

Patterns in Nature

Objective: Students will explore the art elements of texture and pattern in designing and creating a unique drawing.

Topics & Keywords for Discussion:

Pattern- a repetition of specific visual elements

Horizontal- left to right, orientation parallel to the horizon.

Vertical- up to down, orientation perpendicular to the horizon.

Materials: 3 sheets of copy paper, pencil, ruler, colored pencils/crayons/markers. Note: this lesson can ALSO be completed as a painting activity, materials would include cups of water, watercolor paper/canvas, paint and paintbrushes.

Opening Activity: Ask members- “where do you see patterns in this room?” Explain that a pattern is a repeated image or shape. Often, they appear in clothing or textiles- shirts, socks, shoes, backpacks. Show students this video: “Infinite Patterns” by Cristóbal Vila- <https://youtu.be/ZF3CgNpkSTQ> & “Patterns in Nature (Fractals Everywhere)” by Tammski- <https://youtu.be/V6wiLQZ9etk> (BOTH have VERY intense music accompanying the images, please MUTE these videos.

Core Activity: Distribute paper and pencils to students and

- 1.- Paper needs to be folded and cut it in 2 long equal pieces (hotdog folding) and then glued together to make the long paper format.
- 2.- The corn drawing starts from the glued part of the paper right in the middle, and it goes all the way down and the Husk is made on the other half. Use pencil to draw this part.
- 3.- Use your pointer finger to measure and do the marks alongside and the pinky for the long side marks, then use those marks to create the square guide lines of the corn. Draw another mark in between the 3 last marks at the bottom of the corn to make them smaller than the rest.
- 4.- Draw a circle shape on each square and paint each one of them with 4 or 5 different alternate colors .

* For faster result use a regular paper just fold the paper in half in the opposite direction then before, to mark the center of the page where the corn starts and the husk begins.

Reflection: While students help clean up the room, ask them “Do the patterns change the sense of texture in your art?” You can also remind students that pattern is an element of art AND an element of life- sounds repeat and become a beat, dance steps repeat and become a full dance, behavior repeats and becomes a pattern.

