Lesson Title: Pattern Designing

Time Allotment: 5 Classes

Grade Level: 9-12

Enduring Idea: Patterned fabric has always been in demand, and the design of a pattern can communicate the tastes and preferences of the person wearing it.

OVERVIEW

Lesson Summary:

- This is a quick lesson that takes the idea of a standard 4 color pattern, and uses it as a way to introduce the basic idea of digital drawing. We will discuss the few basic principles of brush control, color scheming, and resolution. Students will have to think creatively about how they use the limited color palette, and make decisions about their design based around that. We will also discuss the idea of repetition and how a pattern has to interact with itself for aesthetic quality.

Related Artists and Artworks:

- Fabric designs in Joanne's
- Custom masks
- Spoonflower custom fabrics

Key Concepts:

- Patterned clothing is a form of communication.
- Patterned fabric has always been in demand, but is exceptionally in high demand now.

Essential Questions:

- How do you communicate with patterned clothing?
- Why is patterned fabric in such high demand now?
- How can you translate these skills into another form of creation?

PA Arts and Humanities Standards:

- Standard - 9.1.12.A

- Know and use the elements and principles of each art form to create works in the arts and humanities.
    - Standard - 9.1.12.H
        - Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

Skills:
- Students will become familiar with the basics of a digital drawing setup.
- Students will create a 2"x2" 4 color pattern using photoshop.
- Students will demonstrate the ability to design around a limited color scheme.

Knowledge:
- Students will understand the idea of repetition and how it affects pattern creation.
- Students will understand and use the associated vocabulary (see below).

Dispositions:
- Students will discuss how this practice can translate into other mediums.
- Students will discuss the value of this skill set in relation to the current market/economy.

ASSESSMENT
- Color Scheming
    - Did the student adhere to the 4 color requirement?
- Repetition
    - Does the pattern repeat cleanly? Are there side/side and top/bottom interactions?
- Setup
    - Was the project properly set up? Did they have a palette layer that was not drawn on? Did they use the proper brush controls and shortcuts?
- **FINAL PROJECT**
    - *Craftsmanship*

- How much care did the student take to make sure the pattern was cleanly rendered? Are there unwanted artifacts or marks?
- *Aesthetic quality*
    - Is the design aesthetically pleasing? Was the color scheme used attractive? Are there "vibrating colors"?
- *Artistic Initiative*
    - How much effort did the student put into the project? Did they use class time effectively? Does the project reflect an efficient use of class time?

INSTRUCTIONAL PROCEDURES

DAY 1

- Introduction
    - This day will start with a short discussion about how the project came to be. The idea of fabric booming as a result of the pandemic will be discussed with the class, as any students with patterned masks will talk about where they got them, and how many colors are on the fabric. If they're homemade, we'll talk about where the fabric came from. After this discussion, we'll move into a short discussion about color printing, and how a standard print layout incorporates 4 colors (but actually 5).
- Instruction
    - After the introduction discussion, we'll look at some examples of 4 color patterns, and use Photoshop's Pattern Preview to look at how the edges interact with each other as the pattern repeats. After this, we'll set up our document, and talk about resolution and how that changes depending on what you're doing the project for. Once we have our document created, we'll go through the process of choosing our color palette, and layer setup. Before letting students work, we'll go over the brush controls and color sampling shortcuts that are relevant to the project. This will allow us to quickly change colors and brush sizes, letting us spend more time doing the design.
- Closure (Individual)

- After the document setup and instruction, students will work on their own. I'll come around to talk to each individual student (time permitting) and discuss their choices for color schemes, and help them gather some more successful colors for their palette.
- Reflection
  - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
    - All students got a color scheme picked, and a document set up.
  - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
    - Double reminders to NOT work on the palette layer, because they changed the new layer button in photoshop. Otherwise successful.
  - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
    - I think with some training with the Wacom tablets, this could be an EXCELLENT project, and ordering fabric with the art budget from spoonflower would be an absolutely incredible thing for the art show.

DAY 2-4
- These will be work days for the project. We'll review each day how to use pattern preview to make the edges interact with each other, and how that can make your design more interesting and aesthetically pleasing.

DAY 5
- Introduction
  - This will be the final day of the project, so the start of class will be a quick reminder that we'll be done within 15-20 minutes.
- Instruction
  - Toward the end of the work period, we'll talk about saving and submitting. We'll save both a .psd and a .png version of the file, so we can use it for multiple applications. After saving the .png file, we'll log onto spoonflower and look at how these patterns translate into a fabric. After a short discussion about the

use of patterns, and how you can market them, while looking at some spoonflower designs; we'll add our patterns to the cart for 1 yard, and see how much they cost.

- Closure
  - This will be the final project of the class, so at the end of class, we will quickly review the classroom and make sure all assignments have been turned in successfully.
- Reflection
  - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
    - Students all turned their projects in on time, in the right format.
  - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
    - Had to shorten the ending of the lesson to let students work longer.
  - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
    - Nothing

PREPARATION

Instructional Resources:
- Photoshop 2021
- Pattern Preview
- Spoonflower
- Pattern examples

Vocabulary:
- Pattern
- Repetition
- Tiling
- Resolution
  - DPI/PPI

- Color Scheme

Materials:

- Photoshop
- iMac

GENERAL REFLECTION

- *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
    - Students were able to use the new functions in photoshop well, and definitely absorbed the idea of pattern creation. Limited color palettes foster creativity.
- *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
    - Nothing significant.
- *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
    - I think letting students choose their own size would be an excellent way to allow for some extra creativity.

ADAPTATIONS/MODIFICATIONS

- Students who are struggling with the limited color palette will be allowed to use more colors if they are having trouble. They'll also not be expected to have edge interaction within the pattern.
- Students who excel at the pattern creation will be asked to have CORNER interaction in their pattern, so that the pattern is more complex. They will also be allowed to use less colors or a bigger canvas to execute their idea to the fullest extent.

DIGITAL				

ARTS - PATTERNED FABRIC				
Artistic Initiative				
The amount of thought and effort you took in creating your piece.				
20	15	10	5	0
Excellent	*Proficient*	*Basic*	*Poor*	*Incomplete*
The piece has a clear central idea with thought put into the concept behind it. Classwork was used efficiently and the project was completed on time.	The piece has a central idea with some thought behind it. Classwork was used efficiently, with 1 or 2 classes either missed or misused. The project was completed on time.	The piece has an idea with little thought behind it. Classwork was not used very efficiently, and the project was barely completed on time.	There is no idea present, the project was completed in 2 days before the end of the quarter.	The project was not submitted.
Understanding of the				

Assignment				
How well the principles of the project were understood and implemented.				
20	15	10	5	0
Excellent	*Proficient*	*Basic*	*Poor*	*Incomplete*
All parts of the project were understood, all parts of the project were completed. Additional techniques were researched and implemented on your own.	All parts of the project were completed, with a fundamental understanding of the concepts being taught. All techniques were used properly.	Most parts of the project were completed with a rudimentary understanding of the concepts being taught. Most techniques were used properly.	Only a few parts of the project were completed, a poor understanding of the concepts is shown. Only 1 or 2 techniques were used, or used improperly.	The Project was not submitted.
Use of Materials				
How well understood the tools (both hardware and software) were used during the project.				
20	15	10	5	0
Excellent	*Proficient*	*Basic*	*Poor*	*Incomplete*

All tools that were introduced for the project were used, and used correctly. Creative ways to use the tools were found and implemented.	All tools that were introduced for the project were used, and used properly.	Most tools that were introduced for the project were used. Tools were used for their intended purpose, or with the intent of their purpose.	Few tools introduced for the project were used. Tools that were used were used improperly.	The Project was not submitted.
Design and Composition				
How well thought out and executed the design of your project is/was.				
20	15	10	5	0
Excellent	*Proficient*	*Basic*	*Poor*	*Incomplete*
The project clearly was thought out and planned ahead of time. The idea was executed in an aesthetically pleasing way.	The project was clearly thought out and planned ahead of time. The idea was used and executed with intent.	The project shows some planning and thought, but the execution shows a product that was done mostly on a whim.	There is no evidence of planning or thought. The execution leaves much to be desired, with little effort, and little aesthetic quality.	The Project was not submitted.
Craftsmanship				
How much care was taken to make sure the project came out				

as intended, and how clean in general the project ended up being.				
20	15	10	5	0
Excellent	*Proficient*	*Basic*	*Poor*	*Incomplete*
A great deal of care was taken to ensure the quality of the project. No unintended marks or artifacts are present. Lines are intentional and clear.	Clear evidence of care is shown to ensure the quality of the project. Few unintended marks are present.	Little evidence of care is shown to ensure the quality of the project. Many unintended marks are present. Lines are unclear or sloppy.	No evidence of care is shown. The project was clearly done quickly with no concern for quality.	The Project was not submitted.