UWM Lesson Plan Template for Learning Segment

BIG IDEA:
Using observational skills to detect and execute a variety of patterns to make up an image.

NAME OF TEACHER:
Maddy Smith, Blythe Nissen-Davis

LESSON PLAN TITLE:
Potted Patterns

NUMBER OF SESSIONS: 1
GRADE: K

DEVELOPMENTAL CHARACTERISTICS OF THE LEARNERS (graphic, social, and cultural):

Children in this particular class all have a short attention span because of where they are developmentally. They’re presenting at the pre-operational (Piaget) stage of development which means that they’re aware of their surroundings and situation but they do not fully conceptualize the importance and magnitude of certain things.

Artistically our students developmentally range from the pre-symbolism to the symbolism stage (Lownefeld). When we observed their drawing of the Cat in the Hat, some students had used shapes in a very direct way to create their drawings while others were creating tadpole like figures.

Through observations and conversations with our cooperating teacher, we have learned that many students are excitable and even a bit aggressive. The students are extremely curious and willing to explore new materials and ideas.

OBJECTIVES

Form and Structure:
The students will define and ideate patterns made through repeating shapes or marks in the same order.

Production:
Given examples of patterns, students will be able to recreate a pattern using tempera paint markers on their terracotta pot.

Art Context:
The students will be able to identify and copy examples of patterns found in everyday life.

NATIONAL STANDARDS MET BY OBJECTIVES

VA:Re.7.1.Ka: Response- identify uses of art within one’s personal environment.

Creating: VA:Cr2.2.KA: identify safe and non-toxic art materials, tools, and equipment

VA:ReB.1.Ka: Response: Interpret art by identifying subject matter and describing relevant detail set
**Personal Perspective:**

Given the opportunity to decide whom they will give their terracotta pot to, students will choose and draw pattern that they think that person would like.

**VA:Re.7.1.Ka:Response- identify uses of art within one’s personal environment.**

**ACADEMIC LANGUAGE**

**ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:** repetition/shapes

**Repetition:** The recurrence of certain shapes, numbers, colors in a certain order.

**Shapes:** Configuration and defining of certain masses.

**Where academic language will be practiced through writing and art making:**

Our looking and talking activity will consist of Maddy and Blythe taking turns drawing on a piece of paper taped to one of the many display boards or working on the chalk board itself to eventually end up making a pattern.

For example Maddy draws a square, Blythe draws a triangle (A few different examples for the later part). This method can be performed individually by making patterns and asking for classroom involvement such as, “What comes next”?

During that time we will ask, “What are we making”?(Pattern) “What makes this a pattern is that we use repetition with our shapes” following this statement or around the time of said statement, Have the class tell you which of the examples are patterns and how said pattern demonstrates repetition and what shows shapes.

Students will demonstrate listening skills by staying in their seats while we explain the lesson. Taking from the technique Ms. G used for the Egg Dying activity the students will sit on the carpeted area while we overview the lesson and then split up into small groups at the three main tables in the classroom.

**LANGUAGE FUNCTION USED THROUGHOUT LESSON**

<table>
<thead>
<tr>
<th>Type of language function:</th>
<th>Emphasis of language function:</th>
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<tr>
<td>Observe/Identify</td>
<td>The emphasis of the language function is to give students an opportunity to identify examples of patterns in the classroom and describe what parts are repeated (i.e. how a pattern is made), to support multiple kinds of learners.</td>
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Where language function will be practiced through writing and art making:
While working with the students at the station through-out the time period allotted for the project. Asking questions like, how does this make a pattern? Is it continuous? The students will practice the language function through the looking and talking activity and individual conversation with the teacher at the art making station.

Daily Plan (Have one of these for each day you teach)

Supplies needed:
Terracotta Pots: 24-2inch pots
Tempura Paint Markers: 12-24

Examples: 2-10 printed

Newspaper: (for scrap) One average newspaper

Objects with Patterns: 1-2 examples (ie: wrapping paper, Tapestry) (Additionally, wearing super pattern-y clothing will drive the pattern point straight home)

<table>
<thead>
<tr>
<th>Teacher Instruction</th>
<th>Expectations for Students</th>
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<tr>
<td>MOTIVATION/INTRODUCTION Looking and Talking About Art: Looking and Talking About Art: How to build and detect patterns in everyday life and specifically art. Previous to lesson: Maddy and Blythe will pick out pattern clothing day previous. As well was organize a variety of patterns from simplistic to complicated. Upon arriving to Pierce elementary we will discuss plans for lesson with Mrs. Gonzales and ask how well the kids handle planning and recreating in contrast to just allowing the students to engage more freely after the initial instruction. Also go over how to use the Smart board or clear the front so that instructors have easy access to the Chalk board. Maddy Smith and Blythe Nissen-Davis (The instructors) will then engage the students who are awake from their nap time by starting out with a more physical exercise to wake them up a bit. Another option is allowing for some free play time in the classroom.</td>
<td>Being respectful during the time we are first giving instruction. Additionally participating while we are asking questions and behaving when they're not called on. Staying on the carpet or in the carpeted area during the intro activity. Following the classrooms rules i.e. Butt on the floor, hands to yourselves, and listening and only speaking when you're called on.</td>
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Afterwards, the instructors will say “Alright can everyone gather on the carpet and put on their listening ears!”

(Perhaps or more than likely will need a variety of attention grabbing exercises, e.g. Clapping variations and using phrases such as, “We are not going to introduce this fun lesson unless you show us that you want to know about it!”)

Guessing game:
Are our clothes plain?
Which clothes are plain?
What is the differences between our plain clothes and not plain clothes?
What do you call the decoration on our clothes...A Pattern!
Now, what have you all been learning about for the past few weeks? (Flowers)

Today, we are going to talk about combining flowers and patterns, but first we have even more questions!

**Questions based on Images:**

**Essential:**
Why do artists make art about things that they see?

What makes a pattern?

What happens in order for something to make a pattern?

Where do we find patterns?

How can patterns make complete pictures? What are some examples of this?

**Scaffolding:**

What do you see in these pictures? Are there things that repeat? How can you tell?

In the lesson we will ask students to gather on the carpeted area and when they’re not listening we will use the clap activity to gather some attention span before we begin our lesson on patterns.

 Ideally, the students will be at the tables near the outside perimeter of the classroom because the classroom has adapted the stations technique. *We can work with their attention span by switching through groups of students. (Picked by us and Ms. Gonzales). Alternatively, like...*
ART MAKING
Teacher demonstration:
We will show the K5 students how to use the tempera paint markers to plan a pattern on paper and then recreate it on the terra cotta pot. To demonstrate how to make a pattern, we will repeat two different shapes as Maddy and I take turns drawing our example together.

We will also explain how we decided on our choice of pattern, based on what we thought the person who will receive the pot would like.

Instruction during student work time:
Watch for actual pattern making. Using phrases like "How is this repetitive"? "Does the pattern go all the way around"? "Make sure you use multiple colors" to help guide their pattern making.

If students struggle, we will model how to draw additional examples in our personal notebooks.

Before they go home or split into their small groups it would be ideal if they could repeat to us what a pattern is, what makes up a pattern, and where we see patterns in our everyday lives.

Students will be able to copy or create a pattern both on planning/practice paper and on their terracotta pot.
Students will be able to use a variety of the academic language we sample by listening to us repetitively explaining and using the academic language ourselves. At the very least be able to recall the terms we explain in the lesson introduction.

To engage with activity for anywhere from 5-10mins at our station

For our closing activity we will prompt a situation where they can “yell” the vocabulary they learned and in
Saying phrase, “Who wants to be a good helper and clean up?”

Putting the role of both “good” and helper helps students feel a need to fulfill that role.

responding to a closing activity we need to hear that they’ve learned what makes a pattern, what to make a pattern, and how paint makers work

Clean up will be part of activity and will prompt by asking if students want to be good helpers and aid in clean up.

**ADAPTATIONS:**
Using the blocks in the classroom to make three dimensional patterns and this activity taking place within the carpeted area. This would help the connections of patterns not only being in the direct art world. Similarly, engaging with miscellaneous objects in the room to illustrate the accessibility of patterns.

Additionally, reading books that have easy to spot patterns such as, Pattern Fish etc. a few days ahead of the scheduled lesson date

**RELEVANT THEORIES:**
Lowenfeld’s stages of artistic development is highly relevant in relation to this specific lesson plan. Utilizing the knowledge we gained while reading about the pre-symbolism and symbolism stage to instruct our students on observing and engaging with pattern making.

**ASSESSMENTS:**

**Initial assessment:**
To show that the students have properly comprehended the objective of this lesson their pattern pots should show alterations of images reflecting repetitive image producing. Can we anything as complicated as cat, dog, cat, dog, or line/square/line/square.

**Progressive/Formative assessment:**
To show that the students have properly comprehended the objective of this lesson their pattern pots should show alterations of images reflecting repetitive image producing. Can we anything as complicated as cat, dog, cat, dog, or line/square/line/square.

**Final/Summative assessment:**
Looking for an alteration in image making and repetitive elements of the chosen images. Think about image making a bit differently than before in terms of what patterns can do for an overall image. Demonstrating that they have the ability and patience to transform an ordinary object into something else, taking initiative and creative license over the potted pattern assignment. Also showing that they have the ability and patience to transform an ordinary object into something else.