

PATTERNS

DESCRIPTION OF PROJECT:

Students create handmade stamps and make printed patterns.

PROBLEM TO SOLVE:

How can a pattern be made?

STUDENT UNDERSTANDING:

Repeating the same shape over and over again creates a pattern.

VOCABULARY

Art:

- print
- repetition
- shape
- pattern
- space
- shape

Literacy:

- sequence
- rhyme

MATERIALS

Resources:

Ray Mahaffey, *Intervals*, ArtsWA; Skokomish Tribe, *Storage Basket*, SAM

Art Materials:

adhesive fun foam cut into 2x2" squares for each student, scissors, wood blocks with a printing surface of approx. 2x2", jumbo washable stamp pads larger than 2x2" in dark colors, bright color copy paper

LEARNING TARGETS AND ASSESSMENT CRITERIA

The student:

LT: Makes a printmaking stamp.

AC: Cuts shapes and affixes to base.

LT: Creates a pattern.

AC: Stamps a sequence of shape and space.

EVIDENCE OF LEARNING

Art: Print

- cuts shapes
- affixes shapes
- sequences shape and space

LEARNING STANDARDS

Visual Art

- 1.1.2 Elements: Shape
- 1.1.7 Principles: Repetition

Common Core Math

K.G.B.5. Model shapes in the world by building shapes from components and drawing shapes.

Common Core ELA

K.RF.1.c. Understand that words are separated by spaces in print.

INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
<p>References Skokomish, <i>Storage Basket</i> and <i>Intervals</i> by Ray Mahhaffey and discusses repetition seen in art. Prompts: What shapes do you see more than once? Where do we see spaces between the shapes? Are the spaces the same in a pattern? We call this a pattern. Let's clap the pattern we see.</p>	<p>Recognizes a pattern of shapes and space between them. Translates a visual pattern into an auditory pattern.</p>
<p>Asks students to look for patterns in words and the classroom. Prompts: What are the repeating words you hear in this book? (Dr. Suess, Shel Silverstein) Just like words in a story or poem, a pattern of shapes has spaces in-between. That way we can see where shapes or words stop and start. Where do you see repeating shapes in our classroom?</p>	<p>Student identifies patterns in words and in the classroom...in the ceiling tiles, on the floor tiles, in the flag, etc.</p>
<p>Demonstrates selecting a wood block as a base for the stamp and cutting a shape from 2x2" adhesive fun foam. Demonstrates peeling off the backing from the fun foam and pressing it firmly on the block. Prompts: You can make a custom shape just by trimming off a corner or cutting just little bit off of your foam square, or maybe cutting it into two interesting parts that you can combine. Make sure before you attach your shape(s) that they fit on your block. Add a dot on the top of your wood stamp that tells you which way is up.</p>	<p>Cuts shape(s), peels backing, and attaches to block. Add dot to top of stamp to help orient it in printing.</p>
<p>Demonstrates stamping "up and down" on a stamp pad to transfer the ink to surface of stamp and then transfer the ink to the paper. Demonstrates making a pattern by repeating the stamped image. Prompts: Try to leave the same amount of space between each stamp mark. Hold your stamp the same way (with the dot up) each time you print it.</p>	<p>Makes a pattern of repeating shapes and space. <u>Embedded Assessment:</u> Criteria-based teacher assessment</p>

ART STUDIO TIPS:

In order to keep stamp-pads pristine, allow students to only stamp their stamp using one color of ink pad.

Remind students that stamping works best using an "up and down motion". If the stamp slides, the shape might be hard to see.

Children with low motor skills can make just 2-3 cuts to trim the 2x2 inch adhesive fun foam into an interesting custom shape.

EVERYDAY CONNECTIONS

Student shares stamps with other students and creates an ABAB pattern.

LESSON EXPANSION

Home/Community References:

songs, telephone poles, windows, textiles

Tell Me About Your Art!

Dear Kindergarten Families:

Today we created our own stamp and made a

PATTERN.

We also thought about the patterns we hear in words when we hear stories.

Looking: We looked at an image of Northwest Native American basket art a work of art called *Intervals* and found all the **patterns** the artist made. We also looked at patterns around us.

Talking: We heard a story with words that have **repeating sounds**.. We also thought about how words are separated by **spaces** in print.

Making: First we cut shapes from **adhesive fun foam** and affixed them to a wood block to make a **stamp**. Then we stamped a pattern on paper using a stamp pad. We left the same amount of space between each stamp.

Art at Home

Together:

You could look for patterns in the natural and human-made world.

Questions to ask:

How many times do you see the same shape repeated?

Repeating the same shape over and over again creates a pattern.