

Notes For The Teacher

Vocabulary

Define each of the following terms when they appear in the student pages. The page number where the term first appears in this unit is listed beside the definition:

1. pattern – decorative arrangement of motifs (p. 2)
2. motif – an element that repeats in a pattern (p. 2)
3. sequence– the order in which related images follow one another (p. 2)
4. design – the plan for a pattern (p. 4)
5. symmetrical balance – balance in which elements on both sides of a composition or all parts around a central axis balance by being more or less the same (p. 18)
6. asymmetrical balance – balance in which the elements on both sides of the composition are not equal but still balance one another (p. 20)
7. geometric – made of regular lines and shapes, such as squares, rectangles, or triangles (p. 23)

Weekly Lessons

Please Note: The following four lessons contain the potential for so much more exploration in the area of patterns that you could spend several additional weeks in this unit.

WEEK 1:

Scripture Talk: Refer to **page 1** and discuss the fact that we can always count on day following night and night following day. This is a predictable occurrence just as the changing of the seasons is predictable. In a similar way, the number of hours of sunlight increases each day according to a pattern as we approach summer solstice, and it decreases in a predictable way as we approach winter solstice. These changes can be counted on because they follow a pattern. In the cartoon, the absurdity of not knowing when to expect nightfall is not something we ever have to be concerned with.

Refer to Genesis 8:22 “*While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease.*”

Collect a few **cloth or wallpaper samples with patterns** and display them for the students. Read **page 2** and have the students answer each question. See the following answers: