



Cross Cultural: Repeat Patterns

9th Grade, Foundations of Art

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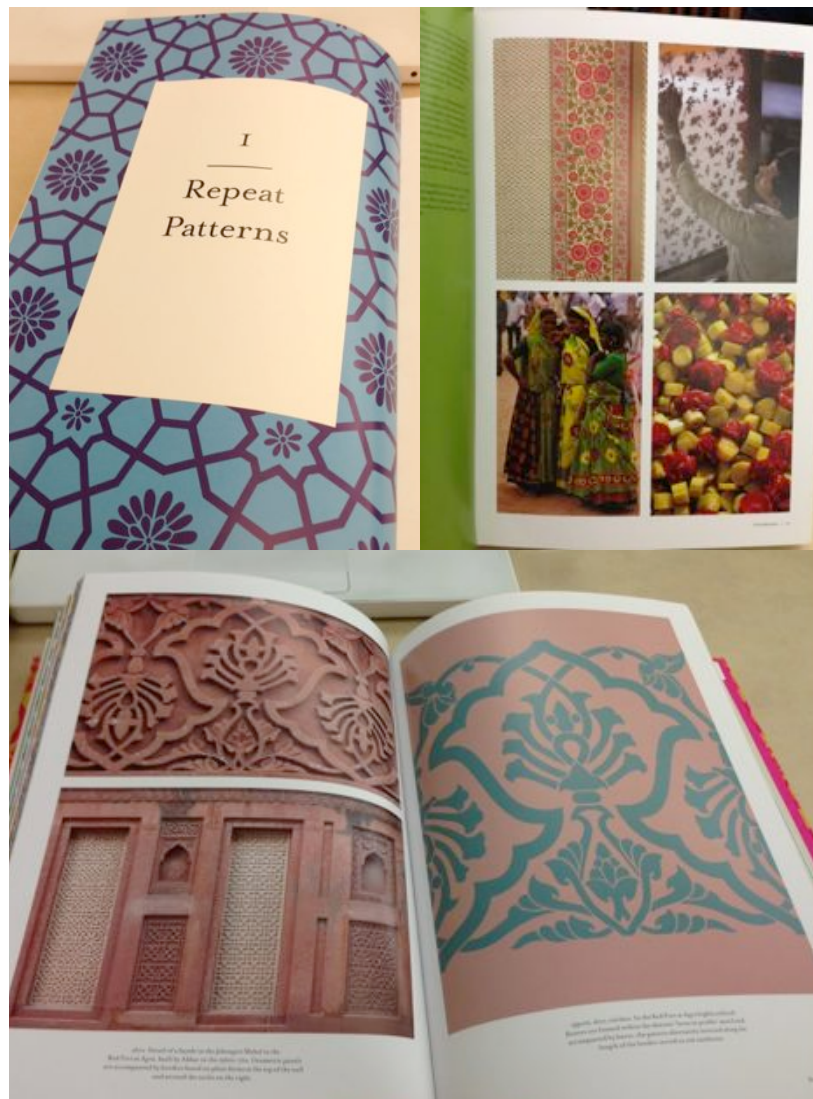
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Introductory Information:

Title: Cross Cultural: Repeat Patterns

Grade Level: 9th Grade, Foundations of Art

Lesson Topic & Description: In this lesson, students will consider where repeat patterns are found in many different cultures. They will explore books on traditional patterns, and learn about contemporary artists who use repeat patterns in their artwork. The students will then create their own repeat pattern and consider on what type of surface they would like to put their pattern. The students will be able to select from the media they have learned to use throughout the course of the semester in the Foundations class.



Repeat Patterns from India. Wilson, H. (2001)

STAGE 1: DESIRED RESULTS

A. ENDURING UNDERSTANDINGS:

1. Repeat patterns exist in many cultures.
2. Repeat patterns are created by people and are based on natural and built environment surroundings.
3. Repeat patterns often perpetuate through a culture's history because they are seen in public places and reproduced

B. ESSENTIAL QUESTIONS:

1. How are repeat patterns created?
2. How can the placement of a pattern alter its meaning, or perpetuate a theme?
3. How can contemporary artists use traditional repeat patterns or create their own patterns in their work?

C. MASSACHUSETTS STATE STANDARDS ADDRESSED:

1. **3. Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
2. **8. Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.



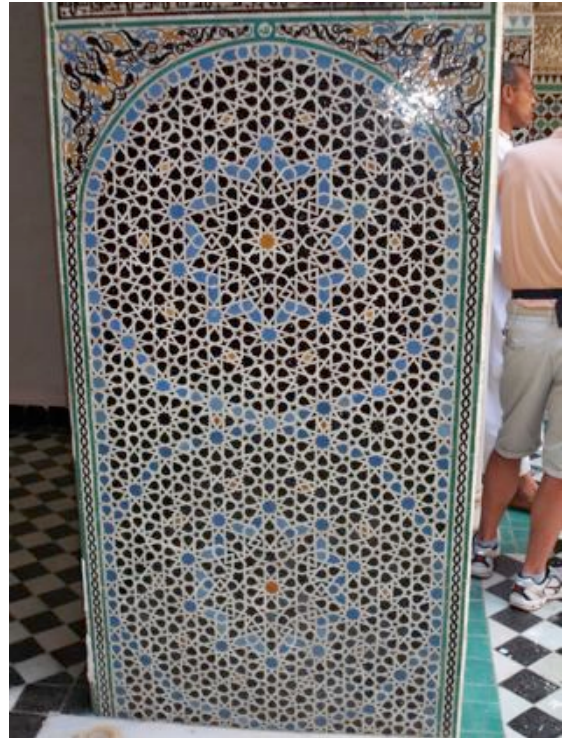
Islamic Repeat Patterns. Okane B. (2006)

D. LEARNING OBJECTIVES:

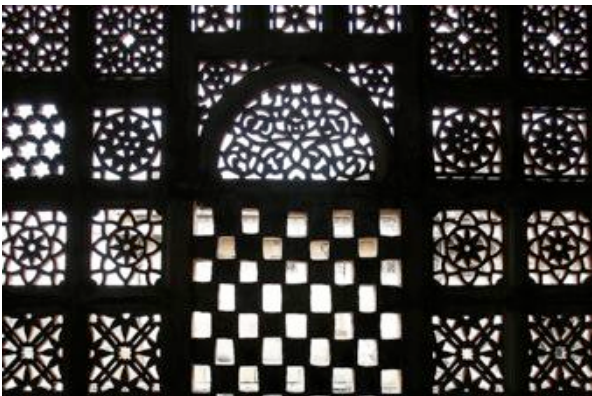
1. Students will explore repeat patterns from multiple cultures.
2. Students will observe their surroundings to notice patterns in their daily lives.
3. Students will find inspiration for a design and experiment with turning it into a repeat pattern.
4. Students will create a repeat pattern.
5. Students will transfer their pattern onto a surface of their choice.



Repeat Patterns from India. Wilson, H. (2001)



Mosaic Pattern found in Mosque, Morocco.



Wood-cut Pattern found in mosque, Kuwait.

STAGE 2: ASSESSMENT EVIDENCE

A. PERFORMANCE TASK OR FINAL PRODUCT:

Each student will spend time examining repeat patterns from multiple cultures. The students will then begin to observe patterns that they see in their daily lives. The students will create a stylized design based on their observations, and repeat the design to create a “repeat pattern”. The students will then decided on what type of surface they would like to see their pattern. The final product will be in the medium of each student’s choosing.



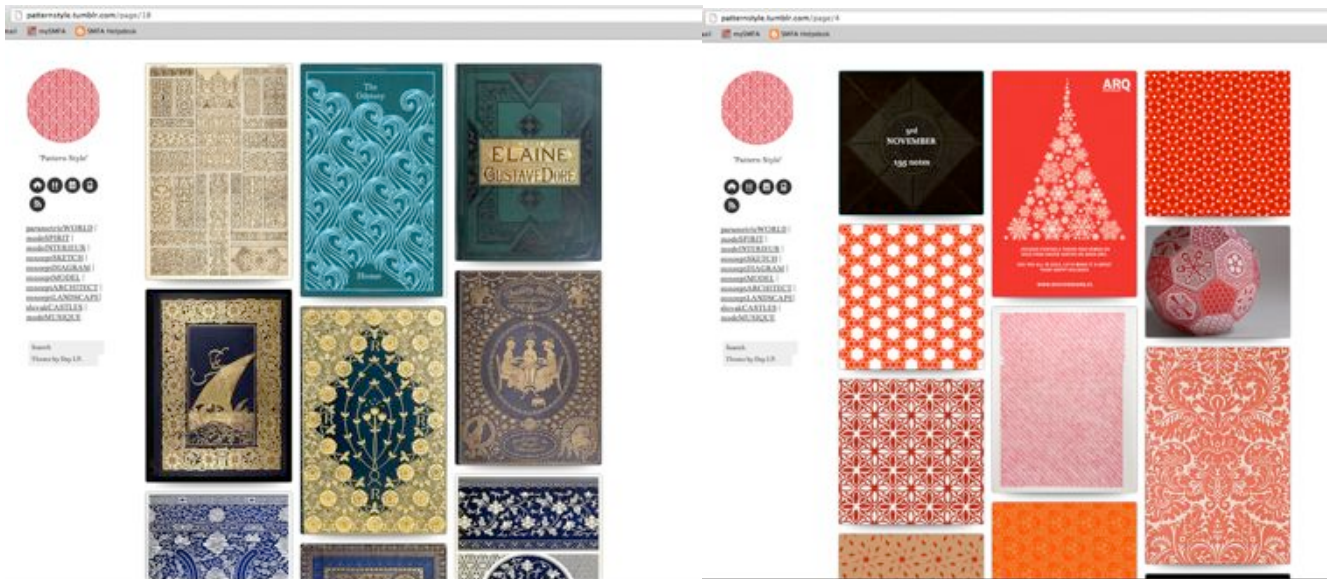
Meredith Host.



Meredith Host (above) finds inspiration for her ceramic designs from every day paper products

B. CONTINUUM OF ASSESSMENTS:

1. Students will answer questions on work sheets to show their understanding of patterns from different cultures.
2. Students will check in with teacher after creating preliminary design
3. Students will check in with teacher when deciding what medium to use for final project.



Patterns collected on a blog. <http://patternstyle.tumblr.com/>

C. CRITERIA

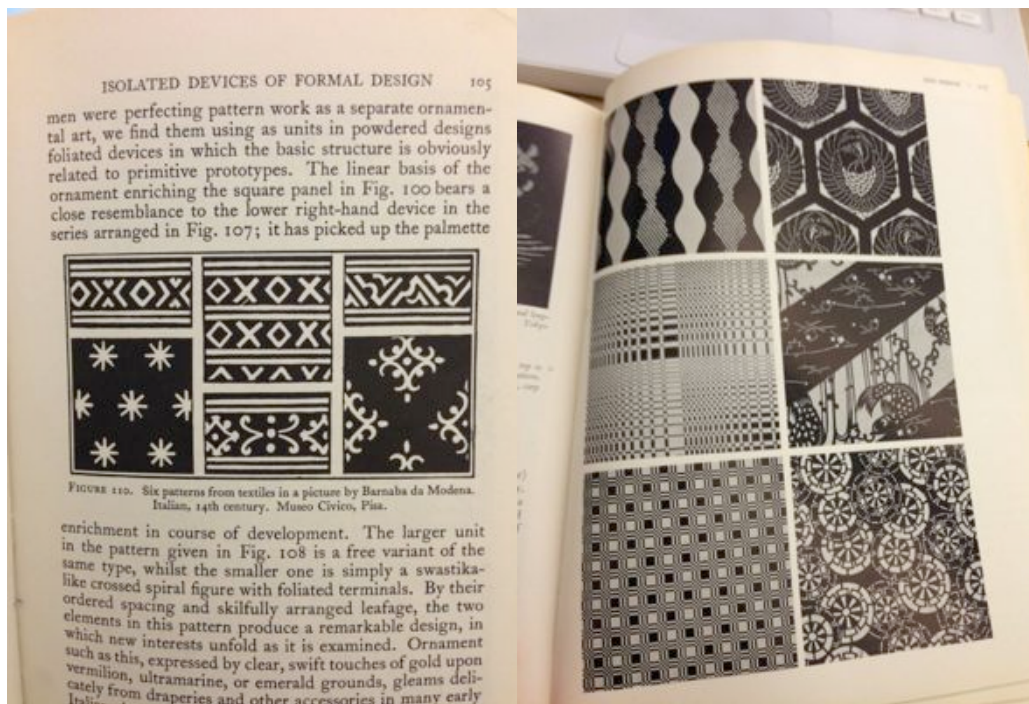
1. Did the student make his thinking visible in his studio journal?
2. Did the student document source material for a pattern with sketches or photographs?
3. Did the student show different variations of the pattern by repeating it more times, changing the colors or inverting the positive and negative space?
4. Did the student chose a particular medium or surface for his pattern?

STAGE 3: LEARNING PLAN

A. MATERIALS AND EQUIPMENT

This materials list is by no means extensive. The final project can be created in and with a variety of media. The list below offers suggestions of what to use.

1. Books that have images of repeat patterns from a range of cultures (see below)
2. Studio Journal (sketch book) – 1 per student
3. Pencils – 1 per student
4. Computer (optional)
5. Adobe Photoshop or Adobe Illustrator (optional)
6. Xerox copier
7. Chipboard – 1 8.5"x11" piece per student
8. X-acto knife – 1 per student
9. Block printing ink in a range of colors
10. Brayers
11. Colored paper
12. Clay
13. Clay tools – needle tool, loop tool.
14. Colored slip or underglaze



Sample repeat patterns from many cultures. Christie, A. (1969).

B. VOCABULARY WITH DEFINITIONS:

1. pattern – a decorative design, or distinctive style
2. repeat – to reproduce
3. medium – a substance that can be used for making art
4. inspiration – a thing or person that affects a feeling, emotion or idea



Contemporary works by Nada Debs. Lebanon.

C. VISUAL IMAGE RESOURCES:

Meridith Host Ceramics: <http://www.meredithhost.com>

Nada Debs: <http://www.nadadebs.com>

Morocco Mosque: <http://firenzeandfes.files.wordpress.com>

Syrian Inlay Furniture: <http://www.liveauctioneers.com>

Patternstyle: <http://patternstyle.tumblr.com/>

Resources for images of book pages listed below.

D. TEXT, MEDIA AND WEB RESOURCES:

Christie, A. (1969). *Pattern Design: An introduction to the study of formal ornament*. New York, NY: Dover Publications.

Critchlow, K. (1976). *Islamic Patterns: An analytical and cosmological approach*. New York, NY: Thames and Hudson, Inc.

Mizoguchi, S. (1973) *Arts of Japan I: Design motifs*. New York, NY: Weatherhill.

O’Kane, B. (2006). *The Treasures of Islamic Art in the Museums of Cairo*. Cairo, Egypt: The American University in Cairo Press.

Quaill, A. (1996). *Marking Our Times: Selected Works of Art from the Aboriginal and Torres Strait Islander Collection at the National Gallery of Australia*. Port Melbourne, Australia: Thames and Hudson (Australia) Pty Ltd.

Ryan, J. & Batty P. (2011). *Tjukurr tjanu: Origins of western desert art*. Melbourne, Australia: National Gallery of Victoria.

Wilson, H. (2011). *Pattern and Ornament in the Arts of India*. New York, NY: Thames & Hudson Inc.



Traditional Syrian Mother of Pearl Inlay



Inlay table and chair. Nada Debs.

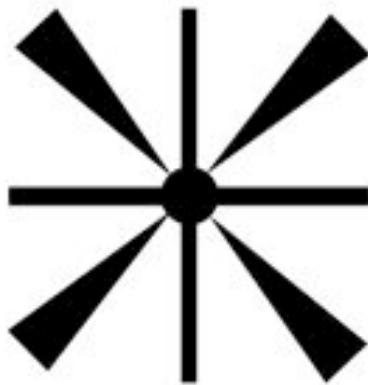
E. TEACHER INSTRUCTION:

1. The teacher will assign the lesson toward the end of the Foundations of Art semester.
2. The teacher will hand out books (one book per pair of students) and ask students to answer the following questions on a provided worksheet.
 - a. What culture does your book represent?
 - b. What do you notice about the patterns throughout the book?
 - c. Do you recognize a common theme through all of the examples in your book?
 - d. Where are the patterns found? On what type of surfaces?
 - e. Are the patterns representational? Abstract? Are they geometric? Have you seen these patterns before? If so, where?
 - f. Where do you notice patterns in your daily life?
3. The students will take about 10-15 minutes to work with their partner to investigate the book and answer the questions.
4. The teacher will then facilitate a discussion with the students asking them what they learned from the book about the culture and its patterns.
5. The students will then pass the books around so that everyone can see images of patterns from many cultures.
6. The teacher will show examples of contemporary artists who use repeat patterns in their work.

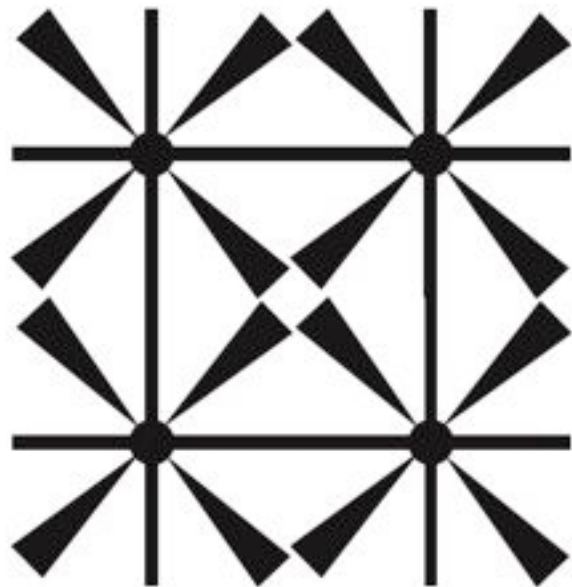
- a. Meredith Host (American)
- b. Nada Debs (Lebanese)
7. The teacher will ask the students to begin to think about creating their own patterns.
8. The teacher will show the students an example of how he/she created his/her own pattern
9. The teacher will ask students to consider where/on what material/in what medium they would like to print, carve, paint or draw their patterns.



Stove burners as inspiration for a repeat pattern.



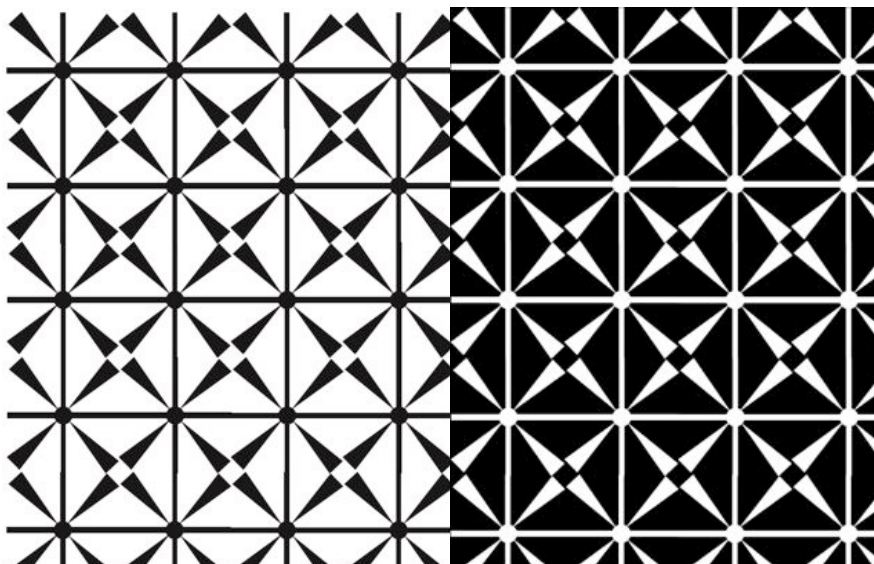
Design based on stove



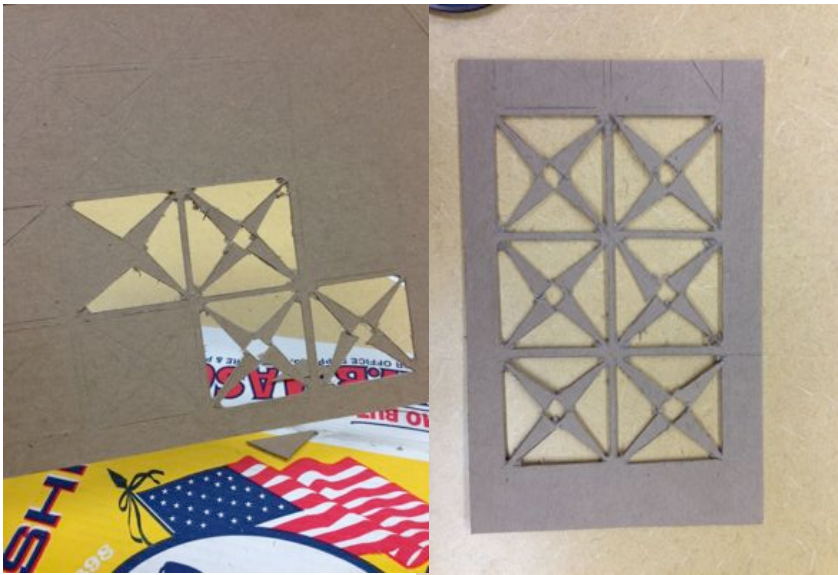
Pattern repeated 4 times.

F. LEARNING ACTIVITY:

1. The students will begin to consider what type of pattern they would like to create.
2. The students will compile sketches and ideas in their studio journal and take pictures of patterns they find at home or in their neighborhood environment.
3. The students will create a symbol or pattern and use either Adobe Photoshop or Illustrator or an Xerox machine to repeat their patterns.
4. The students will experiment with different colors and arrangements of their patterns.
5. Each student will decide which medium or technique(s) they would like to use to repeat his or her pattern.
6. The students must use at least two media for the final product (eg. print making and ceramics).
7. Differentiation/Modification of lesson: For those students who struggle with fine motor skills, they may use a computer to illustrate their designs. For those students to struggle to use an X-acto knife, they may use other methods such as tracing, or printing on stickers in order to transfer their image onto the desired surface. This lesson can be modified and transformed in many ways to accommodate each student. This project can also be simplified to students cutting or tearing pieces of paperboard and gluing them onto another sheet of paperboard to use as a printing block. (See final image on p. 13). This method does not involve computer graphics specific paper or cardboard cutting skills.



Pattern repeated many times and inverted.



Pattern cut out of chipboard with X-Acto knife.



Pattern transferred onto clay using two different methods: printing (l) and sgraffito (r).

