



Pattern My World

Preschool/Kindergarten Learning Plan—(45 minutes)

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>Brown Bear</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
				Dot Stickers

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	Paper (1/2 sheet per participant)
Chalk or Wb Markers (optional)				Crayons, Markers, or Paint

Preparation:

None



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SHEET #2 (Front)

Engage: What Do You Know? (3 minutes)

Gather the participants together. Use these questions to have a quick discussion about pattern and repeat. If the participants have no prior knowledge, move on to the next part. (Optional, write the words 'pattern' and 'repeat' on a board.)

Have you seen something repeating?

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

When I say the word 'pattern,' what do you think of?

Have you seen a pattern before? What was it like?

Do you see any patterns near us today?

Explore: Story Time (5 minutes)

Read Book Brown Bear, Brown Bear. Encourage participants to listen for repeating words.

Explain: Patterns Together (15 minutes)

- 1) Discuss the patterns and repeating words in the book. ("Brown Bear, Brown Bear;" and "What do you see") Explain the definitions of pattern and repeat.
- 2) Introduce an "AB" rhythmic pattern such as Clap, Tap, Clap, Tap, etc. Combine this Clap, Tap pattern with the words 'brown bear.' As you say 'brown', clap, and as you say 'bear' tap. Encourage the participants to repeat the pattern.
- 3) Invite participants to create additional rhythmic patterns for the entire group to do.

Clap Up, Clap Down, Clap Up, Clap Down, etc;

One Clap, Two Claps, One Clap, Two Claps, etc

Clap In Front, Clap Behind, Clap In Front, Clap Behind, etc;

Stand Up, Sit Down, Stand Up, Sit Down, etc.



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SHEET #2 (Back)

- 4) Model how to translate the rhythmic pattern into a concrete pattern using two pattern blocks, such as an 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 rhythm ("clap, tap, clap, tap, etc")
- 6) Hold up the pattern card that goes with this pattern. Model how to use the card by putting the blocks over the pictures. Complete the pattern to the end of the card.

Elaborate: Pattern Blocks (7 minutes)

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

Extend: Art (15 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 genre. Have the participants point out:
 - a. Patterns
 - b. Repeating Shapes
- 3) Introduce the art project samples and point out the patterns.
- 4) Trace participants' fingers. Have the participants color or paint their traced fingers using a color pattern. Have the participants decorate their traced fingers using the dot stickers in a pattern too.

Sources:

[Ennie Meenie Miney Math](#) by Linda Allison & Martha Weston

[Build It Festival: Teacher's GEMS Guide](#) by Philip Gonsalves & Janie Kopp

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

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

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