

# Pattern Initials



**Grade:** Kindergarten

**Medium:** Marker

**Learning Objective:** Students will view repetitive patterns used in works of art and draw or stamp repetitive patterns in their own work.

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## Elements of Art/Principles of Design

**Pattern:** a principle of design; the repetition of the elements of visual arts in an organized way.

**Shape:** an element of visual arts; a two-dimensional (flat) area enclosed by a line.

- **Geometric:** shapes and/or forms that are based on mathematical principles, such as a square, rectangle, circle or triangle.

- **Organic:** shapes and/or forms that are irregular, often curving or rounded, based on natural forms.

## Vocabulary Words

**Negative Space:** the empty space surrounding a shape, figure, or form in a two- or three-dimensional artwork.

**Repetition:** the repeated use of elements of visual arts to create a pattern, movement, or unity.

## Materials & Supplies

- 9" x 12" Sulphite Paper
- Newsprint for pattern practice
- Black Chisel Tip Permanent Markers
- Medium and Large Markers of all colors
- Pencils
- Optional: stamps – if students' fine motor skills are a concern

## Advanced Preparation

Prior to class, collect a list of the student's initials from the teacher. The student's first, middle, and last initial will be needed for this project.

Prior to class, use a pencil to create a base for each student: Write their first name in pencil on the back. When drawing their initials, extend each initial from the top edge to bottom edge of the page. The initials are the positive space and the space left blank is the negative space. It is important that the initials extend to the edges of the paper to create as many unique negative spaces as possible.



### **Tips & Tricks**

- Use a wide chisel tip poster marker to draw the initials.
- Don't use black, gray, or brown markers when the students create their patterns. This will allow their initials to stand out better.

### **Discussion Points**

Kindergarteners learn about pattern in their curriculum. They should be familiar with repetition and with A, B and also A, B, C patterns. Check with your teacher to find out how complex a pattern the class can handle.

### **Reflection Point (Assessment of Learning Objectives)**

Students can recognize a pattern in a work of art and can predict a sequence within a pattern  
Students will fill in each closed-shaped section of negative space with a different pattern, using markers.

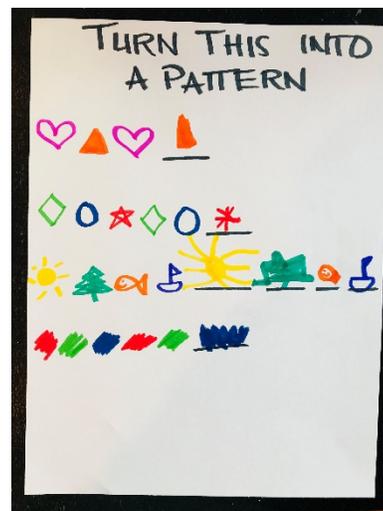
### **Instructions for Lesson**

1. Prepare the initial sheets before class.
2. Show students several works of art containing patterns (Escher, Magritte and Klimt used pattern and repetition quite often). Have the students identify the patterns in each work.
3. Give each student scratch paper to create and practice their own shapes and patterns.
4. Discuss options for shapes that they can use to fill in their negative space. Each white space is a negative space. These are the spaces that will be filled with patterns. The students will need help thinking of shapes.

- As a class, build a sheet of shapes that they can use in their artwork. Geometric shapes work great for this. Leave this sheet up for the students as they are creating their artwork so they can refer back to it for reference. Try to stay away from emoji type images which can be too complex to draw repeatedly.

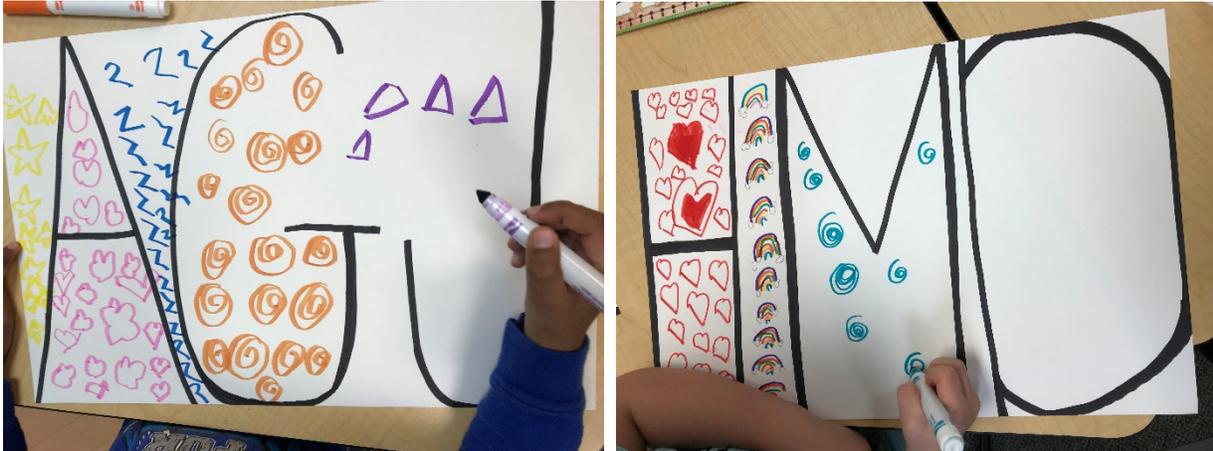


- Begin with a discussion on pattern. Ask the students for examples of what a pattern looks like. Remind the students that a pattern can be made with a repeating design element and also with repeating colors.
- Create a pattern and ask the class what would come next to continue the pattern.



- Hand out the student's initial pages. Students use the chisel tip black permanent marker to trace their pre-penciled initials. The initials are the positive shape and the area that they leave blank is the negative space. It is important that the initials extend to the edges of the paper to create as many unique negative spaces as possible.
- Have each student pick a shape and color to create their pattern. Ask them to fill in their first negative space in with their design choice.

10. When the students are done with their first negative space, have them move on to their second. As them to choose a new pattern for this. They can refer to the shape idea sheet for ideas.
11. Continue until they have filled all negative spaces with different patterns. Depending on the shape of the letters and the initials in the child's name, the students will have differing amounts of negative spaces to fill.



**References and Attributions:** Laurelle Graves and the Kindergarten students of Ms. Faddis's class at Apollo Elementary.

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## **Notes for Educators**

### **21<sup>st</sup> Century Thinking Skills**

Creating, taking responsible risks, observing, making connections, visualizing, sequencing, determining main idea and problem solving.

### **WA State Learning Standards**

(VA:Cr1.1.K) a. Engage in exploration and imaginative play with materials.

(VA:Cr1.2.K) a. Engage collaboratively in creative art-making in response to an artistic problem.

(VA:Cr2.1.K) a. Through experimentation, build skills in various media and approaches to art-making.

(VA:Cr3.1.K) a. Explain the process of making art while creating.

(VA:Re7.2.K) a. Describe what an image represents.

(VA:Re8.1.K) a. Interpret art by identifying subject matter and describing relevant details.

### **Arts Integration Opportunities**

Docents can assign a meaning to a shape or color to expand the symbolic nature of art i.e. if a letter can represent a name, a circle might mean calmness, a triangle: playful, a square: hardworking etc. Students can choose a shape that describes the artist's personality.