



## Lesson 4

**Concept:** Through story quilts, people can tell their special stories – stories about their history, culture, family, and themselves. People can communicate their ideas and feelings through art.

**Elements and Skills of Art Form:** Students will create a repeating pattern design for the border of their story quilts.

### **Student Outcomes:**

Students will be able to:

#### Visual Arts Standards

- AP 1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- CE 2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
- CE 2.8 Create artwork based on observations of actual objects and everyday scenes.

#### Language Arts

- WOLC 1.1 Write and speak in complete, coherent sentences.

### **Progression of Content, Skills, and Tasks:**

#### Anticipatory Set:

Ask students what they know about rhythm. Tell students there is rhythm in music. Clap a simple rhythm. The students should be able to recognize the rhythm and copy it.

#### Assessing Prior Knowledge:

Ask the students to listen to your rhythm and tell what is happening (repeating the rhythm). Tell students that there is a repeating pattern to the rhythm (for example clap, clap, snap, clap, clap/clap, clap, snap, clap, clap). Tell students that a pattern repeats itself. Tell students that patterns are also visual. Ask the kids to look around the room and identify any patterns they see. Ask students to tell why they are patterns (repeat). Tell students that people all over the world use

patterns to decorate their clothing, things around their homes, in art, and in quilts.

#### Getting Smarter:

Look at *Tar Beach*. Point and identify the border of the quilt. Show students other pictures of African American quilts and have students identify which quilts have borders with patterns. Have students describe the patterns around the borders. Ask the student to explain how they know what they see is a pattern (it repeats, ABCABC, etc).

#### Becoming an Expert:

The teacher will direct the students to create a pattern around their quilts using the precut paper. Students will lay out their pattern. The teacher will check all patterns before they are given glue. The students will describe their pattern.

#### Criteria

- Student creates a pattern for his/her quilt border.
- Student describes the pattern in his/her quilt.
- Students explain how they know they have created a pattern.

#### Making Connections:

- Math: Student make other repeating patterns using geometric shapes, numbers, and colors.
- Language Arts: Students describe their patterns in writing.
- Art: Students make print patterns with rubber stamps, sponges, or potato prints.
- Art: Students go on a pattern hunt around the school, their home, or neighborhood and draw the patterns.

#### **Assessment Strategy:**

##### Verbal Assessment:

Describe: Describe the different quilt borders you see.

Discuss: Describe the quilt pattern on your quilt.

Analyze: Tell how you know the pattern you created is a pattern.

Connect: Identify patterns you see in the classroom.

**Performance-based Assessment:** See the rubric.

**Key Vocabulary:** repeating pattern, border, and visual rhythm

##### **Materials:**

- Story quilt illustrations from previous lesson

- 2"x2" squares of colored/patterned paper, precut
- glue

**Resources:**

*Tar Beach*, Faith Ringgold

*Spirits of the Cloth - Contemporary African American Quilts*, Carolyn  
Mazloomi

*How To Teach Art to Children*, Evan-Moor Corp. pp, 132-133

**Rubric**  
Performance Based Assessment

- 4 - Exceeded expectations
- 3 - Met expectations
- 2 - Partially met expectations
- 1 - Did not meet expectations

Students Name \_\_\_\_\_ Activity \_\_\_\_\_

4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows directions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Produces artwork that represents the lesson
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to interpret ideas from the lesson
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expresses ideas, feelings and thoughts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Presents neat work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaks in complete and coherent sentences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is able to use lesson vocabulary

Overall, the student's performance is a (select one):

4      3      2      1