FREE TEACHING RESOURCE / K–2 / 02

Patterns of Welcome

TEACHER GUIDE • lesson design & facilitation

Grade band: K–2 | 3–4 studio sessions of 35–45 min

Media: Stamp printing, collage, markers, paper banners

The artistic problem

Design a small banner or paper flag for a gathering that invites everyone in. Use repeating shapes, rhythm, a focal symbol you invent, and a greeting in a language or form of your choice.

Essential question: How can repeating shapes create a message of welcome?

Place-based cultural lens: Louisiana neighborhoods mark occasions in many ways, through family meals, street gatherings, festivals, and public signs. New Orleans Vietnamese communities celebrate Tết; other communities gather through neighborhood, faith, and family traditions.

Learning targets

- Repeat one invented mark in a clear rhythm.
- Vary size, color, or spacing to emphasize meaning.
- Name or show how the design welcomes an audience.

Student-visible success criteria

- A repeated shape or mark pattern with a clear order.
- At least one intentional variation.
- A student-generated welcome symbol or word.
- One improvement made after seeing how the banner reads from a distance.

Standards & studio habits

Louisiana K–4 cluster: VA-CE-E2, VA-CE-E4, VA-CE-E5, VA-HP-E1

Studio Habits of Mind: Develop Craft, Stretch & Explore, Express, Understand Art Worlds. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Cardstock or drawing paper
- Foam stamps, sponge shapes or drawing tools
- Washable paint or ink

- Glitter-free recycled collage materials
- Optional home-language word cards with family approval

10-stage teaching sequence

01 / Engage Invite students to think of what makes a gathering feel welcoming; view real examples with context and attribution.

02 / Investigate Notice where repetition appears in signs, fabric, public art and student-made decorations; compare several cultures, not a single style.

03 / Skill Studio Demonstrate repeating a mark in a sequence and creating emphasis with an interruption or change in size.

04 / Generate Invent two symbol sets; experiment with stamp tests before choosing.

05 / Plan Plan a beginning, middle and end to the pattern; choose audience and optional greeting.

06 / Produce Print or collage a banner with repeating marks; check distance readability.

07 / Critique Partner points to the part that feels most inviting and describes why.

08 / Revise Strengthen contrast or rhythm based on a viewer observation.

09 / Present Hang as a “Welcome in Many Voices” studio display; invite students to introduce their choice.

10 / Reflect Complete: “My pattern repeats __. I changed __ to help people see __.”

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Who feels welcome?** Study multiple gathering graphics and invent marks.	Teacher documents who can describe audience.
Day 2	**Technique studio** Stamp repetition, spacing, and safe tool use; draw two layouts.	Pattern strip test.
Day 3	**Produce banner** Make an original banner with emphasis and variation.	Check sequence and clear focal point.
Day 4	**Revise + exhibit** Distance critique, one change, respectful gallery.	Save banner and short reflection.

Key technique to model

Repetition, rhythm, variation, contrast and basic printmaking.

Access without lowering the artistic goal

Provide large stamps, adaptive grips, pre-cut paper, paired tool roles, low-vision high-contrast examples, and multiple ways to explain a greeting.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?

- What visible revision will strengthen your next version?

Cultural care

Do not assign students to imitate Vietnamese, Indigenous or Black masking designs. Use community examples to discuss purpose and participation, then create original student-owned symbols.

Stretch & explore

Compare how repeating symbols communicate differently at a school entrance, gallery doorway, or community center.

Design provenance: Original early-elementary adaptation of the common Artistic Investigations architecture; repetition, variation, and individual decisions.