



# Pattern My World

Primary Grades Learning Plan—(1.5 hours)

## SHEET #1 (Front)

### Overview:

1. Discover the meaning of **pattern** and **repeat**
  - a. Pattern = something that repeats
  - b. Repeat = when something happens over and over again
2. Explore real world examples of patterns
3. Look at how Gustav Klimt used patterns in his work
4. Create an art project displaying a pattern

### Supplies From Kit: (organized by learning plan section)

Engage	Explore	Explain	Elaborate	Extend
N/A	<u>Each Peace, Pear, Plum</u> book	Pattern Blocks	Pattern Blocks	Wallpaper & Fabric Samples
		Pattern Cards	Pattern Cards	<i>Portrait of Adele Bloch-Bauer I</i> by Gustav Klimt
				<i>Portrait of Margarethe Stonborough-Wittgenstein</i> by Gustav Klimt
				Art Project Samples
				Black Construction Paper (1 sheet per participant)
				Glitter Crayons

### Supplies Provided by Consumer: (organized by learning plan section)

Engage	Explore	Explain	Elaborate	Extend
Chalk Board or White Board (optional)	N/A	N/A	N/A	Discarded Magazines
Chalk or Wb Markers (optional)				Glue or Paste

### Preparation:

None



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### SHEET #2 (Front)

#### **Engage: What Do You Know?** (5 minutes)

Gather the participants together. Use these questions to have a discussion about pattern and repeat. (Optional, write the words 'pattern' and 'repeat' on a board.)

*Who has heard of the word pattern before?*

*Who has heard of the word repeat before?*

*Have you seen a pattern before? How did you know it was a pattern? Have you seen something repeating?*

*Have you repeated something before? (e.g. get up in the morning, go to sleep at night—are daily repetitions)*

#### **Explore: Story Time** (5 minutes)

Read Book Each Peach, Pear, Plum. Encourage participants to listen for repeating words.

#### **Explain: Patterns In Action** (25 minutes)

- 1) Discuss the repeating words and patterns in the book. Explain the definitions of pattern and repeat.
- 2) Introduce an 'AB' rhythmic pattern such as Clap, Tap, Clap, Tap, etc. Encourage the participants to repeat the pattern.
- 3) Invite participants to create additional rhythmic patterns for the entire group to do.  
One Clap, Two Claps, One Clap, Two Claps, etc  
Clap In Front, Clap Behind, Clap In Front, Clap Behind, etc;  
NOTE: Older participants should try AABAAB, ABCABC, etc  
Clap, Clap, Tap, Clap, Clap, Tap, etc  
Clap Up, Clap Down, Turn Around, etc
- 4) Model how to translate the rhythmic pattern into a concrete pattern using the two pattern blocks: orange square, green triangle. Build this pattern as long as the length of your arm.
- 5) Have the participants say the pattern in different ways.  
*Let's say the pattern by color ("orange, green, orange, green etc")*  
*Let's say the pattern by shape ("square, triangle, square, triangle etc")*  
*Let's say the pattern by rhythm ("clap, tap, clap, tap, etc")*



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### **SHEET #2 (Back)**

- 6) Introduce a simple 'AAB' rhythmic pattern, such as Clap, Clap, Tap. When the participants know the pattern, have them use the pattern blocks to create their own AAB pattern, using any two pattern blocks. They should build their pattern as long as their arm.
- 7) Repeat Step 6 with different rhythmic patterns (from you or other participants), if time permits.
- 8) Hold up the pattern card that goes with the first pattern you created. Model how to use the card by putting the blocks over the pictures. Complete the pattern to the end of the card.

#### **Elaborate: Pattern Cards** (15 minutes)

Allow the participants time manipulating the pattern blocks and pattern cards, or creating their own patterns the length of their arm.

#### **Extend: Art** (30 minutes)

- 1) Gather the participants together. Distribute wallpaper and fabric samples. Have the participants point to patterns and other repeating shapes. Use rhythmic patterns for emphasis, if needed.
- 2) Show pictures of Gustav Klimt's work. Share brief life history and art genera. Have the participants point out:
  - a. Patterns
  - b. Repeating Shapes
- 3) Introduce the art project samples, and point out the patterns.
- 4) Have the participants cut out a person, animal, or other item, from a magazine. The cut-out picture should fit on the paper.
- 5) Have the participants create a patterned background on the paper. Then glue the cut-out picture on the background.

#### Sources:

[Build It Festival: Teacher's GEMS Guide](http://artsedge.kennedy-center.org) by Philip Gonsalves & Janie Kopp

<http://artsedge.kennedy-center.org>

<http://math.dartmouth.edu/~matc/math5.pattern/lesson4math.html>

<http://www.digitalpalette.org.uk/worcbboxes/klimt/index.html>