

PATTERNS & MORE PATTERNS

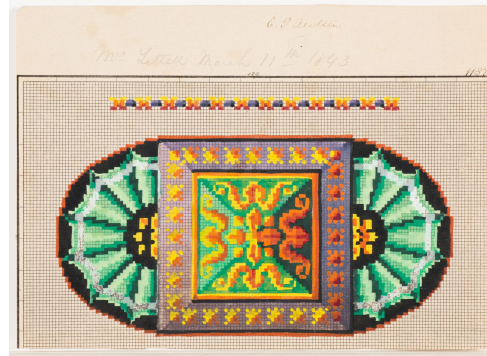
ABSTRACT ACRYLIC PAINTING
ART AND LANGUAGE ARTS

GRADES: 7-12

BASED ON



Girls of Burriana (Falleras), oil
Hermen Anglada Camarasa
1910-1911
Paris/France
Hispanic Society of America, NY



Berlin Woolwork Embroidery Pattern, paper
M. Levy (German), printer
1820-1843
Berlin/Germany
Gift of Mr. and Mrs. Edwin T. Weiss, Jr. 1986

OBJECTIVES

- Students will review color theory and color mixing.
- Students will create a warm or cool color series of patterns, creating a composition of tints & shades, doodling.
- Students will reflect and critique their final projects.

CONCEPT

In this unit, students delve into color mixing and repetitive patterns, creating a 'Zentangle' in a warm or cool color scheme. The students are inspired by various paintings that utilize pattern, including *Girls of Burriana* and *Berlin Woolwork Embroidery Pattern*. The students sketch a small scale Zentangle in pencil and transfer to a larger board. The students paint the warm or cool doodle, mixing a variety of colors. The students complete an artist statement, self-evaluate and reflect on their idea, their color scheme, their design, and their painting.

MATERIALS

Sketchbooks and pencil

Girls of Burriana and *Berlin Woolwork Embroidery pattern* images, other pattern images, books, and devices, as needed

Slides of various pattern images

Heavy weight 12x18 board/paper

Acrylic paint

Palettes/ziplock bags
 Paint brushes in various sizes
 Water containers/water
 Self-evaluation and reflection hand-out
 Rulers

VOCABULARY

Expressive- effectively conveying thought or feeling.
 Written reflection- serious thought or consideration, committed to writing.
 Composition- arrangement into specific proportion or relation and especially into artistic form.
 Tint- a variation of a color produced by adding white to it and characterized by a low saturation with relatively high lightness.
 Shade- a color produced by a pigment mixture having some black in it.
 Pattern- an artistic, musical, literary, or mechanical design or form.
 Balance- an aesthetically pleasing integration of elements.
 Cool colors- blue, green and violet families.
 Warm colors- yellow, orange and red families.
 Doodle- an aimless or casual scribble, design, or sketch.
 Zentangle- trademarked word meaning drawing structured patterns/tangles, with a combination of dots, lines, curves, and orbs.
 Abstract- art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colors, and textures.

PROCEDURE

1. Discuss pattern, doodling, abstract art, and Zentangle. Students are introduced to the painting project, creating a large 'pattern/doodle' in a warm or cool color scheme. Composition, color mixing, and balance are also reviewed.
2. Students review criteria:
 - Abstract doodle, no recognizable objects, letters or numbers.
 - Doodle in warm OR cool color scheme.
 - Do not draw with all over black line and color in... each shape must be distinctive without black line. Black is not used alone, only with mixed colors. All paint colors should be mixed.
 - Fill the page completely.
 - Have a center of interest.
 - Attention to detail in color mixing and in painting each doodle. Focus on quality craftsmanship.
3. Students explore patterns in apparel (*Girls of Burriana and Berlin Woolwork Embroidery Pattern*) and others. Discuss the concept of a random pattern vs. repeating pattern.
4. Students sketch out a small scale doodle concept (4"x6") and transfer the drawing to a 12x18 paper.
5. Students mix and paint their doodle, creating a composition in warm or cool colors.
6. After completing the painting, students create a self-evaluation and reflection on their pattern painting. A critique of all the paintings is the culmination of this project.

ASSESSMENT

Goals of the pattern/doodle painting: Abstract doodle, no recognizable objects, letters or numbers, doodle in warm or cool color scheme. No black lines or black doodles, all mixed paint colors, filled the page with a focal point.

Craftsmanship & Effort: Attention to detail in the mixing of the colors and in the paint application to each area of the doodle. Great details throughout the painting. Shows mastery of the acrylic paint.

Creativity/Visual Impact/Originality: The students demonstrated creative thinking throughout the project, from the initial sketch, to the fine details of the painting and the overall composition. High visual appeal.

NATIONAL STANDARDS

Visual Arts:

Creating Standard 1: Generate and conceptualize artistic ideas and work.

Standard 2: Organize and develop artistic ideas and work.

Presenting Standard 4: Select, analyze, and interpret artistic work for presentation.

English Language Arts:

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements to appropriately communicate with different audiences for a variety of purposes.

RESOURCES

Zentangle Basics, Suzanne McNeill

The Beauty of Zentangle, Suzanne McNeill

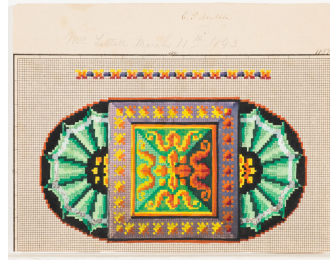
500 Tangled Artworks, Beckah Krahula

Color and Pattern, Khristian A. Howell

ABC of Zentangle H Video, <https://www.youtube.com/watch?v=AsY0eYOGhoM> (0:46-3:25)



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EXAMPLES OF STUDENT WORK

