

# **Artful Stories:**

## **A Preschool Tour Experience at the Minneapolis Institute of Art**

### **Patterns**

#### **Book**

*Pattern Fish*, written by Trudy Harris, illustrated by Anne Canevari Green

#### **Materials**

- Storybook
- Foam fish and bag of shapes
- "What is the Pattern?" templates
- Picture frame
- Laminated songs

## **Lesson**

### **Content Objectives**

- Explore a storybook and artwork in the galleries
- Explore patterns created by repeating colors and shapes

### **Skill Objectives**

What students will do

- Listen to and talk about a storybook
- Make theme connections from the book to works of art
- Manipulate materials related to the tour theme

What students will learn

- Language acquisition and critical thinking
- Visual perception, discrimination and interpretation

### **Vocabulary**

- Pattern
- Red
- Orange
- Yellow
- Green
- Blue
- Purple
- Pink
- Black
- White
- Gray
- Shapes
- Stripe
- Dot
- Line
- Square
- Circle
- Triangle
- Star
- Heart
- Repeat

## Activities

### Introduction

#### Museum Rules

- Looking Eyes (making circles with hands around eyes)
- Listening Ears (have children wiggle ears)
- Quiet Hands (put hands in their lap)
- Inside Voice (put finger to mouth and make “shhhh” sound)

#### Picture Frame Rhyme

- Can be spoken or sung to the tune of “I’m a Little Teapot”
- Pass picture frame to each child in turn
- Have them hold up the frame to their face and say/sing the following
- Repeat for each child

*“Looking through my picture frame, who do I see?  
I see [INSERT NAME] looking at me!”*

#### Artful Kids Rhyme

- Can be spoken or sung to the tune of “Twinkle, Twinkle, Little Star”

*It’s story time at Mia  
I’m so glad you’re here today  
The art is here for everyone  
So, let’s get ready to have some fun  
We’ll sit down and read a book  
And take our time to talk and look*

## Gallery

### Movement

- As you walk through the gallery, have the children look for patterns in the floor, ceiling, walls, and artwork
- Have them create patterns as they walk
  - Examples:
    - Clap fast, clap slow, clap fast, clap slow
    - Hop, hop, clap, hop, hop, clap
- Act out the “It’s Pattern Time” and “The Pattern Shout-out” songs
- Use the children to make patterns within the group
- Have them line up boy, girl, boy, girl or whatever works with the group
- You can also have them line up based on hair color or clothes color to make patterns

### Storybook

- Find a reading spot with a lot of patterns
- As you read the book ask the children what types of patterns they see in the animals, borders, and plants illustrated in the book

### Looking exercises

- Point out artworks with patterns and ask the children how the pattern is being made
- Pick simple patterns to start with and build up to more complicated patterns if they understand the concept

### Manipulative exercise

- Hold up laminated “What is the Pattern?” templates and have the children describe what is creating the pattern (ex. green stripe, blue stripe, green stripe, blue stripe)
  - Emphasize that pattern is made up of both color and shapes
  - The cards gradually become more complicated, so start with the simple ones first and then work up to patterns with 3 shapes or colors
- Provide each child with a foam fish board and share the bag of shapes
- Review the concept of pattern vs. random design by demonstrating a pattern or holding up the pattern templates again
- Have the children make their own pattern on the foam fish using the foam shapes provided

## Songs and Poems

### It's Pattern Time By Jennifer Fixman

#### Teaching tips

- Children love creating patterns with their bodies
- Use the pattern sequences listed below to create patterns with different movements
- Try Pattern 1, 2, and 3 and if the children understand the concept you can try Pattern 4 and 5
- Below are suggestions for A and B but feel free to create your own movements
  - A: clap you hands
  - B: stomp your feet
  
  - A: stand up
  - B: sit down
  
  - A: touch your head
  - B: touch your feet

It's pattern time! It's pattern time! So move your body while I move mine.  
Move your hands. Move your feet. Stand up. Sit down. Do something neat!

Pattern 1: A B A B A B A B

The pattern you'll hear now is new. What will your body do?

Pattern 2: A B B A B B A B B A B B

The pattern you'll hear now is new. What will your body do?

Pattern 3: A A B A A B A A B A A B

The pattern you'll hear now is new. What will your body do?

Pattern 4: A A B B A A B B A A B B

The pattern you'll hear now is new. What will your body do?

Pattern 5: A B C A B C A B C A B C

It's pattern time! It's pattern time! So move your body while I move mine.  
Move your hands. Move your feet. Stand up. Sit down. Do something neat!

## The Pattern Shout-Out By David Burba

### Teaching tips

- Say the words when you make the movements
- Demonstrate the movements, the words in **bold** are what the children are supposed to do
- You can continue the song and make more patterns if the kids are really enjoying it

Get up on your feet; it's time to move to the beat.  
 Let's play a game about patterns, where we learn to repeat.  
 Listen close to my words, and do exactly what you've heard.  
 And make the right choices, using body parts and voices.

We'll give our hands a slap, read the pattern I clap.  
 I go: Clap...Clap... Clap (**Clap...Clap...Clap**)  
 Let's give our hands a slap, repeat the pattern I clap.  
 I go: Clap...Clap... Clap (**Clap...Clap...Clap**)  
 Oh yeah the pattern is sweet, and I can hear you repeat.  
 So go: Clap...Clap... Clap (**Clap...Clap...Clap**)

Here's a pattern that's neat, we'll use our hands and our feet.  
 I say: Stomp, Clap, Yeah! (**Stomp, Clap, Yeah!**)  
 Here's a pattern that's neat, we'll use our hands and our feet.  
 I say: Stomp, Clap, Yeah! (**Stomp, Clap, Yeah!**)  
 Oh yeah the pattern is sweet, and I can hear you repeat.  
 So go: Stomp, Clap, Yeah! (**Stomp, Clap, Yeah!**)

So many patterns around, we'll use some animal sounds.  
 I say: Quack, Woof, Moo! (**Quack, Woof, Moo!**)  
 So many patterns around, we'll use some animal sounds.  
 I say: Quack, Woof, Moo! (**Quack, Woof, Moo!**)  
 Oh yeah the pattern is sweet, and I can hear you repeat.  
 I say: Quack, Woof, Moo! (**Quack, Woof, Moo!**)