**Visual Arts and Science Infused Lesson**

**Cycles**
Author: Meredith Essex  
Adapted from *Pivotal Moments* by Beverly Harding Buehler

**Enduring Understanding**
Images can be organized to form a scientific model that communicates a life, earth/space, energy, or matter cycle or a pattern of change. A variety of art elements can create dynamism and repetition of art elements can create unity in compositions.

**Lesson Description** (Use for family communication and displaying student art)
In this visual arts and science lesson, students create scientific models that visually communicate the dynamics of cycles or patterns of change using sequential collage images. First, cycles (from STEM topics) are documented through written description and sequential sketches. Next, students create key cycle images composed of layered paper shapes. Concepts of repetition and variety of arts elements are emphasized in composition. Last, sequential images are organized graphically to convey meaning.

**Learning Targets and Assessment Criteria**

**Target:** Communicates effectively.  
**Criteria:** Actively listens, expresses ideas visually and verbally, responds to others.

**Target:** Creates a model of a cycle (from STEM topics).  
**Criteria:** Creates and graphically organizes sequenced collage images showing a pattern of change in life, earth/space, matter, or energy.

**Target:** Creates visual dynamism and unity in composition.  
**Criteria:** Varies colors, shapes and textures to activate images. Repeats colors, shapes, and textures to connect images.

**Target:** Uses craftsmanship in collage.  
**Criteria:** Cuts/tears smoothly, glues flat and securely.

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<thead>
<tr>
<th><strong>Vocabulary</strong></th>
<th><strong>Materials</strong></th>
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<tbody>
<tr>
<td><strong>Arts Infused:</strong></td>
<td><strong>Museum Artworks or Performance</strong></td>
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| Color | **Seattle, WA**  
Seattle Art Museum |
| Sequence | **Tacoma, WA**  
Tacoma Art Museum |
| Shape | **Science:** |
| Pattern | Change |
| Texture | Cycle |
| **Earth/Space** | **Energy** |

<table>
<thead>
<tr>
<th><strong>Learning Standards</strong></th>
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| **WA Arts Learning Standards in Visual Arts**  
For the full description of each standard, see: [http://www.k12.wa.us/Arts/Standards](http://www.k12.wa.us/Arts/Standards) |
| **Creating (Concepts: Line, Shape/Form, Texture, Unity, Repetition, Contrast, Dynamism. Technique: Collage)** |
| 1. Generate and conceptualize artistic ideas and work. |
| 2. Organize and develop artistic ideas and work. |
| 3. Refine and complete artistic work. |
| **Performing/Presenting/Producing** |
| 4. Select, analyze, and interpret artistic work for presentation. |
| 5. Develop and refine artistic techniques and work for presentation. |
| 6. Convey meaning through the presentation of artistic work. |
| **Responding** |
| 7. Perceive and analyze artistic work. |
| 8. Interpret intent and meaning in artistic work. |
| 9. Apply criteria to evaluate artistic work. |
### Connecting

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

### Early Learning Guidelines (Pre-K – Grade 3)


(Age 4-5) 3. Touching, seeing, hearing and moving around: Open and close blunt scissors with one hand, and cut a straight line.

(Age 4-5) 5. Communicating: Tell some details of a recent event in sequence.

(Age 4-5) 6. Learning about my world: Science: Talk about changes in the weather and seasons, using common words, such as rainy and windy. Look at where the sun is in the morning, afternoon, evening and night. Arts: Show an increasing ability to use art materials safely and with purpose.

### Next Generation Science Standards


**Topic:**

- Weather and Climate
- Interdependent Relationships in Ecosystems
- Space Systems: Patterns and Cycles
- Structure, Function and Information Processing
- Earth's Systems: Processes that Shape the Earth
- Inheritance and Variation of Traits: Life Cycles and Traits
- Matter and Energy in Organisms and Ecosystems

### Disciplinary Core Ideas:

- LS1.A: Structure and Function
- LS1.B: Growth and Development of Organisms
- LS2.A Interdependent Relationships in Ecosystems
- LS2.B. Cycles of Matter and Energy Transfer in Ecosystems
- ESS1.A The Universe and It's Stars
- ESS2.A: Earth Materials and Systems
- ESS1.B: Earth and the Solar System
- ESS2.C: The Roles of Water in Earth's Surface Processes
- ESS2.D: Weather and Climate

### Materials

- Arts Impact Sketchbooks; Drawing Pencils: 2B; Copy paper, 8.5x11”: copy Graphic Organizer from lesson (one per student); Watercolor paper: 6x6” for collage backgrounds: 3-5 per student; Ziploc bags: 2-gallon size bags (for papers and for each student, if needed) to store collage materials in process; Scissors; Fadeless art paper: variety of colors; Re-purposed colorful & textural papers; Glue sticks; Recycled magazines to use as glue mats; Rulers; Watercolor paper: 22x30”, or similar size, for creating accordion books; Color Poster board: 24x30”, or similar size, for mounting; Class Assessment Worksheet

Seattle Art Museum images:

- *The Studio*, 1977, Jacob Lawrence, 90.27


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**continued**

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Science Kits Addressed:
PreK: Discovering Nature
K: Animals
1: Weather, Organisms
2: Soils, liquids
3: Rocks and Minerals, Plant Growth and Development
4: Ecosystems
5: Land and Water

Performance Expectations:
K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
1.ESS1-1 Use observation of the sun, moon and stars to describe patterns that can be predicted.
1.ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.
3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death.
3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.
4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
5-PS3-1. Use models to describe that energy in animal’s food was once energy from the sun.

Crosscutting Concepts:
Patterns
Stability and change
Structure and function
Cause and Effect
Energy and Matter
Systems and System Models

Science and Engineering Practices:
1. Asking Questions and Defining Problems
2. Developing and Using Models
4. Analyzing and Interpreting Data
8. Obtaining, Evaluating, and Communicating Information
Pre-Teach
Guide students in identifying and analyzing how images can be sequenced to communicate a story or a pattern of events.

Lesson Steps Outline

1. Engage students in defining a scientific model. Discuss how images can transcend the written word by communicating ideas through visual elements (of shape, line, color, texture, and space). Focus on how specific information can be expressed through compositions of shapes and the sequencing and organization of pictures.

2. Introduce and guide art analysis of *Learning to Discern* by Layne Goldsmith and *Mojo Molding* by Marita Dingus from the Tacoma Art Museum collection and *Inopportune Stage One* by Cai Guo-Qiang from the Seattle Art Museum collection. Focus on the concept of visual dynamism. Examine ways artists suggest change and create visually dynamism compositions (diagonal lines, contrast, variety of line, shape, texture).

   ☑ Criteria-based process assessment: Analyzes works of art for visual dynamism.

3. Introduce concept of visual unity. Facilitate further class analysis of works of art, looking for ways artists create visual unity in compositions (repeating shapes, colors, textures, patterns, etc.). Focus on idea of establishing place or context or showing sameness or stability through repetition.

   ☑ Criteria-based process assessment: Analyzes works of art for visual unity.

4. Define cycle. Pose the problem of creating a model that shows key changes that occur in a cycle. Identify STEM topic cycles or patterns of change. Focus on life, earth/space, energy, or matter cycles through review of targeted areas of class study. Demonstrate and guide writing about and sketching 3-5 key cycle phases.

   ☑ Criteria-based teacher checklist: Actively listens, expresses ideas visually and verbally, responds to others.
5. Introduce creating a series of 3-5 visually dynamic and visually unified collage compositions based on sketch ideas that communicate a STEM topic cycle. Show *The Studio* by Jacob Lawrence from the Seattle Art Museum collection to emphasize bold shapes and limited colors.

Demonstrate selecting papers. Demonstrate effective cutting or tearing. Demonstrate arranging compositions. Demonstrate effective gluing.

Guide students in creating collage cycle models.

- Criteria-based teacher checklist and self-assessment: Creates sequenced collage images showing a pattern of change in life, earth/space, matter, or energy. Varies colors, shapes, and textures to activate images. Repeats colors, shapes, and textures to connect images. Cuts/tears smoothly, glues flat and securely.

6. Introduce concept of how graphic organization of images can help communicate ideas.

- Criteria-based teacher checklist and peer assessment: Graphically organizes sequenced collage images showing a pattern of change in life, earth/space, matter, or energy.


- Criteria-based self-assessment and group reflection: Actively listens, expresses ideas visually and verbally, responds to others. Describes artistic choices and how they communicate information. Describes and analyzes visual dynamism and visual unity in own and other’s art.
LESSON STEPS

1. Engage students in defining a scientific model. Discuss how images can transcend the written word by communicating ideas through visual elements (of shape, line, color, texture, and space). Focus on how specific information can be expressed through compositions of shapes and the sequencing and organization of pictures.

   - In the Next Generation Science Standards, I found this quote about what we will be doing today: "In science, models are used to represent a system (or parts of a system) under study, to aid in the development of questions and explanations, to generate data that can be used to make predictions, and to communicate ideas to others." (Next Generation Science Standards: Scientific Practice: Developing and Using Models)

   - Have you ever found a picture easier to "read" than words? Why?

   - How are changes, sequential events, technical instructions, a story, or a cycle shown in pictures in the world around us? (graphic novels, comics, art, manuals...).

2. Introduce and guide art analysis of Learning to Discern by Layne Goldsmith and Mojo Molding by Marita Dingus from the Tacoma Art Museum collection and Inopportune Stage One by Cai Guo-iang from the Seattle Art Museum collection. Focus on the concept of visual dynamism. Examine ways artists suggest change and create visually dynamism compositions (diagonal lines, contrast, variety of line, shape, texture).

   The Tacoma Art Museum’s collection is available on-line at: http://www.tacomaartmuseum.org/explore/collections
The Seattle Art Museum’s collection is available on-line at: http://www1.seattleartmuseum.org/eMuseum/code/emuseum.asp. To find the images in this lesson, enter the accession number for the work of art in the search box on the collections page of SAM’s website. Accession numbers for these works of art are listed in the materials box at the beginning of the lesson.

- **How does the artist emphasize change or show the elapsing of time in this work of art?**

- **How do visual elements of line, shape, or color create excitement and contrast in individual images and in the composition (of multiple sequenced images) as a whole?**

- **The ways that an artist makes an image exciting—like using diagonal lines, contrast, or a large variety of elements—is called visual dynamism.**

Criteria-based process assessment: Analyzes works of art for visual dynamism.

3. **Introduce concept of visual unity. Facilitate further class analysis of works of art, looking for ways artists create visual unity in compositions (repeating shapes, colors, textures, patterns, etc.). Focus on idea of establishing place or context or showing sameness or stability through repetition.**

- **In order to communicate the idea of change in a sequence of pictures, why do we need to have some things the same in each picture? Which elements could you repeat?**

- **In creating a sequence of three or more pictures as a model of a cycle, how can we visually connect each picture so that all are visually unified?**
• One way artists create visual unity is by repeating patterns, shapes, or colors in different parts of the same picture. When artists create a series of images to tell a story, they also repeat elements to make all the images relate to each other.

Criteria-based process assessment: Analyzes works of art for visual unity.

4. Define cycle. Pose the problem of creating a model that shows key changes that occur in a cycle. Identify STEM topic cycles or patterns of change. Focus on life, earth/space, energy, or matter cycles through review of targeted areas of class study. Demonstrate and guide writing about and sketching 3-5 key cycle phases.

Choices for STEM topic cycles can be identified and offered through teacher-facilitated class brainstorming or one-two current STEM topics can be assigned. This lesson can also be adapted to accommodate small student groups collaborating together to create collage models.

• In our scientific investigations, where have we noticed patterns of change? What might be a definition of a cycle? (A cycle is a series of events that happen repeatedly in the same order.)

• I am reviewing and describing 3-5 key phases in a cycle and making notes and sketches about each phase on a graphic organizer. Notice that I am making quick working drawings that I am adapting and changing. I want each picture to effectively communicate what is happening.

The number of collage cycle pictures can be limited to three, four, or five separate pictures, or students can make their own strategic decisions about how many pictures in the series are needed to effectively communicate information. Half-page graphic organizers for recording descriptions and sketches describing a cycle of three, four, or five phase are included and can be copied accordingly.

• Review or research the cycle you are creating a model for. Identify and sketch the key phases you will communicate visually. Remember a sketch is just a quick working drawing. It’s not perfect, and it’s not the finished work of art.

• Revise and adapt your sketch compositions: Make artistic decisions about what might change and what might stay the same in each picture in the series.

• Talk with a peer about your sketches: do they effectively communicate phases of the cycle? You are using your communication skills. Listen well and offer feedback. Integrate ideas that can help you express ideas your ideas even more effectively.

Criteria-based teacher checklist: Actively listens, expresses ideas visually and verbally, responds to others.
5. Introduce creating a series of 3-5 visually dynamic and visually unified collage compositions based on sketch ideas that communicate a STEM topic cycle. Show *The Studio* by Jacob Lawrence from the Seattle Art Museum collection to emphasize bold shapes and limited colors to simplify and create unity.

- Using our sketches as a guide, we are now going to make three to five collages, each one communicating a key part of the cycle.

- Artistically our job is to make our collages both visually dynamic by using a variety of elements and materials/diagonal lines/contrast and visually unified by repeating arts elements. Scientifically, our job is to communicate or model a concept effectively (without using words).

- What do you think is going on in this picture, just by looking at it? What do you see that makes you say so?

- What does the artist, Jacob Lawrence, repeat to make it look like everything go together in his composition?

- Jacob Lawrence communicates a lot of information with bold shapes and just a few colors. Collage forces us to simplify.

**Demonstrate selecting papers.**

A mix of paper can be placed on trays for table groups to choose from. Papers can also be laid out buffet style for students to choose from initially (set a timer at 1 -2 minutes to move students groups
through) and throughout the collage process. Sorting paper by predominant color into clear 2-gallon Ziploc bags for easy student access keeps paper more organized.

- **Artistic choices in materials selection are important.** Notice I select papers that can communicate effectively. Translucent papers could suggest water, certain colors and textures might suggest a object, place, plant, or animal.

- **We will all start by choosing 5 color papers.** We need a variety of materials to emphasize change and create visual dynamism. We are also considering which colors and shapes will be repeating for unity.

**Demonstrate effective cutting or tearing.**

- **Good craft or craftsmanship means careful and precise cutting or tearing.** Practice keeping thumbs up, opening scissors wide, turning the paper (not the scissors), and cutting SLOWLY. This gives us maximum control over tools and materials.

- **In tearing paper, experiment with pre-creasing paper and practice first on small pieces (since all papers tear differently) to conserve.**

**Demonstrate arranging compositions.**

- **Cut the biggest boldest shapes and arrange them thoughtfully for each collage picture.** Think about change and stability. What changes and what remains the same in each picture?

- **I am looking at my sketches and arranging the major cut out shapes.** I am also cutting and layering smaller details to communicate more information.

- **Notice that I am thinking before I am gluing!**

- **Collage allows us to arrange and re-arrange our composition until we feel it communicates a concept effectively.** When I think my compositions are ready to glue, I will check in with a peer or a teacher to reflect on whether my choices meet criteria before making them permanent.

**Demonstrate effective gluing.**

- **Using good craftsmanship, I am thoughtfully turning cut out shapes upside down on a glue mat (or protective paper) and running glue stick around all of the edges.**

- **I rub each shape firmly down in place on background paper to glue flatly, smoothly, and securely.**
**Guide students in creating collage cycle models.**

- Distribute glue sticks after criteria-based (self and teacher) assessment check of student work. Provide reusable 2-gallon Ziploc bags for each student for storing their own collage materials in-process, if needed.

  - *Once you have arranged your composition, ask yourself these questions:*

    - Have I repeated colors, shapes, and textures to unify my compositions? Where?

    - Have I used contrast or variety of colors, shapes, and textures to emphasize change and visual dynamism in my composition? Where?

    - Have I effectively visually communicated key changes or phases in my cycle? How?

- Have students cut every usable paper scrap into a square or rectangle so that paper is ready for the next artist.

  - **Criteria-based teacher checklist and self-assessment:** Creates sequenced collage images showing a pattern of change in life, earth/space, matter, or energy. Varies colors, shapes, and textures to activate images. Repeats colors, shapes, and textures to connect images. Cuts/tears smoothly, glues flat and securely.

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**6. Introduce concept of how graphic organization of images can help communicate ideas.**

- Teachers may select one format such as horizontal left to right mounting on poster board or a stand-up accordion style book for the class or offer students choices for graphic organization including vertical, diagonal, circular orientation of pictures depending on which format supports their model best.

  - **Sequencing, arranging, and mounting your collage pictures is where final decisions about communicating ideas are made. You are preparing to present this information.**

  - **What is a graphic organizer? We used one to develop our cycle ideas. What does graphic mean? What does organizer mean?**

  - **What makes a cycle or pattern different than any series of events? (It repeats or begins where it starts.)**

  - **Arrange your collage pictures in a way that best communicates information about the cycle. Check with a peer on your ideas and see if they agree.**

  - **Use measurement to be precise in your placement and gluing.**

  - **Using good craftsmanship, arrange and glue your collage model images to a mounting board with care.**
Criteria-based teacher checklist and peer assessment: Graphically organizes sequenced collage images showing a pattern of change in life, earth/space, matter, or energy


- Describe how you have communicated cycle changes in your collage model.
- How did you create (or where do you see) visual dynamism in your (or a peer’s) collage model? Why and where is an area exciting to look at? How does it help us see change or phases of the cycle clearly?
- What and where did you repeat (or what did a peer repeat) shapes, colors, or textures to create a sense of unity in the compositions?

Criteria-based self-assessment and group reflection: Actively listens, expresses ideas visually and verbally, responds to others. Describes artistic choices and how they communicate information. Describes and analyzes visual dynamism and visual unity in own and other’s art.
Cycles Graphic Organizer – 3 Phases

Name: ________________________________  Date: __________

1. ________________________________

2. ________________________________

3. ________________________________

Cycles Graphic Organizer – 4 Phases

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________
Cycles Graphic Organizer – 5 Phases
ARTS IMPACT LESSON PLAN Arts Infusion

Cycles

Teachers may choose to use or adapt the following self-assessment tool.

## STUDENT SELF-ASSESSMENT WORKSHEET

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>SCIENCE/VISUAL ARTS</th>
<th>VISUAL ARTS</th>
<th>Total</th>
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<tbody>
<tr>
<td>Criteria</td>
<td>Communication/Model of a Cycle</td>
<td>Visual Dynamism</td>
<td>Visual Unity</td>
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<tr>
<td>Concept</td>
<td>Actively listens, expresses ideas visually and verbally, responds to others.</td>
<td>Creates images to show a pattern of change.</td>
<td>Graphically organizes images to show a pattern of change.</td>
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### Criteria-based Reflection Questions:

**Self-Reflection:**

How does your artistic/scientific model show the key phases or events in a cycle?

How did you create visual dynamism in your art?

What did you repeat to create a sense of unity in the compositions?

Did you use good craftsmanship in your collage cutting and gluing?

Describe the thinking behind how you graphically organized and presented the collage images in your model.

**Peer to Peer:**

Pick one of your classmate’s collage series that communicates information effectively. Share what you see that is especially effective.
**CLASS ASSESSMENT WORKSHEET**

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What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between visual arts and science?

Teacher: ____________________________ Date: ________________
Dear Family:

Today your child participated in an Arts and Science lesson. We learned about how artists and scientists communicate ideas visually.

- We created scientific models that visually communicate the dynamics of cycles or patterns of change using sequential collage images.
- We looked at art composed of sequential images and also analyzed how artist used variety of elements to create visual dynamism and repeated elements to unify works of art.
- We identified key phases of cycles that we are studying in science.
- We described each cycle phase in writing and sketch form to help us develop and visualize our ideas.
- We shared our cycle model ideas and sketches. We focused on effectively communicating both visually and verbally by listening well, giving feedback to peers and integrating feedback from peers.
- We learned about craftsmanship in collage techniques and created a collage image for each phase of the cycle using good cutting or tearing and gluing skills.
- We graphically organized our collage images to communicate information about the cycle most effectively.

At home, you could notice and visually document cycles that occur in your daily life. You could look for visual dynamism (from diagonal lines) and visual unity (repeating colors, shapes and/or patterns) in the narrative art of the Sunday comics!

**Enduring Understanding**

Images can be organized to form a scientific model that communicates a life, earth/space, energy, or matter cycle or pattern of change. A variety of art elements can create dynamism and repetition of art elements can create unity in compositions.