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<th>Content Area: VISUAL ARTS</th>
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<td><strong>Course Title:</strong> Visual Art Intro 1</td>
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<th>Tessellation/Repeated Pattern Unit</th>
<th>1 Week</th>
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<td>Plan 9</td>
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**Date Created:** 4/18/12

**Board Approved on:** September 19, 2012
**MANCHESTER TOWNSHIP SCHOOL DISTRICT**  
Unit Overview

**Content Area:** Visual Arts  

**Unit Title:** Tessellation/Repeated Pattern Unit

**Target Course/Grade Level:** 9-12

**Unit Summary –SWBAT-**  
Understand the theory and use of Tessellations and Repeated Patterns in Art and Technology. Students will discover the techniques of creating a tessellation, and study the history of tessellations through the work of artists such as M.C. Escher and others. Students will learn the vocabulary of tessellations, and the meaning of those terms. Students will learn the science and mathematics of tessellations by creating their own repeated pattern. They will use measurement and geometry to fabricate their tessellations. Students will gain an understanding of visual perception, and how we perceive our visual world.

Primary interdisciplinary connections: The Science of Tessellations/Repeated Patterns; the practical application of pattern (principal of arrangement) in the Visual Arts, Computer Graphics (CG), and in Business/advertising.

21st century themes: Tessellations/Repeated Patterns in the classroom, the workplace, and the Science of Tessellations.

**Learning Targets**

| Standards |
| Content Statements |

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<th>CPI #</th>
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**Unit Essential Questions**

- What is a Tessellation, and how is one created?
- How do you use line and geometry to create your repeated pattern?
- How does a tessellation work with human vision, and how do we perceive our visual world?

**Unit Enduring Understandings**

- Understanding of Tessellations/Repeated Patterns.
- Understanding of the Theory and mathematics of Tessellations.
- Understanding how to create original tessellations, and practical applications of repeated patterns in art and design.
- Understanding how Digital Media, film, and other electronic media works.
### Unit Learning Targets (Objectives)

*Students will ...be able to understand Tessellations and Repeated Patterns*

- Be able to know and understand the vocabulary of tessellations/repeated patterns. Be able to use this basic knowledge to create an original tessellation through guided activities and projects.
- Students will develop a basic knowledge of the mathematics and science used in the creation of Tessellations, and how human vision works in viewing patterns and repeated patterns.

### Evidence of Learning

#### Formative Assessments

- Students will be able to explain the Tessellation/Repeated Pattern vocabulary.
- Students will show an understanding of the creation of an original tessellation, and how they are used in Art.
- Students will create tessellation artworks through guided activities and projects.
- Students will understand the parts of the tessellation, and how those elements apply to their artworks.

#### Summative Assessments

- Unit Tests

### Modifications (ELLs, Special Education, Gifted and Talented)

- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students.

### Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Posters, films/DVD’s, television, slide projectors, computer, paints, brushes, vellum drawing paper, construction paper, scissors, glue.

### Teacher Notes: