Title/Description of Lesson

Pattern Fish- Students will create an image of a fish caricature of themselves filled with color and pattern. Patterns are made from lines and/or geometric shapes and placed within the image.

Grade Level: K-3

Lesson Links

Objectives/Outcomes
Materials and Resources
Vocabulary
Procedures
Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards in Math
Other Resources

Objectives/Outcomes  (Return to Links)

Students will utilize basic elements of art (line, color, etc.) in their work of art, including line and patterns within the piece.

Materials and Resources  (Return to Links)

9” x 12” drawing paper (90 lb. Best) for grades K-1, 12” x 18” drawing paper for grade 3
Black fine point sharpie, pencil
Coloring medium: crayons work best, but most anything will work.
Scissors

Vocabulary  (Return to Links)

Analogous colors- Refers to closely related colors; a color scheme that combines several hues that fall next to each other on the color wheel.
Blend: Mixing of analogous colors to increase intensity, or to create new colors
Elements of art- Sensory components used to create works of art: line, color, shape or form, texture, value and space.
Expressive content- The expression of ideas and moods.
Line-A point moving in space; It can vary in width, length, curvature, color or direction.
Pattern-Lines, shapes, and colors repeated in a variety of predictable combinations.

**Procedures**  
1. With the paper in landscape direction, follow teacher directions for creating a fish shape using the entire length of the paper (oval body, triangular tail, fins, circular eyes, etc.). Add any details that match the artist (glasses, hair style, dimples, accessories, etc.)
2. Trace lines with a black sharpie, add line and shape patterns within the shapes. Discuss use of patterns and/or geometric shapes with appropriate age groups.
3. Add color, blending analogous colors and coloring strong. Overall piece will look bright in its intensity, shiny on the surface if using crayons. Use a light hand or light color for the face.
4. Cut out final image (no background is needed here)

**Criteria for Assessing Student Learning**
Outstanding works of art contain these criteria:
- Project is colored completely, quality of coloring is smooth and strong
- Line & pattern work are clean
- Image is large, design work uses space efficiently within the image

**California Standards in Visual & Performing Arts**

Component Strand 1.0 **Artistic Perception**  
Grade K-2 : 1.3 (1.5 for grade 3): Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color and shape/form.
Component Strand 2.0 **Creative Expression**  
Grade K: 2.1 Use lines, shapes/forms, and colors to make patterns.
Grade 1: 2.7 Use visual and actual texture in original works of art.
Grade 2: 2.4 Create a painting or drawing, using warm or cool colors expressively.
Grade 3: 2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

**California Standards in Math**

Statistics, Data Analysis and Probability
Grade K: 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.
Grade 1: 2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.
Grade 2: 2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

**Measurement and Geometry**
Grade 3: 2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons)

2.2 Identify attributes of triangles (e.g. two equal sides for the isosceles triangle, three equal sides for the equilateral triangle and right angle for the right triangle).

**Other Resources**

*Pattern Fish* by Trudy Harris, Millbrook Press, 2000

Cover design of “Primary Concepts” 2010

Another sample of student work: