

Integrated Fine Arts Unit

All about patterns

Grade Levels: Early Primary



Music, Dance, Drama, and Art

Other subjects integrated throughout: Math,
Social Studies, Literacy, and German

Pattern: repeated decorative design

Art Lesson:

Summary:

- Using paper, pencils, markers and some objects from around the home and classroom, you and your students can create some fantastic patterns that will astound and amaze.

Materials:

- Paper (8-1/2" x 11" or larger) Pencils
- Magic markers
- Rulers or other straight edges
- Round lids from various sized containers (margarine, yogurt, milk caps, etc.) Be sure to have a nice variety available - ask the kids to bring round items in from home. (Optional: compasses used for drawing circles can be used instead of the container lids, making for a good tie-in to math).

Plan:

1. Begin by taking a ruler and drawing a number of lines across the paper. They don't need to run parallel to one another, as long as they all run in the same direction (up and down). Some can be closer at the bottom and further apart at the top. Its up to you. Draw between twelve and sixteen lines.
 - a. Talk about the math concepts of parallel lines, perpendicular lines, etc.
2. The next step is to take the round lids, lay them on the paper in different areas and trace them. Be sure to have some of the circles overlap other circles. Also, don't panic if the circles run off the page. It adds interest.
3. When you are happy with the amount of circles (remember to make different sized circles), then you can begin coloring in alternating areas of the design.
4. The idea is to start with one spot in the upper left hand corner (upper right hand corner for those who are left handed). Then, color in every other area - almost as though you were creating a checkerboard.
5. Take your time and if you run into trouble, don't panic, just change your pattern slightly and go with the flow. This is supposed to be fun after all.

Extras:

Experiment with different color combinations. Try using two different colors instead of one. Think about trying the complimentary colors together in the same design (red and green; blue and orange; violet and yellow).

If you are unhappy with the finished piece, why not find an section that you do like, cut it out with safety scissors and glue it onto a colorful piece of poster paper or cardboard?

Books/Other Materials:

Drawing With Children by Mona Brookes

Music Lesson:

Patterns using music and math

Objectives:

- Students will identify patterns in notation and number sequences as ways to solve musical and mathematical problems.

Materials:

- "Billy Boy," *The Music Connection*, Grade 3 (Parsippany, NJ: Silver Burdett Ginn, 1995); or *World of Music*, Grade 3 (Parsippany, NJ: Silver Burdett Ginn, 1991)
- Chalkboard

Plan:

1. Write the pattern "ti-ti ta" on the chalkboard. Ask the students to "pat-pat snap" this pattern several times.
2. Ask the students to examine the song "Billy Boy" and count the number of times the "ti-ti ta" pattern is repeated at the beginning of the song (six times). Write the pattern six times in a horizontal sequence. Have the students perform the song by saying "ti-ti ta" and using the "pat-pat snap" movement.
3. Ask students to use lower-case letters – a for "ti-ti" and b for "ta" – to describe this pattern ($ab\ ab\ ab\ ab\ ab\ ab$). Ask students how many items are in each of the six sets on the board (two).
4. Ask students to look for other places in the notation where the two eighth notes/quarter note pattern appears. Sing the song while following the notation and looking at the rhythmic patterns. (A small ensemble of rhythm instruments could play an ostinato while others sing.)
5. Tell students that mathematics is also filled with interesting patterns, and that they can solve problems with numbers and with musical notation by looking for patterns. Ask students to think of a place in the number line where this same "ab" pattern occurs (odd and even numbers). Ask students to determine whether the math pattern ends after six repetitions. (No, it continues to infinity.)
6. Invite students to recite the series of numbers from one to ten. Snap on the odd numbers and pat on the even numbers. Ask how this is similar to the notation pattern at the beginning of "Billy Boy" (both have every other item the same: "ti-ti ta" and "odd/even").
7. Ask students to illustrate this pattern sequence using objects, lines, or shapes. Then ask them to create and perform another rhythm that shows the "ab" pattern.

Extras:

- Have students look at the notation of familiar songs in their student texts. Ask them to find, identify, and perform any repeated rhythm or melody patterns they find (some may be longer than two beats).

- Have students look for and describe repeated patterns in visual art works or posters in the music room or throughout the school.

Patterns using music and literature

Objectives:

- Help students meet music education standards for identifying similar and dissimilar phrases presented aurally in a piece of music and identifying musical phrases in a song presented aurally. This lesson plan accomplishes this by allowing students to explore and learn about patterns in music, including verse/refrain form. It teaches them and gives them the opportunity to practice echoing simple melodic phrases and singing developmentally appropriate songs

Materials:

- Whiteboard or chalkboard
- Recognizing Patterns in Music and Children’s Literature Lesson Plan Pictures and Worksheet Handout
(<http://www.kenbakerbooks.com/lessonplanmusicpatternshandouts.pdf>)
- The children's picture book- OLD MACDONALD HAD A DRAGON by Ken Baker and illustrated by Christopher Santoro (ISBN 0761461752)
- Optional, but not required: Guitar or other musical instrument you might know how to play to accompany the singing of the song Old MacDonald had a Farm

Plan:

- Defining Patterns - Explain to the class what a pattern is. For example, a pattern is something that repeats itself, or happens over and over. Tell them a pattern can be something they see with their eyes. As an example, draw a pattern of repeating shapes or colors on the board (i.e., square – triangle, square - triangle; or green-yellow-red, green-yellow-red), or hold up the patterns from the handouts. Explain that a pattern can also be something you hear with your ears and that many songs have patterns made up of repeating words or phrases, and repeating tunes.
- Patterns in Old MacDonald had a Farm – Ask the class to raise their hands if they’ve heard the song Old MacDonald had a Farm. Tell them Old MacDonald had a Farm is a song with patterns. It has repeating words and melodic phrases. Ask them to listen for the repeating patterns as you sing the song together. Lead them in singing the song Old MacDonald had a Farm while introducing the animals in the following order; Cow, Pig, Sheep, and Dog (This is the order that the animals appear in the story Old MacDonald had a Dragon). You can hold up or point to a picture of the animal from the handout to indicate which animal you will be singing about in each verse.

- After singing the song, ask the students what patterns they noticed. Answers may include “EIEIO”, “Old MacDonald had a farm,” “On that farm he had a”, or the different animal noises. As the children share their answers, write them on the board or put on the board the associated pictures/phrases from the lesson plan handout.
- Patterns in the picture book Old MacDonald had a Dragon – Tell the class that you’re going to read them a book about Old MacDonald and his farm. Explain to them that in this story that some of the patterns from the song get interrupted or broken. Ask the children to listen for the patterns and the way the patterns are changed or broken as you read the story. Then read aloud to the children the picture book, “Old MacDonald had a Dragon”. If desired, while reading the book, you can sing the song/musical portions of the story.
- After you read the story, ask the class who or what broke the different patterns (The dragon interrupts the patterns). Ask the children to explain what patterns were broken or where. If needed, re-read the book or portions of it to show where the pattern breaks occur.
- Assess Students Ability to Identify Musical Phrases and Recognize Patterns
- Tell the class that you’re going to sing together Old MacDonald had a Farm again. Explain to them that as you sing it this time that you want them to count how many times a given pattern is repeated as you sing (i.e., “EIEIO”). Then lead them in singing the song, but this time add a verse with the dragon. The animals should be introduced in the following order; Cow, Pig, Sheep, Dog, and Dragon. Once again, hold up or point to a picture of the animal from the handout to indicate which animal you will be singing about in each verse. In the dragon verse, you can have the dragon say, “Roarr!” For fun, you might choose to sing the dragon verse again having it say “Burp!” instead (Refer to book to understand why).
- When you’re done singing, ask the class how many times the specified pattern was repeated. If desired, sing the verses again to have students count other patterns that are repeated in the song.
- Advanced reinforcement and assessment (Optional) – Identifying and Comparing Patterns and Phrases within a Story

- This portion of the lesson plan can be used to introduce the concept of comparing and contrasting patterns. Explain to the students that in addition to repeating patterns in the song, the story Old MacDonald had a Dragon also has other repeating patterns and phrases. These repeating patterns are very similar to each other (compare), but with slight differences (contrast). Hint: these compare and contrast phrases occur each time right before the dragon appears in the story and each time the dragon starts to leave. Explain to the students that as you re-read the book, that they should listen for those repeating phrases. Tell them that whenever you start to say a certain repeating phrase, that you want them to say it aloud with you (Or simply raise their hand). But also have them pay attention to the slight differences between each repeating phrase.

Extras:

- As an additional option, if you have enough copies of the book for the students to share, they can read silently along as you read, but when you come to a repeating phrase they can read it aloud. And when they come to the slight differences, you can instruct them to read those words even louder (or silent- your choice) to help them recognize the differences.

Drama Lesson:

Objectives: To decipher patterns in a picture book and apply them to a real-life dilemma.

Prior knowledge: Students need some knowledge of patterns

Materials:

- *Muncha, Muncha, Muncha!* Book
- Color images from book
- Tape
- Vegetable stickers (mailing labels with a vegetable image taped on)
- Gardener's hat
- Mr. McGreeley's instructions letter

Plan:

1. Assessing Prior Knowledge
2. What is a pattern? Define what a pattern is as a class. Where do we see patterns? Write the answers on the board.
3. People Patterns
4. With the students sitting on the carpet, create a pattern at the front of the classroom. Start with colors of clothes (blue, white, blue, white), advance to body shapes (an ABC pattern with small, medium and big shapes). You can continue creating patterns with an audience/actor format, or put students in two lines facing each other and mirror the same pattern, so that everyone is involved at once. Next, sitting in a large circle as a class, create a pattern in a circle using sounds. Ask students for three different sounds, then one by one, continue the pattern around the circle. After they have mastered this, stand up in the circle and create 3 or 4 movements. Repeat these movements one by one around the circle. In this activity, start with simple ABAB patterns, and then advance to ABCABC or AABC .
5. Transition: "Good job, friends! What patterns did we create so far? Those were all very creative patterns, and today we are going to look at a different kind of pattern. We are going to look for patterns in books. Has anyone ever read a book with a pattern?" Take some examples.

Explore:

Read Story: *Muncha! Muncha! Muncha!*

1. As you read, tape the laminated images on the board to create the visual pattern that we will repeat throughout the story (garden, bunnies, fence, bunnies, wall, bunnies, moat, bunnies, fortress, bunnies). Each time the rabbits eat the vegetables in the garden, have the students say the refrain with you "Muncha, muncha, muncha!"
2. Each time Mr. McGreeley builds a new structure, have students pantomime building the structure while sitting in their places.

3. Stop after Mr. McGreely builds the wall and make predictions about what might happen next, using the logic from the pattern. Stop again after Mr. McGreely builds the fortress and make another guess.

Reflect

Describe: What happened in the story?

Analyze: What patterns did you see in the story? What time of day did the events happen? How was that a pattern?

Relate: How did you use the patterns to guess what would happen next in the book? What would happen next in this story if it kept going? How did you feel when the pattern was broken ?

Transition: "Alright, friends now that you are experts at finding and making patterns, there is someone we need to help. Now, when I put on this hat, I am not the teacher anymore, okay? I will be an actor playing a character. My character's name is Alice and she has a problem we need to help her with. Everyone close your eyes while I put on my costume. When I clap my hands you can open your eyes." (Put on gardener hat and clap.)

Teacher-in-Role

(Nervous) "Hi friends, my name is Alice and Mr. McGreely hired me to put his garden back in order. I really need this job and I have to do a really good job to make him happy. As you know , he has this problem with rabbits and they keep eating his vegetables. Well, now they've eaten his whole garden and there aren't any vegetables left. He is so angry at those rabbits, so he hired me to take care of the garden. Only, he left these really confusing instructions. He is very particular about how he wants his garden and I don't want to mess it up. Let's take a look at these instructions. (Open up note, pretend to read, get very distressed) Oh, no they are all patterns! I get so confused and mixed-up with patterns! Do you think you can help me? Okay, maybe if we make these patterns with our bodies, it won't be so confusing. I'm going to give you a sticker with a picture of a vegetable on it and that will be your vegetable. (Give each student a sticker and have them to stand in a group with their fellow vegetables) Can you show me with your body what a carrot might look like? What about peas? What about lettuce? And how about tomatoes? Great! I think we're ready. Okay this first pattern says tomato, carrot, lettuce and peas. (Create the pattern, repeat it once. Create a row in the garden with this pattern-students standing. Once you have your row, have students pantomime digging a hole and planting their seeds.) Now this one says, circle, long, circle, long . What do you think that means? What vegetables are circles? Which ones are long? (Create the pattern, dig holes, plant seeds.) Oh no! Now this one is colors! It says green, green, red, orange. Uh-oh, we have two green vegetables! I guess we'll have to create our own pattern. (Create and repeat, pantomime digging and planting) I think we have done such a great job making the patterns he asked for, do you think we might make one

big pattern with all of us ? (Create one large pattern as a class.) Alright friends, let's water the garden. Uh-oh. We have to make sure we keep out those pesky rabbits. Mr. McGreely would be so angry if they came back and all our vegetables were gone again. What was the last thing Mr. McGreely built? What should we build next to keep the pattern going? (Decide on the bigger thing to build) Do you think we can build it? Let's build it around our garden! What do we need to build it? (Hand out imaginary materials based on their responses, walk them through a narrative pantomime to build structure.) Everyone find your own space on the outside edge of our garden (the carpet edge) and in your own space, I want you to listen to my instructions and we will build the (insert their structure). (Give small groups of students "jobs" based on the structure they named and have them pantomime building it together.) Thanks so much friends, I couldn't have finished all the planting without you! I have to go, Mr. McGreeley should be home any minute! Let's take a seat on our spots and close our eyes. When I clap my hands you can open them again."

Reflection:

Describe: Who did you just meet? What was her problem?

Analyze: How did you help her solve her problem?

Relate: How can we use patterns to guess what is going to happen in a story? Where else do we see patterns in our lives?

Dance Lesson:

Objective:

Students will learn five basic waltz steps, the history of the waltz, geography and climate of the countries of Germany and Austria.

Materials:

- CD player
- Appropriate waltz music
- Map

Plan:

- The class will be in one large circle. All of the leads (usually men) should stand with the R shoulder toward the center of the circle. The follows, their partners, should face the leads with the L shoulder toward the center of the circle. Dancers may practice the steps facing one another without actually touching. After the steps are learned the dancers should perform the steps in ballroom dance position.

Description of Ballroom Dance Position:

* Partners should be about six inches apart. They should stand upright with the head up and shoulders relaxed.

* **Lead's Position:** The lead's R arm should be placed firmly, with fingers and thumb held together, slightly below the follow's L shoulder blade. Gentle pressure on the back of the follow can be used to "lead" the partner in various steps of the dance. The lead's R arm should be kept firm and lifted at a 90 degree angle to his body making full contact with the woman's left arm.

* The follow's L arm should rest gently on the lead's upper arm with fingers on the lead's R shoulder. The follow's R hand should rest in the palm of the lead's L hand. These joined hands should be raised to eye level of the shorter person.

* Each dancer's eyes should be focused over his/her partner's R shoulder. Partners should not dance toe to toe. Students should be instructed to move slight to their own L, thus putting the R foot between the partner's feet.

Five Basic Waltz Steps:

1. **Box Step:** This pattern resembles a box. The partners perform opposite movements. When the lead moves forward the follow moves backward.

Count	Lead's Part	Lead	Follow's Part
1	Left foot forward	Closed Position	Right foot back
2	Right foot side	Closed Position	Left foot side
3	Left foot close	Closed Position	Right foot close
4	Right foot back	Closed Position	Left foot forward
5	Left foot side	Closed Position	Right foot side
6	Right foot close	Closed Position	Left foot close

<http://www.dancetv.com/tutorial/waltz/waltz1.html>

2. Under Arm Turn: To initiate this turn, the lead raises his left hand in the air, which is a cue for the follow to turn underneath. The follow will take six walking steps forward in a small circle, returning to her original place by the sixth step.

3. Waltz Left Box or Right Box Step: One box step is done with a $\frac{1}{4}$ turn to the lead's L. The pivot is done as the lead steps forward and the "side step close" is done facing the wall to the L of the lead. On the next step the lead steps back R and the follow steps forward L again completing a $\frac{1}{4}$ turn. This sequence is repeated 2x and the dancers end up in the original position. The Right Box Step is also done with the lead stepping forward as follow steps back and pivots $\frac{1}{4}$ turn to the R. Note: A nice video of this can be seen at the web site listed below.

<http://www.ballroomdancers.com/Dances/media.asp?Dance=AWA&StepNum=107>

4. Hesitation Step – Lead steps forward L and together in place RL. Follow performs the opposite movement. The dancers can reverse the movement on the 2nd hesitation step with lead stepping back R, and, together LR and follow performing the opposite movement.

5. Progressive Waltz Step – The lead goes forward on counts 1 and 4 performing the box step in place after each forward step. The cue for the lead is: forward L(1) side R(2) close L(3) forward R (4)side L(5) close R(6). The follow performs the opposite movement.

Extras:

Social Studies:

Anticipatory Set: The waltz is a romantic dance done in triple time. It is considered the mother of present day dances and began in southern Germany in the 17th century. The ballrooms of Vienna popularized a faster version of the waltz that became known as the Viennese Waltz. The fast whirling of partners that appeared to be in an embrace shocked polite society. Religious leaders of the times viewed it as vulgar and sinful. More recent studies have shown that waltzing can be beneficial for cardio-respiratory function. (More information can be found at the web sites listed in the lesson idea.)

<http://www.castleschoolofdancing.com/standard.htm>

<http://www.centralhome.com/ballroomcountry/waltz.htm>

Climate and Geography of Germany and Austria: Germany is a country in Central Europe. It is Europe's most populated nation. In 1949 two German states were formed, Germany and East Germany. The Berlin Wall, which divided the country, came down in 1989, and democracy came to all Germans. Austria lies to the south of Germany. It is totally land locked and is very mountainous. The mountain ranges are known as the Austrian Alps. The musical, The Sound of Music, took place in the country of Austria. Today, Austria is known as the walking and hiking capital of Europe. The climate of both countries is much like some parts of the US. The winter lows are in January and February with the temperature possibly as low as 0 degrees. In July and August, when it is very hot, the temperature may reach 100 degrees.

German is the official language of both Germany and Austria.

Want to learn some German words?

Hello in German is “Hallo;” Good morning is “Guten Morgen;” Goodbye is “Auf Wiedersehen” (w sounds like a V); Please is “Bitte;” “Bitte” also means you’re welcome!

Try counting the waltz steps in German:

1. Eins
2. Zwei
3. Drei
4. Veir
5. Funf
6. Sechs

Resources:

<http://www.kinderart.com/drawing/patternsgalore.shtml>

<https://www.teachervision.com/math-principles/lesson-plan/10343.html>

<http://teachers.net/lessons/posts/4600.html>

<http://dbp.theatredance.utexas.edu/content/patterns>

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9863#.WD4i64WcHIU>