

ARTS IMPACT LESSON PLAN

Visual Arts and Literacy Infused Lesson

Repetition in Text and Illustration

Authors: Sandra VanHoof with Beverly Harding Buehler Grade Level: Pre-kindergarten

Enduring Understanding

Repeating words, phrases, textures, or shapes can show repetition.

Lesson Description (Use for family communication and displaying student art)

Students learn about repetition by wiggling their hands when they hear repeating words in a story. They echo the repeating words and phrases heard. They create collages by repeating shapes, color, or texture in their artworks.

Learning Targets and Assessment Criteria

Target: Recognizes and uses repetition.

Criteria: Wiggles hands when repeating words and phrases are heard. Echoes repeating words and phrases heard. Repeats shape, color, or texture in own work of art.

Target: Thinks creatively.

Criteria: Demonstrates at least two different textures.

Target: Creates an artwork.

Criteria: Cuts or tears shapes from painted textures and combines them by gluing them into a collage.

Vocabulary

Arts Infused:

Pattern
Repetition

Literacy:

Illustrations
Phrases
Words

Arts:

Collage
Color
Overlapping
Shape
Texture

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

Brown Bear, Brown Bear, What Do You See? by Eric Carle; Tempera paint; Water color paper; Brushes, sponges; Forks and spoons, potato masher, kitchen utensils; Paper plates; Paper towels; Loaf pans (for washing alternative painting tools); 9" by 12" card stock; Glue sticks; Laminated placemats and blue painter's tape; Class assessment worksheet

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.2 Elements: Shape
- 1.1.4 Elements: Texture
- 1.1.6 Elements: Color
- 1.1.7 Principles of Design: Repetition
- 2.1.1 Creative Process
- 2.2.1 Presenting Process
- 2.3.1 Responding Process
- 4.2.1 Connection between Visual Arts and Literacy

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see:
<http://www.del.wa.gov/development/guidelines/>
(Age 4 to 5) 3. Touching, seeing, hearing and moving around: Using the small muscles (fine motor skills): Open and close a blunt scissors with one hand, and cut a straight line.
(Age 4 to 5) 5. Communicating (literacy):
Reading: Use actions to show ideas from stories, signs, pictures, etc.
(Age 4 to 5) 6. Learning about my world: Arts: show an increasing ability to use art materials safely and with purpose; understand that different art forms can be used to tell a story.
continued

Common Core State Standards (CCSS) in ELA

For a full description of CCSS ELA Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story the illustration depicts).

**Students Who Are College and Career Ready
Students in Reading, Writing, Speaking,
Listening, and Language**

Demonstrate independence.

Build strong content knowledge.

Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Introduce safe techniques for painting, cutting, and tearing.

Read *Brown Bear, Brown Bear, What Do You See* by Eric Carle.

 This lesson would also work with other books with repetition in words and illustrations.

Lesson Steps Outline

Day One

1. Introduce and guide practice in identifying repeating patterns.

2. Guide students in identifying the repeating words or phrases in the text.

 Criteria-based teacher checklist: Wiggles hands when repeating words and phrases are heard.

3. Introduce repeating texture within illustrations.

4. Demonstrate and guide painting textures. Encourage creative thinking.

 Criteria-based teacher checklist: Demonstrates at least two different textures.

Day Two

1. Lead students in echoing text. Break whole class into three groups to practice echoing the repeating words and phrases in the text.

Criteria-based teacher checklist: Echoes repeating words and phrases heard.

2. Remind students of repeated shapes, colors, and texture in art. Demonstrate and guide cutting and tearing techniques.

Criteria-based process assessment: Cuts and tears shapes from painted textures.

Day Three

1. Review repeating shapes, colors, and textures in illustrations. Demonstrate combining precut shapes into a collage.

2. Guide collage making.

Criteria-based teacher checklist: Repeats shape, color, or texture in own work of art. Cuts or tears shapes from painted textures and combines them by gluing them into a collage.

3. Lead a gallery walk reflection.

Criteria-based teacher checklist, reflection: Cuts or tears shapes from painted textures and combines them by gluing them into a collage. Repeats shape, color, or texture in own work of art. Identifies repetition in collages.

LESSON STEPS

Day One

1. Introduce and guide practice in identifying repeating patterns.

- *Can anyone find a shape or color that is repeating on your clothes?*
 - *How about around the room?*
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2. Guide students in identifying the repeating words or phrases in the text.

▣ Read *Brown Bear, Brown Bear, What Do You See* by Eric Carle.

- *Authors can use repetition in their stories. They can repeat words and phrases.*
- *Listen while I read the story. When you hear a word or phrase repeat, wiggle your hands just like this.*

☑ Criteria-based teacher checklist: Wiggles hands when repeating words and phrases are heard.

3. Introduce repeating texture within illustrations.

- *Illustrators can also use repetition in their art. What do you see in this picture that repeats (color, shape, texture)?*
 - *One of the things that Eric Carle does is repeat textures, the way something feels.*
 - *Show me a rough, soft, smooth, slippery, bumpy, sticky, pointy texture.*
 - *Where does Eric Carle repeat that texture?*
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4. Demonstrate and guide painting textures. Encourage creative thinking.

▣ This step could be done during free choice.

- *With these tools, we can create many painting textures. Watch me, I am going to fill this whole paper with color and go over it with different tools to create my painted textures.*
- *Fill your papers with color and use the tools to make textures.*
- *Think creatively! Make at least two different textures.*

☑ Criteria-based teacher checklist: Demonstrates at least two different textures.

Day Two

1. Lead students in echoing text. Break whole class into three groups to practice echoing the repeating words and phrases in the text.

- *Remember how you wiggled your hands when you heard a word and/or phrase that repeated? Today you get to say the repeating words with me. We will break into three groups and the first group will repeat the name of the animal, the second group will repeat the phrase, "What do you see?", and the third group will repeat the phrase "I see a ___ looking at me."*
- *Let's try this together.*
 - 1) *Brown Bear, Brown Bear*
 - 2) *What do you see?*
 - 3) *I see a ___ looking at me.*

Criteria-based teacher checklist: Echoes repeating words and phrases heard.

2. Remind students of repeated shapes, colors, and texture in art. Demonstrate and guide cutting and tearing techniques.

- *We noticed that artists can also repeat shapes, colors and textures and we painted our own textures yesterday. Today we are going to cut and tear shapes from our painted textures.*
- *We want our shapes to be big enough that we can glue them down, so make sure no shape is smaller than your palm.*
- *Remember to hold your scissors straight up and use your helping hand to guide you.*
- *When we are finished cutting and tearing, place your pieces all in the basket so we can use them to make pictures tomorrow. Artists often work together and share each other's materials and we will do the same.*

Criteria-based process assessment: Cuts and tears shapes from painted textures.

Day Three

1. Review repeating shapes, colors, and textures in illustrations. Demonstrate combining precut shapes into a collage.

- *Remember we noticed how Eric Carle repeated shapes, colors, and textures throughout his illustrations. Today you get to do that with the pieces we all cut yesterday.*
 - *I'll trace my finger around a cut out shape in this (name an animal from the text). How many shapes did the artist use to create this one animal (name the number of shapes)? When an artist overlaps cut and torn pieces of paper to make one picture it is called a collage. We get to make a collage today too.*
 - *I will arrange and then paste my shapes on to my card stock.*
 - *Using good craftsmanship, I am thoughtfully turning cut out shapes upside down on a glue mat (or protective paper) and running the glue stick around all of the edges.*
 - *I rub each shape firmly down in place on background paper to glue flatly, smoothly, and securely.*
 - *How did I use repetition in my collage?*
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2. Guide collage making.

- *What animal do you want to make?*
- *Select your shapes. Combine your shapes before you make a decision and then glue them down.*
- *Use repetition in your collage. You can repeat shapes, colors, or textures.*

Criteria-based teacher checklist: Repeats shape, color, or texture in own work of art. Cuts or tears shapes from painted textures and combines them by gluing them into a collage.

3. Lead a gallery walk reflection.

- *Take a gallery walk around and look at the other artists' collages.*
- *What different textures do you see?*
- *Where do you see repetition? How do you know?*

Criteria-based teacher checklist, reflection: Cuts or tears shapes from painted textures and combines them by gluing them into a collage. Repeats shape, color, or texture in own work of art. Identifies repetition in collages.

ARTS IMPACT LESSON PLAN Visual Arts and Literacy Infused Lesson

Pre-kindergarten: *Repetition in Text and Illustration*

CLASS ASSESSMENT WORKSHEET

| Disciplines | VISUAL ARTS/LITERACY | | | VISUAL ARTS | VISUAL ARTS | Total 5 |
|--------------|---|---|--|---|---|------------|
| Concept | Repetition | | | Creative Thinking | Collage | |
| Criteria | Wiggles hands when repeating words and phrases are heard. | Echoes repeating words and phrases heard. | Repeats shape, color, or texture in own work of art. | Demonstrates at least two different textures. | Cuts or tears shapes from painted textures and combines them by gluing them into a collage. | |
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| Total | | | | | | |
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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 literacy?

Teacher: _____

Date: _____

ARTS IMPACT FAMILY LETTER

ARTS AND LITERACY INFUSED LESSON: *Repetition in Text and Illustration*

Dear Family:

Today your child participated in a Visual Arts and Literacy Infused lesson. We talked about repetition.

- We wiggled our hands when we heard repeating words and phrases in a story.
- We took turns echoing the repeating words and phrases heard.
- We repeated shape, color, or texture in our own work of art.

At home, you could think about things that repeat when you listen to stories and when you look around the room at home.

Enduring Understanding

Repeating words, phrases, textures, or shapes can show repetition.