

Patterns in Art and Science

The *Framework for K-12 Science Education* identifies **patterns** as one of the seven cross-cutting concepts of the Next Generation Science Standards. These concepts are described as bridging disciplinary boundaries and holding value across all the sciences as well as in engineering. Meanwhile, **patterns** are also a key concept across the spheres of art education, appearing in California's *Visual and Performing Arts Content Standards* in the contexts of visual arts, dance, and music.

Whether patterns are encountered in art, science, math, history, or everyday life, we can approach them with a few consistent processes. These steps can help students understand and give meaning to patterns of any kind.

recognize	students can: <ul style="list-style-type: none">• recognize simple patterns found in the environment and works of art;• identify patterns in the natural and designed worlds
describe	students can: <ul style="list-style-type: none">• describe repeated patterns in nature, in the environment, and in works of art;• use observations to describe patterns
interpret	students can: <ul style="list-style-type: none">• interpret rhythm and movement in works of art and the environment;• use similarities and differences in patterns to sort, classify, and analyze natural phenomena
predict	students can: <ul style="list-style-type: none">• formulate questions and predict reasonable outcomes based on patterns