it, drawing pieces)

As students move away from sketching, make sure they are folding the paper correctly and drawing the pieces. Double check that they are adding 'stands' to the objects of the middle

and foreground. If they finish drawing with their pencil, allow them to color the pieces with color pencil but ask them to not add details because they will add pattern later.

Give time reminders and monitor progress.

Five minutes before class ends, ask students to clean up and turn their in-progress work in for tomorrow.

### **Day 3**

Seat students and gather their attention.

Refresh students on the steps to create their piece. Students should be drawing the background and floor on one page. Then, on the other page students should draw the middle and foreground pieces with stands.

When students finish this, they can color the pieces with colored pencils. Ask them to not draw details on the pieces because they will be adding pattern with marker. Instruct them that you will let them work on that before you tell them the secret rules about the patterns.

Let students get their work from the previous day and start creating. Monitor progress, help as needed, give time reminders.

As students begin finishing coloring with color pencils, ask them to pause their work for the pattern secret. Ask them to look at the final example and think about if they can find out the secret pattern rules. Give them time to think and talk it out with a pattern. Ask students to guess what the rules are.

Share with students that the rule is each layer has its own pattern. The background is decorated with a pattern. The middle ground is decorated with a different pattern. The foreground is decorated with a third different pattern. Students should pick three patterns to use for their grounds/layers. Ask students if anyone knows what a pattern is. Give the definition of pattern and encourage them to be creative in the patterns that they use. Remind them they will use markers to add pattern over the colored pencils.

Check for understanding before allowing them to continue to work. Give time reminders and monitor progress as students create. Support students who need help and encourage creativity.

If any students finish coloring and patterning, you can show them how to cut out the middle and foreground pieces. Make sure to stress that they cannot cut off the stands.

If students are ready for cutting on a large scale in this class period, follow the lesson plan instructions for day 4 on how to cut and glue.

Five minutes before class ends, signal for clean-up and ask students to turn in their work for the next day.

#### **Day 4**

Seat students and gather their attention for instruction.

Show students the final example and instruct them that today they should be finishing their project. Remind them they should be decorating each layer with its own pattern.

After coloring and patterning, students will need to cut out the middle and foreground. Show and explain to students that they will cut around their objects but must keep a stand on the bottom. Explain that if the stand is really short, it won't keep their object standing up. Instruct students that the stand for their objects should be about as big as their thumb. Demonstrate how to fold the stand after cutting. Demonstrate how to glue and hold the stand to the floor. (dot of glue not a puddle, hold for thirty to sixty seconds before letting it go)

Check for understanding before letting students get their work and start.

Give time reminders, monitor progress, and help students along.

If students finish the project before the class time is over, instruct them to glue a piece of cardboard or mat paper to the bottom of their work so it stands up. Then, give them the artist statement/reflection sheet. Tell them they can freely draw on the back or read after they complete the writing sheet.

Students should finish and at least begin the artist statement before class ends.

Five minutes before class ends, ask students to make sure their name is on the back or bottom of their project. Instruct them to turn in their work and statement before cleaning up.

#### **Day 5**

Seat students and gather attention.

Ask students who still needs time to finish their artist statement. Give time accordingly and allow others to read or freely draw on the back of their statement while waiting.

When students are done, share that we will do a sticky note critique. Each student should lay their artwork and statement neatly on the table at their seat. Students will be given a sticky note. Students will get up and walk around the room to music, like musical chairs. When the music stops, they will sit in front of someone else's artwork and statement. Students should read the statement and look at the artwork. On the sticky note, they

should write one thing they like about the artwork and one thing that they think the artist should practice or try again. Check for understanding.

If students understand, pass out sticky notes while students prepare. Start music and monitor students as they move around. Stop the music and prompt students to read and look before writing on the sticky note. When students finish, pass out more sticky notes and instruct them that they will do it again. Follow the same process. Repeat as many times as you would like but be careful not to burn out students. They may write harsher or more careless notes when bored.

After critique, ask students to return to their own work and read their sticky notes. Ask them to reflect on the notes. After about a minute, ask students to talk to a partner about their notes and artwork.

After giving students a few minutes to talk about their feedback, open the class up to share their work with the whole class and talk about the feedback. This can go on for the rest of the class or you can begin a new activity.

Students may consider keeping this work and statement for display later or for their portfolio.

Five minutes before class ends, begin classroom procedures for turning in, taking home, and cleaning up.

### Possible Accommodations:

- Visual Checklists at students' desks or tables. Presentation slides can also act as a visual checklist of tasks.
- Visual Timers for tasks or for overall work time.
  - (Pick an appropriate time based on your students age, development, and skills)
  - If you need to use your smartboard for a visual timer, you can print the presentation slides as posters or find a way to layer the timer window above the presentation's window. You may be able to use Canva, Classroomscreen, or similar applications to display the presentation instructions with a timer.
- You can provide a break between steps for students who need movement. You can also provide a break in the creation process that allows students to walk around the room and see what others are working on.

- Sensory Aversion: Some students might have an aversion to glue on their fingers. Gloves can provide a barrier to help with the sensation. Some students may have an aversion to the sound of pencils scratching back and forth on paper to color. Cutting thick paper also makes a sound that may become overstimulating when many students in the room are making the sound. Some form of headphones or earbuds may help prevent that sound from causing agitation.
- Students who struggle with writing may benefit from talking their responses out for the artist statement before writing their final response down.

## Artist Statement

Name: \_\_\_\_\_

Artwork Title: \_\_\_\_\_

Describe your landscape. (outside/inside, place, people, things)

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Why did you make this landscape?

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How do you feel about your artwork?

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What is something you learned while making the artwork?

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## Foreground, Midground, and Background

Name: \_\_\_\_\_

Use markers to color the different parts of the picture.

Color the foreground yellow. Color the midground red. Color the background blue.

